

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

COURSE SYLLABUS

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

Course No. **CP 661**

Revised Fall 2011

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:



Note: The Instructor will add the above information each semester.

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. Course as Relates to External Requirements

CACREP Requirements (2009)	DESE Requirements (2006)	LPC Requirements	NBCC Requirements
Mental Health Foundations			

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V. Course as Relates to External Standards

CACREP Standards (2009)

Addictions Counseling. Foundations – A. Knowledge

1. Understands the history, philosophy, and trends in addiction counseling.
2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.
3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
5. Understands a variety of models and theories of addiction related to substance use and other addictions.
6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
7. Recognizes 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.
8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Understands the operation of an emergency management system within addiction agencies in the community.

CMHC. Foundations – A. Knowledge

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

CMHC. Counseling, Prevention, and Intervention – C. Knowledge

4. Knows the disease concept and etiology of addiction and co-occurring disorders.

CMHC. Diagnosis – A. Knowledge

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

DESE Standards (2006)

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VI. 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.

VII. 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

VIII. Textbook(s):

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

IX. 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.

X. Basis for Student Evaluation

- A. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- C. Presentation (25%)
- D. Graduate quality research paper (25%)

Final letter grade:

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

Note: The section "Basis for Student Evaluation" is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XI. Methods of instruction

A combination of:

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

XII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIII. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

XIV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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.

XV. 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 Student Handbook.

XVI. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

XVII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

Department Approved: 9/6/2011

College Council Approved:

Graduate Council Approved: