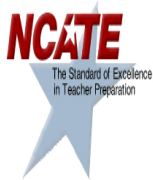


ST. BONAVENTURE UNIVERSITY  
SCHOOL OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION



**SEMESTER & LOCATION: Fall 2017**

**PROFESSOR:** Barbara C. Trolley, PhD, CRC, Professor  
**PHONE #:** 716-646-1500  
**btrolley@sbu.edu**

**E-MAIL**

**ADDRESS:**

**A. COURSE TITLE:** CE 640: Introduction to Addictions

**B. TEXT/MATERIALS:**

**REQUIRED** [used for CE 641 as well]

Doweiko, H. (2012). *Concepts of chemical dependency* (9th Ed). Belmont, CA: Cengage

Learning. ISBN-13 978-1-1285-45513-6; ISBN-10 1-285-45513-4

You may choose any of the three ordering options specified above, and may choose the hard or e-copy of the book.

**C. CREDIT HOURS:** 3 graduate credit hours & 45 CASAC clock hours.

**D. APPROVED COURSE DESCRIPTION:** Course students will obtain an overview of: abused substances and addictions; the addiction field, including treatment approaches and modalities; theoretical models applied to understanding abuse and addictions; trends in alcohol and other drug (AOD) use, abuse, addiction and treatment.

**CASAC Credential:** This course has been approved by the New York State Office of Alcoholism and Substance Abuse Services, and meets the required focus of Section One of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). Each assignment is assigned points that total 45 hours of the required 85 CASAC education hours. Note, course students seeking to obtain the CASAC credential must also meet specific competency and ethical competency requirements, and work experiences, as well as successfully complete the ICRC/AODA exam. See the OASAS website for specific details and an application: <http://www.oasas.state.ny.us/>.

**E. PREREQUISITES:** Fundamental course background in counseling/psychology.

**F. PROGRAM GOALS:**

1. Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs.
2. Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings.
3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context.

**G. LEARNING OBJECTIVES:**

OBJECTIVES	CACREP	PROG GOALS
<b>1. Foundations:</b> a. history and development of addiction counseling b. theories and models of addiction related to substance use as well as behavioral and process addictions c. principles and philosophies of addiction-related self-help d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others f. psychological tests and assessments specific to addiction counseling	5A1a-f.; 2F3d.; 5C1d.	G3
<b>2 Contextual Dimensions</b> a. roles and settings of addiction counselors b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders c. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process f. role of wellness and spirituality in the addiction recovery process g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) j. cultural factors relevant to addiction and addictive behavior k. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling l. legal and ethical considerations specific to addiction counseling m. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling	5A2a-k.; 5C2e.; 5G2i.	G3

In this course, the School of Education Knowledge, Skills and Dispositions, found in the Appendix,

are addressed:

**H. FIELD EXPERIENCES:** None for the 3 course credit hours. See the CASAC Application for specific work and training experiences required to obtain this credential.

**I. COURSE REQUIREMENTS:**

**REQUIREMENTS**

**Group Attendance 5A1c, g; 5A2e,f,l.**

**[4 CASAC hours]**

Students will attend 2 self-help/support/, %a2f aid groups and write a reaction paper. One must be AA; the second group may be any type of group related to addictions (e.g., SOS, NA, Overeating, Gambling, Internet). Choose the second group that fits best with the focus of your track.

- Compare and contrast each type of group[e.g., structure, participants, location]
- Compare and contrast type of addiction addressed in each group
- Strengths and challenges of each group
- 2 things you learned
- **\*\*Incorporate class concepts from text**

**Due:**

**Abstinence Journal 5A1b,d, e; 5cA2**

**[5 CASAC Hours]**

Students will give up one thing throughout the course period and journal this process. Things such as chocolate, caffeine, cigarettes, texting, ice cream, and swearing may be considered. Entries must be done on a regular basis every week [minimum of twice a week]; a minimum of 8 total entries is required. The journal entries are to include:

Introduction:

- Description of item and its impact on you and those close to you
- Relapse Prevention Plan [be specific and behavioral]; put in a chart form; include triggers, potential cognitive/behavioral/ affective/social reactions; and evidenced-based intervention to interrupt the cycle from the trigger to the use/abuse.
- An assessment of their own use of substances, alcohol and medications, prescribed and not [these Journals will be confidential]

