

**The College of Health and Human Services
School of Intervention and Wellness**

**COUN 8460
Substance Abuse Counseling
Spring, 2020, Course Syllabus**

Description

Review of treatment approaches, techniques, and programs for counseling individuals and families experiencing substance-related problems.

Overview

This course is a review of the various theories and techniques for the diagnosis and treatment of substance abuse and dependency. Course content will emphasize alcohol, marijuana, and cocaine abuse, however, other types of substance abuse such as amphetamines, narcotics, etc., shall be considered as well. Upon completion of the course, students shall have acquired a working knowledge of the types of programs and approaches, both traditional and innovative, which exist in the substance abuse treatment field.

Hours of Credit:	4 Semester hours
Prerequisites:	None
Instructor:	Stephanie A. Calmes, Ph.D., LPCC-S, LICDC-CS E-mail: Stephanie.Calmes@utoledo.edu
Instructor Credentials:	Ohio Licensed Professional Clinical Counselor #E.0500403-S Ohio Licensed Chemical Dependency Counselor—Clinical Supervisor #101057
Office hours:	By appointment

Required Texts:

Capuzzi, D., & Stauffer, M. D. (2016). *Foundations of addictions counseling* (3rd ed.). Boston: Pearson. ISBN-13: 978-0-13-399864-1

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Classic Texts:

Alcoholics Anonymous World Services. (1976). *Alcoholics anonymous* (3rd ed.). New York: Author.

Alcoholics Anonymous World Services. (1953). *Twelve steps and twelve traditions*. New York: Author.

Jellinek, E. M. (1960). *The disease concept of alcoholism*. New Haven, CT: College & University Press.

Johnson, V. E. (1973). *I'll quit tomorrow*. New York: Harper & Row.

Mann, M. (1958). *New primer on alcoholism*. New York: Holt, Rinehart, & Winston.

Knowledge Base:

The material in this course is designed to meet the Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters and doctoral training. The specific CACREP standards include K.3.c and Doctoral Standard D.1. The material also meets requirements for Ohio Administrative Code 4757-13-01(A)(1)(e)(iv) and 4757-13-01(A)(1)(e)(v) which state that persons seeking training for a PCC must have graduate coursework in methods of prevention, intervention, and treatment of mental and emotional disorders.

Course Objectives:

This course is designed to provide the student with a working knowledge of the various approaches to assessment and treatment within the field of substance abuse and chemical dependency. Consequently, it is the objective of this course to provide instruction in:

- Assessment, evaluation, and diagnosis of substance-related disorders.
- The application of individual, group, and family therapy techniques to substance abusers and their families.
- Relapse prevention and treatment.
- The development, administration, supervision, management, and evaluation of counseling services and programs offered within the field of substance abuse.
- Treatment programs and applications for special populations such as children of alcoholics, women, youth, minorities, and the elderly.
- Issues and controversies in the substance abuse field, e.g., the disease concept, relative efficacy of inpatient versus outpatient treatment, abstinence versus controlled use, etc.

Methods and Evaluation:

1. **Discussion Board (70 points)** Students shall answer the weekly discussion questions reflecting on the reading material demonstrating their learning and knowledge. Students shall read and respond to two of their fellow classmates' posted comments each week totaling 14 discussion posts.

2. **Abstinence Journal (30 points)** Students shall abstain from a behavior or a substance (substance could include but is not limited to one from the following list: nicotine, sugar, flour, caffeine, chocolate, salt, soda, ice cream, etc.). The behavior or substance must be one that the student particularly likes and/or does on a regular basis in order for the experience to be challenging yet meaningful. Students shall maintain this abstinence for the duration of the course. Students shall keep a weekly journal documenting this experience. Students will get two (2) points for every week they maintain abstinence up to the full 30 points.
3. **Meeting Reflection Paper (20 points)** Students shall attend at least two (2) open Community Support meetings (AA, NA, CA, MA, Al-Anon, etc.). Students shall write a 2-3 page reflection paper about this experience in APA format.
4. **Final Substance Use Assessment and Intervention Paper (40 points)** Students shall complete a comprehensive biopsychosocial diagnostic assessment on a fictional Substance Abuse client. The assessment shall include a presenting problem, relevant psychosocial background information, substance use history, narrative summary, diagnoses, and treatment recommendations, and is to be clinically sound and organized as a professional piece of clinical documentation (in APA format).
5. **Final Exam (40 points)** Students will take be one examination, which will consist of multiple choice questions. Exam material will be drawn from discussions and assigned readings. Only a medical or other properly documented excuse will be accepted for a make-up exam.

