



COUN 6364 Counseling for Addictions
Spring 2018

This is a required course for the Clinical Mental Health Counseling Degree

College of Education, Department of Counselor Education

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Class Format: COURSE FORMAT AND ADDITIONAL INFORMATION IF NECESSARY

1. Lectures
2. Videos
3. Power Point Presentations
4. Guest Speakers
5. Class Room Discussions
6. Internet Resources
7. Experiential activities

Class day and time: Tuesday, 5:30pm-8:200pm

Class location: TWC 338 (The Woodlands Center)

Course Description:

This course covers the theory, research and practice of substance abuse prevention and chemical dependency counseling with special application to the functions of counselors. Prerequisite: CNE 564 or equivalent. Credit: 3 hours.

Textbooks:

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0562-2

Stevens, P., & Smith, R. L. (2018). *Substance abuse counseling: Theory and practice* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-405593-0

Course Objectives: The following objectives will be met during this course:

Upon completion of this course students will:

1. Gain an understanding of the addictive personality and be able to describe the addictive personality.
2. Gain the knowledge necessary to describe the theories of substance abuse.

3. Develop an understanding of diverse theoretical formulations and skills used to implement differential treatment modalities used in addiction counseling.
4. Examine their own values, beliefs, and experiences as a means of developing an informed and personally aware approach to addictions counseling.
5. Develop an accurate and current knowledge base concerning addictions, addictive behaviors, addictive influences, and addictive substances through conducting research and independent inquiry to study the current professional literature pertinent to the addictions field.
6. Become familiar with current issues/research in the addictions field.
7. Develop an understanding of the ethical and professional dimensions of addiction counseling.
8. Develop a sensitivity to and awareness of culture and gender issues as they relate to addictions counseling.
9. Gain the basic knowledge necessary for providing substance abuse prevention services.
10. Gain knowledge of the process addictions
11. Develop an understanding of ethical considerations in addictions counseling.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CACREP
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment, including multicultural issues	Class Lecture and Discussion	Exam Treatment Plan Project	CA-II.G.3.g
Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders	Class lecture and Discussion	Diagnosis and Treatment Plan Project Power Point Presentation for Parents	CMHC-A.6
Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	Class lecture and discussion	Diagnosis and Treatment Plan Project Reaction Paper	CMHC-B.1 CF 1
Describes the principles of mental health, including prevention, intervention, consultation, education, and	Class lecture and discussion, videos	Power Point Presentation for Parents	CMHC-C.1 CF 1

advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society			
Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Class Lecture and Discussion	Diagnosis and Treatment Plan Project	CMHC-C.2 CF 1
Knows the disease concept and etiology of addiction and co-occurring disorders	Class lecture, discussion, videos	Course exam	CMHC-C.4 CF 1
Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Class lecture and discussion	Diagnosis and Treatment plan project	CMHC-C.7 CF 1
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Class lecture and discussion	Course exam Diagnosis and Treatment Plan project	CMHC-C.8 CF 1
Identifies standard screening and assessment instruments for substance use disorders and process addictions.	Class lecture and discussion	Diagnosis and treatment plan project	CMHC-G.4 CF 1
Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	Class lecture and discussion	Diagnosis and Treatment Plan Project	CMHC-K.1 CF 1
Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	Class lecture and discussion	Diagnosis and treatment planning project	CMHC-K.3 CF 1

Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	Readings	Psychopharmacology Exam Class Discussion	CACREP CMHC G.3
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Conduct Practice Intake Interview	Diagnosis and Treatment plan project.	CACREP, CMHC H.2

Program specific URL address for *Specialty Program Association (SPA) standards*: <http://www.cacrep.org>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gain factual knowledge and application

Important: LIST IMPORTANT OBJECTIVES

Course/Instructor Requirements:

- **Late assignment policy:** All work is due on the date specified. Late work will not be accepted or awarded credit.
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including all on-line discussions. Students should expect to spend time preparing for all aspects of the course.
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics.
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an "F" for the course.**

Course Outline

Assignments

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

Course Evaluation:

Since this is a graduate level course, the quality of work and performance will be expected to reflect the attainment of that academic standing. The quality of the work including attitude of students toward the profession and/or clients will be monitored by the instructor. Readiness to enter the profession and conduct unbecoming a professional counselor will affect the grade.

Evaluation is an ongoing process and will be based on the statements above and the following criteria.

