

**SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

COURSE SYLLABUS

Title of Course: **Addictions Counseling (3 cr)**

Course No. **CP 661**

Revised Spring 2012

Semester: Fall 2019 Instructor: Travis Smith, Ph.D.,

LPC

Office: 409F

Phone: (573) 651-2430 E-mail: tsmith1@semo.edu

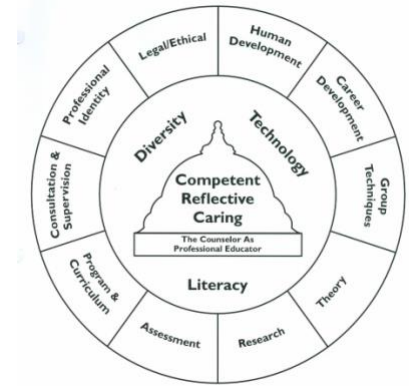
Office Hours: Monday 1 – 3 p.m., Friday 11 - 12 p.m.

Class Room: SC323

Class Days: Face to Face portion of the course: Wednesdays. The days we do not meet face to face, we will be meeting online. Please refer to the tentative schedule and the course website.

Class Times: 6:00-8:50 p.m.

Website: <https://learning.semo.edu/login/index.php>



I. Catalog Description and Credit Hours of Course:

This course is designed to review the current developments in the field of addictions and the evaluation of treatment methods within addiction practice. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
		Required		

IV. Student Learning Outcomes

A. The student will identify the history, philosophy, and trends in addiction counseling. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

B. The student will identify the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

C. The student will understand the impact of crises, disasters, and other trauma-causing events on persons with addictions. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

CACREP Requirements (2016)	DESE Requirements (2011)	LPC Requirements	NBCC Requirements
Clinical Mental Health Counseling			

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>Section II.F.3. Human Growth & Development d. theories and etiology of addictions and addictive behaviors</p> <p>Clinical Mental Health Counseling</p> <p>Section V.C.1. Foundations d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders</p> <p>Section V.C.2. Contextual Dimensions e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p>
DESE Standards (2011)

VII. Purposes or Objectives of the Course:

- A. The students will become knowledgeable about the foundations of addictions counseling, including but not limited to:
1. The student will be able to identify the characteristics of addictions populations.
 2. The student will be familiar with various definitions and etiological theories of addictions, along with their subsequent treatment models.
 3. The student will be able to apply various tenets of psychometric assessment as it relates to clients who have addiction challenges.
 4. The student will be familiar with various assessment instruments and structured clinical interview techniques.
 5. The student will be aware of the impact of co-occurring substance use disorders on medical and/or psychological disorders.
 6. The student will be able to recognize the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
 7. The student will be able to design an individualized treatment plan which will meet the unique needs of the client with addictions.
 8. The student will be able to adapt individual and group counseling techniques to fit the needs of the addictive population.
 9. The student will be aware of the special issues which impact the population.
 10. The student will understand the impact of crises, disasters, and other trauma-causing events on persons with addictions.
 11. The student will demonstrate an understanding of the impact of system relationships as it relates to the addictive client and those close to them.
 12. The student will become familiar with various prevention strategies.
 13. The student will demonstrate a deeper understanding of self as self impacts on their role of addictions counselor.

14. The student will be able to identify various techniques to remain healthy and grow professionally within the field of addictions.

VIII. Course Content or Outline:	<u>Class Hours</u>
A. Overview of the Addictions Field	6
1. Historical Perspectives	
2. Current Practices	
3. Future Directions	
4. Role of Counselor, Counselor as person	
B. Foundational Structure of Addictions Counseling	3
1. Definitions	
2. Etiological models	
C. Treatment Models	9
1. Detoxification	
2. Inpatient	
3. Intensive Day Treatment	
4. Outpatient	
5. Therapeutic Communities	
6. Self Help Groups	
7. Employee Assistance Programs	
8. Prevention Programs	
D. Description of the Population	6
1. Psych Developmental Adjustment	
2. Coping Patterns	
3. Addictive Patterns	
4. Characteristics of Special Populations	
E. Assessment and Treatment Planning	6
1. Addictions as a Continuum	
2. Psychometric Assessment Including Tests, Clinical Interviews, Client Participation Techniques, and Family System Approach	
3. Holistic Assessment	
4. Least Intrusive Treatment Approach	
5. Health Factors	
6. Impacts of Trauma and Crisis	
7. Co-occurring disorders	
F. Family Systems	3
1. Addiction as Central Focus	
2. Addiction's Impact on Relational Styles	
3. Family Intervention	

