# Austin Peay State University

# Department of Psychological Science & Counseling

# COUN 5993: Addictions Counseling

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| --- | --- |
| Term: [Term Year] | Credit Hours:3 |
| Meeting Time: **[Day, time]** | Room #: **[Building, Room #]** |
| Instructor: **[instructor name]** |  |
|  | Telephone: [work phone if applicable] |
|  | Email Address: [apsu email address] |
|  | Office: [if applicable] |
|  | Office Hours: By appointment |
|  |  |

## REQUIRED TEXT:

Miller, G. (2010). *Learning the languages of addiction counseling* (3rd ed.). Hoboken, NJ: John Wiley and Sons, Inc.

##  COURSE DESCRIPTION:

This course focuses on identification, assessment, diagnosis, and treatment of addictive behaviors and disorders. Students will be introduced to the prevailing theories around addiction as well as treatment modalities that are most often utilized. Experiential activities will be integrated throughout the course. The curriculum for the course will be infused with a strengths-based, diversity oriented, social justice perspective that encourages students to identify barriers to treatment for marginalized or disenfranchised individuals.

# Course Policies

## CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](https://www.apsu.edu/equity-access/).

## Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

## Students with Disabilities:

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services: (phone #: 221-6230; email: disabilityservices@apsu.edu)

## Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

## Writing Quality and Academic Honesty:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

## Plagiarism Policy:

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text Is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

## Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

## Service Animals in the Classroom:

## Consult [Policy 3:007 Animals on Campus](https://www.apsu.edu/policy/3s_student_policies/3007-animals-on-campus.php) for appropriate situations allowing service animals in the classroom.

## Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA *Code of Ethics* will be followed.

## Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

## Class Grievances:

I am willing to meet with you to discuss our class and/or particular assignments**.** I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

## Counseling Services

The [APSU Health and Counseling Center](https://www.apsu.edu/health-and-counseling/) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

## Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](https://community.desire2learn.com/d2l/systemCheck)to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](https://govstech.apsu.edu/TDClient/2071/Portal/Requests/ServiceDet?ID=14541). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](https://www.apsu.edu/online/introduction/requirements.php). You can find more information about technology resources available for students through the [Office of Informational Technology](https://govstech.apsu.edu/TDClient/2071/Portal/KB/ArticleDet?ID=133301).

# Course Standards, Goals, Knowledge, and Skill Outcomes:

 The Council for the Accreditation of Counseling and Related Educational Program (CACREP) is the major accrediting body for the counseling profession. The Department of Psychological Science and Counseling at Austin Peay State University is committed to preparing competent, reflective, and caring counselors who will serve as change agents in the lives of clients. The Counseling program at APSU has developed the CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. These standards are addressed specifically by course objectives, assignments, and activities of this course. Specific goals established by CACREP in each of the eight common core curricular areas and *as related to work with addictions* include but are not limited to:

