



ADDICTIONS COUNSELING
 Educational Psychology and Special Services
 Spring 2107

f:Syll Addictions Counseling Spring 2017

COURSE INFORMATION

EDPC 5347 ADDICTIONS COUNSELING CRN: 27857
 Prerequisites: EDPC 5317 Human Growth and Development & EDPC 5341 Theories of Counseling
 Instructor: Adolfo J. Alvarez, M.A., Lecturer, Department of Psychology
 Office hours: Mon & Wed: 3:00 – 4:00; Thur: 2:30 – 3:00; and by appointment
 Office: Psychology Bldg., Room 200 Telephone: 747-5864 E-mail: adolfoa@utep.edu

TEXTBOOKS

Miller, G. (2015). *Learning the language of addiction counseling* (4th ed.). Hoboken, NJ: Wiley & Sons. ISBN: 978-1-118-72177-3 (pbk). ISBN: 978-1-118-72169-8 (ebk). This book will be referred to as the “Miller” in the syllabus.

Moyers, W.C. with Ketcham, K. (2007). *Broken: My story of addiction & redemption*. New York: Penguin. ISBN 978-0-14-311245. (Paperback). This book will be referred to as “Broken.”

Maulstby, M. Jr. (1974). *You and your emotions*. Appleton, WI: Rational self-help books. ISBN: 0-932838-01-04. This book is out of print, but the bookstore has Xerox copies. It will be referred to as “Maulstby.”

I will place a copy of *Miller* and of *Broken* at the Reserve Section of the Library’s Circulation Desk.

RECOMMENDED READINGS:

“Substance-Related and Addictive Disorders” chapter in American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Fetting, M. (2016). *Perspectives on addictions: An integrative treatment model with clinical case studies* (2nd ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 978-1-4833-7775-9 (paperback).

Chapter 15: “Substance-Related and Addictive Disorders” in Morrison, J. (2014). *DSM-5® made easy: The clinician’s guide to diagnosis*. New York: Guilford Press. ISBN-13: 978-1-4625-1442-7

National Institute on Drug Abuse. (2008). *Principles of drug addiction treatment: A research-based guide*. (NIH Publication No. 08-4180). National Institutes of Health. U.S. Department of Health and Human Services. Washington: Author.

ACA 2005 Code of Ethics: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Texas LPC 2011 Code of Ethics: <https://www.txca.org/images/Resources/lpcethics2011.pdf>

COURSE OBJECTIVES/CACREP STANDARDS:

The objective of this course is to provide an opportunity for students to understand and demonstrate competency in the major counseling theoretical orientations and interventions as they apply to substance abuse and addictions. This knowledge and competency will follow standards set forth in the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP). The class will

also cover theoretical approaches and applications that are specified in the Texas Standards for School Counselor Certification.

Goals/Objectives	CACREP Standards	TEXAS Administrative Code	Learning Activities	Outcome Measures
GOAL A: Understand theories, etiology and developmentally relevant treatment plans for addictions and addictive behaviors (CACREP STANDARDS II.F.3. d; II.F.5.g).				
Objective A-1 Understand theories and etiology of addictions & addictive behaviors.	II.F.3. d	Rule 239.15, Standard I (2)	Readings, lecture, & group discussion about theories & etiology of addictions & addictive behaviors.	Achieve passing grade on test that covers related content.
Objective A-2 Understand developmentally relevant counseling treatment or interventions.	II.F.5.g	Rule 293.15, Standard I (7)	Case conceptualization exercise.	Passing grade on test that covers related material and on case study write up.
Goal B: Understand strategies to promote client understanding of and access to a variety of community based resources (CACREP STANDARDS II.F.5.j).				
Objective B-1 Understand strategies to promote client understanding of & access to a variety of community based resources.	II.F.5.j	Rule 293.15, Standard V (4)	12-Step support group (AA or NA) open meeting attendance & class presentation by members of 12-step support groups. Visit to methadone clinic.	Passing grade on attendance rubric score & on test that covers related content.
GOAL C: Understand the use of psychological testing and assessment as they relate to developmental, behavioral and mental disorders. (CACREP STANDARDS II.F.7.j; II.F.7.k; II.F.7.l).				
Objective C-1 Understand the use of environmental assessments & systematic behavioral observations.	II.F.7.j	Rule 293.15, Standard II (8)	Group Presentations.	Passing grade on group presentation rubric score.
Objective C-2 Understand the use of symptom checklist, personality, & psychological testing.	II.F.7.k	Rule 293.15, Standard II (8)	Group Presentations.	Passing grade on group presentation rubric score.

Objective C-3 Understand the use of assessment results to diagnose developmental, behavioral, & mental disorders.	II.F.7.1	Rule 293.15, Standard II (8)	Case conceptualization exercise.	Passing grade on case report rubric.
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*Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2009). *2009 standards for accreditation*. Alexandria, VA: Author. *Standards for School Counselor Certification, Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2001 & Amended in 2009).

