

The University of Texas at Austin

EDP 381 Addictions Counseling

Summer 2015

Room SZB 268

MTWTH 9:00-12:30 7/11-7/28

Instructor: Michelle Kelley Shuler, Ph.D, LPC, LCDC

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Office hours: Tuesdays 1:00-2:00 or by appointment

Office location: Next to Dr. Moore's office

TEXTBOOK:

Morgen, K. (2017). *Substance use disorders and Addiction*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 9781483370569

Brewer, J. (2017). *The craving mind*. London: Yale University Press.

COURSE DESCRIPTION:

STUDENT LEARNING OUTCOMES:

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. An orientation to wellness and prevention as desired counseling goals (IIG5a);	Final Project	SLO1
a. Counselor characteristics and behaviors that influence helping processes (IIG5b);	Journal Entries	SLO2
a. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal counseling model (IIG5d);	Final Project	SLO1
a. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (IIG3f)	Final Project	SLO1

a. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (IIG3g); and	Case Studies	SLO2
a. Theories for facilitating optimal development and wellness over the life span (IIG3h);	Final Project	SLO1
Standards for School Counseling (SC) track		
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, ADHD, childhood depression) that may affect the personal, social, and academic functioning of students. (SC:G1)	Case Studies	SLO2
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (SC:C1);	Final Project	SLO1
1. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs of living in a home where substance abuse occurs. (SC:G2).	Case Studies	SLO2
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (SC:D1);	Reflection Paper	SLO3
Standards for Student Affairs and College Counseling (SACC) track		
1. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education (SACC: C3)	Final Project	SLO1
1. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate (SACC: C5).	Reflection Paper	SLO3
1. Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in post secondary education (SACC: D5)	Final Project	SLO1
1. Knows principles and models of assessment for post secondary student development, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans (SACC: G1).	Case Studies	SLO2

1. Applies multicultural competencies to serve diverse postsecondary student populations (SACC: F4)	Case Studies	SLO2
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Student Learning Outcomes (SLOs)

1	Through the Final Project , students will demonstrate an understanding of prevention, etiology, risk factors, and outreach options based in counseling theory and current research for specific individual and or groups of students.
2	Through the Case Studies , students will demonstrate an understanding the influence of multiple factors (abuse, violence, eating disorders, substance abuse/addiction) as well as knowledge of the signs and symptoms of substance abuse in children, adolescents, and post secondary students that may affect the personal, social, and academic functioning of students.
3	Through the Reflection Paper students will demonstrates the ability to recognize his or her own limitations, as well as demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

STUDENT PERFORMANCE ACTIVITIES:

Attendance/Participation (10 points):

Students are expected to attend each class with all materials complete. Students need to have read the assigned material prior to attending class and are expected to contribute to class discussion and activities. Student tardiness, disruption of classroom learning, or absences can lead to an overall grade reduction.

Quizzes (2 x 30 points each = 60 points):

Three examinations will be given across the semester in order to assess student learning of course material, content, and experiences. Quizzes cannot be made-up without prior approval by the course instructor.

Reflection Paper: The Person of the Counselor (25 points) (All papers in this class require students to conform to APA guidelines.)

Effective counselors engage in continual self-review. This paper will be a starting point for you to consider your growth as a professional counselor and effectively working with populations dealing with addiction issues. . Write a 3-4 page paper in which you review the following:

- Identify at least two strengths you would bring to a counseling session with a client suffering from a substance abuse problem. For each, provide one example of a counseling situation in which it might manifest.
- Describe at least two potential challenges you might face in providing substance abuse counseling in light of your own attitudes and beliefs about substance abuse, addiction, and substance abuse counseling.
- Explain how you might address each of the challenges you described.

12 Step Meeting Assignment (30 points) (All papers in this class require students to conform to APA guidelines.)

Each student will attend one AA/ NA, CA (etc...) or Alanon /Alateen meeting. Students are required to write a 3 page reaction paper covering their experience. AA, AL ANON, NA etc.... are 12 Step support groups which originated from Alcoholics Anonymous and has been adopted to fit differing circumstances. Topics to cover in this paper are listed below

1. Brief overview of the 12 Step program you attended for this project (AA, NA, AL ANON etc...)
 - i. What are the basic principles of the 12 Step program
 - ii. What role does a 12 Step program play in treatment
2. The procedure and date/time/location of the meeting
2. Personal reaction to the meeting
3. The potential relevance to working with clients with substance abuse issues.
4. How might this model support the medical model and use of pharmaceuticals in treatments in helping strategies to reduce the negative effects of substance use, abuse, dependence, and addictive disorders.

Case Studies (2 x 5 points each) = 10

Students are required to complete four (4) Case Study Assignment in class outlining key theoretical concepts, practice and solutions related to chemical dependency.

FINAL PROJECT OPTIONS (60 points)

1. Substance Abuse Assessment and Intervention Plan

(All papers in this class require students to conform to APA guidelines.)