1. **Attendance and Participation:** Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. Lateness is not acceptable and will adversely affect the participation grade. Each time a student is late two points will be deducted from the participation grade and the second tardy will require a meeting with the professor. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

Grading Rubric

- 20-25 points---active involvement in all discussions in each class and providing significant input
 - 10-15 points---involvement in all discussions reflecting understanding of the topics
 - 5-10 points---minimal participation in discussions
2. **12 Step Group Attendance and Discussion. Students will attend 2-12 Step group meetings and discuss what they learned from them in class. (50 points)**
 3. **Parent Presentation: (100 points) CMHC C.1**
Make a PowerPoint presentation with the purpose of educating a parent group about the signs and symptoms of one class of substances. Provide them with community resources from this region to assist them should they find that their teen has a diagnosis of substance abuse or dependence. Be sure to identify the signs and symptoms associated with substance use disorders that mimic and coexist with a variety of medical and psychological disorders.

Grading Rubric:

Signs and Symptoms of Drug Class	20
Discussion of Community Resources	20
Signs and Symptoms of Drug Use/Abuse	20
Co-Occurring Mental Disorders	20
How to prevent substance abuse	20
Total	100

Evaluation:

Novice 1 point (70%)

Proficient	2 points (80%)
Master	3 points (90%)

- 4. Self-Change Activity:** Each student will identify at the first class meeting a substance or activity from which he or she will abstain for the semester. Specific guidelines for this project can be found on page 9 of the syllabus. This project is worth 100 points. Rather than write a paper students will discuss what they learned from this project in class.

Grading Rubric:

The student's adherence to the project guidelines	10 points
Adequate discussion of project in class.	90 points
Total	100 points

5. Exam: CMHC C.4

There will be One (1) exam given during the semester covering the addictions material. The Exam will consist of multiple choice questions and short answer essay questions. The exam will be worth 50 points.

Evaluation:

Novice	1 point (70%)
Proficient	2 points (80%)
Master	3 points (90%)

- 6. Treatment Plan and Diagnosis Project:** Details will be provided. (100 points) **CMHC A.6; B.1; C.2; C.7; C.8; G.4; H.2; K.1; K.3**

For this project, you will be completing a diagnosis and treatment plan. You will read the case and then write a Diagnosis based on the DSM 5 using the Diagnosis and Treatment Plan template provided. Please note that because many have not been exposed to the DSM 5, I will only be looking for a Substance Use Disorder diagnosis. You will also include four initial treatment method recommendations and you will write a treatment plan focused on three problems.

Grading Rubric:

Accurately completing the Counseling Plan/Diagnosis Form	15
Identifying most appropriate diagnosis/ and rationale for diagnosis	25
Making appropriate treatment recommendations	10
Writing an effective treatment plan focused on appropriate Problems, with a goal, two objectives, and four interventions	
For each of three problems	50
Total	100

Evaluation:

Novice	1 point (70%)
Proficient	2 points (80%)
Master	3 points (90%)

7. Psychopharmacology Exam (100 points-Take Home). G.3

Exam may consist of essay, short answer, objective questions, diagnosing, and treatment planning and will cover all related course material.

Evaluation:

Novice	1 point (70%)
Proficient	2 points (80%)
Master	3 points (90%)

Grades

Class Grading Formula

1. Attendance & Participation	25	A	437-475
2. 12 Step Group Attendance	50	B	389.5-436
3. Abstinence Activity	50	C	342-389
4. Exam	50	F	Below 342
5. Treatment Plan	100		
6. Parent Presentation	100		
7. Psychopharmacology Exam	100		
Total Possible Points	475		

****No assignments will be accepted late unless there is prior approval, which is rarely given. Exceptions to deadlines for assignments must be approved by the instructor PRIOR to the due date. However, even if accepted late the assignment will be penalized a minimum of one letter grade (10 points).****

All written assignments must be typed and double-spaced. You are required to use APA writing style as presented in the Publication Manual of the American Psychological Association, Fifth Edition. Students need NOT include a running head nor an abstract. A cover page providing the student's name, course #, semester and date should be provided for each assignment. DO NOT USE SLIPPERY REPORT COVERS. It is sufficient to staple the paper in the top left corner.

