**CHD 625 – ADDICTIONS COUNSELING – SPRING 2017**

**Professor:** Sandra Loew, Ph.D. **Office:** 413 Stevens Hall

**Phone:**  765-4912 **E-mail:** saloew@una.edu

**Address:** Box 5157, UNA, Florence, AL 35632

**Office Hours:** T: 1:30 – 4:30, W: 3:30 – 4:30, R: 3:00 – 6:00, M/F: By appointment

Additional hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

**Revised: 11/2016**

**Course Description:** An overview ofsubstance and behavioral addictions; models, theories, assessment, and treatment of addictive behaviors are explored. Interviewing skills that assess the severity of addiction and the receptiveness to treatment will be reviewed and practiced. Effective recovery and relapse prevention programs will be considered.

**Referenced Standards:**

CACREP-2009. 2.G.3.g – Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

CACREP-2009. 6.A.6 – Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

CACREP-2009.6.C.4 – Knows the disease concept and etiology of addiction and co-occurring disorders.

CACREP-2009.6.D.8 – Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

CACREP-2009.6.G.4 – Identifies standard screening and assessment instruments for substance use disorders and process addictions.

CACREP-2009.6.H.4 – Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

CACREP-2009.6.K.3 – Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

**Prerequisites:** CHD 602

**Required books:**

American Psychological Association. (2010). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: author.

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change.* (3rd ed.). New York,

NY: Guilford Press

Smith, R. L. (2015). *Treatment strategies for substance and process addictions.* Alexandria, VA: American

Counseling Association.

**Tk20**

Tk20 is the official assessment management system of the University of North Alabama’s College of Education and Human Sciences.  All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system.    
It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student’s University account.  The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at [tk20@una.edu](mailto:tk20@una.edu).

**Instructional Modalities:** Lecture, discussion, cooperative learning, modeling, role-playing, experiential exercises

**Student Knowledge & Skill Outcomes and Course Competencies:**

Students will demonstrate the knowledge of:

1. the theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;

2. the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders, and the impact of co-occurring substance use disorders on those medical and psychological disorders;

3. the disease concept and etiology of addiction and co-occurring disorders;

4. appropriate counseling strategies when working with clients with addiction and co-occurring disorders;

5. standard screening and assessment instruments for substance use disorders and process addictions;

6. the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care;

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

**Evaluation**

|  |  |  |
| --- | --- | --- |
| **Requirements** | **Objectives** | **Grading** |
| Literature Review (30%) | 1, 2, 3, 7 | A = 90 - 100 |
| Book Journal (15%) | 1, 2, 3 | B = 80 – 89.99 |
| Abstinence Reflection (10%) | 1 | C = 70 – 79.99 |
| Video (15%) | 4, 6 | D = 60 – 69.99 |
| Take home final exam (30%) | 2, 3, 5, 6, 7 | F = 59.99 and below |

**Course Requirements:**

**1. Attendance and participation.** Attendance at all classes is expected; if you do not attend, you cannot participate. Coming late or leaving early is disruptive to the process of learning.

**2.** **Literature review (30%)** Students will conduct a review of the literature related to an addiction using current information found in professional/scholarly journals. Articles should have been written within the last 10 years and found in peer-reviewed journals; no book reviews or book chapters are to be used. A minimum of five articles is required. Papers should include an introduction with a statement of the problem/issue; a review of the major information, themes, and perspectives; and conclusions. The papers are to be written in a scholarly style and format (APA guidelines). Recommended length for this paper is 5-10 pages. **(Grading: APA guidelines = 10% (includes proper citations in text of paper, proper reference list, citing all references and referencing all citations, etc.) Quality of sources = 20% (includes current, refereed journals), Content analysis = 60% (includes organization and flow of the material), Overall professional judgment of instructor = 10%).** This should besubmitted in Canvas. The instructor will use the program “turn-it-in” to evaluate your paper.

**3. Abstinence Reflection (10%)** Abstain from a substance, behavior, or activity for the six weeks beginning on February 2nd until March 16th. Type journal entries at least twice per week about your experiences and self-awareness. After March 16th, reread your journal entries and type a two page summary of your experience. Include what you learned about yourself, what surprised you about this experience, what the challenges were and how this has affected your view of addiction. The entire journal should be submitted in Canvas.

**4. Book Journal (15%)** Read one of the following books about addiction. Pick a quote from each chapter that speaks to you (surprises, angers, annoys, interests …you in some way) and reflect on it, and then summarize your experience of reading this book. In addition, you will provide a one page handout for class members who did not have the pleasure of reading this book, so that they also might learn some of the important information that you learned. This handout can be in bulleted format; should not contain any editorial comments; should have useful facts that are helpful for someone studying addiction. While the book you read may have some incredibly interesting facts, think about how this information will be useful to your classmates.

Fletcher, A. M. (2013). *Inside rehab: The surprising truth about addiction treatment - and how to get help that*

*works.* NY: Penguin.

Hanson, D. (2008). *The chemical carousel: What science tells us about beating addiction.*[www.booksurge.com](http://www.booksurge.com):

Booksurge.

Linden, D. J. (2011). *The compass of pleasure: How our brains make fatty foods, orgasm, exercise, marijuana,*

*generosity, vodka, learning, and gambling feel so good.* NY: Penguin.

Sheff, D. (2013). *Clean: Overcoming addiction and ending America’s greatest tragedy.* NY: Houghton Mifflin

Harcourt.

**5. Video (15%)** You will form a dyad or triad and, using your abstinence project, will role-play a counselor working with that client using motivational interviewing. You will videotape this role-play for feedback from the instructor.

