

University of Northern Colorado
APCE 624: Assessment and Treatment of Substance Abuse
Summer 2018
Course Syllabus

June 22-24 | July 6-8
Friday 4:00 – 10:00 | Saturday 8:00 – 5:00 | Sunday 8:00 – 4:00

Instructor: Angela Weingartner, Ph.D., LPC, NCC

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Office Hours: As arranged

Course Description:

This course is an introduction to major treatment approaches to substance abuse and addiction. Emphasis will be on becoming familiar with the issues in addictions work including physiological effects, etiology, assessments, diagnosis, intervention strategies, relapse prevention, ethics, unique populations, and prevention. Societal attitudes and policy impacts will be discussed. *The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals and the initiative you assume in the class.*

Prerequisites: None

Learning Objectives

Upon successful completion of this course, students will be able to:

1. Establish therapeutic relationships with clients struggling with addictions and understand stages of readiness for change.
2. Develop a recognition of different types of substances, addictions and the impact on the body.
3. Develop an understanding of the etiology of addictive behaviors.
4. Increase awareness surrounding various assessment instruments.
6. Understand the principles and guidelines of conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment.
7. Understand the need for treatment planning and caseload management.
8. Demonstrate adequate skill in diagnosis as part of addictions treatment.
10. Recognize the need to develop effective treatment and continuing care plans designed to best meet the needs of clients through a quality continuum of care that is customer-focused, collaborative, evidenced-based, and outcome driven.
12. Be able to recognize the importance of *community-based* support groups and understand principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities.
13. Be able to recognize a working knowledge of an integrated system of care including the impact of legal, probation, housing, transportation, employment, education, and medical and emergency crisis situations and issues.
13. Understand the impact of addiction on families and relationships.
14. Understand the processes of sustaining change and relapse prevention strategies.

16. Understand prevention strategies in addictions.
17. Awareness of ethical challenges in addiction counseling such as self-awareness, self-care, boundaries, role conflicts, confidentiality, client focus versus system focus, stereotypes, social justice issues, and diagnosis.
18. Development of a habit of utilizing *professional journals* to maintain current professional competence, continued education, and for specialized treatment of addictions issues.
20. Familiarity with local and state standards, and contacts including the *Colorado Behavioral Health Department* and access to treatment resources.
21. Awareness of issues related to public policy, social justice and advocacy and understanding of the impact of historical trends, access, culture, money, legislation, stereotypes, and the media on all aspects of addiction counseling.

Knowledge and Skill Outcomes (2016 CACREP Standards)

Section 2-F: Common Core Areas	Course Activities
2. Social and Cultural Diversity h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Class Discussion Assigned Readings Step Meetings/Support Group Attendance
3. Human Growth and Development g. Theories and etiology of addictions and addictive behaviors	Class Discussion Assigned Readings Class Group Experience Recovery Speakers with Class Dialogue Change Behavior and Journal Article Review and Presentation
7 Assessment and Testing j. use of environmental assessments and systematic behavioral observations	Final Change Behavior Outcome Assessment Prevention Presentation
Section 5-G: School Counseling 2. Contextual Dimensions g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Assigned Readings Recovery Speakers with Class Dialogue
Clinical Mental Health-Counseling-5-C 1. Foundations d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Assigned Readings Recovery Speakers with Class Dialogue
Clinical Mental Health-Counseling-5-C 2. Contextual Dimensions e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Class Discussion Assigned Readings Recovery Speakers with Class Dialogue

Goals: This course is intended to serve as an introduction to addictions counseling introducing relevant issues such as physiological effects, etiology, assessments, diagnosis, levels of treatment, motivation/readiness, confidentiality, intervention strategies, community support, ethics, prevention, and social justice. The course will enhance the preparation of professional counselors to work more effectively with issues involving addictions.

Content Areas: Topics include:

- The physiological and psychological effects of addictions.
- Etiology of addictions.
- Best practices methods of assessment, intervention, and continuing care when working with addictions.

- Management of client work such as clinical assessments, diagnosis, treatment plans and interventions, emergency
 - situations, referral processes, note taking, closing cases, and work on treatment teams.
- Knowledge of the decision making process and implications of diagnosis and the use of current diagnostic tools and
 - applying as appropriate the current edition of the *Diagnostic and Statistical Manual*.
- Intervention strategies and challenges including couples, family, group and community work.
- Case conceptualization and presentation strategies unique to addictions.
- Client rights, counselor responsibilities and use of informed consent in professional settings.
- Confidentiality, ethical, and legal issues particularly unique to addictions.
- Managing boundaries, multiple relationships, and self-care particularly unique to addictions.
- Professional competence and training particularly unique to addictions.
- Professional licensure requirements and procedures particularly unique to addictions.
- Issues in supervision and consultation particularly unique to addictions.
- Issues in theory, practice, and research particularly unique to addictions.
- Multicultural perspectives and diversity issues particularly unique to addictions.
- Knowledge of the changes in the addictions field training and standards.
- Knowledge of the impact of media, legislation, funding, insurance on policy and social attitudes of addictions.