WRITTEN ASSIGNMENTS

All of the written assignments mentioned in the syllabus are to be written double-spaced, in Times New Roman typeset, font 12, and line spacing of 1.0. The actual writing of the assignment (excluding your name, your class ID number, and the title of the assignment) should start 2.5 inches from the top of the page. All written assignments will be graded based on their quality, as specified below, on the quantity of pages. Points will be deducted if the aforementioned requirements are not followed. All assignments are to be given to me in hard-copy format. E-mailed assignments will not be accepted. Rubrics for each assignment will be provided during the semester.

ABSTINENCE ACTIVITY

To give you an idea of the complexities of addiction and of abstinence, you will be asked to totally abstain from consuming a favorite food or drink, and to keep a daily journal and write a summary of your abstinence experience. On February 2, you will make your final selection of which food or drink you are going to abstain. From February 9 to February 23, you are to keep a diary about the number of occasions that you consume your selected food or drink. From February 23 to April 13, you are to abstain totally from your selected food/drink. On April 13, if you so desired, you can start relapsing on your food/drink. The journal and summary should incorporate topics discussed in class. The summary should be at least four **double-spaced** pages long. It will be worth a maximum of 10% of the final grade, and will be due on **April 27**. We will discuss the abstinence activity at the beginning of each class. All students are required to participate by sharing their experiences with the rest of the class.

CASE REPORT

You will be given a case scenario of an individual with a history of substance-use disorder. You will be asked to write a biopsychosocial history of the case, a history of the individual's drug use, suggested assessments instruments, a tentative diagnosis, and a treatment plan. This assignment will be worth a maximum of 10% of the final grade (five points will be based on correct grammar and **formal** English), and will be due on the day of the final. More information on this activity will be provided in class.

GROUP PRESENTATIONS

The class will be divided into small groups so that groups make an oral presentation on the use of assessments, symptom checklists, and other testing methods. Each group will be assigned a presentation topic during the second class meeting. The group presentations should be between 10 and 15 minutes long. Each presentation will be worth a maximum of 10%, and will take place on **April 27**.

GUEST SPEAKERS

I have scheduled guest speakers for the class. You will be required to write your **opinion** about each presentation. Do not write a summary of the presentation, as summaries will accrue zero points. The opinion essay should be two full double-spaced pages. Each essay will be worth a maximum of 5% of final grade, and will be due one week after the respective presentation.

SUPPORT GROUP MEETING ATTENDANCE

You will be required to attend one session of an **open** meeting of Alcoholic Anonymous or of Narcotic Anonymous. You can get a schedule and locations of the AA and Al-Anon open meetings at www.aaelpaso.org and www.NA.org. Attending UTEP's AA meetings does not count as part of this requirement. You will be required to adhere to the confidentiality rules of the groups you attend, and you will be required to write an essay about your attendance experience. However, you will not be allowed to take notes during the meeting nor mention specific names of individuals of such groups in your essay. You must indicate the date, time, address, and name of the support group you attended. The opinion essay should be two full double-spaced pages. It will be worth a maximum of 10%, and is to be turned in **no later than April 6**. I will provide more information about this activity during class.

STUDENT'S EVALUATION

Abstinence exercise:	10%
Case report	10%
Group Presentation:	10%
Guest speakers' opinion essays (5% each):	15%*
AA/NA meeting attendance and essay:	10%
Tests (3) Quizzes: (15% each):	45%
Total points:	100

*In case one speaker cancels, the case report will be worth a maximum of 15%.

Grading scale for final grade:

≥ 90 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D < 60 = F

The tests will contain multiple-choice and/or open-ended questions. Test questions will be on the lectures, textbooks, films, and the guest speakers' presentations. The tests will start promptly at 5:00 p.m., and you will have 60 minutes for each test, with the exception of the final. After each test, I will review the exam to give you feedback on your test performance

Please go to the bathroom before the exam as you will not be permitted to leave the classroom once the exam has begun. No student will be allowed to enter the classroom once a student has finished an exam and has left the classroom.

USE OF TECHNOLOGY DURING CLASS

Cell phones and other electronic devices must be turned off during class, and during and after exams. Students who use cell phones during class will be asked to leave the classroom. If you are expecting an urgent call during class, let me know before the class starts.

CLASS ATTENDANCE

Since the class meets once a week, class attendance is very important and required. Students who miss two classes will receive a 10%-point deduction from the final grade. Students who miss three classes, will be withdrawn from the class. Thus, make sure you sign the attendance sheet, even if you are late to class. It is not my policy to give my PowerPoint presentations.

CALENDAR

The following schedule is tentative. I will inform you of any changes in class or through Blackboard.

