

Fall 2014

CE 550 Syllabus: Addictions Counseling-Introduction to the Field

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WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
FALL 2014

CE 550—Addiction Counseling: Introduction to the Field (3 semester hours)

Faculty Name: Mitch Moore, PhD, LADC-S **ID:** 000405 **Office:** EA 204

Office Hours: Tuesdays (Winona) & Wednesdays (Rochester), 12:00 to 4:00 PM, or by appt.

Contact Information: MMoore@winona.edu **Office:** (507) 529-6118 or **Cell:** (507) 951-3399

SHORT FACULTY BIO

I am a straight, gender male (preferred gender pronouns he/his/him), GLBT ally and licensed alcohol and drug counselor in the state of Minnesota (MN license #300769), and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult female and male offenders.

COURSE DESCRIPTION

This course provides students with an overview of the transdisciplinary foundations of alcohol and drug counseling, including theories of chemical dependency, recovery and the continuum of care, and the process of change from a wide range of perspectives. Students will become familiar with the process for screening clients to determine program appropriateness and eligibility. They will be introduced to program admission, intake, orientation, processes and procedures, case management functions, and record-keeping requirements. Referring clients for additional supports and wrap-around services will be considered. Grade only.

COMMITMENT TO INCLUSIVE EXCELLENCE

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. (List of campus resources can be found in Appendix A).

REQUIRED TEXTS

- Capuzzi, D., & Stauffer, M. D. (2012). *Foundations of Addictions Counseling* (2nd Ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 9780133033533
- Maté, G. (2010). *In The Realm of Hungry Ghosts: Close Encounters with Addiction*. Berkeley, CA: North Atlantic Books. ISBN-13: 9761556438806
- Course readings as assigned (see D2L).

COURSE OBJECTIVES

LATE WORK WILL NOT BE ACCEPTED.

Students will:

1. Identify and distinguish addictive substance and behaviors, as well as the diagnostic symptoms and criteria of substance abuse and dependence.
2. Recognize and become familiar with the nature, setting, and principles of addiction counseling and common self-help groups used in addiction counseling.
3. Develop basic skills for working with addicted clients.
4. Identify ethical issues relevant to the practice of addiction counseling.
5. Demonstrate an appreciate of importance respect when working with individuals from diverse backgrounds (culture, gender differences, sexual orientation, disability, age, socioeconomic background, etc.).
6. Recognize the major theoretical underpinnings and contemporary treatment modalities of addictions counseling.
7. Identify and appreciate the difficulties and challenges confronting clients struggling with addictions.
8. Realize the impact of family and community on the addiction process.

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) RELATED STANDARDS:

- Describe the principles of efficacious treatment of addictive disorders.
- Describe the principles of efficacious assessment of addictive disorders.
- Describe the psychopharmacological aspects of addictive disorders.

MN LADC EDUCATIONAL REQUIREMENTS

Minnesota Statutes, section 148C.04, subdivision 5a.

(1) Overview of alcohol and drug counseling focusing on the transdisciplinary foundations of alcohol and drug counseling and providing an understanding of theories of chemical dependency, the continuum of care, and the process of change.

COURSE REQUIREMENTS

EVALUATION

#	Assignment	Due Date	Points
1	Midterm Exam	Week 8 (due 10/17, 11:59 PM)	50
2	Final Exam	Week 16 (due 12/11, 11:59 PM)	50
3	D2L Discussions	Weeks 3, 6, 10 & 13 (see tentative course schedule for specific dates)	100 (1 original posts and 2 responses worth 25 points per discussion, X 4)
4	Field Observation	Week 5 (due 9/26, 11:59 PM)	50
5	Reflection Paper	Week 12 (due 11/14, 11:59 PM)	50
	Total		300

GRADE SCALE

Percentage	Points	Grade
100-93%	300-277	A
92-86%:	276-256	B
85-79%:	255-235	C
78-72%	234-213	D

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ASSIGNMENTS

EXAMS (Midterm Exam 50 pts; Final Exam 50 pts). A Midterm Exam and Final Exam will consist of 25 multiple choice and True/False questions and will be worth 50 pts each. Each exam is open book and will be turned in to Dropbox on date due.

