

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's life-long educational needs

| Vision - Preparing professionals to meet our diverse communities' lifelong educational needs | | | |
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| <p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p> | <p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p> | <p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p> | <p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p> |

COUN 531: Foundations of Substance Abuse Counseling

Instructor: Stephen Keeley, MS, LPC
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Term: Fall 2013
Location: ED 414
Time: Thursdays 4:00-6:30pm
Office hours: 10 min. before/after class

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and

during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

Course Description

This course provides an overview of the biological, psychological, emotional, social and spiritual dimensions of addictive disorders. As a foundational class, it will focus on basic, fundamental concepts about addictive substances and behaviors, the process and progression of addiction and recovery, risk assessment, and recovery options for people who suffer from addictive disorders and addiction-related issues.

Course Objectives

Upon completion of this course, participants will be able to:

1. Demonstrate a conceptual and theoretical understanding of addictions based on current research.
2. Understand the basic categories of addictive substances and how they impact the body and brain.
3. Identify and recognize the biological, psychological, social, familial & spiritual impacts of addictions.
4. Integrate concepts and theories related to addictions into the roles and responsibilities of professional counselors.
5. Develop a basic understanding of current approaches to addiction treatment, including various approaches to counseling, medication, and self-support systems.

Teaching Style

Learning is facilitated through readings, lectures, guest lectures, videos, and discussion. Course content is tested by midterm and final exams. Additionally, students will have the opportunity to explore a topic of interest in more depth by way of a term research paper.

Required Reading List

There is no required textbook for this course. All of the required readings can be accessed on D2L. See Page 4 for details and references. Additionally, all slides for course lectures can be found on D2L.

Grading and Course Requirements

| | |
|----------------------------|----|
| Attendance & Participation | 10 |
| Term Paper | 30 |
| Midterm Exam | 30 |
| Final Exam | 30 |

The midterm exam will consist of multiple choice and short answer questions. The final exam will be multiple-choice and essay. Please see page 5 for details about the term paper.

Total points possible is 100 and final grade calculated on the following scale:

90-100 (A), 87-89 (B+), 84-86 (B), 80-83 (B-), etc.

Attendance and Participation

Exams will cover reading assignments *and material covered in class*. Therefore, students are expected to attend all classes, be on time, and actively participate in discussions and exercises. Students may miss one class without consequences to their grade. Further absences will result in a reduction of 5 points per class missed.

Course Schedule

| Week | Topic | Required Readings |
|--------------------|--|--|
| 1 10/3 | Introduction & Course Overview | None |
| 2 10/10 | Addiction Defining Addiction Neurobiological Effects Categories of Substances | <ul style="list-style-type: none"> • The Origins of Addiction (Felitti) • Drug Addiction and the Memory Systems of the Brain (Robbins) |
| 3 10/17 | Assessment DSM diagnosis ASAM criteria Stages of change | <ul style="list-style-type: none"> • Readiness and Stages of Change in Addiction Treatment (DiClemente) • The Addiction Severity Index at 25 (McLellan) |
| 4 10/24 | Treatment and Recovery I Running Groups Working with mandated clients Motivational Interviewing | <ul style="list-style-type: none"> • Managing Addiction as a Chronic Condition (Dennis) • Beyond the Shadow of Drugs (Weegman) |
| 5 10/31 | Treatment and Recovery II Relapse Prevention Mindfulness Addiction Medications Paper proposal due | <ul style="list-style-type: none"> • Relapse Prevention for Alcohol and Drug Problems (Witkiewitz) |
| 6 11/7 | Midterm Exam | |
| 7 11/14 | <i>Guest Speakers: VOA's MRC</i> <i>Greg Stone &</i> <i>Jerome Gilgan</i> | <ul style="list-style-type: none"> • Housing First, Consumer Choice, and Harm Reduction (Tsemberis) • The Community Reinforcement Approach (Miller) |
| 8 11/21 | Holistic Perspectives I Co-occurring disorders Working with families Trauma and addiction Term Paper Due | <ul style="list-style-type: none"> • Psychological Trauma and Substance Abuse (Dass-Brailsford) • Structural Family Therapy in Adolescent Drug Abuse (Sim) |
| 9 11/28 | University Closed: No Class | |
| 10 12/5 | Holistic Perspectives II Process addictions Culture and Addiction 12-step programs Spirituality and Creativity | <ul style="list-style-type: none"> • Bargains With Chaos (Carnes) |
| 11 12/12 | Final exam | |

These articles can be accessed on the course D2L page. There are quicklinks to a page, where you can either view or print a full PDF of the article. You may need to enter your ODIN account username and password to access these.