Class Policies:

Plagiarism: Any student who represents the work of another person as his or her own on any of the presentations will receive zero (0) credit for that presentation.

Cheating: Any student found cheating on a test will receive a grade of zero (0) for that test.

Attendance: It is the student's responsibility to keep up with discussion and assignments. Making up late work will be at the discretion of the instructor.

Late Work: Discussion Board Posts submitted after the close of the unit are not included in grade. Late initial posts within the unit will lose 10% of the possible grade. All exceptions need to be cleared with the instructor ahead of time. All late assignments will result in 10% deduction per day unless previous exceptions have been granted. Assignments more than 2 days late are only eligible for half credit. After 4 days late, no credit will be given.

Grading: A letter grade consistent with the student's performance on the papers and the final exam will be awarded upon completion of the requirements for this course. PRs will not be awarded for this course. A grade of incomplete (I) may be awarded, but only in extraordinary cases. The expectation is that all work will be submitted on or before the date it is due.

Grades: There are a total of 200 points available. Minus grades shall not be awarded. Students scoring in the lower ranges of a grade category shall receive the full letter grade. Plus grades will be awarded to students scoring in the upper half of a grade category. A grade of A shall be awarded to students earning at least 90% of available points. A grade of B shall be awarded for 80% of available points. A grade of C shall be awarded for 70% of points. Students earning fewer than 70% of available points shall receive a failing grade. Students with borderline grades, but with good participation and attendance may receive the higher grade.

Extra Credit: Sufficient opportunity has been made available to students to demonstrate their mastery of the material in this class. Consequently, extra credit assignments shall not be accepted or approved.

Special needs: Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

Electronic Devices: Students have the instructor's permission to record lectures as long as this can be done unobtrusively. Ringing and beeping pagers and cell phones are disruptive to the classroom learning environment. As a courtesy to others, I expect students will turn off audible signals for these devices while attending class.

Laptop Computers, PDAs, Smart Phones, Etc.: Students may use laptop computers to take notes in class, when appropriate. The instructor considers it disrespectful, however, when students use laptops, PDAs, and/or cell phones to check email, surf websites, or send/receive text messages during class time. Any student who experiences the need to surf the web, text, or email during class time should leave class until such time as the student is able to fully participate in and contribute to the learning process. Students in violation of this policy will be asked to leave class to tend to their business. "Ability to return" will be determined by conference between the violator and the instructor.

Email: The University of Toledo issues each student an official UT email address. This email address usually takes the form of firstname.lastname@utoledo.edu. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

Course Changes: The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

ADA Compliance: The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

Non-discrimination Policy: The University of Toledo is committed to a policy of equal opportunity in education, employment, membership and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, veteran status or the presence of a disability. The University will take affirmative action as required by federal or state law.