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| **COURSE OBJECTIVES** | **CACREP STANDARDS** | **Course Activities** |
| Understand the history and development of addiction counseling. | 5. A.1.a | Class DiscussionAssigned ReadingsClass Group Experience |
| Have solid understand theories and models of addiction related to substance use as well as behavioral process addictions. | 5. A.1.b | Class DiscussionAssigned ReadingsSelf-Exploration PaperMovie Review with Case Summary  |
| Understand the principles and philosophies of addiction-related self-help. | 5.A.1.c | Assigned ReadingsClass DiscussionMovie Review with Case SummaryClass Dialogue and Field Assignment Self-Exploration Paper |
| Demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.  | 5.A.1.d | Movie Review with Case Summary Article Review and Presentation |
| Have knowledge of neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. | 5.A.1.e | Assigned Readings Class DiscussionMovie Review with Case Summary Class Dialogue and Field Assignment Self-Exploration Paper |
| Identify the roles and settings of addiction counselors. | 5.A.2.a | Assigned ReadingsClass DiscussionClass Dialogue and Field Assignment Self-Exploration Paper |
| Recognize potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. | 5.A.2.b | Assigned ReadingsClass DiscussionClass Dialogue and Field AssignmentSelf-Exploration Paper |
| Identify factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use Disorders. | 5.A.2.c | Class Dialogue and Field AssignmentSelf-Exploration PaperAssigned ReadingsClass Discussion |
| Have a good knowledge of the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling. | 5.A.2.d | Class DiscussionAssigned ReadingsClass DialogueArticle Review and Presentation |
| Understands the role of wellness and spirituality in the addiction recovery process. | 5.A.2.f5.A.2.h | Change Behavior AssignmentClass DiscussionField AssignmentSelf-Exploration Paper |
| Knows classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. |  | Class DiscussionWeekly Assigned ReadingsMovie Review with Case Summary Article Review and Presentation |
| Demonstrates knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | 5.A.2.i | Movie Review with Case Summary Article Review and Presentation |
| Knows professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling. | 5.A.2.k | Assigned Readings Class Group Experience Article Review and Presentation |
| Knows legal and ethical considerations specific to addiction counseling. | 5.A.2.l | Movie Review with Case Summary Article Review and Presentation |
| Conducts assessment of biopsychosocial and spiritual history relevant to addiction. | 5.A.3.b | Class DiscussionWeekly Assigned ReadingsFinal Change Behavior Outcome AssessmentSelf-Exploration Paper |
| Identifies techniques and interventions related to substance abuse and other addictions. | 5.A.3.d | Class Group ExperienceMovie Review with Case SummaryArticle Review and Presentation |
| Knows strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction. | 5.A.3.f | Assigned ReadingsClass Group ExperienceMovie Review with Case Summary Article Review and Presentation |
| Identifies strategies for interfacing with the legal system and working with court referred clients. | 5.A.3.h | Assigned ReadingsMotivational Interviewing Mock Session Article Review and Presentation |
| Understands neurobiological medical foundation and etiology of addiction and co-occurring Disorders. | 5.C.1.d | Assigned ReadingsClass Group ExperienceMovie Review with Case Summary Article Review and Presentation |
| Recognizes potential for substance use disorders to mimic and/or cooccur with a variety of neurological, medical, and psychological disorders. | 5.C.2.e | Class DiscussionAssigned ReadingsArticle Review and PresentationDebate Experience in ClassSelf-Exploration Paper |
| Knows characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. | 5.G.2.g | Assigned ReadingsMovie Review with Case Summary Class Dialogue and Field Assignments  |
| Recognizes common medications that affect learning, behavior, and mood in children and adolescents. | 5.G.2.h | Assigned ReadingsMovie Review with Case Summary Class Dialogue and Field Assignments  |
| Recognizes signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. | 5.G.2.i. | Assigned ReadingsMovie Review with Case Summary Class Dialogue and Field Assignments |
| Identify community resources and referral sources. | 5.G.2.k | Class Dialogue and Field AssignmentsArticle Review and Presentation |

Learner Outcomes: By the end of the semester, the student’s learning outcomes will include:

* + The ability to establish *therapeutic relationships* with clients struggling with addictions and understand stages of change.
	+ An understanding of the *etiology* of addictive behaviors.
	+ Awareness of various *assessment instruments.*
	+ Understanding the principles and guidelines of conducting an *intake interview*, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment.
	+ Understanding the need for treatment planning
	+ An ability to demonstrate adequate skill levels in *diagnosis* in addictions treatment.
	+ Being able to identify an *evidence-based practice.*
	+ Understanding the *impact of addiction on families and relationships.*
	+ Understanding the processes of *sustaining change and relapse* prevention strategies.
	+ Understanding the role of *spirituality* in recovery.
	+ Awareness of *ethical challenges* in addiction counseling such as self-awareness, self-care, boundaries; role conflicts; confidentiality; client focus versus system focus; stereotypes; social justice issues and diagnosis.
	+ Awareness of issues related to public policy, social justice and advocacy and understanding of the impact of historical trends, access, culture, money, legislation, stereotypes and the media on all aspects of addiction counseling.

