COLLEGE OF EDUCATION
Seattle University
901 - 12th Avenue
PO Box 222000

Seattle, WA 98122-1090
The College of Education's Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5190, Addictions Counseling
3.0 Credits
Room: Admin 206
Wednesdays, 4:00PM-7:15PM and On-line

INSTRUCTOR
Instructor: Jacqueline Leibsohn, Ph.D.
Office: Loyola 212
Office Hours: By Appointment
Phone: 206-769-3949 (cell)
Email: leibsohn@seattleu.edu

REQUIRED TEXTS AND/OR READINGS

TEXT and MATERIALS

Required Text:

Recommended Reading


CONTENT AREAS
COURSE DESCRIPTION

Graduate Bulletin Description
Provides an overview of addiction counseling. The focus is on providing the mental health therapist, school counselor, and other professionals the background and tools needed to recognize and begin the treatment of addiction. Etiology, assessment, diagnosis, drug classification and treatment models will be explored. Special topics, such as gambling, love, sex, and food addictions will be addressed. The course also addresses behaviors and circumstances related to relapse and recovery with chemically dependent patients.

Course Purpose(s)/Goal(s)

1. CACREP Standards

Section II: Professional Counseling Identity
E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies
   f. help-seeking behaviors of diverse clients

3. HUMAN GROWTH AND DEVELOPMENT
   d. theories and etiology of addictions and addictive behaviors

SEC. 5: CMHC

1. FOUNDATION
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

2. CONTEXTUAL DIMENSIONS
   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorder

SEC. 5: SCHOOL COUNSELING

2. CONTEXTUAL DIMENSIONS
   i. 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

2. Washington Administrative Code WAC 246-811-030
   Chemical Dependency Professional
   • 2 (a) Understanding addiction;
   • 2 (b) Pharmacological actions of alcohol and other drugs;
   • 2 (c) Substance abuse and addiction treatment methods;
2 (t) Relapse prevention

**Course Rationale**
A major focus of the daily discussions are the *ethical* considerations regarding counseling individuals with addiction. The 12-step meeting summaries and “Stages of Change” assignments require serious personal *reflection* as is befitting the subject matter. This reflection is considered necessary for working with individuals who suffer from addictions. Ethnic, cultural, gender, age and other variables of *diversity* are reflected in the small group presentation at the end of the quarter. Some class time will be devoted to *counseling skills and interventions*, as well as ways of responding to addiction issues in other personal and professional roles.

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES**
- Familiarize students with the drug and alcohol field.
- Understand basic pharmacology.
- Know the components of a drug and alcohol assessment.
- Know four models of addiction.
- Know different treatment options.

**Performance-based Student Outcomes**
Students will:
- know four conceptual models of addiction.
- have an increased knowledge of treatment approaches, including motivational interviewing, stage of change theory, self-help groups, and relapse prevention.
- have an understanding of the pharmacology of drugs and various drug classifications.
- have knowledge of process addiction; e.g., eating disorders, sexual/relationship addiction, and the impact on the family.
- understand the specific issues of addiction with culturally and ethnically diverse population.
- have added to your skills of writing, oral presentation, and the critical reading of current addiction counseling literature.

**Assessment Procedures with Evaluation Criteria and Rubrics**
*Listed in syllabus and Canvas*
COURSE INSTRUCTIONAL METHODS

A variety of instructional methods/strategies/techniques will be used in the course: mall group projects, video tapes, brainstorming, focus groups, lecture, on-line instructions, and student presentations with instructor and peer feedback.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>CACREP Standard</th>
<th>WAC</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Example</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>12-Step meeting summaries</td>
<td>1.2 (f)</td>
<td>2 (a) (t)</td>
<td>20</td>
</tr>
<tr>
<td>Stages of Change journal:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Choose behavior to stop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Journal entries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Assignment</td>
<td>5,1,e</td>
<td>2 (a) 2 (c)</td>
<td>20</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>1.2, a, c</td>
<td>2 (a) 2(c)</td>
<td>20</td>
</tr>
</tbody>
</table>

B. Grading Scale:

94-100%  A    80-83  B-  67-69  D+  
90-93    A-    77-79  C+  64-66  D  
87-89    B+    74-76  C   60-63  D-  
84-86    B     70-73  C-   0-59   F  

COURSE REQUIREMENTS:

1. Attendance at all class meetings, completion of all assigned readings prior to each class and required Canvas submissions.

2. Post on Canvas examples from the media (TV, newspapers, and/or the internet) of addiction related issues.
3. Attend a minimum of four 12-step meetings. Write a 1-page summary of what you learned from each meeting. Please include the following:
   
a. Your feelings about the meeting and how the experience affected you.
   b. Any feelings, issues, and resistance you experienced before attending the meeting.
   c. What impacted you the most about this meeting?
   d. Please include in your last summary your general impressions of this experience and how you will use this in your counseling.

