



COUN 6002: Addictions Counseling
Fall 2022
Tuesday: 5:15-8:00 PM

Kelly J. Veal, PhD, LPC, NCC, CPCS

Office: CAB 307

Phone: call via Teams

Email: kveal1@lagrange.edu ([This is the best way to contact me.](#))

Office hours: By appointment, all meetings will be virtual

Syllabus Revised, August 2020, Aug 2021, Aug 2022

Course Description

The aim of this course is to provide knowledge of the nature of substance use, the classification of drugs, models of addiction, assessment and diagnosis of substance use, treatment and issues in treatment and intervention, and associated issues surrounding substance use commonly seen in families, society, as well as in cross-addictions.

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Program Objectives

1. Develop knowledge and skills necessary for competent professional practice, while cultivating a strong counselor identity
[1.f. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan.](#)

Course Objectives:

- 1) theories and etiology of addictions and addictive behaviors (CACREP II.F.3.d.)
- 2) neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP V.C.1.d.; V.D.1.e.)
- 3) psychological tests and assessments specific to clinical mental health counseling (CACREP V.C.1.e.)
- 4) potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP V.C.2.e.; V.D.2.g.)
- 5) techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.3.b.)
- 6) strategies for interfacing with the legal system regarding court-referred clients (CACREP V.C.3.c.)
- 7) signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP V.G.2.i.)
- 8) [Understand and apply the dynamics associated with group process and development \(2.F.6.b.\)](#)
- 9) (Key Performance Indicator)

Textbooks:

Required:

Stevens, P., & Smith, R. L. (2017). *Substance Use Counseling* (6th Edition). Pearson Education (US).
<https://bookshelf.vitalsource.com/books/9780134240053>

Outside reading articles will be provided and are considered required reading.

Recommended but not required:

Alcoholics Anonymous: *The Big Book: The basic text for Alcoholics Anonymous* (3rd ed.) (1976). Alcoholics Anonymous World Services, Inc. New York: NY.

Gladding, S. T. (2003). *Groups: A counseling specialty* (5th Edition). Upper Saddle River, New Jersey: Pearson.

Twelve Steps and Twelve Traditions (1952). Alcoholics Anonymous World Services, Inc., New York: NY.

Student Expectations

Expectations for this class include the following:

- 1. Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class
- 2. Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
- 3. Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Overall assignment grade will be deducted 10% each day the assignment is late and no assignments will be accepted one week after due date. Any extenuating circumstances must be discussed with the professor before the due date. How these circumstances are handled is solely at the discretion of the professor.
- 4. Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
- 5. Be Electronically Respectful:** Students will refrain from using cell phones or other electronic devices during class time, except in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class or to leave class as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please silence all phones and keep them out of sight during class time; they should be kept in purses, pockets, or book bags.
- 6. APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar,

sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.

7. **Have Fun:** Students are expected to have fun learning about the subject matter.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements. Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignments

General Course Requirements

Each student will be held responsible for all information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed prior to class meetings.

A. Participation

It is expected that each person will have readings and materials prepared before each class.

It is the student's responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student's grade unless prior arrangements to alter an assignment due date have been made between the student and instructor (see Class Policy Statements below). These exceptions should be of an emergency nature, typically unexpected, and infrequent in nature. Online Recorded lectures must be watched within 7 days to receive full credit for attendance and participation Points can be deducted from the final grade for lectures not being viewed in a timely manner.

B. Experiencing a 12-Step/Support Group (50 points; 37% of final grade) (**Key Performance Indicator)(Course Objective 1, 2, 5, 6)**

- **Step 1:** Students are to experience attending a 12-Step Group or an AOD Support Group in a community environment. Students will be required to attend two (2) meetings of an approved group (of their choosing) in their community and will journal their attendance at each meeting (paying attention and adhering to confidentiality requirements of the group). This journaling will consist of each group attendance being described in a 1-½ to 2 page journal entry.
- **Step 2:** A final paper will consist of students responding with their overall impression of the group as it relates to the 12-step model.
- **Step 1 - Experiencing Group Dynamics** – After attending **each** of the group meetings **of an approved group**, students will journal their attendance at **each** meeting. Please pay attention to issues of confidentiality in both group attendance and journaling– do not refer to anyone by their full name, do not give identifying personal characteristics about the group or its members other than in response to the items below. The expectation is that journaling will be conducted after each group meeting and will be 1 and ½ to 2 type-written pages of information that cover the following points:
 - ◆ Give the name of the group, the date of the meeting, and time frame of the group you attend.
 - ◆ Describe the type of 12-step group you attend. What makes this group a support/12-step group?
 - ◆ Describe the actual lay out of the room – how is seating arranged? What was the atmosphere? Describe the format used for the group?