Methods of Instruction:This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences, media information, reading, writing, experiential assignments, and research in addictions will be utilized as appropriate.

Confidentiality: This counseling course requires that learners maintain absolute confidentiality regarding all personal information shared by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate. Any breach of confidentiality or respect will be considered as a serious ethical and professional violation and will not be tolerated. Confidentiality as evidenced in the current ACA codes will be followed.

## Course Requirements/Assignments and Student Performance and Evaluation Criteria and Procedures:

Students will be expected to maximize opportunities to expand both knowledge base and practice skills in addictions. Activities will be designed to facilitate the understanding and intervention with addictions issues. Students will be expected to participate in class discussions and complete written and reading assignments.

1. **Attendance and Participation (10 points).** Attendance and active participation in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your final grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

1. **Professionalism (10 points):** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

***Evaluation Criteria for this assignment include*** following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

1. **Change-Behavior and Journal (22 points).** Each student shall choose a behavior change he/she wishes to commit to and shall keep a weekly journal of struggles, challenges, successes, thoughts, feelings, and behaviors. This requires **11 weekly pages (double spaced) summaries (includes an initial page identifying the change behavior).** This change- behavior can include diverse choices such as giving up something (TV, Internet games, fast food, favorite food, clothes purchases, smoking, text messaging) or committing to adding something (an exercise program, yoga, meditation class). The goal of this activity is to have an experiential connection to the processes and challenges of change and choice and the impact of self-monitoring, motivation, awareness, and others. There will be times in class to do a group discussion of the change behavior experiences.

***Evaluation Criteria for this assignment include*** completing the weekly writing, demonstrating a genuine effort to engage in a meaningful change, and indicating application of the experience to the knowledge and content focus of the class, application to work with clients, and impact on the self. (2 points each)

1. **Self-Exploration Paper (11 points).** This paper focuses on exploringyour experiences in which your own or others’ past or present substance use has impacted your views of addictions. As you reflect on your beliefs and experiences, try answering the following questions: a) What do you believe is the root cause of addictions? b) What has impacted the way you view addictions most? c) What must clients do to solve addiction problems? d) What is your general (broad) goal for clients struggling with addictions? e) What are some techniques or approaches you might use to help clients who struggle with addictions? f) What is your thought on relapse prevention? g) What kind of role will you take as a counselor? **(7-10 pages, APA**)

***Evaluation Criteria for this assignment include*** completion of the self-exploration paper and a genuine effort to explore one’s beliefs and experiences regarding addictions.

1. **Article Review and Presentation (16 points) (APA).** Articles will be shared in class by preselected groups of 4/5 members who will then present in 40–45-minute segments a review of the article including:
	1. What is the gist of the article? (3 points)
	2. How can this be used with a client and/or in the setting I will be working? (4 points)
	3. What is the takeaway lesson or skill useful for the practitioner? (3 points)
	4. The summarizing (***minimal 1 page***) summary handout for the class (2 points).
	5. Ability to demonstrate 1-4 in an effective presentation (4 points)

***Evaluation Criteria for this assignment include*** demonstrating a genuine effort to summarize and present the article to the class. *A* ***minimal one-page summary*** *of the presentation is to be created for use by the class and to hand in.*  The presentation can use power point, drama, role play or whatever teaching methods the group presentation members wish to use.