Full References

- Carnes, P., Murray, R., & Charpentier, L. (January 01, 2005). "**Bargains With Chaos: Sex Addicts and Addiction Interaction Disorder.**" *Sexual Addiction & Compulsivity: the Journal of Treatment and Prevention*, 2-3.
- Dass-Brailsford, P., & Myrick, A. (January 01, 2010). "**Psychological Trauma and Substance Abuse: The Need for an Integrated Approach.**" *Trauma, Violence & Abuse: a Review Journal*, 11, 4, 202-213.
- Dennis, M. and C. K. Scott (2007). "**Managing addiction as a chronic condition.**" *Addiction Science & Clinical Practice*(December): 45-55.
- DiClemente, Carlo C (01/01/2004). "**Readiness and Stages of Change in Addiction Treatment**". *The American journal on addictions (1055-0496)*, 13 (2), p. 103.
- Felitti, V.J. (2004). **The origins of addiction: Evidence from the adverse childhood experiences study**, Retrieved September 9, 2010, from:
<http://www.nijc.org/pdfs/Subject%20Matter%20Articles/Drugs%20and%20Alc/ACE%20Study%20-%20OriginsofAddiction.pdf>
- McLellan, A.T., Cacciola, J., Alterman, A., Rikoon, S., & Carise, D. (January 01, 2006). "**The Addiction Severity Index at 25: Origins, Contributions and Transitions.**" *American Journal on Addictions*, 15, 2, 113-124.
- Miller, W. R., R. J. Meyers, et al. (1999). "**The community-reinforcement approach.**" *Alcohol Research & Health* 23(2): 116-121.
- Nored, L., & Carlan, P. (January 01, 2008). "**Success of Drug Court Programs.**" *Criminal Justice Review*, 33, 3, 329-342.
- Robbins, T. W., Ersche, K. D., & Everitt, B. J. (2008). "**Drug Addiction and the Memory Systems of the Brain.**" *Annals Of The New York Academy Of Sciences*, 1141: 1-21.
- Sim, Timothy (02/01/2007). "**Structural Family Therapy in Adolescent Drug Abuse**". *Clinical case studies (1534-6501)*, 6 (1), p. 79.
- Tsemberis, S., L. Gulcur, et al. (2004). "**Housing first, consumer choice, and harm reduction for homeless individuals with a dual diagnosis.**" *American Journal of Public Health* 94(4): 651-656.
- Weegmann, M., & English, C. (January 01, 2010). "**Beyond the Shadow of Drugs: Groups with Substance Misusers.**" *Group Analysis*, 43, 1, 3-21.
- Witkiewitz, K. and G. A. Marlatt (2004). "**Relapse prevention for alcohol and drug problems: That was zen, this is tao.**" *American Psychologist* 59(4): 224-235.

**COUN 531: Foundations of Substance Abuse Counseling
Term Paper – Due 11/21 (at the beginning of class)**

Choose a subject related to addiction and addiction counseling that you are interested in researching. This could include, but is not limited to: a specific drug or behavior; a theory about addiction and its causes; a specific approach to resolving or healing from addiction, etc.

You must submit your topic proposal to me for approval via email (sjkeeley@gmail.com) no later than 10/31. I will respond to your email with approval or suggestions for a different topic. Failure to submit a topic by 10/31 will be penalized at 2 points per day late.

Write a 4-5 page research paper (12pt double-spaced, must not exceed 5 pages) about your approved topic. Integrate at least 3 different sources (books, journal articles, online articles, etc), and reference these sources using APA style. Turn your printed paper in to me at the beginning of class on 11/21. Late papers will be penalized 2 points per day.

Recommended Reading

Inaba, D., Cohen, W. E., & Holstein, M. E. (1997). *Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs*. Ashland, Or: CNS Publications.

Maté, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. Berkeley, Calif: North Atlantic Books.

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford Press.

Recommended Viewing

The Basketball Diaries

Fear and Loathing in Las Vegas

Flight

Kids

Leaving Las Vegas

Requiem for a Dream

Trainspotting

Traffic

The Wire