Weekly:

- Triggers of wanting item [cognitive, emotional. social, psychological]
- Effects of withdraw
- Your thoughts, feelings, behaviors
- Coping Means
- **Text Concepts****Due:**

**Field Visits & Manual  5A1 & 2; 2F3d; 5C1d; 5C2e.; 5G2i.**

**[5 CASAC Hours]**

Students will visit 2 addictions treatment facilities and interview a counselor at each site. Choose a site that is in line with the focus of your track. These facilities can be outpatient or inpatient. The concept of addictions is open and can extend beyond substances; e.g., gambling, Internet, sexual. However, **the manual must be focused on the addictive aspect of these topics, not the topic itself** [e.g. food addictions, focus on the addiction not the food]. For students in the school track, they may want to choose agencies which provide services to the schools. Students will then complete a Resource Manual with a bulleted outline of the site, based on these visits and the interviews with the counselors, to include [**be sure to put headings; do in Calibri font 11**):

- **Overview:**

- History and Development of Addictions Counseling
- Neurological, behavioral psychological, physical and social effects of drugs on self and others
- Co-existing mental and physical health issues
- Risk and resilient factors
  - Cultural factors
  - Ethical, legal, and regulatory process surrounding addictions
- **Population:** Population served (e.g., Individual vs Family; Adult vs Youth; SES levels & Gender & Culture; Alcohol vs Other Drugs; Substance Abuse vs Dually Diagnosed {MH, MR})
- **Staff:**
  - Number & disciplines of staff
  - Professional organizations, preparation standards and credentials
  - Role, tasks and settings of addictions counselors
- **Assessment & Treatment**
  - Diagnostic process
  - Theories and models of addiction related to substance use as well as behavioral and process addictions
  - Services offered [Intervention, Prevention, Postvention/Site vs Home]
  - Principles and use of Self-Help Groups
  - Psychopharmacological interventions
  - Spirituality and wellness foci in treatment approaches
  - The role of vocation, education, family and social components in recovery
- **Paperwork** [Actual forms are to be put in the Appendix; Descriptions go here]:
  - Psychological Tests and assessments used
  - Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- **Reaction statement:**
  - Students will identify strengths and limitations of each site
  - Students are to describe what they learned as important areas to address in this field
- **Resources** [Put in an Appendix]:
  - 5 research articles on addiction (must be 2010 on); include abstracts. Note, these abstracts may be cut and pasted but should be in APA format.
  - 5 Community Resources with **one line descriptors** [Include address]
  - 5 Online Resources with **one line descriptors** [include URL]

**Due:**

## **Chapters & Self-Assessments [Discussion Forums & Quizzes] [Quizzes are 25% of the grade]**

**[31 CASAC hours]**


**Discussions:** Students will read each assigned chapter. Students will then:

- Respond to the specific chapter questions assigned each week; please use headings for each chapter. Information from **the text from each chapter** must be integrated into each response; field and work experiences may also be utilized to illustrate points; personal disclosures need to be framed within professional boundaries. At the end of each week's discussion, post one question you have developed for your peers to reflect on.

**Due:**

- Respond to the responses of two peers each week [Each week you may respond to different peers].

**Due:**

**Quizzes:**  **5A1 & 2; 2F3d; 5C1d.; 5C2e.; 5G2i.**

Students will take the related **quizzes** related to each week's assigned chapters. These quizzes are on *Moodle*.

The specialty standards assessed in these quizzes are listed in the calendar of chapter readings.



Denotes an assignment in which the CACREP core standards are being evaluated

**Assignment Weighting:** Each of the above assignments [group attendance, abstinence journal, field manual, and quizzes] is worth a 1/4 of the grade and is evaluated based on the organization and content thoroughness of the final product.:

Two additional considerations will be addressed in the determination of the final grade.

- 1- The quality of the discussion performance will be factored into the final grade [i.e., the responses to each chapter are brief and simplistic without adding additional thought, or postings are late, the total final grade will be downgraded a half a grade].
- 2- Completion and performance on the quizzes will be considered in the final grade.

#### J. GRADES & EVALUATION PROCEDURES:

##### *Graduate Grading Policy – School of Education*

Grade Value	Indicator
<b>A = 100-95</b>	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
<b>A- = 90-94</b>	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
<b>B+ = 89-86</b>	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
<b>B = 85-80</b>	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
<b>C = 79-75</b>	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
<b>F = &lt; 75</b>	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
<b>P</b>	Passing grade for field experience/practicum.
<b>F</b>	Failing grade for field experience/practicum.