**Possible Articles for Class Presentations:**

Baer, R. A. (2003). Mindfulness training as a clinic intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice, 10*(2), 125-143. doi:10.1093/clipsy/bpg015

Bliss, D. L. (2009). Beyond the disease model: Reframing the etiology of Alcoholism from a spiritual perspective. *Journal of Teaching in the Addictions, 8,* 10-26. doi:10.1080/15332700903396556

Corrigan, P.W. & Penn, D. L. (1999). Lessons from social psychology on discrediting psychiatric stigma. *American Psychologist, 54,* 765-776. doi:10.1037/0003-066X.54.9.765

Crews, C. R., Froeschle, J. G., & Li J. (2012). Solution focused social interest: A targeted approach to treating internet addiction. *Vistas 2012*: Article 84 Retrieved from *http://www.counseling.org/library/*

Culbreth, J. R. (2000). Substance abuse counselors with and without a personal history of chemical dependency: A review of the literature. *Alcoholism Treatment Quarterly, 18*(2), 67-82. doi:10.1300/J020v18n02\_05

Gatins, D. E. & White, R. M. (2006). School-based substance abuse programs: Can they influence students’ knowledge, attitudes, and behaviors related to substance abuse? *North American Journal of Psychology, 8,*517-532.

Hagedorn, W. B. (2011). Using letters to navigate resistance and ambivalence: experiential implications for group counseling. *Journal of Addictions and Offender Counseling, 31*. 108-126.

Lambert, M. J., & Barley, D. E. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy, 38*, 357-361.

Lawson, G., Lambert, S. F., & Gressard, C. F. (2011). Reframing recovery: Developmental considerations for maintaining change. *Journal of Addictions and Offender Counseling 32*, 72-96.

Majer, J. M., Droege, J. R. & Jason, L. A. (2010). A categorical assessment of 12-step involvement in relation to recovery resources. *Journal of Groups in Addictions and Recovery, 5,* 155-167. doi: 10.1080/15560351003766158

Marlatt, G. A. (2002). Buddhist philosophy and the treatment of addictive behavior. *Cognitive and Behavioral Practice, 9*, 44-50. doi:10.1016/S1077-7229(02)80039-6|

Meier, P. S., Barrowclough, C., & Donmall, M.C. (2005). The role of the therapeutic alliance in the treatment of substance misuse: A critical review of the literature. *Society for the Study of Addiction. 100,* 304-316. doi:10.1111/j.1360-0443.2004.00935.x

Miller, W. R. (2000). Rediscovering fire: Small interventions, large effects. *Psychology of Addictive Behaviors, 14,* 6-18. doi:10.1037//0893-164X.14.I.6

Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of* *Teaching in the Addictions, 5,* 3-17. doi:10.1300/J188v05n01\_02

Moxley, D. P., & Washington, O. G. (2001). Strengths-based recovery practice in chemical dependency: A transpersonal perspective. *Families in Society, 82*, 251–262.

Matthews, C. O. (1998). Integrating the spiritual dimension into traditional counselor education programs. *Counseling and Values, 43*(1), 3-19.

Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work.45* (3), 201-212.

Neale J., Nettleton S., &, Pickering L. (2011). What is the role of harm reduction when drug users say they want abstinence? *International Journal of Drug Policy, 22*, 189-193.

Pruett, J. M., Nishimura, N. J., & Priest, R. (2007). The role of meditation in addiction recovery. *Counseling and Values, 52,* 71-84.

Prochaska, J. O., & Norcross, J. C. (2001). Stages of change. *Psychotherapy, 38*, 443-448.

Sherrel, R & Gutierrez D. (2013). Couples and addiction: Three effective theories. *The Family Journal, 22,* 62-68. Doi 10.1177/1066480713505417

Sias, S. M. & Goodwin, L. R., Jr. (2007). Students’ reactions to attending 12-step meetings: Implications for counselor education. *Journal of Addictions & Offender Counseling, 27,* 113-126.

Walters, G. D. (2001): The Shaman effect in counseling clients with alcohol problems. *Alcoholism Treatment Quarterly, 19,* 31-43. doi:10.1300/J020v19n03\_03

Wong, P. (2010). Meaning therapy: An integrative and positive existential psychotherapy. *Journal of Contemporary Psychotherapy*, *40*(2), 85-93.doi: 10.1007/s10879-009-9132-6

Warren, J. (2012). Applying Buddhism practices to recovery: What I learned from skiing with a little Buddha wisdom. *Journal of Addictions and Offender Counseling*.