Required Text(s)

Brooks, F., & McHenry, B. (2015). *A contemporary approach to substance use disorders and addictions counseling*. (2nd ed.). Alexandria VA: American Counseling Association.

Additional Texts

- Al-Anon Family Groups (2008). *How Al-Anon works for families and friends of alcoholics*. Virginia Beach, VA: Al-Anon Family Group Headquarters, Inc.
- Bear, E. (1999). *The dark night of recovery: Conversations from the bottom of the bottle*. Deerfield Beach, FL: Health Communications, Inc.
- Beattie, M. (1992). *Codependent no more: How to stop controlling others and start caring for yourself*. New York: Harper San Francisco.
- Bien, T. & Bien, B. (2002). *Mindful recovery: A spiritual path to healing from addiction*. New York, NY: Wiley.
- Chopra, D. (2009). *Reinventing the body, Resurrecting the soul*. New York, NY: Random House.
- Cloud, H., Townsend, J. (1992). *Boundaries: When to say yes, How to say no. How to take control of your life*. Grand Rapids, Michigan: Zondervan.
- Clune, M. (2013). *White out: The Secret life of heroin*. Center City, Minnesota: Hazelden.
- Epstein, M. (1995). *Thoughts without a thinker: Psychotherapy from a Buddhist perspective*. Cambridge, MA: Basic Books.
- Hanh, T. N. (1991). *Peace is every step*. New York, NY: Bantam Books.
- Hanh, T. N. (2004). *Taming the tiger within: Meditations on transforming difficult emotions*. New York, NY: Riverhead Books.
- King, R. (2004). *Healing rage: Women making inner peace possible*. Berkeley, CA, Sacred Spaces.
- Louve, R. (2005, 2008). *Last child in the woods*. New York, NY: Workman
- Sapolsky, R. M. (2004). *Why zebras don't get ulcers*. New York, NY: Holt.
- Turkle, S. (2011). *Alone together*. New York, NY: Basic books.
- W., B. (2014). *Alcoholics anonymous* (Deluxe ed.). New York: Jeremy P. Tarcher.

Methods of Instruction: This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences, media information, reading, writing, speakers, experiential assignments, and research in addictions will be utilized as appropriate.

Confidentiality: In addition to the University of Northern Colorado policies, this course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class or supervision is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as evidenced in the current ACA codes will be followed.

Attendance Policies

Note: *Being tardy for class (more than 10 minutes late) three or more times will be counted as one unexcused absence.*

Alternately, missing six hours or more of class will result failure of the class and a need to retake it. Missing significant portions of time less than four hours will result in corresponding deductions from your grade. For example, missing three hours of class will result in the loss of a letter grade. Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course. A final letter grade is based on total points accumulated from each of the elements listed below, (weighted proportionally as noted) as a percentage of the total class points available:

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F Below 60

Course Requirements: Students will be expected to maximize opportunities to expand both knowledge base and practice skills in addictions. Activities will be designed to facilitate the understanding and intervention with addictions issues. Students will be expected to participate in class discussions and complete written and reading assignments.

Course Assignments:

1. Attendance and Participation Participation (20 points):

Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in class activities. All students will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Please note that attendance is mandatory. Please see me if you feel that this may be a problem. Finding a way to make this class an enriching learning opportunity is our responsibility together. I ask that you come to class prepared by having read and reflected on the reading assignments. If at any time you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time. Active participation is essential and your participation grade will be evaluated in the following way:

way:

Excellent (80-100%) – Proactive participation: leading, originating, informing, challenging

contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

☐ **_Satisfactory (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

☐ **_Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.

☐ **_Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, *sleeping, answering email, surfing the internet*

2. Change-Behavior and Journal (40 points)

Each student shall choose a behavior change they wish to commit to and shall keep a daily journal of struggles, challenges, successes, thoughts, feelings, and behaviors. This requires **2 weeks of 1-page daily summaries (includes an initial page identifying the change behavior)**. This change-behavior can include diverse choices such as giving up something (TV, Internet games, fast food, favorite food, clothes purchases, smoking, text messaging) or committing to adding something (an exercise program, yoga, meditation class). The goal of this activity is to have an experiential connection to the processes and challenges of change and choice and the impact of self-monitoring, motivation, awareness, and others. There will be times in class to do a group discussion of the change behavior experiences. This project will start at 4pm, June 22nd and will end at 4pm Friday, July 6th. Your reflection journal will be turned in at the beginning of class **July 6th**.

Evaluation Criteria for this assignment include completing the daily writing, demonstrating a genuine effort to engage in a meaningful change, and indicating application of the experience to the knowledge and content focus of the class, application to work with clients, and impact on the self.