**All assignments are graded on:** their attention to all required content, integration of the text, organization, level of critical thinking, and creativity.

#### K. COURSE CALENDAR & OUTLINE:

WEEK	DOWEIKO [2012] Required	CACREP
<b>1</b>	<b>ICEBREAKER</b> Introduce yourself; state why you are taking this course and what you will be abstaining from.	
<b>2</b>	<b>Introduction</b>	51a,b,d,e;

	<p>Chpt 1: Why Worry About Substance Abuse or Addiction?</p> <p><b>Overview:</b></p> <p>Chpt 2: The Nature of The Beast</p> <p>Chpt. 3: A Brief Introduction to the Science of Pharmacology</p> <p><b>Models:</b></p> <p>Chpt 25: The Biopsychosocial Model of the Addictions</p> <p>Chpt 26: The Substance Abuse as a Disease of the Human Spirit</p>	5a2k.
3	<p><b>Demographics:</b></p> <p>Chpt 18: Gender &amp; Substance Abuse Disorders</p> <p>Chpt 19: Hidden Faces of Substance Use Disorders</p> <p><b>Special Populations:</b></p> <p>Chpt 17: Chemicals and the Neonate: The Potential Consequences of Drug Abuse During Pregnancy</p> <p>Chpt 20: Substance Use and Abuse by Children &amp; Adolescents</p> <p>Chpt. 21: Substance Use Disorders in College Students</p> <p>Chpt 24: The Dual Diagnosis Client: Substance Abuse Disorders &amp; Mental Illness</p>	52c,e,g,j
4	<p><b>Family:</b></p> <p>Chpt 22: Co-dependency and Enabling</p> <p>Chpt 23: Addiction &amp; the Family</p> <p><b>Evaluation:</b></p> <p>Chpt 27: The Assessment of Suspected Substance Abuse Disorders</p> <p><b>Intervention:</b></p> <p>Chpt 28: Intervention</p>	5A1 f; 5A2b,e,l,m
5	<p><b>Treatment:</b></p> <p>Chpt. 29: Treatment Settings</p> <p>Chpt 30: The Treatment of Substance Use Disorders</p> <p>Chpt 31: The Process of Treatment</p> <p>Chpt 32: Pharmacological Interventions for Substance Use Disorders</p>	5A1b,d; 5A2a,h
6	<p><b>Recovery &amp; Relapse:</b></p> <p>Chpt 33: Relapse and Other Problems Frequently Encountered in Substance Abuse Rehabilitation</p> <p>Chpt 34: Support Groups to Promote and Sustain Recovery</p> <p>Chpt 35: Substance Abuse Disorders and Infectious Diseases</p> <p>Chpt 36: The Debate Over Drugs: The Relationship between Drugs and Crime</p> <p>Chpt 37: The Debate over Legalization</p>	5A1c; 5A2d,f,m.
73	<b>Webinar &amp; Course Wrap Up &amp; Evaluations</b>	

**L. ADDITIONAL COURSE INFORMATION:**

**1. Conceptual Framework.** This course promotes the “conceptual framework” of the SBU School of Education, *A Journey to Excellence*:

“Competence”: Students will gain competence in the field of addictions through their chapter readings, and community visits to groups and service providers.

“Experience”: Students will gain experience in the field of addictions through their abstinence journal, and community visits to groups and service providers.

“Social Justice”: Issues of diversity and equality addressed in readings, practical experiences, and class discussions.

**2. School of Education Attendance Policy.** : [General] “Attendance is required and critical for success. It’s the student’s professional responsibility to attend classes, produce quality work and adhere to

the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course.

Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements”.

See #9 for online course attendance.

**3. Diversity.** This course fosters the “diversity” objective of the School of Education via the following activities: attending support groups and conducting field visits at various addiction sites, to further enhance knowledge and skills in working with diverse populations.

**4. Technology.** This course fosters the “technology” objective of the SBU School of Education through the following activities: power point instruction, and on-line course components.