Do not use any names (anonymity is essential); remember to attend OPEN meetings for AA, NA, CA, or OA groups. For meeting schedules go to: http://www.seattleaa.org/ (Alcoholics Anonymous), http://www.seattlena.org/ (Narcotics Anonymous), http://www.caofwa.org/ (Cocaine Anonymous), http://www.seattleoa.org/, http://www.pugetsoundsa.org/ (Sexaholics Anonymous. Meetings for this group are often closed), www.seattle-al-anon.org (Al-Anon), www.seattleoa.org (Overeaters Anonymous)

4. Assessment Assignment:
   a. Pick an assessment tool, either from the examples in the book or from on-line sources.
   b. Ask a friend, colleague, family member, to be part of an interview using the assessment tool.
   c. Interview your subject and write up the results.
   d. Submit your “Assessment” to the instructor on Canvas for grading. Please make sure all identifying information is deleted from the document. Please use a fictitious name for the subject.

5. Apply stages of change theory to personal health/wellness concern. At the beginning of the quarter commit to stopping some type of behavior. Determine your stage of change and what strategies you would use to move from one stage to the next. Your journal of this will be posted on Canvas.

6. Small group presentation on a Diverse Population (see chapter 4) or Population of Interest.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standard</th>
<th>Assignments Due</th>
<th>Readings Due</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 22 - 28</td>
<td><strong>ON-LINE SESSION</strong>&lt;br&gt;Course Introduction; Models of Addiction</td>
<td>Section 2 (E) 2 (a) (c) (f) 3 (d)</td>
<td>1) Paragraph overview of theories in chapter 3 2) Post on Wall 3) Part 1 of Stages of Change Assignment&lt;br&gt;See Canvas for Details</td>
<td>Chapter 1 &amp; 3, 10</td>
<td>Media Example</td>
</tr>
<tr>
<td>June 29</td>
<td>Diagnosis and Assessment of Addiction</td>
<td>3 (d) Sec. 5 School Counseling 2 (i)</td>
<td>See Canvas for Details</td>
<td>Chapter 6</td>
<td>Assessment Assignment</td>
</tr>
<tr>
<td>July 6</td>
<td>Classification of Drugs and The Brain</td>
<td>Section 5 CMHC 1 (d) 2. (e)</td>
<td>1) Post a brief comment about attending twelve-step meetings and ask questions of your fellow classmates. See Canvas for Details</td>
<td>Chapter 2</td>
<td>Assessment Assignment</td>
</tr>
<tr>
<td>July 13-19</td>
<td><strong>ON-LINE SESSION</strong>&lt;br&gt;Treatment models Motivational Interviewing</td>
<td>Section 2 (E) 2 (a) (c) (f)</td>
<td>1) Post your thoughts about Motivation to Change article 2) Complete AOD Assessment Assignment 3) Complete Stages of Change Journal Entry 1 4) Post your Media Example</td>
<td>Chapters 7 &amp; 8</td>
<td>Stages of Change Journal</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td>Chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 20</td>
<td>Field Trip</td>
<td>1) 2 12-step summaries</td>
<td>Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Canvas for Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 27</td>
<td>Love/Sexual Addiction and food addiction Family Roles</td>
<td>Section 2 (E) Sec. 5 School Counseling 2 (i)</td>
<td>Chapter 11, 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Canvas for Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 3</td>
<td>Continuation of Process Addictions/Co-dependency/Gambling</td>
<td>1) 2 remaining 12-step summaries</td>
<td>Chapter 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Canvas for Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 10</td>
<td>Presentations</td>
<td>1) Stages of change final project 2) Group Presentations</td>
<td>Presentation Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Canvas for Details</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC RESOURCES

It is my goal to create an optimal learning environment. For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources available to you at the Library and Learning Commons. The Learning Center, Writing Center, and Reference Librarian offer services at no additional cost to Seattle University students.

http://www.seattleu.edu/learningcommons/

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY which includes the issue of plagiarism

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook, which can be found on the web site of the Division of Student Development at the following URL: https://www.seattleu.edu/academicintegrity/

Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

http://www.seattleu.edu/registrar/page.aspx?ID=194

Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.
A copy of the fair process policy can be found using the following URL which directly opens the policy found on one of the web pages of the Registrar’s Office:

http://www.seattleu.edu/registrar/page.aspx?id=185

This syllabus is subject to alteration based on the needs of the learners.

ADDITIONAL INFORMATION

All written assignments need to be typewritten, carefully proofread/without spelling and grammatical errors, in correct APA format, and on time. Papers not meeting these criteria will influence the grade received.

NOTICE TO STUDENTS concerning Codes of Ethics

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

BIBLIOGRAPHY


Communities. In S.L. A. Straussner (Ed.), Ethnocultural Factors in Substance Abuse Treatment, (pp. 31-51). New York: Guilford Press.