Young, M., E., DeLorenzi, L.d.A., & Cunningham, L. (2011). Using meditation in addiction counseling. *Journal of Addictions and Offender Counseling, 32*, 58-71.

*Other*

1. **Final Change Behavior Outcome Assessment (8 points) (APA).** The change behavior selected is the focus of this **three-page-double spaced** and will answer the following questions (one point each):
	* 1. What was it like to commit to change (readiness for change)?
		2. How difficult was it to make this change (withdrawal/ treatment acceptance)?
		3. How difficult was it to be honest (treatment acceptance)?
		4. Will you plan to continue with this change behavior? If yes, what will you do (specific actions) to maintain a post “treatment” change behavior? If no, what are your reasons for not continuing?
		5. Identify your vulnerabilities to not continuing the change (relapse potential)/ or why not continuing is in your best interests?
		6. Identify ways to stay motivated (recovery environment/emotional conditions/ physical health).
		7. What did you learn about yourself this process?
		8. Identify how your “post- treatment” behavior change could be similar to your wellness plan?

***Evaluation Criteria for this assignment include*** demonstrating a genuine effort to assess self, change, and understand the challenges and barriers a person faces once they leave or finish treatment as well as identify the importance of an action plan following treatment completion.

1. **Movie/Case Summary (12 points) (APA):** Each student shall choose one movie of their choice that depicts some aspect of addictions or wellness and will write up a four page **reaction paper-double spaced.**

**The first page** includesyour impressions of the movie related to addictions, interventions, stigmas, and/or recovery.

**The remaining pages:** Have one of the movie characters be your client and demonstrate that you can screen for substance abuse, aggression, danger to self/others & co-occurring; identify the stage of dependence, change, and or recovery; determine an initial treatment plan, and identify the initial counseling strategies you will use. You will write this as you would in your case file to demonstrate you can apply current recordkeeping standards when working with client with addiction and co-occurring challenges (or a family member affected).

***Evaluation Criteria for this assignment includes*** demonstrating an ability and willingness to critically evaluate how the media presents addictions and how a media experience might influence theory, attitude and/or interventions in addictions in the general public.Demonstration of abilities

* 1. Page 1: Briefly describe the character and setting. Critically evaluate how the media presents addictions and how a media experience might influence theory, attitude, and/or interventions (3 points).
	2. Pages 2-4: (9 points):
		1. a brief diagnosis and justification for choosing (or not giving one!) (1 points).
		2. demonstrate, if you need to, appropriate screening for substance abuse, aggression, danger to self/others & co-occurring diagnosis (2 points).
		3. identify the stage of dependence, change, and/or recovery the client is in (1 points).
		4. determine an initial treatment plan with initial counseling strategies you will use (2 points).
		5. please write this as you would in your case file to demonstrate you can apply current record-keeping standards when working with client with addiction and co-occurring challenges (or a family member affected) (2 points).

**A Few Movie Options**:

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| 21 Grams | Gia | Reefer Madness 1936 |
| 28 Days | Gridlock’d | Requiem for a Dream |
| Affliction | High Art | Rush |
| Altered States Ken Russell (1980) | I Am | Shrink-Kevin Spacy |
| Angel A | Ira and Abby | Side Effects |
| American Gangster | The Judge | Sideways |
| Barfly | Kids | The Smartest Guys in the Room |
| Basketball Diaries | The Kids Are All Right | Spun |
| Blow | Leaving Las Vegas | St Vincent |
| The Boost | Less than Zero | Studio 54 |
| Clean and Sober | Life as a House | Thank You for Smoking |
| Crash | A Love Song for Bobby Long | Thanks for Sharing |
| Crips and Bloods: Made in America (2008) | My Name is Bill W | Thirteen |
| Days of Wine and Roses | Narc | To Write Love on her Arms |
| Disconnect | Nowhere | Traffic |
| Drugstore Cowboy | On the Outs | Trainspotting |
| Easy Rider | Party Monster | True Grit |
| Enron | Pay It Forward | What the Bleep |
| Fear and Loathing in Las Vegas | Permanent Midnight | When a Man Loves a Woman |
| Ferocious People | Prozac Nation | Who’s Afraid of Virginia Wolfe? |
| The Fighter | Pulp Fiction | Winn Dixie |