- 4. Recovery and the Codependent
- G. Counseling the Addictive client 9
 - 1. Individual and Group Counseling
 - 2. Family and Marital Counseling
 - 3. Special Issues Encountered When Working With the Target Population: Suicidal Ideation, Anxiety Disorders, Sexually and Physically Abused Clients, Chronic Anger, Lapse and Relapse, Shame and Guilt
 - 4. Multicultural Populations
- H. Considerations for the Helping Professional 3
 - 1. Promoting Counselor Wellness
 - 2. Creating, Implementing and Evaluating a Wellness Plan

IV. Textbook(s):

Capuzzi, D., & Stauffer, M. D. (2012). *Foundations of Addictions Counseling*. Boston: Pearson.

Flores P. (2011). *Addiction as an Attachment Disorder*.

X. Expectations of Students:

- A. The student will actively participate in class.
- B. The student will complete the required readings and assignments.
- C. The student will demonstrate satisfactory performance on examinations.
- D. The student will respond to a variety of skill assessment techniques.
- E. The student will know about and use a variety of technological strategies to enhance learning.
- F. The student will apply legal and ethical standards in counseling.

XI. Basis for Student Evaluation

- A. Course Assignments
- B. Participation in active learning experiences in the classroom (face to face and online)

Course Assignments:

1. Abstinence Exercise and Paper:

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use,

eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of **6 weeks (see dates at the end of this syllabus)**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

During this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) keep an **abstinence log** of your experiences, and (c) write a **summary paper** which will serve as the conclusion to the 6 week exercise. This assignment will have the following components:

A “Letter to my Substance/Behavior” – written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins. Here you will discuss the behavior that you are giving up and the challenges surrounding it (basically providing a rationale to why you chose this substance/behavior).

An abstinence log – This log will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, daily entries have the potential to be most helpful. The log needs to be computer generated (**a minimum of half a page per entry**) and should have a *minimum of three entries per week*. There will be a minimum of eighteen entries in all.

A summary paper – This is to be a *minimum* two to three page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience.

Note: This paper does not have to be in APA format.

2. Final: Attendance at 12-Step Meetings

As part of your class experience, you are required to attend **three different** “Open” 12-Step meetings. You may attend any of the below groups or any other 12-Step meeting approved by the professor.

- Al-Anon: <http://www.al-anon.alateen.org/meetings/meeting.html>
- Alcoholics Anonymous: http://www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29
- Celebrate Recovery: <http://www.celebraterecovery.com/global.shtml>
- Codependents Anonymous: <http://www.codependents.org/meeting-search-english.php>
- Emotions Anonymous <http://allone.com/12/ea/>
- Gamblers Anonymous: <http://www.gamblersanonymous.org/mtgdirTOP.html>
- Nar-Anon: www.nar-anon.org/Nar-Anon/Nar-Anon_Groups.html
- Narcotics Anonymous: <http://portaltools.na.org/portaltools/MeetingLoc/>
- Overeaters Anonymous: http://www.oa.org/all_about_meetings.htm
- Sexaholics Anonymous: <http://www.sa.org/top/United%20States%20of%20America/>
- SMART Recovery: http://www.smartrecovery.org/meetings_db/view/

Note: All meetings are "closed meetings" (for those that are addicted) unless "O" (open) is indicated. Only attend Open meetings unless you meet the necessary criteria.

Part of this assignment will also include your briefly speaking with at least one member at each group attended (the chairperson/leader is usually an easy person to talk to). Keep a log of your experiences at each meeting (to include what you learned from speaking with the group member). I suggest you attend in the company of one of your classmates. This assignment will have the following components:

An introduction – This one-to-two paragraph introduction will provide an overview of the three meetings that you attended.

An attendance log – This log will record your attendance at three 12-step meetings, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting. Include what you learned by briefly speaking with at least one member at each group attended. There will be three entries in all, each a minimum of one page per entry.

A summary paper – This is to be a *minimum two to three page paper* describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, and (c) what this exercise has taught you about what clients might experience.

Note: This paper does not have to be in APA format.

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

XII. Methods of instruction

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. Academic Honesty:

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility:

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

<http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility:

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

XVII. Mandatory Reporting:

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVIII. Student Success:

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal,

Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIX. Course Schedule

TENTATIVE SCHEDULE is found online

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Melissa Odegard-Koester, Chair of the Department of Psychology and Counseling.