Anyone who feels they may have been discriminated against or harassed can file a complaint by contacting: The Office of Institutional Diversity 419.530.2508

Individuals can also file a complaint anonymously via EthicsPoint Inc. by calling: 888.416.1308

More information on this option is online:

<https://secure.ethicspoint.com/domain/media/en/gui/15496/index.html>

Tentative Class Schedule:

Date	Topic	Assignments
Jan 21-26	History and Etiological Models of Addiction	Chapter 1
Jan 27-Feb 2	Conceptualizing Substance Use Disorders (SUDs), Substance Addictions, Process Addictions	Chapters 2-3
Feb 3-9	Professional Issues in Addiction Counseling	Chapter 4
Feb 10-16	Assessment/Diagnosing Substance-Related Disorders	Chapter 5-6
Feb 17-23	Motivational Interviewing	Chapter 7
Feb 24-Mar 1	Psychotherapeutic Approaches, Treating comorbid disorders Community Support Reflection Paper #1 DUE	Chapters 8-9
Mar 2-8	Group therapy for Treatment	Chapters 10
Mar 9-15	No Class – Spring Break	
Mar 16-22	Harm Reduction Models, Medication Assisted treatment	Chapters 11
Mar 23-29	12-step programs, Maintenance and relapse prevention	Chapters 12-13
Mar 30-Apr 5	Addiction and families, Disabilities and addictions	Chapters 14-15
Apr 6-12	Substance abuse prevention planning & theories	Chapters 16
Apr 13-19	Cross Cultural Counseling	Chapter 17
Apr 20-26	Gender and Addictions, LGBTQA issues Community Support Reflection Paper #2 Due	Chapters 18-19
Apr 27-May 3	Inpatient and Outpatient Addiction Treatment Abstinence Journal and Assessment Paper Due	Chapter 20
May 4-8	Final Exam	

Assignments

Discussion Board Posts

Each week will include discussion topics relevant to the course content. Students are expected to have completed the reading assignment and apply their knowledge to the topic requiring comment.

Students are expected to reflect upon the reading material and provide substantive and thought-provoking responses that demonstrate their learning and knowledge. Each student must provide an initial post to each discussion board due on **Thursday by 11:59 pm EST**. The original post should be about **300 words** minimum.

Students must respond to two classmates' posts. Please read your fellow classmates' posts and provide at least two responses each week by **Sunday 11:59 pm EST**. (1 initial post and 2 responses = 3 total).

Response posts are to be a minimum of about **100 words** of reflective and research material. Comments including only simple response like "I agree" and "good point" are not considered satisfactory.

Students will be following the American Psychological Association (APA) 6th edition guidelines. All assignments, postings, discussions, citations, and projects must be written in APA Style.

Community Support Meeting Reflection Papers

Students will be required to attend two **DIFFERENT** types of 12-Step meetings in the community of choice such as Alcoholics Anonymous, Cocaine Anonymous, Narcotics Anonymous, Heroin Anonymous, Marijuana Anonymous, Gamblers Anonymous, and/or Al-Anon. Students need to submit a reflection paper. Listed below are some guidelines:

1. Attend two (2) Open 12-Step Support Group meetings as listed above. These must be 2 different types of meetings such as AA and an NA group. Other types of community support meetings will be approved on a case-by-case basis—you must get instructor approval beforehand to receive credit.
2. Paper should be written in APA format and include the following:
 - a. List date and what types of 12 Step meeting you attended
 - b. Reflect on your personal reactions to the meeting (remember the meetings are anonymous so no identifying information for others attending should be included). Discuss self-awareness gained from attending the meetings such as personal biases, judgements, fears, surprises. What did you think about the meetings before you went and did that assumption change after the meeting?
 - c. How can this type of 12 step meetings play a role in recovery/relapse and how could you incorporate the use of these meetings when working with clients? Are there any theories of addiction that meetings could be integrated with?

Abstinence Journal

Choose a behavior or substance you want to abstain from during this entire semester. These substances could include, but are not limited to, one from the following list: nicotine, sugar, flour, caffeine, chocolate, salt, soda, ice cream, etc. The behavior or substance must be one that the student particularly likes and/or does on a regular basis in order for the experience to be meaningful so CHOOSE SOMETHING CHALLENGING.