1. **Field Assignment (11 points; APA; *Choose 1*).**
2. Attend an *online* substance abuse/addiction support group meeting. Examples include Alcoholics Anonymous, Narcotics Anonymous, AlAnon, etc. The meeting you attend must be an open meeting. Please make sure that you do NOT attend a meeting that is a closed meeting. Once you attend your chosen meeting, write a 3–5-page reflection paper on your experience, incorporating relevant information learned in class and readings.
3. Develop a group activity. Psychoeducation and support groups can be a big part of recovery. Design an intervention or activity that could be used in a group setting. Write a 3–5-page APA style paper describing your activity, the rationale for its development, participants’ roles etc. Please include at least three (3) scholarly references.
4. Design a community-based program for individuals in recovery. Support from one’s community can be a critical component. Develop a program that can offer support or resources for this population. Write a 3–5-page APA style paper describing your program proposal. Possible ideas include:
	* Peer support groups
	* Employment training and support
	* Childcare for parents navigating recovery
	* Preventative education programs
	* Health promotion programs
5. Design your own field assignment. Develop your own field assignment. Your experience must include some kind of practical/ real-world component. Write a 3–5page APA style paper describing your experience. Reach out to Brian and/ or Tyler for approval.

***\*It is important that all written work meets the academic standards of Master’s level student using APA 7th edition formatting. If you feel you need assistance with your writing please contact the Writing Lab at the Academic Support Center in the Marks Building, Room 122 (phone# 221-6553).***

**Grading Standards**: What you may share as a class member is not evaluated. However, your participation classroom discussion and activities as a class member are essential to you and your peers’ learning process.

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| **Assignment** | **Value** |
| Attendance and participation (5 points off each class missed) | 10 points |
| Professional Behavior | 10 points |
| Change Behavior and Journal: 11 pages (double spaced) each 2 points | 22 points |
| Self-exploration paper (7-10 pages)  | 11 points |
| Article Review and Presentations (handout/presentations; APA format) | 16 points |
| Final Change Behavior Outcome Assessment-3 pages/double spaced (APA) | 8 points |
| Movie Review/Case Summary-4 pages/double spaced (APA) | 12 points |
| Field Assignment | 11 points |
| **TOTAL** | **100 points** |