Schedule

Class Schedule

Spring 2018

(Subject to Change with Notice)

STEV: Substance Abuse Text

LICH: Psychopharmacology Text

Week/Date	Topic	Assignment
Week 1 Jan 23	Basics of neurobiology, psychopharmacology, and pharmacokinetics	
Week 2 Jan 30	Treatment of Unipolar depression, bipolar depression, and anxiety disorders	Self-Change Project Topic Due
Week 3 Feb 6	Treatment of psychotic disorders, attention disorders, and cognitive disorders	
Week 4 Feb 13	Neurobiology of Addiction	
Week 5 Feb 20	Major Substances of Abuse	STEV: Chapter 3
Week 6 Feb 27	Introduction Ethical and Legal Issues	STEV: Chapter 1 STEV: Chapter 2
Week 7 Mar 6	Etiology of Substance Use Intake-History Taking	STEV: Chapter 4
March 13	Spring Break	
Week 8 Mar 20	Assessment and Diagnosis Treatment Setting, Individual	STEV: Read Chapter 5 STEV: Chapters 6 & 7

			Psychopharmacology Take Home Due
Week 9	Mar 27	Group Treatment Family Treatment	STEV: Chapters 8 STEV: Chapter 9
Week 10	April 3	Diverse Populations Multicultural Issues	STEV: Chapter 11 STEV: Chapter 12 Treatment Plan Due
Week 11	April 10	Substance Abuse Prevention	
Week 12	April 17	Parent Presentations	STEV: Chapter 13
Week 13	April 24	Parent Presentations	STEV: Chapter 13
Week 14	May 1	Class Wrap-Up	Exam (On-Line) Due

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Students can use the word processing of computers and tablets only.
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: Students can use cell phones during emergencies outside of class. Cell phones should not be on or able to be heard during class.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the summer attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. **Because summer classes meet fewer times than during a regular semester, missing one class will be the same as missing two classes and will result in the loss of a letter grade.**
3. A drop of a letter grade will occur for each subsequent absence.

Course Expectations

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally

- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

Course Policies:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students are expected to submit all assignments in Blackboard by the date and time indicated in Blackboard and the course schedule. Assignments should be sent as attachments. **Late work will not be accepted or awarded credit. There will be no make-up work.**
3. Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program.

Bibliography

Reference Material

Bissell, L., & Royce, J. E. (1994). *Ethics for addiction professionals*. Center City, MN: Hazelden.

Doweiko, H. E. (2002). *Concepts of chemical dependency* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Fisher, G. L., & Harrison, T. C. (2009). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (4th ed.). Boston, MA: Allyn & Bacon.

Inciardi, J. A., & McElrath, K. (Eds.) (1995). *The American drug scene: An anthology*. Los Angeles: Roxbury Publishing.

Kulewicz, S. F. (1996). *The twelve core functions of a counselor*. Marlborough, CT: Counselor Publications.

Perkinson, R. R. (2002). *Chemical dependency counseling: A practical guide*. Thousand Oaks, CA: Sage Publications.

Stevens, P., & Smith, R. L. (2009). *Substance abuse counseling: Theory and practice* (4th ed.). Upper Saddle River, NJ: Merrill.

Williamson, P. (1989). *Sex addiction: Denial, acceptance, return to sanity*. Center City, MN: Hazelden.



Videos:

Rain in my Heart (You Tube-10 part series)

Use, Abuse & Addiction: The Physiology, neurochemistry and sociology of drugs, & Compulsive Behaviors (2009). (NGL—RC 564.U84)



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

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Self-Change (Abstinence) Project

Counselors have the responsibility of helping clients make changes in their lives that they desire. The process of change is often difficult and can be affected by setbacks. Often, the initial goal of change is altered because of the difficulty involved in making changes.

Students are to engage in a self-change (abstinence) project in order to gain an understanding of the difficulty that will be encountered by clients and so that they will experience some of the challenges faced by clients.

Project

1. Duration: 8 weeks
2. Students are to select a substance or activity from which they will abstain for the semester (must be approved by instructor).
3. Students should keep a weekly journal of their progress toward reaching their goal (3 journal entries per week is suggested)
4. Students will write a paper (following APA guidelines), 4-5 pages, that summarizes the self-change (abstinence) project according to the following: (Be sure to use headings and not letters or numbers.)
 - A. How you decided on the substance or activity and why it was chosen
 - B. Description of your plan of action
 - C. How you maintained abstinence or change
 - D. Incidents of relapse
 - E. Your reaction to having relapsed
 - F. Defense mechanisms used
 - G. Withdrawal symptoms experienced
 - H. Your general reaction to this assignment for yourself and future professional counselors
 - I. What you personally learned about yourself as a result of this exercise.
5. The journal should be turned in with the paper; however, it will not be graded.
6. This project will be worth 100 points.

Grading Rubric:

The student's adherence to the project guidelines	10 points
Writing according to APA guidelines	10 points
Grammar and spelling	10 points
Overall content and integration of the nine topics	<u>70 points</u>
Total	100 points