D2L DISCUSSIONS (25 pts each; 100 pts total). Students will discuss specific topics outlined by the instructor (see D2L “Discussion” page). Course texts and scholarly literature should be used to support comments and opinions, to include citing at least one reference in each post to support your comments and opinions about that topic. Students are required to respond to at least two other students’ posts. Each discussion topic will be graded by the rubric below.

- Discussion Question #1–Original post due Tuesday, 9/9/14; comments to others due Friday, 9/12/14.
- Discussion Question #2–Original post due Tuesday, 9/30/14; comments to others due Friday, 10/3/14.
- Discussion Question #3–Original post due Tuesday, 10/28/14; comments to others due Friday, 10/31/14.
- Discussion Question #4–Original post due Tuesday, 11/18/14; comments to others due Friday, 11/21/14.

Grading Rubric: D2L Discussion Questions

<i>Points Possible</i>	<i>Description</i> (For each discussion topic, students will earn from 0-25 pts.)
0 points	No posts or comments. You will receive 0 points unless you make an original post <u>and</u> respond to 2 other students’ posts. All posts <u>must</u> be completed by dates due!
1-9 points	Original post limited in discussion, no references cited to support comments, and responses to others’ posts minimal and “atta boy/girl” quality.
10-18 points	Original post lacking in discussion and depth; references cited to support comments lack academic rigor or dubious; lower quality responses to others’ posts.
18-25 points	Original post thoroughly discussed and rigorous, references cited of academic merit and applicability, and responses to others’ posts are thorough and thoughtful.

FIELD OBSERVATION & SUMMARY PAPER—Due Week 5, 9/26/14 11:59 PM (50 pts): Students will attend **two** meetings of substance-related mutual support (“self-help”) groups.

- One will be an “open” meeting of a program for addicts or alcoholics, such as:
 - 12-Step self-help group (Alcoholics Anonymous, Narcotics Anonymous, Dual Recovery Anonymous, etc.);
 - Secular self-help group (LifeRing, SMART Recovery, Three Principles/Health Realization Support Groups, etc.);
 - Faith-based self-help group (Celebrate Recovery, Overcomers, Alcoholics Victorious, <http://www.therecoverychurch.org/need-a-meeting/>, etc.); or

LATE WORK WILL NOT BE ACCEPTED.

- Harm reduction approach (Moderation Management),
- One meeting will be an “open” meeting of a program for the spouse, families or friends of the addict/alcoholic, such as Alanon, or person struggling with a dual disorder, such as NAMI.

One meeting can be attended “on-line.” Links to most of these organizations, which include schedules of meetings, can be found via the internet.

Please attend only meetings that are listed as “open” or check with a representative of the organization to make sure it’s acceptable to attend the meeting as an observer.

After completing the field observation, write a concise, 5-page reflection paper (not including title page—reference page optional), using APA format, answering and incorporating the following questions/item, as applicable:

- Description of each group, including (5 pts):
 - Date, time & setting (including location); in-person or online
 - Type of group (AA, NA, etc.) and the approximate number of participants
 - Type of meeting (discussion, study, women’s, newcomers, etc.)
- Your observations and responses to each group. Consider questions such as (10 pts):
 - Did you feel comfortable as a newcomer?
 - How did the meeting participants relate to each other?
 - What group norms did you observe? What beliefs did group members seem to hold in common? Were there any ideas that were actively discouraged?
 - What themes were discussed?
 - How did participants view their relationship to their substance of choice?
 - Were mental health issues explicitly discussed? If so, how did participants discuss mental health issues?
- Your thoughts about (10 pts):
 - How useful each group would be to co-occurring disorder clients and their families.
 - What type of clients do you think would benefit from a meeting like this?
 - How would you prepare them to attend the meeting?
 - What issues might you want to discuss with them after they attended the meeting?
- Compare and contrast the two meetings you attended (10 pts).
 - What were the most striking differences?
- What have you learned from this assignment (5 pts).
 - How will it be helpful to you in working with clients with substance abuse and/or co-occurring disorders and their families?
- Use of APA and writing ability, quality and style (10 pts).