Grading Scale**:**

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F= 59% or below

*You may ask the instructor about your grade/standing in the class at any time.*

## Late Assignments

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

## Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

**Tentative Course Schedule**

***The instructor may make changes to the syllabus as the course proceeds.***

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| **January 18:** Overview and Introduction Syllabus & Overview of Course Course Expectations Form groups for article presentations (3/4 members) Defining Addiction/Addiction Related Stigmas & Self-awareness **Assignment Due:**  ***Reading*:** Miller (2010) – Chapters 1 (CACREP 5.A.1.a; 5.A.2.a; 5.A.2.c; 5.A.2.l; 5.A.3.h)  |
| **January 25:** Introduction to Theories in Addictions Treatment **Assignment Due:**  ***Writing*:** Choose and write about your change behavior—What is the behavior? What and how this is an important change for you? How will this enhance your life? When you think of your change behavior how is tolerance and withdrawal reflected? ***Reading*:** Miller (2010) – Chapter 2 (CACREP 5.A.1.b; 5.A.1.c; 5.A.1.d; 5.A.1.e)  |
| **February 1:** Theories in Addictions Treatment **Assignment Due:**  ***Writing*:** Write about your change behavior. ***Reading*:** Miller (2010) – Chapter 10 (CACREP 5.A.1.b; 5.A.1.c; 5.A.1.d; 5.A.1.e)  |
| **February 8:** Addictions Assessment ASI and ASAM Practice **Assignment Due:**  ***Writing*:** Write about your change behavior. ***Reading*:** Miller (2010) – Chapter 3 ASI and ASAM guidelines  (CACREP 5.A.1.f; 5.A.2.c; 5.A.2.e; 5.A.2.i; 5.A.3.a.; 5.A.3.b; 5.A.3.c; 5.A.3.g)  |
| **February 15:** *Assessment and Diagnosis (Continued)*  ASI and ASAM **Assignment Due:**  ***Writing*:** Write about your change behavior (1 page-double spaced). ***Reading*:** ASI and ASAM guidelines  DSM 5 on substance abuse diagnosis Miller (2010) - Chapter 3(CACREP 5.A.1.f; 5.A.2.c; 5.A.2.e; 5.A.2.i; 5.A.3.a.; 5.A.3.b; 5.A.3.c; 5.A.3.g)  |
| **February 22:** Co-occurring Disorders **Assignment Due:**  ***Writing*:** Write about your change behavior (1 page-double spaced). ***Reading*:** Miller (2010) - Chapter 4 (CACREP 5.A.1.b; 5.A.1.e; 5.A.2.b; 5.A.2.i; 5.A.3.d) |
| **March 1***:* CHANGE BEHAVIOR REVIEW(CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)  |
| **March 8**: *SPRING BREAK----No Class*   |
| **March 15:** Self-Help Groups: Work on Field Experience  (CACREP 5.A.1.c; 5.A.2.f; 5.A.2.g; 5.A.3.g)  |
| **March 22:** Addictions Treatment Introducing Motivational Interviewing Skills **Assignment Due:**  ***Writing*:** Write about your change behavior (1 page-double spaced). ***Reading*:** Miller (2010) – Chapters 5 & 6, 9.  (CACREP 5.A.2.d; 5.A.2.e; 5.A.2.f; 5.A.2.g; 5.A.2.h; 5.A.2.i; 5.A.2.j; 5.A.3.d; 5.A.3.e; 5.A.3.f; 5.A.3.g; 5.A.3.h)  |
| **March 29**: Relapse Prevention & Self- Help Groups Relapse Prevention  **Assignment Due:*****Writing*:** Write about your change behavior.  Field Assignment Paper (3-5 pages APA) ***Reading*:** Miller (2010) – Chapters 7, 8 & 12.  (CACREP 5.A.2.d; 5.A.2.e; 5.A.2.f; 5.A.2.g; 5.A.2.h; 5.A.2.i; 5.A.2.j; 5.A.3.d; 5.A.3.e; 5.A.3.f; 5.A.3.g; 5.A.3.h)  |
| **April 05:** Exploring Long-Term Recovery Spirituality & Addictions Treatment **Assignment Due:**  ***Writing*:** Write about your change behavior.  Movie Review Case Summary ***Reading*:** Miller (2010) – Chapters 11  |
| **April 12:** Group Presentations on Shared Articles  **Assignment Due:**  ***Writing*:** Write about your change behavior (1 page-double spaced).  Handouts  (CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)  |
| **April 19:** Group Presentations on Shared Articles  **Assignment Due:** ***Writing*:** Write about your change behavior (1 page-double spaced).  Handouts  (CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h) |
| **April 26:** Class Wrap - up / Potluck……. Celebrating Change Behavior Journey  **Assignment Due:** ***Writing*:** Final Change Behavior Outcome Assessment (3 pages)  (CACREP 5.A.1.a-f; 5.A.2.a-m; 5.A.3.a-h)  |
| **May 3:** Finals Week**Assignment Due:** ***Writing:*** Self-Exploration Paper due by 11:59pm |