This should be a time of personal growth, and the assignment should also enhance your awareness of the issues and challenges involved in abstaining from a substance or behavior. Students shall maintain this abstinence for the duration of the course. Students shall keep a weekly journal documenting this experience. Students will get two (2) points for every week they maintain abstinence up to the full 30 points

Anything you journal will be kept in confidence. You do not need to disclose any information that makes you uncomfortable. During this class, as you journal, the aim is to see some personal growth and reflection in your journal entries. It is expected that you will write much more than a line or two, so avoid superficial entries. The point of this journal is to track your experience in abstaining from a substance or behavior.

As you journal your responses, struggles and victories, consider the following:

- 1) What led to your choice of the particular behavior or substance?
- 2) How might your journey to abstain have some similarities to a client struggling to attain sobriety?
- 3) What are some of your struggles? What made it difficult?
- 4) What are some of your victories?
- 5) What behaviors/emotions/thoughts accompanied this journey?
- 6) In your final entry: Discuss the insights gained from writing this journal, as they apply to your role as a future counselor.

Final Substance Use Assessment and Intervention Paper

This is a two part paper. The first part is an assessment and the second part is the interventions chosen and research supporting your information. For the assessment, choose a fictional character. This “client” may be from a movie, TV show, or book. After the assessment portion, the level of care will take you into the paper format of #5 listed below.

1. There must be some form of history taken on this “client” including a presenting problem, relevant psychosocial background information, substance use history, and narrative summary. Give an overall summary of the film/show/book and discuss how it does/does not reflect reality and how it does not reflect reality of many individuals struggling with addiction. There will be a format provided as to how this should look and what information is needed on blackboard.
2. Complete a comprehensive biopsychosocial diagnostic assessment that includes history, narrative summary, diagnoses, and treatment recommendations, and it should be clinically sound and organized as a professional piece of clinical documentation.

3. Provide an appropriate DSM-5 diagnosis that considers differential diagnoses and prognosis.
NOTE: If you do not have a copy of the DSM-5, please find one to borrow.
4. Look at ASAM Level of Care forms on Blackboard and consider possible level of care placement options including inpatient, intensive outpatient, outpatient, individual counseling, etc. Describe appropriate treatment modalities and recommendations. For example: **Group vs. individual approaches in addictions counseling** – Discuss the advantages/benefits/strengths and disadvantages/weaknesses/challenges associated with using these theoretical approaches and techniques in both group vs. individual addictions counseling.
5. Based upon the information presented above, provide a rationale for treatment based your conceptualization and etiology of addiction.
 - **Introduction/overview** – Include brief descriptions and review of the literature related to the theories or models that serve as your personal philosophy of addictions counseling. –Discuss your personal perspective on how change occurs in addictions counseling, including insight- vs. action-oriented (intrinsic vs. extrinsic) counseling approaches in addictions counseling. Answer the basic question: Where does change begin (inside out or outside in) in addictions counseling?
 - **Efficacy of the theory in practice** – Discuss current research findings and professional literature on the effectiveness of these theories or models as they relate to and/or inform the practice of addictions counseling.
 - **Practice techniques** – Discuss the specific techniques associated with your personal theory of addictions counseling along with indicators of successful application of the theories and techniques.
 - **Discuss why a personal theory of addictions counseling is important** – Discuss the role a personal theory of addictions counseling plays in the day-to-day work of an addictions counselor.
 - **Integrate addictions counseling and mental health counseling** – Compare and contrast your theoretical approach to addictions counseling with traditional mental health counseling. How does your chosen theoretical approach to addictions counseling integrate with mental health counseling?
6. For some of the individuals, you may need to consider/address issues including:
 - The interaction of Sex and Drugs
 - Family Conflict / Family Love
 - Weight Loss
 - Genetics vs. Environment
 - Criminal Activity
 - Energy and Depression
 - The effects of the drugs themselves
 - Other concerns you identify
7. **Summary** – Include a synthesis of the previous topics you discussed throughout the paper.

8. **References-** In addition to the course text, a minimum of 2 resources (from professional, peer-reviewed literature resources—**not websites**), must be used.
9. This paper should be 8-10 pages in length (Not including title or reference page) and needs to include the use of headings. An abstract is not required. Paper must be in APA format.