INSTRUCTOR: Eileen McPartland Fealy Ph.D.
PHONE: (773) 951-9943
EMAIL: emcpart@luc.edu

VIRTUAL OFFICE HOURS VIA ZOOM: Tuesdays 6:00 – 7:00 pm CST (7/6 – 8/10) or by appointment

RESPONSIVENESS: My preferred modality of communication is via email. I am committed to monitoring my email and responding to your messages within 24 hours or less during the work week. You can also leave voice messages at the number listed above. Please e-mail me to set up times to speak via phone or Zoom.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the summer 2021 term while still living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Through collaboration, communication, and shared responsibility, will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer–2021 Return

RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates
Course Description

This is a graduate-level course designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.

This course focuses on current information about addictions and evidence-based addictions counseling. It begins with an introduction to addictions before highlighting ethical, legal, and professional issues that affect those who work in the field. The theories of addiction follow, including a review of the neuroscience underlying addiction. Next, general treatment considerations underline the importance of diagnosis, assessment, prevention, and evaluation. The different modalities of counseling are summarized and explained (e.g., individual, couples, family, group, mutual support groups), and relapse prevention is underscored. The substance addictions covered in the course include alcohol, cannabis, opioids, stimulants, depressants, and hallucinogens.

In addition, an important component of this course will be the consideration of culture and its influence on people’s beliefs and subsequent behaviors around substance use. You will be encouraged to explore how your own culture has influenced your beliefs and behaviors around substance use as well as how clients’ unique cultures and communities impact their resistance to or inclination towards the development of substance use disorders. The importance of integrating culture into your professional conceptualizations cannot be overemphasized. The social/cultural context of the development and treatment of substance use disorders is critically important to social justice issues we must consider as professionals, and is consistent with the School of Education’s Conceptual Framework – Social Action through Education (www.luc.edu/education/mission/).

IDEA Objectives for Course Evaluation

In general, the two overarching objectives for this course are:

1. Gaining a basic understanding of the addictions counseling (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material to your work (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field

Required Reading

Text


Articles & Book Chapters (Available on Sakai)


Websites – Supplemental Learning

http://store.samhsa.gov/shin/content/SMA15-3991/SMA15-3991.pdf
http://www.naadic.org/code-of-ethics

Media – Supplemental Learning

1. Introduction to Drug, Alcohol and Addiction Counseling – L. Jasmine Harris (11.5 minutes)
https://www.youtube.com/watch?v=FVycDXhGZvc

2. Substance Use Disorders/Addictions – Clinical Overview – Dr. Jeffrey DeVido (90 minutes).
https://www.youtube.com/watch?v=zCKdaCR2djQ

3. Legal and Ethical Standards for Addiction Counseling | Confidentiality | Self Care by Addiction Professional Lena Schefeild, LMHC, CAP, MAC, CEDS (12 minutes), published on Nov 7, 2016). https://www.youtube.com/watch?v=j5f-6N80bCo

4. Law vs. Ethics by Dr. Dean Aslinia (40 minutes. Published on Sep 7, 2016).
https://www.youtube.com/watch?v=6fCTiLLh5co

5. NCI Free Training—Legal & Ethical Issues for School Counselors with Dr. Carolyn Stone (23 minutes). Published on Mar 18, 2014).
https://www.youtube.com/watch?v=WLBhieDhrL4

6. Addiction is a disease. We should treat it like one | Michael Botticelli (11 minutes). https://www.youtube.com/watch?v=7_RGn75JcZ8
https://www.youtube.com/watch?v=T5sOh4gKPIg

8. The 5 Models of Addiction by Cameron Haslehurst (4 minutes).
https://www.youtube.com/watch?v=TX_M02RDSkQ

9. Drug Addiction is a Learning Disorder, says Maia Szalavitz (8.5 minutes).
https://www.youtube.com/watch?v=yf9F3vIEJLQ

10. The Roots of Addiction (53 minutes).
https://www.youtube.com/watch?v=7XtUF8mqrzM

11. Why do our brains get addicted? Neuroscientist Nora Volkow, director of the National Institute on Drug Abuse at the NIH, applies a lens of addiction to the obesity epidemic (16.5 minutes).
https://www.youtube.com/watch?v=Mnd2-ai4LCU