			Class Topic(s)	Reading Assignments
1	Jan	26	Introduction to course & abstinence activity. Psychoactive drugs. Routes of administration. Definition of addiction & addictive behaviors. Substance-Use Disorders diagnostic criteria. Gambling.	<i>Miller:</i> Ch 1; Ch 3: pp. 31-36, 52-53 <i>Maultsby:</i> Ch 1
2	Feb	2	5:15 Possible start of class (to allow students to attend the Centennial Lecture Series given by Dr. Hector Garcia on "UTEP, the border experience, and the science of PTSD" (UGLC 106, at 4:00). Diagnosis & Assessment. NIDA assessment principles. Assignment of group presentations on assessment instruments. Statistical properties of assessment instruments. Selection of food/drink.	<i>Miller:</i> Ch 3: pp. 31-52; <i>Maultsby:</i> Ch 2
3	Feb	9	Models of addiction. Etiological theories. NIDA principles of treatment (Tx). Co-Occurring Disorders. Begin diary and measurement of selected food/drink.	<i>Miller:</i> Ch 2, 4; <i>Maultsby:</i> Ch 3
4	Feb	16	Stages of Change & Motivational Interviewing. Assignment of cases (to write case report).	<i>Miller:</i> Ch 3: pp. 53-54; Ch 9; <i>Maultsby:</i> Ch 4
Sat	Feb	18	Visit methadone maintenance clinic. (Tentative)	
5	Feb	23	TEST 1: On lectures, films, & all readings indicated above. Detoxification, harm reduction, methadone maintenance, & anti-craving pharmacological Txs. Begin food/drink abstinence	<i>Miller:</i> Ch 5 pp. 91-95; <i>Maultsby:</i> Ch 5
Tue	Feb	28	Tour of Dismas Charities. 6:00 p.m.	
6	Mar	2	AA guest speakers. Tx issues for women.	<i>Miller:</i> Ch 6, 8, 12 <i>Maultsby:</i> Ch 6
7	Mar	9	Counseling & Tx interventions: Cognitive & behavioral therapies.	<i>Miller:</i> Ch 5
Wed	Mar	15	Tour of La Tuna. 12:00 to 3:30-3:45 p.m. (Tentative)	
8	Mar	16	Spring break	<i>Miller:</i> Ch 10
9	Mar	23	Counseling & Tx interventions: Cognitive & behavioral therapies.	<i>Miller:</i> Ch 5 <i>Broken:</i> Ch 6 to 8
10	Mar	30	TEST 2: On lectures, films, & all readings indicated after Test 1.	<i>Miller:</i> Ch
11	Apr	6	Counseling & Tx interventions: Cognitive & behavioral therapies. AA/NA opinion essay due.	<i>Miller:</i> Ch 5
12	Apr	13	Counseling & Tx interventions: Cognitive & behavioral therapies. Optional food/drink relapse.	<i>Miller:</i> Ch
13	Apr	20	Counseling & Tx interventions: Cognitive & behavioral therapies.	<i>Miller:</i> Ch <i>Broken:</i> Ch 9 to 13
14	Apr	27	Abstinence diary & summary due. Group presentations on assessment instruments.	<i>Miller:</i> Ch 3: pp. 33-54
15	May	4	Guest speaker: El Paso's Aliviane community Tx resources. Guest speaker on credentialing and ethics	<i>Miller:</i> Ch 13, 14
16	May	11	FINAL TEST: On lectures, films, & all readings indicated after Test 2. Time TBD. Case report due.	

Under no circumstances will the final exam be given at another day or time (unless you are deployed by the military or you have a documented medical emergency).

TOURS OF LA TUNA AND OF DISMAS CHARITIES

A tour of La Tuna (the federal male prison in Anthony, TX/NM) and a presentation by a group of inmates who are participating in the Federal Bureau of Prison's Residential Drug Abuse Program (RDAP) has been tentatively scheduled for Wednesday, March 15, from 12 noon to about 3:30 p.m. A tour of Dismas Charities (the federal hallway house) and a presentation by ex-inmates who completed RDAP and who reside there is scheduled for Tuesday, February 28 at (tentatively) 6:00 p.m. You are not required to attend any of the tours. The tours are on a voluntary basis. Students who attend the tours will be asked to write a one-page opinion essay about the tours and the inmate presentations. These essays will NOT accrue any points. If you go to the tours, you must sign a UTEP indemnification waiver form prior to attending each tour. Students going to La Tuna will be required to complete a criminal background check prior to the visit. I will provide more information and give the forms in class.

USE OF TECHNOLOGY DURING CLASS

Cell phones and other electronic devices must be turned off during class and during and after exams.

AMERICANS WITH DISABILITIES ACT

UTEP is committed to both the spirit and letter of federal equal opportunity legislation. UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email at cass@utep.edu, or visit CASS' office at 106 Union East. For more information go www.sa.utep.edu/cass. CASS' staff are the only individuals who can validate and (if need be) authorize accommodations.

ACADEMIC DISHONESTY

Academic dishonesty is unacceptable and will not be tolerated. All persons involved in academic dishonesty will be referred to the Office of Student Conflict and Resolution. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating is defined as, but not limited to, copying answers from another student, looking in the direction of another student's test or Scantron, talking to students during exams, looking at or using cell phones or other devices during exams, looking at any type of notes or the textbook during exams.