3. Immersion Activity (60 points):

Option A: Attending a 12 step meeting/support group Due July 8th

As part of your class experience you have the option to attend **three different** “Open” 12-Step meetings or support groups (e.g., AA, NA, OA, Alanon, etc). These meetings must be approved by your professor prior to you attending. As a reminder, all meetings are “Closed” meetings unless indicated with an O (open). **Only attend open meetings** for this course requirement. You need to keep a log of your experience at each meeting to reflect upon as you write the following paper. To receive full credit for this assignment you must meet the following criteria

- **Introduction-** This will provide an introduction and overview of the three meetings that you attended (5 points)
- **An attendance and reflection log-** This log will record your attendance at the three meetings and ask you to reflect on your experience. Your reflection will focus on your thoughts and feelings before the meeting, during the meeting, and after the meeting. It can also include any insights you gained or change in comfort level. This means there will be 3 entries in all, each a minimum of one-page per entry (25 points)
- **Summary paper-** This is a 3-4 page paper describing a) your overall thoughts and feelings about the meetings you attended, b) what influenced your thoughts and feelings, c) what this exercise has taught you about what clients might experience (30 points).

Note: This paper does not need to be in APA format however, it needs to be graduate level writing.

Option B: Recovery Interview Due July 8th

As part of your class requirements you have the option to interview an individual who is in recovery **or** a person who has been affected by another in recovery. For this assignment it is

important that you maintain confidentiality for the individual you are interviewing. This means that you will use a pseudonym and remove any identifying information. You will need to prepare a list of questions that you will bring to your interview. Here are some ideas to help you create your own questions:

- How have addictions played a role in your life?
- Discuss the emotions that have arisen during your time (or others) in recovery
- What are some of the biggest challenges in recovery?
- What did you learn about yourself throughout this process?
- What is your wellness plan?

Again, these are simply suggestions. You are required to email me your questions prior to completing the interview. **The final day that I will accept interview questions is on Thursday, July 5th.** This paper should be 5-6 pages and written in APA format. A reference page and abstract are not required.

Option C: Research Paper Due July 8th

As a part of your class requirements, you may choose to write a research paper on a topic of interest in the field (i.e. diagnosis, trends in substance counseling, treatment, legal implications, family dynamics, etc.). You must have faculty approval of your topic prior to beginning this research paper. Topics are due for approval by June 24th. Papers are to be 15-20 pages in length and adhere to APA format. At least 10 references from peer-reviewed journals are required. The following criteria will be used to evaluate your work:

- Did you meet the minimum requirements (e.g., page limit, journal article requirements, etc.)?
- Was your paper formatted according to 6th edition APA manual?
- How much detail and comprehensiveness is included?
- Did you integrate readings, journal articles and class materials to apply what you've learned?
- Did you support your statements with research?
- Overall quality of your research paper

4. Final Exam July 8th (30 points)

An in-class final exam will be given on the last day of class. This cumulative and comprehensive exam will consist of multiple choice questions, short answer and essay questions.

Grading Standards:

1. Attendance and participation	20 points
2. Change Behavior and Journal	40 points
3. Immersion Activity	60 points
4. Final Exam	30 points
Total points	150 points

Grading Scale:

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F Below 60

Policies for late and make-up work: Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this

rule must be approved in advance by the instructor and be due extreme circumstances.

Policies for incompletes: An incomplete in the class will only be granted in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before finals week) to seek approval. A grade of I (incomplete) is a temporary grade assigned in those rare instances when, in the judgment of the faculty member, no other grade will insure justice to the student.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical. Thank you for your cooperation.

Academic Conduct: Academic Honesty –University of Northern Colorado Student Handbook (<http://www.unco.edu/dos/handbook/stuhndbk.htm#acadexpect>) **states:**

“In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. ***Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication.*** Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.” *Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University*

Email Policy: It is important for students to remember: faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor(s) of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday). All email messages from the instructor(s) will be sent to the student’s UNCO email address. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line.

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Tentative Outline of Course Schedule-

Dates	Material	Assignments and Exams
1 st Weekend Friday	Brooks & McHenry Chapter 1 Brooks & McHenry Chapter 3 Brooks & McHenry Chapter 4 Times Article: http://time.com/james-nachtwey-opioid-addiction-america/ 16 ways to happiness (2 min.). http://youtu.be/Fpr-G5kWeaE	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1 st Weekend Saturday	Brooks & McHenry Chapter 5 Brookes & McHenry Chapter 6 Brooks & McHenry Chapter 7 Look at <i>National Registry of Evidenced-based Programs and Practice</i> [NREBP]. Retrieved from http://www.nrepp.samhsa.gov/Index.aspx	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
1 st Weekend Sunday	Brooks & McHenry Chapter 8 Brooks & McHenry Chapter 10 Brooks & McHenry Chapter 11	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2 nd Weekend Friday	Brooks & McHenry Chapter 9 Brooks & McHenry Chapter 12 Brooks & McHenry Chapter 2	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays Change Behavior Journal due
2 nd Weekend Saturday	Brooks & McHenry Chapter 13 Brooks & McHenry Chapter 14	Reading Material as Assigned Self-Reflection Assignments, Group Discussions, Videos and Role Plays
2 nd Weekend Sunday		Reading Material as Assigned Immersion Activity Due Final Exam

The instructor may make changes to the syllabus as the course proceeds.