12. The Brain and Recovery: An Update on the Neuroscience of Addiction (1 hour, 19 minutes).
https://www.youtube.com/watch?v=zYphZvRHm6Y

https://www.youtube.com/watch?v=bwZcPwlRRcC

14. The Neuroscience of Addiction - with Marc Lewis (1 hour, 48 minutes).
https://www.youtube.com/watch?v=aOSD9rTVuWc&list=PLXhlhrNMyJOeotlRAZD6KbasXeuoHQJLt

15. Neurobiology of Addiction. Hosted by Dr. Frank R. George, compelling speaker and leading expert on drugs, addiction and the brain (20.5 minutes).
https://www.youtube.com/watch?v=FyXbZKjkBQ

16. Overview of How to Diagnose Substance Use Disorders Using DSM-5. Published on Feb 15, 2017 (57.5 minutes). https://www.youtube.com/watch?v=dIBbqU6Q6KLk

17. Introduction to Addiction DSM 5 changes (14 minutes).
https://www.youtube.com/watch?v=f-L2h6epvOM


19. Co-Occurring Disorders – Introductory Video (18.5 minutes).
20. Drug use problems and mental health: comorbidity explained. Published on May 31, 2016 (2.5 minutes). https://www.youtube.com/watch?v=5RbEotf0jql


23. What a Cognitive Behavioral Therapy (CBT) Session Looks Like (23 minutes). https://www.youtube.com/watch?v=8-2WQF3SWwo

24. 187 Models of Treatment for Addiction | Addiction Counselor Training Series (61 minutes). https://www.youtube.com/watch?v=eQkA0miWx8A


28. Self Help and Support Groups Overview by Dr. Dawn-Elise Snipes (21.5 minutes). https://www.youtube.com/watch?v=kZmzU1qT5uY


30. Preventing the Onset of Severe Mental Illness: Lessons Learned (5.5 minutes). https://www.youtube.com/watch?v=5AA54ujxiCc


32. 12-Core Functions of Substance Abuse Counseling (11.5 minutes).
33. Program Evaluation Overview (42 minutes). https://www.youtube.com/watch?v=bthFTsv7Yc

34. Lecture 13: Program Evaluation (17.5 minutes). https://www.youtube.com/watch?v=6ZEYgEv7EL4

35. The Truth About Alcohol - BBC Documentary (58 minutes). https://www.youtube.com/watch?v=PNq-JcVIYD4

36. HBO Documentary: Risky Drinking (2015) (82.5 minutes). https://www.youtube.com/watch?v=1gQ4iM6N4M&amp;t=1790s


38. Wasted: Beating Alcohol Addiction Through Evidence-Based Treatment (44 minutes). https://www.youtube.com/watch?v=fezqA2uUeby&amp;t=3s

39. Alcohol Will Kill You... The Documentary You Must See! (47 minutes). https://www.youtube.com/watch?v=ySbeSUE2XHE&amp;t=769s

40. Dr. Gabor Maté - Cannabis and Addiction (65 minutes). https://www.youtube.com/watch?v=k2R3_728Xxc


42. Is marijuana addiction serious or real? Why I quit marijuana and the weed withdrawal symptoms (9 minutes). https://www.youtube.com/watch?v=i_Q5wSwIhvc

43. Why Quitting Marijuana Is Difficult for Some People (psychological addiction) (9.5 minutes). https://www.youtube.com/watch?v=5GiWqC-DGG4

44. The Truth About Smoking Cannabis | BBC Documentary (53 minutes). https://www.youtube.com/watch?v=5ASVxLmCjx8

45. Opioid Addiction Is Treatable. Why Aren’t We Doing It? | Sharon Levy | TEDxBeaconStreet (9.5 minutes). https://www.youtube.com/watch?v=rVTsBuQucmY
46. The Heroin Denial Epidemic | Tim Ryan | TEDxNaperville (18 minutes).
https://www.youtube.com/watch?v=CitmhwztUUI

47. Opioids Epidemic in America Opioid Addiction Explained Documentary 2018 (55 minutes).
https://www.youtube.com/watch?v=kKDoJpWzwjQ