- ◆ Describe the group content for the group meeting you attend (give general content not necessarily specific information said by any one individual).
 - ◆ Describe any group processes you experienced in the group. Give examples of both nonverbal behaviors and verbal behaviors seen in the group.
 - ◆ How did the group leader (or group members in groups without a leader) handle conflict? Did you experience other group dynamics within the group other than conflict?
 - ◆ Anything else you noted during your attendance
- ◆ *Step 2 – Reflection Paper* – Students will write a short paper (3-5 pages) that describe their 12-step group attendance. Was this experience one that you expected from as 12-step group? What made it so? Did attending this 12-step group serve to reinforce or bust any myths or assumptions you had/have about people with substance use issues? Describe your reasoning here. If you were in a position where you needed to attend a 12-step group, how would this exercise impact your decision or choice of doing so? Did this exercise impact how/what you might advise consumers who need the support of a 12-step group? Describe your reasoning here.

Note: this is a Key Performance Indicator (Standard CACREP II.F.6)

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

- Al-Anon: <http://www.al-anon.alateen.org/english.html>
- Alcoholics Anonymous: <http://www.aa.org>
- Celebrate Recovery: <http://www.celebraterecovery.com>
- Codependents Anonymous: <http://www.coda.org>
- Emotions Anonymous <http://allone.com/12/ea/>
- Gamblers Anonymous: <http://www.gamblersanonymous.org>
- Nar-Anon: <http://nar-anon.org>
- Narcotics Anonymous: <http://www.na.org/>
- Overeaters Anonymous: <http://www.oa.org>
- Rational Recovery: <http://www.rational.org>
- Secular Organizations for Sobriety <http://www.sossobriety.org>
- Sex Addicts Anonymous: <http://www.sexaa.org> Sexaholics Anonymous: <http://www.sa.org>
- SMART Recovery: <http://www.smartrecovery.org>

B. Abstinence Exercise and Paper (25 points, 18% of final grade)(Course Objective 5,8)

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. This assignment will be **graded based upon the criteria found in the Scoring Rubric for Abstinence Exercise**.

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 (the content for this letter can be found toward the end of the syllabus) **(worth 5 points)**.

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 been reported as most helpful by previous students. 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 **(worth 10 points)**.

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 **(worth 10 points)**.
(Key Performance Indicator)

C. Paper: Counseling Orientation and Substance Use Counseling (60 points; 44% of final grade) (Course Objective 1,2,3,4,5,7)

Students will investigate the scholarly literature on a current issue related to substance abuse or addictions counseling. Students will be required to include at least 8 original peer-reviewed scholarly references. The paper should clearly address and be organized according to the following areas: (a) specific issue or topic, (b) why it is an issue (e.g., reference prevalence data, other compelling evidence that demonstrates the problem exists), (c) an affected population (including issues of age, gender, culture), (d) recommended prevention and/or treatment interventions for professional counselors that address the specific needs of a given population, and (e) why you selected this topic and how you see yourself using this information in counseling practice in accordance with your counseling orientation. The paper length should be between 7-9 pages in length. Papers must be in APA 7th edition format (page length does not include reference page, abstract, or cover page).

Assignment Point Breakdown

Experiencing 12 Step Group	50 points
Abstinence Project	25 points
Final Paper	60 points
Total Points	135 points

Grading Scale	
A	121-135
B	108-120
C	94-107
D	81-93
F	<81

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student’s own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student’s work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

COURSE CONTENT

Week	Topic	Reading/Assignment
Aug. 23	Course Overview and Introduction	Reading: Chapter 1: Intro to Substance Abuse Counseling Watch Johann Hari Ted Talk on Connect Live Class
Aug 30	Ethics	Chapter 2 Ethics and Legal Live Class
Sept. 6	Classification of Drugs and Effects on the Body	Chapter 3 Letter Due in Connect by 11:59 PM on 9/5/22 Live Class
Sept. 13	Etiology of Substance Abuse Assessment and Diagnosis	Ch. 4 Ch. 5 12 Step Journal #1 Due by 11:59 PM on 9/11 Watch Ted Talk Video on Harm Reduction before class on 9/13 Online Recordings
Sept. 20	Review Ch. 4 and Ch. 5	Discussion Practicing Assessments Abstinence Journal Check

		Live Class
Sept. 27	Treatment Planning Individual Treatment	Ch. 6 Ch. 7 12 Step Journal # 2 Due by 11:59 PM on 9/25 Online Recordings
Oct. 4	Review Ch. 6 and Ch. 7	Conduct SA Treatment Planning
Oct. 11	Retaining Sobriety: Relapse Prevention Strategies	Ch. 10 Assignment on Experiencing a 12-Step Support Group Due by 11:59 PM on 10/9 (Key Performance Indicator- KPI) Live Class
Oct. 18	Group Counseling for SA Family Counseling	Ch. 8 Ch. 9 Online Recordings
Oct. 25	Review Chapter 8 and 9 Discuss Abstinence Project	Ch. 9 Ch. 11 Live Class Abstinence Log and Paper Due by 11:59 PM on 10/23
Nov. 1	Working with Special Populations Working with Diverse Cultures	Ch. 11 Ch. 12 Online Recordings
Nov. 8	Review Ch. 11 and Ch. 12	 Live Class
Nov. 15	Prevention Behavioral Addictions	Ch. 13 Ch. 14 Online Recordings
Nov. 22	Thanksgiving Break	NO Class

Nov. 29	Review Ch. 13 and 14	DUE: Counseling Orientation and Substance Abuse Treatment Paper Due 11:59 PM on Sunday, 12/4/22
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Current Course-Related Research

Dodgen, C. E., & Shea, W. M. (2000). *Substance Use Disorders : Assessment and Treatment*. Academic Press.