REFLECTION PAPER—Due Week 12, 11/14/14 11:59 PM (50 pts):

Write a 5-page reflection paper using APA format summarizing insights gained from reading *In The Realm of Hungry Ghosts: Close Encounters with Addiction* by Gabor Maté. (For clarification, you need an APA formatted title page and reference page, but the *body* of the paper should be 5 pages.). You must cite and reference a minimum of four additional sources, including the course textbook, and all sources must be from academic textbooks, referred journals. You will be graded on depth/substance (15 pts), clarity of insights gained (15 pts), integration of additional sources (10 pts), & APA/writing/grammar/etc. (10 pts).

LATE WORK WILL NOT BE ACCEPTED.

TENTATIVE COURSE SCHEDULE

Week of	Topics & Assignments
1 8/25-29	<i>Introduction & Course Overview</i> Syllabus and assignments; APA format; licensure & core functions; Q & A. Textbook: <i>Foundations of Addictions Counseling, 2nd ed.</i> ; Asst. Readings
2 9/1-5	Ch. 1 - History and Etiological Models of Addiction and Ch. 4 - Important Professional Issues in Addictions Counseling
3 9/8-12	Ch. 2 - Substance Addictions and Ch. 3 - Process Addictions Discussion Post #1 due
4 9/15-19	Ch. 5 - Introduction to Assessment and Ch. 6 - Assessment & Diagnosis of Addiction
5 9/22-26	Ch. 7 - Motivational Interviewing Field Experience Assignment due
6 9/29-10/3	Ch. 8 - Psychotherapeutic Approaches and Ch. 10 - Group Therapy for Treatment of Addictions Discussion Post #2 due
7 10/6-10	Ch. 9 - Co-occurring Disorders & Addictions Treatment
8 10/13-17	Mid-Term Exam Due Capuzzi Chapters 1-10, Open Oct. 13-17, 2014; due to Dropbox on 10/17/14 at 11:59 PM
9 10/20-24	Ch. 11 - Addiction Pharmacology
10 10/27-31	Ch. 12 - 12-Step Facilitation Discussion Post #3 due
11 11/4-8	Ch. 13 - Maintenance and Relapse Prevention
12 11/10-14	Ch. 14 - Alcohol Addiction and Families Reflection Paper Assignment due
13 11/17-21	Ch. 15 - Persons with Disabilities and Addictions and Ch. 17 - Cross-Cultural Counseling: Engaging Ethnic Diversity Discussion Post #4 due
14 11/24-28	Ch. 16 - Substance Abuse Prevention Programs for Children, Adolescents and College Students
15 12/1-5	Ch. 18 - Gender and Addictions and Ch. 19 – Lesbian, Gay, Bi-sexual, and Transgender Affirmative Addictions treatment
16 12/8-11	Final Exam Due Capuzzi Chapters 11-19, Open Dec. 8-11, 2014; due to Dropbox on 12/11/14 at 11:59 PM

STUDENT NOTICES

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

LATE WORK WILL NOT BE ACCEPTED.

IMPORTANT: A grade of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

DIVERSITY & RESPECT

Please read WSU's commitment to diversity, Growing a Vibrant Community of Diverse Learners, including the *Inclusive Excellence Syllabus Statement*, at:
<http://www.winona.edu/diversity/estatement.asp>

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/ variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Communication: Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: "Students are required to activate their Winona State University email account and to check their email regularly." This is the primary mode of communication, as well as assignment feedback provided via D2L, and it the each student's responsibility to monitor their WSU email account daily. [http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

Confidentiality Notice: As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, friends, etc.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

Recording Policy: Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

ACADEMIC INTEGRITY POLICY

LATE WORK WILL NOT BE ACCEPTED.

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at: <http://www.winona.edu/sld/academicintegrity.asp>

Academic Dishonesty: Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Counselor Education Department Campus Resources:

- Winona Campus: Nadia Miranda, Gildemeister Hall 132, (507) 457-5335, Nmiranda@winona.edu
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488 Sparks@winona.edu

Graduate Studies Office:

- Patricia Cichosz, Office Manager pcichosz@winona.edu Somsen Hall 210C, 507-457-5038, 507-5571 (fax)

Other:

Advising, Career, Tutoring and Access Services are all part of the Warrior Success Center. The mission of the Warrior Success Center (WSC) is to serve Winona State University students by providing free and accessible services and resources for student success.