For this Final Project Option, you will apply the information you have learned in this course to critically analyze a specific case study (Final Project Case Study: Lisa) and develop a Substance Abuse Assessment and Intervention Plan based on it. Your Final Project must explain the choices you made in your plan and be supported with scholarly references from the professional literature (e.g., *text book, articles reviewed in class, others you research*)

Write a 4-6 **page** (not including references)

- Must include each of the eight required sections
- Must explain the choices you made to create the Substance Abuse Assessment and Intervention Plan and, where necessary, make clear how the concepts presented in the course relate to the plan covering the following eight (8) sections:

1. Substances abused and implications of abuse
2. Biological predispositions
3. Family considerations
4. Cultural considerations
5. Therapy model
6. Assessment and diagnosis
7. Treatment plan and intervention strategies
8. Ethical and legal considerations

2. Approaches to Substance Abuse Prevention Paper

1. The paper is designed to help you increase your knowledge around programs/curriculums/models of substance abuse prevention programs. Consult this outline early for the details.
2. This paper will be approximately **4-6 pages in length**. Be sure to stay within the page limitations.
3. Target a particular population of interest (adolescents, adult, women, etc...) and type of substance/behavior (alcohol, tobacco, relationship abuse, etc...). Research prevention programs directed toward this target population & substance or behavior.
4. Write an integrative paper that addresses your choice of prevention programs.
5. Your paper should cover these aspects
6. A minimum of 5 references is required.
7. Address specific issues as outlined in the textbook and found in your other resources you find. This is not a comprehensive list. Feel free to add additional information if necessary.
 - a. Type of prevention, target population, etc.
 - b. Needs related to this specific prevention program.
 - c. Description of how this program is implemented
 - d. Effectiveness of this approach (what does the literature say)
 - e. Implications for counseling

Activity	Points
Attendance/Participation	10
Quizzes (2)	60
Reflection Paper	25
12 Step Meeting	30

Activity	Points
Case Studies (2)	10
Final Project	60
Total	195

Score	Grade
175-195	A
156-174	B
136-155	C
117-135	D

TOPICS AND ASSIGNMENTS
(Subject to Revision)

Topics and Assignments Subject to Revisions		
WEEK ONE		
July 10	Intro to course & Substance Abuse Counseling	Chp 1 (Stevens & Smith) Chp 2 (Stevens & Smith) Article: Kelly, Saitz, & Wakeman (2016)

July 11	Substances of Abuse and the Body Watch video in class: Pleasures Unwoven https://www.youtube.com/playlist?list=PL8BKmIPMfjXA5c1dnEAUa9LQ8KPVJf12T	Chp 1 (Morgen) Intro (Brewer)
July 12	Biology, Genetics, Substance Abuse, and Addiction	Chp 4 (Stevens & Smith) Chp 1 (Brewer)
July 13 GUEST SPEAKER	Assessment & Diagnosis	Chp 2 & 3 (Morgen) In Class Case Studies Reflection Paper Due Quiz 1 Opens
WEEK TWO		
July 17 GUEST SPEAKER	Process Addictions	
July 18	Treatment Modalities & 12-Step Philosophy	Chps 4 & 9 (Morgen) Chp 9 Osten Switzer
July 19	Motivational Interviewing & CBT Psychotherapy.net Harm reduction video	Chps 5 & 6 (Morgen) In Class Case Studies Recommended articles: Miller, G. (2005). Miller & Moyers (2006) Petrocelli, J. V., (2002)
July 20	Family Counseling Film Shattered Spirits	Chp 7 Morgen Quiz 2 Opens
WEEK THREE		
July 24	Globalization, Diversity, Select Populations & Substance Abuse	Chp 3 (Fetting) Chps 11 & 12 (Stevens & Smith) 12 Step Meeting Assignment Due

July 25	Relapse & Recovery Videos: HBO Disc 1, The Science of Relapse	Chp 10 (Morgen) Kelly & White (2012) Review for Final Project
July 26 GUEST SPEAKER Sierra Castedo-Rodgers Director The Center for Students in Recovery UT Austin and Julie McElrath, LMSW, LCDC-I Executive Director University High School	Relapse Prevention	
July 27	Prevention	Chp 13 (Stevens & Smith) Final Project Due

Bride, B. E., MacMaster, S. A., & Webb-Robins, L. (2006). Is integrated treatment of co-occurring disorders more effective than nonintegrated treatment? *Best Practices in Mental Health: An International Journal*, 2(2), 43-57.

Capuzzi & Stauffer (2009). Motivational interviewing. In D. Capuzzi & M. D. Stauffer (eds.) *Foundations of Addiction Counseling*. New York, NY: Pearson

Dayton, T. (2009). The set up: Living with addiction. Adapted from *The Process Study Guide*, with permission of the author, for NACoA Congregational Leadership Training)

Larkin, M., Wood, R. T. A., & Griffiths, M. D. (2006). Towards addiction as relationship. *Addiction Research & Theory*, 14(3), 207-215.

Miller, G. (2005). *Learning the language of addiction counseling* (2nd ed., chap. 2, pp. 16-31). Hoboken, NJ: John Wiley & Sons, Inc.

Miller, M. R. & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*, 5(1).

Petrocelli, J. V. (2002). Processes and Stages of Change: Counseling with the transtheoretical model of change. *Journal of Counseling & Development*, 80 (22-30).

Prescott, C. A., Madden, P. A. F., & Stallings, M. C. (2006). Challenges in genetic studies of the etiology of substance use and substance use disorders: Introduction to the special issue. *Behavior Genetics*, 36(4), 473-482.