**5. Academic Honesty.** Academic dishonesty is inconsistent with the moral character expected of students in a University committed to the spiritual and intellectual growth of the whole person and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices, penalties to be assigned, and procedures to be followed in prosecuting cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

**6. ADA Statement.** Students with disabilities who believe that they may need Accommodations in this class are encouraged to contact the Disability Support Services Office, Doyle Rm. 26, at 375-2065 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

**7. Class Format.** Class will involve (E.G., lectures, small group discussions, on-line work)

**8. Syllabus Change.** This syllabus is subject to change.

**9. Online Courses:** Online courses on the surface can appear to be much easier than a face to face class, especially if the assignments have a range of time within each time period that they can be completed. However, a few things to remember:

a. **Deadlines:** Please adhere to all assignment deadlines. If they are late, the overall course grade will be downgraded a half a grade.

b. **Discussion Forums:** They must be completed by the time posted. Discussions which are late will be downgraded a half grade.

c. **Netiquette:** This pertains to the guidelines as to how to communicate effectively and professionally online. See the following websites:

- *The Core Rules of Netiquette* by Virginia Shea (<http://albion.com/netiquette/corerules.html>)
- *Top 26 Most Important Rules of Email Etiquette*

([http://email.about.com/od/emailnetiquette/tp/core\\_netiquette.htm](http://email.about.com/od/emailnetiquette/tp/core_netiquette.htm))

d. **Emoticons:** Please do not use.

e. **Plagiarism:** With online work, it is sometimes more difficult to differentiate what is plagiarism when resources are obtained online. For assistance with these issues, please see the following websites:

- *Definition of Plagiarism*

(<http://en.wikipedia.org/wiki/Plagiarism>)

- *Self-detection and checking*

(<http://plagiarism.com/self.detect.htm> and <http://turnitin.com/static/index.html>)

f. **Instructor Accessibility:** The instructor may be reached by email Monday through Friday. She is in her office at the Buffalo Center on Tuesday mornings if an appointment needs to be scheduled. She is also available most weekends on Friday and Saturday at the Buffalo Center campus; please check in advance to schedule an appointment. Responses to emails will be given within one business day of receiving them.

e. **'Attendance':** For online work, students should be online for a substantial period of time 2 to 3 times a week.

#### **M. SELECTED BIBLIOGRAPHY:**

Barsky, A. (2006). *Alcohol, other drugs, and addictions*. Belmont, CA: Brooks/Cole.

Brooks, F. & McHenry, B. (2009). *A contemporary approach to substance abuse and*

*addiction counseling*. Alexandria, VA: American Counseling Association.

Kelly, V. & Juhnke, G. (2005). *Critical incidents in addictions counseling*. Alexandria, VA:

American Counseling Association.

Lewis, J., Dana, R. & Blevins, G. (2007). *Substance abuse counseling* (4th Ed). Belmont,

CA: Brooks/Cole.

Shea, S. (2006). *Improving medication adherence*. Philadelphia, PA: Wolters Kluwer.

U.S. Department of Health and Human Services (2009). *Anger management for*

*substance abuse and mental health clients*. Rockville, MD: Substance

Abuse and Mental Health Services Administration.

U.S. Department of Health and Human Services (2009). *Client's handbook: Matrix*

*intensive outpatient treatment for people with stimulant use disorders*. Rockville,

MD: Substance Abuse and Mental Health Services Administration.

U.S. Department of Health and Human Services (2007). *Screening and assessment for*

*family engagement, retention and recovery*. Rockville, MD: Substance

Abuse and Mental Health Services Administration.

U.S. Department of Health and Human Services (2005). *Substance abuse treatment:*

*Group therapy. Treatment Improvement Protocol (TIP)*. Rockville, MD: Substance

Abuse and Mental Health Services Administration.

U.S. Department of Health and Human Services (2009). *What are peer recovery support*

*services?* Rockville, MD: Substance Abuse and Mental Health Services

Administration.

<i>Conceptual Framework Outcomes</i>
K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
K2. Candidate considers learner or client and environmental characteristics when planning activities.
K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
S3. Candidate uses appropriate assessment tools and techniques to inform practice.
D1. Candidate uses reflection to improve professional practice.
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
D3. Candidate is receptive to feedback.
D4. Candidate works as an active part of a learning community.
D5. Candidate demonstrates respect for the dignity and worth of individuals.
D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.

#### **Appendix: KSD's**