**6. Take home final exam (30%)** You will watch a movie and answer the questions that will be given to you. The questions will be about the character in the movie who suffers from addiction and you will apply the concepts that you have learned in this course to that character.

* For all course requirements, part of your grade will be a professional, subjective decision by the instructor.
* Assignments for this course shall not contain any portion of materials submitted in another course.
* Five points will be deducted for each day beyond the due date that late assignments are submitted. All assignments, **except for the final exam,** are to be turned in using Canvas.
* All assignments should be typed using Times New Roman, 12 point font and double spaced. (APA style)
* Cell phones are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.
* In-class discussions relate to addictions and various triggers to those addictions; there will also be many visuals used that may be triggers for addictive behaviors, therefore, if you find that these discussions are difficult for you this may not be the best time for you to take this course. Students have access to free counseling at Student Counseling Services (256-765-5215).
* All students are expected to maintain ethical standards.

**Accommodations**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Attendance**

**UNA’s attendance policy states:** “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

**All faculty in the Counselor Education department have adopted the following policy:**

If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Title IX**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**UNA Portal**

The University of North Alabama’s official communication vehicle is UNA Portal accessed through the homepage (www.una.edu). This communication includes email, student billing, financial aid notification, viewing grades, campus-wide notifications including emergencies, and administrative notices.

**Department of Counselor Education communications will be sent to your UNA Portal account.**

**Course Schedule:**

Date Topic Readings

1/12 Addictions: An Overview Smith 1

Criteria for addiction

Prevalence of addictions

Etiology of addictions

Treatment strategies

1/19 Conversations about Change Miller/Rollnick 1

Spirit & Method of Motivational Interviewing Miller/Rollnick 2, 3

Engagement & Disengagement Miller/Rollnick 4, 5, 6

Listening & Interviewing Skills

1/26 Alcohol Addictions Smith 2

Overview of alcohol addiction

Assessment & diagnosis

Treatment settings

Evidence-based research on alcohol addiction

Treatment models

2/2 Exploring Values Miller/Rollnick 7

Focusing on the Horizon Miller/Rollnick 8, 9

**Begin Abstinence Project**

2/9 Nicotine Addiction Smith 3

Overview of nicotine addiction

Diagnosis

Treatment

Evidence-based practices

Differing Goals & Exchanging Information Miller/Rollnick 10, 11

2/16 Marijuana Addiction Smith 4

Overview of marijuana addiction

Assessment & diagnosis

Treatment models& approaches

Evidence-based research

Ambivalence & Motivation Miller/Rollnick 12, 13

2/23 Methamphetamine Addiction Smith 5

Overview of methamphetamine addiction

Effects of methamphetamine

Treatment

Responding to Change/Sustain Talk Miller/Rollnick 14, 15

3/2 Prescription Drug Addiction Smith 6

Overview of prescription drug addiction

Assessment & diagnosis

Treatment

Hope, Neutrality, Discrepancy Miller/Rollnick 16, 17, 18

3/9 Pathological Gambling Smith 7

Overview of pathological gambling

Special populations of pathological gamblers

Diagnosis & assessment

Empirically supported treatments

Integrative treatment

Evoking, Planning, Commitment, Support Miller/Rollnick 19, 20, 21, 22

3/16 ACA Conference – no class

**End Abstinence Project**

**Literature Review due**

3/23 Sexual Addiction & Disordered Eating Smith 8, 9

Overview of sexual addiction

Special populations of sexual addicts

Diagnosis & assessment

Integrative treatment

Overview of disordered eating

Diagnosis & assessment

Treatment models & approaches

Experiencing Motivational Interviewing Miller/Rollnick 23

**Abstinence Reflection due**

3/30 **Spring break**

4/6 Work Addiction Smith 10

Overview of work addictions

Impact of work addiction

Definitions, costs, & antecedents

Assessment & diagnosis

Treatment

**Book Journal and Handouts due**

4/13 Exercise Addiction Smith 11

Overview of exercise addiction/dependence

Exercise & disordered eating

Treatment settings

Evidence-based models & assessments

4/20 Compulsive buying/shopping addiction Smith 12

Overview of compulsive buying/shopping

Assessment & diagnosis

The brain & compulsive buying/shopping

Treatment

**Video due**

4/27 Internet Addiction Smith 13

Overview of internet addiction

Assessment & diagnosis

Treatment

5/4 Addictions: Status, Research, & Future Smith 14

Assessment & treatment

Issues related to addictions

The future

Treatment in context

**Final Exam due**

* **This syllabus should be considered a tentative outline for the course and subject to change.**

***Learning Guidelines***

1. Engage in open and honest dialogue

2. Participate fully (@ comfort level + 1)

3. Listen respectfully; seek to understand; listen harder when you initially disagree

4. Move in, move out; encourage others to participate

5. Be fully present

6. Be open to new and different perspectives

7. Assume good intent: explore the unintended impact of comments and behaviors

8. Respect and maintain confidentiality

9. Recognize your triggers

***Classroom Intentions & Guidelines***

* To create a classroom environment where all students feel heard, involved, supported, and respected
* To create a productive and engaging classroom environment for the open and respectful

exchange of ideas, perspectives, and opinions

* To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations
* Engage in respectful discourse
* Demonstrate mutual respect for the comments and views of all
* Speak and act in ways that do not disrupt or interfere with the learning or work of others
* Explore controversial issues through open dialogue and respectful deliberation
* Consider and explore new ideas and perspectives
* Express opposing ideas in a respectful manner
* Consider the potential impact of your comments and actions

Adapted from Kathy Obear (2016)

I have received a copy of the syllabus for CHD 625. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_