49. The Science of Opioids (8.5 minutes). https://www.youtube.com/watch?v=AqDo4LiKz-c

50. What Happens to Your Body | | When You VAPE for a Month (2.5 minutes).
https://www.youtube.com/watch?v=n1GqT5RZu7s

51. The Future of Tobacco and Nicotine | Hemant Goswami | TEDxGGDSDCollege (20 minutes).
https://www.youtube.com/watch?v=XngHyqjCY20

52. Smoking | Johnathan Ross, MD | TEDxToledo (13.5 minutes).
https://www.youtube.com/watch?v=mVbbCPxyGn0

53. The FDA’s new role overseeing a deadly product: tobacco | Kathy Crosby | TEDxMidAtlantic (15.5 minutes). https://www.youtube.com/watch?v=SE-ewBxTV_Y

54. Tobacco Dependence - causes, symptoms, diagnosis, treatment, pathology (11 minutes).
https://www.youtube.com/watch?v=wuSGzGgd4KA

55. Smoking deconstructed | James Monsees | TEDxBrussels (17 minutes).
https://www.youtube.com/watch?v=gJU99RyjDTs
Assignments

1. **Participation** (Total of 25 possible points)
   Students will earn participation points through weekly contribution to the class forum located in Sakai. The instructor will post group discussion questions or application exercises that build on the material covered in the assigned readings and media. Each student will develop responses to these questions and post them in the Forum by the date and time listed on the syllabus. Here are some guidelines for posting comments:

   - Posting must be substantive. You should write no less than 200 words for each discussion.
   - Postings must reflect your knowledge of the material from the current week as well as previous weeks’ readings and videos, where appropriate. You may react to another student’s post as a part of your post, but it cannot be a duplication of content (i.e., it can be a "starting off" point for your reflection).
   - Postings should also display your critical thinking and careful analysis of the issue at hand. They should not stray far from the topics posed at the beginning of the week.

2. **Quizzes** (Total of 60 possible points)
   You will take a quiz every two weeks to ensure you gradually build the knowledge foundation through the course. There are three quizzes in total, and each quiz focuses on information covered in the textbook for the corresponding weeks. You can find the quizzes in the Tests and Quizzes section of Sakai, and each will be available from noon on Wednesday until 9 pm on Friday every second week. Once you start a quiz, you will have only two hours to complete it. It is recommended that you read the textbook before taking the quizzes. You will only have one chance for each quiz.

3. **Mutual-Help Group Meetings and Alternate Assignment** (Total of 15 possible points)
   Attend two different open mutual-help or recovery meetings of your choice. Examples include Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Crystal Meth Anonymous (CMA), Celebrate Recovery and SMART Recovery meetings. Note that both meetings cannot be the same type of meeting (i.e., cannot attend two AA meetings) and that only one of the meetings you attend can be an online meeting. In other words, attend two in person meetings or one in person and one online meeting. Type a four page (1 inch margins, 12 point font, double-spaced, full page response) reflection on each meeting (total of 8 pages). In particular, focus on how you felt in this environment and around the others attending the meeting. What was your impression of the meeting? Did you feel welcome? Did you reveal why you were there (for a course assignment)? Were the participants helpful? Do you think you would return to the meeting if you were a recovering person? Was there a particular story or person that stood out? If so, why? Have your thoughts and opinions about 12 step meetings changed after attending the meeting? If so, how? After attending the meeting, do you think you would recommend a 12 step meeting to a client? Why or why not?

**Alternate Assignment**
For many different reasons, some individuals have exposure to mutual-help meetings prior to taking this course. If you do not feel that attending two mutual-help meetings would add to your existing knowledge, please complete the following task.

Please view one movie or read one book focused on addiction then write eight pages (1-inch margins, 12-point font, double-spaced, full page response) on your movie/book. Your paper should assess one main character in the book/movie. You will need to list DSM-V symptoms and provide evidence of them in the movie/book. Also, provide a DSM-V diagnosis. Describe what stage of change the character is in.
Please include any relevant treatment issues, and/or mutual-help involvement, etc. Lastly, write up a brief treatment plan based upon your knowledge of the individual. Please do not write a summary of the movie/book, as points will be deducted.

Please submit this assignment via Sakai by 9:00 pm on Friday, August 6, 2021.

Grading Policy
For the course grade, the total accumulation of points will be used to determine your grade based on the following:

- A+ = 97 - 100
- A  = 93 - 96
- A- = 90 - 92
- B+ = 87 - 89
- B  = 83 - 86
- B- = 80 - 82
- C+ = 77 - 79
- C  = 73 - 76
- C- = 70 - 72
- D+ = 67 - 69
- D  = 63 - 66
- D- = 60 - 62
- F  = 0 - 59

*Late papers will not be accepted* without previous permission from the instructor. If an extension is granted, grades will be lowered by 10% for every day the paper is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

*Under no circumstances are late posts to the Class Forum accepted.*
## Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics/Assignments Due</th>
<th>Readings</th>
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<tbody>
<tr>
<td>7/6-7/9</td>
<td>Introduction; Ethical, Legal and Professional Issues in Addictions Counseling</td>
<td>Preface &amp; Chapters 1</td>
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<tr>
<td></td>
<td>1st Forum Post Due by 9:00 pm Friday 7/9</td>
<td>Chapter 2 (Videos 1-5)</td>
</tr>
<tr>
<td>7/12-7/16</td>
<td>2nd Forum Post Due by 9:00 pm on Friday 7/16 Quiz #1 Completed by 9:00 pm Friday 7/16</td>
<td>Margolis, R. D., &amp; Zweben, J. E. (2011)</td>
</tr>
<tr>
<td>7/26-7/30</td>
<td>Alcohol Addiction; Cannabis Addiction</td>
<td>Chapters 9 &amp; 10 (Videos 35-44)</td>
</tr>
<tr>
<td>8/2-8/6</td>
<td>Opioid Addiction; Nicotine Addiction</td>
<td>Chapters 11 &amp; 12 (Videos 45-55)</td>
</tr>
<tr>
<td>8/9-8/13</td>
<td>Other Drug Addictions; Summary &amp; Conclusions NO FORUM POST DUE TODAY Quiz #3 Completed by 9:00 pm Friday 8/13</td>
<td>Chapters 13 &amp; 22</td>
</tr>
</tbody>
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Course Emphases:

_Social Action through Education:_ As a professional counselor, higher education professional, school psychologist, or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social action as a critical aspect of your professional work. The School of Education conceptual framework is described here: www.luc.edu/education/mission/ We will also be assessing Conceptual Framework Standard 1 in this course: Candidates critically evaluate current bodies of knowledge in their field. The rubric for this is located on LiveText (see below for link).

_Diversity:_ Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

_Dispositions:_ The disposition of Professionalism will be assessed in this class. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

_SOE Vision:_ The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

_School of Education Mission:_ The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

_Academic Integrity:_ Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity. “The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community: Submitting as one’s own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.
The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.” Read through Loyola’s full statement on Academic Integrity here. https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

**Privacy Statement** Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Copyright:** Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to APA Guidelines. Read more about LUC’s copyright resources online: luc.edu/copyright.

**Intellectual Property:** All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

**Statement of Intent:** By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

**Student Support**

**Special Circumstances - Receiving Assistance** Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/). 

*Center for Student Access and Assistance (CSAA) Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support www.LUC.edu/cssa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*
Links to Resources

• ITS HelpDesk
  o Email: helpdesk@luc.edu
  o Phone: 773-508-4487

• Library
  o Subject Specialists: http://libraries.luc.edu/specialists

• Services for Students with Disabilities

• Writing Center

• Ethics Hotline
  o Phone: 855.603.6988

• Center for Tutoring and Academic Excellence

• Loyola Bookstore

• Financial Aid

Technology Privacy and Support Information: For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487. Below you will find links to privacy policies as well as support documentation for the technology we’ll use in the course:

• Sakai
  o Sakai Privacy policy
  o Sakai Support Documentation

Syllabus Addendum Link: https://www.luc.edu/education/academics/syllabi/

The link above directs students to the statements on Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and the Electronic Communication Policies and Guidelines.