Avery, J. D., & Barnhill, J. W. (Eds.). (2017). *Co-occurring mental illness and substance use disorders : A guide to diagnosis and treatment*. Retrieved from <https://ebookcentral.proquest.com>

Anderson, S. (2009). *Substance use disorders in lesbian, gay, bisexual, and transgender clients : Assessment and treatment*. Retrieved from <https://ebookcentral.proquest.com>

Institute, O. M., Board, O. T. H. O. S., & Committee, O. P. D. T. A. (2013). *Substance use disorders in the u. s. armed forces*. Retrieved from <https://ebookcentral.proquest.com>

Glasner-Edwards, S. (2015). *The addiction recovery skills workbook : Changing addictive behaviors using cbt, mindfulness, and motivational interviewing techniques*. Retrieved from <https://ebookcentral.proquest.com>

Greydanus, D. E., Kaplan, G., Patel, D. R., & Merrick, J. (Eds.). (2013). *Substance abuse in adolescents and young adults : A manual for pediatric and primary care clinicians*. Retrieved from <https://ebookcentral.proquest.com>

Jones, H. E., & Kaltenbach, K. (2013). *Treating women with substance use disorders during pregnancy : A comprehensive approach to caring for mother and child*. Retrieved from <https://ebookcentral.proquest.com>

12-Step Attendance Reaction Paper Rubric (50pts)

Criterion	Possible Points	Points Earned
Document Formatted in APA Style (Include title page)	3	
<ul style="list-style-type: none">• Spelling & grammar are correct• Sentences are complete, clear, and concise• Paragraphs contain appropriately-varied sentence structures	3	
Date, time, type of meeting	3	
Description of each meeting. (format, atmosphere, etc.)	3	
Description of the similarities and differences between the two meetings	4	
Description of the physical setting	3	
Description of how you were greeted	3	
Description of personal comfort	3	
Topic of meetings	3	
Description of participation of group members	3	
Description of your emotional response to the meetings	4	
Description of your interaction with others	3	
Recommendation to recovering individuals	4	
Description of helpful and least helpful aspects of each meeting	4	
Description of the implications for your practice as a counselor	4	

Final Paper Rubric			
	High Mastery	Medium Mastery	Low Mastery
Specific issue or topic is chose and is supported by relevant literature (i.e., why it is an issue) (10)	A current issue related to substance abuse or addiction counseling is chosen. Compelling data/evidence is presented to demonstrate the importance of the issue chosen.	A current issue related to substance abuse or addiction counseling is chosen. Some data/evidence is presented to demonstrate the importance of the issue chosen.	A topic is chosen that is not an issue related to substance abuse or addiction counseling. Minimal or no data/evidence is presented to demonstrate the importance of the issue chosen.
Description of an affected population (including issues of age, gender, culture) (10)	Populations affected by the issue chosen are described in detail, with support from relevant scholarly literature.	Populations affected by the issue chosen are somewhat described, with some support from relevant scholarly literature.	Populations affected by the issue chosen are minimally or not described, with no support from relevant scholarly literature.
Recommended prevention and/or treatment interventions for professional counselors that address the specific needs of a given population (15)	A thorough, yet concise summary of prevention and/or treatment methods for specific populations is presented with support from relevant scholarly literature.	A somewhat thorough of a summary of prevention and/or treatment methods for specific populations is presented with some support from relevant scholarly literature.	A minimal summary of prevention and/or treatment methods are presented with minimal or no support from relevant scholarly literature. The methods are not described for specific populations.
Explanation of why this topic was selected and how students might use this information in counseling practice in accordance with their counseling orientation (15)	A thoughtful explanation of topic choice is presented. Meaningful implications for counselor practice are described.	An explanation of topic choice is presented minimally. Implications for counselor practice are described somewhat.	An explanation of topic choice is not presented. Implications for counselor practice are lacking.
The paper length; APA format (10)	The paper length, including title and reference pages, is between 8 and 12	The paper length is outside of 8-12 pages. Fewer than 8 scholarly references	The paper length is outside of 8-12 pages. Fewer than 5 scholarly references

	pages. At least 8 scholarly references. APA 7 th edition format is used.	used. Some APA formatting errors.	used. Major APA formatting errors.
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Letter to my Substance/Behavior

This 1 – 2 page (minimum) paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 5 areas:

1. How my addictive substance/behavior is loved and is considered a “friend”
2. How my addictive substance/behavior is sensual (appeals to my senses)
3. How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
4. How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
5. How my addictive substance/behavior is hated – what it has “cost” me