If you have a documented disability that requires accommodation, please let me know as soon as possible. For the WSU Accessibility

Policies: <http://www.winona.edu/accessservices/gettingstarted.asp>

You can also contact Access Services.

- **Access Services**, Maxwell Hall 314, 507-457-5878. <http://www.winona.edu/accessservices/>
- **Advising Services**, Maxwell 314, 457-5878 <http://www.winona.edu/advising/>
- **Alex Hines, Director of Inclusion & Diversity**, AHines@winona.edu
- **Career Services**, Maxwell Hall 314, 507-457-5878 <http://www.winona.edu/career/>
- **Counseling & Wellness Services**, Integrated Wellness Complex 222, 507-457-5330 <http://www.winona.edu/counselingservices/>
- **Dr. Dan Linton, LGBT Advocate**, PAC 207 DLinton@winona.edu
- **Full Spectrum Gender & Sexuality Alliance**, fullspectrum@winona.edu
<https://www.facebook.com/WinonaGLBTA?fref=nf>
- **Inclusion and Diversity Office**, Kryzsko Commons Room 236, 457-5595 <http://www.winona.edu/inclusion-diversity/>



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- **Knowledge, Empowerment, Advocacy, and Pluralism (KEAP)**
Diversity Resource Center, Kryzsko Commons Room 162, keapstudent@winona.edu
- **Student Support Services** (Winona), Krueger Library 219, 507-457-5465
www.winona.edu/studentsupportservices/
- **Student & Campus Services** (Rochester), UCR Room SS 128, 507-285-7100,
rochss@winona.edu, www.winona.edu/rochester
- **TRiO Student Support Services**, Library 219, 507-457-5465
<http://www.winona.edu/studentsupportservices/>
- **Tutoring**, Library 220, 507-457-5878 <http://www.winona.edu/tutoring/>
- **University Center Rochester Counseling Center**, SS 133, 507-285-7260
www.rctc.edu/counseling_career_center
- **University Center Rochester Learning Center**, 3rd floor Atrium Area, 507-285-7182
www.roch.edu/learningcenter
- **Writing Center**, Minné Hall 348, 507-457-5505 <http://www.winona.edu/writingcenter/>

For additional information see:

- *WSU Counselor Education Program Student Handbook*
<http://catalog.winona.edu/index.php?catoid=11>
- *WSU Graduate Catalog 2014-2015* at: <http://catalog.winona.edu/index.php?catoid=11>
- *WSU Spring 2015 Academic Calendar* at:
http://www.winona.edu/calendars/Media/20155_SPRING_2015_ACADEMIC_CALENDAR_20140429.pdf

Resources for APA style:

- The Basics of APA - a video tutorial, distinguishing key information in manual:
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- The Online Writing Lab (OWL) at Purdue - presents with an easily accessible list of information about specific topics (e.g., referencing books, headings) and a sample APA Paper: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Citation Management suggestions, including information about Refworks, and suggestions for the Reference Page: <https://www.library.cornell.edu/research/citation/apa>
- APA Citation Style Guidelines:
http://www.cengage.com/resource_uploads/downloads/0495799661_216547.pdf
- Well-organized resource for specific APA style issues, including an APA style podcast, and a downloadable APA overview: <http://writing.wisc.edu/Handbook/DocAPA.html> and
<https://owl.english.purdue.edu/owl/resource/664/01/>
- APA Crib Sheet, 6th ed:
<http://www.csus.edu/indiv/s/stonerm/APA%20Crib%20Sheet.pdf> and
http://www.tandf.co.uk/journals/authors/style/reference/tf_a.pdf

Student Grievances:

Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. I suggest following the “chain of command” and taking your concern to the Counselor Education Department Chairperson, Dr.

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Mary Fawcett: mfawcett@winona.edu. However, if you are not satisfied with our response or the decision rendered, you can access the *MnSCU* complaint procedures at: <http://www.winona.edu/sld/studentgrievance.asp>.

LATE WORK WILL NOT BE ACCEPTED.