

Summer 2013

## CE 565 Syllabus: Addiction Counseling Theory and Practice

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**WINONA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT  
Summer Term 2013**

**CE 565 - Addiction Counseling: Theory and Practice  
(4 semester credits)**

**Meeting Dates: 06/14-15/2013 and 07/26-27/2013**

**Meeting Times: Friday – 4pm to 10pm and Saturday – 9am to 6pm**

**Location: Rochester Campus – Singley Hall (SH) 107**

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Office Hours: By appointment

**COURSE DESCRIPTION**

Addiction counseling demands specific skills and draws on various theoretical orientations. In this class students will gain an overview of the development of addictions counseling theory over the past 50 years. Students will study and research contemporary group and individual theories related to the practice of addictions counseling. Experiential practice and learning will serve as the cornerstone for this course.

**TEXT**

Stevens, P., and Smith, R. (2013). *Substance abuse counseling theory and practice* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

NOTE: Textbook is to be read in its entirety by June 30, 2013. This will provide the student with foundation materials for all course assignment.

**LEARNING OBJECTIVES**

Student will be able to:

- Identify predominant addictions counseling theories in use today.
- List contemporary models of addictions counseling.
- Discuss the effectiveness of historical and contemporary theories.
- Demonstrate effective individual counseling skills.
- Conceptualize and present a personal theory and practice model for addictions counseling through the development of a personal theory and practice paper.
- Create a relapse prevention plan.

**LADC AND CACREP REQUIREMENTS**

**Minnesota Licensed Alcohol and Drug Counselor Education Requirements  
Minnesota Statutes, section 148C.04, subdivision 5a.**

(4) counseling theory and practice, crisis intervention, orientation, and client education.

**Council for Accreditation of Counseling and Related Educational Programs  
(CACREP) Related Standards (2009 draft):**

- a. 10. Understands the operation of an emergency management system within addiction agencies and in the community.
  
- c. 1. Knows the principles of addiction education, prevention, intervention, and consultation.
  
- c. 2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
  
- c.3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.
  
- c. 4. Understands the role of spirituality in the addiction recovery process.
  
- c. 5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
  
- c. 8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.
  
- d. 5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.
  
- h.4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.

**BASIC INSTRUCTIONAL PLAN AND TEACHING METHODS**

Dynamic interaction and applied learning will serve as the foundation for this course. A variety of instructional modalities will be used to facilitate learning and attainment of course objectives. Instruction may include lectures, counseling skill demonstrations, counselor/client role play, group discussions and activities, films, guest speakers, student presentations, textbook and journal readings, research and writing projects, field based experiences, and informal assignments.

**COURSE REQUIREMENTS**

#	Assignment	Assignment Due Dates	Points Possible
1	Class Attendance and Participation	Attendance to be Recorded by Course Instructor	25
2	<b>Three to Six Hour Field Based Experience at an Addictions Counseling Facility (written report of experience required)</b>	Monday, July 8, 2013 by 5pm	50
3	Addictions Counseling Theory Research Project and PowerPoint Presentation	Friday, July 26, 2013 by 4pm	50
4	Personal Theory and Practice of Addictions Counseling Paper	Wednesday, July 31, 2013 by 5pm	50
5	Three (3) Individual Counseling Demonstration Tapes	Monday, July 1, 2013 by 5pm	25 points for each counseling demonstration tape = 75
6	Relapse Prevention Plan (based on counseling demo tapes)	Monday, July 29, 2013 by 5pm	50
<i>Total</i>			300

**GRADE SCALE**

100-90%:	A
89-80%:	B
79-70%:	C
69-60%:	D
59-0	F

**1. Attendance and Participation (25 points)**

Because of limited seat time in this course, students are required to attend all sessions. If attendance at all sessions is not possible, the student should withdraw from this course and take it at another time. Students are expected to be *active, engaged, energetic and enthusiastic participants in this class.*

The class will meet on the following dates in **East Hall - Room 103:**

- June 14, 2013 – 4pm to 10pm
- June 15, 2013– 9am to 6pm
- July 26, 2013 – 5pm to 10pm
- July 27, 2013 – 9am to 6pm

**2. Three to Six Hour Field Based Experience and Written Report (50 points)**

Students are required to visit at least one addictions counseling facilities for a total of three to six hours and participate in activities associated with the day-to-day work of professional mental health counseling staff at the site. The visit may include a tour of the facility along with a general overview and orientation to programs offered at the site. Additionally, students may have an opportunity to observe a group counseling session (as approved by the site). Students are required to complete an interview with a professional mental health counseling staff member at the site in order to gain a basic knowledge and understanding of the theory and practice of counseling utilized by the mental health practitioner and/or the site. Upon completion of the field site visit students are required to prepare a written report on their experience. The report is to be a typed 5-7 pages in length and must include the following:

- a. Site Name
- b. Site Address
- c. Site Phone Number
- d. Site E-Mail and/or Web Page Address
- e. Name of Key Contact Person
- f. Description of Clientele Served by the Facility
- g. History and Overview of Facility
- h. Theoretical Orientation Guiding Clinical Practice at the Facility (report must include perspectives of clinical staff at the facility as well as professional research findings based on literature review completed by the student)
- i. Benefits of Theoretical Orientation
- j. Challenges of Theoretical Orientation
- k. Efficacy of Programs Offered by Facility (measures and indicators reported by facility staff)
- l. Relapse Prevention if any Strategies Utilized by Facility
- m. Crisis Prevention and Response Plan Utilized by the Facility (describe fully)
- n. Treatment and Intervention Strategies (e.g. structured groups, psychoeducational groups, peer support groups, individual counseling, family counseling, psychopharmacology interventions, etc.)
- o. How Counseling Theory Utilized by Facility Fits with Student's Personal Addictions Counseling Theoretical Orientation
- p. Student's Assessment of the Facilities Strengths and Growth Areas
- q. Overall Impressions and Summary of Site Visit

**3. Addictions Counseling Theory Research Project and PowerPoint Presentation (50 points)**

Each student will be assigned an addictions counseling theory to research. The research process is to include a literature review of the history, theoretical foundations, basic techniques, application, limitations, efficacy, etc. of the theory. The student's research will culminate with a 20 to 30 minute PowerPoint presentation and discussion in class highlighting key components of the theory. Students will provide a hard copy of their

PowerPoint presentation (including references) to each member of the class. Presentations will be given at the final meeting of the class. Following the PowerPoint Presentation the student will initiate an audience question and answer discussion to help classmates better understand the theory and techniques associated with the PowerPoint presentation.

#### **4. Personal Theory and Practice of Addictions Counseling Paper (50 points)**

Students will develop a **Personal Theory and Practice of Addictions Counseling Paper**. This paper is to be written in APA style and is to be 10-12 pages in length (no *abstract or table of contents required*) and should include the following:

- a. **Introduction/Overview** - This is to include a brief review of the literature related to the theory that serves as the student's personal theory of addictions counseling.
- b. **Efficacy of the Theory in Practice** – This is to include a discussion of current research findings and professional literature on the effectiveness of the theory as it relates to the practice of addictions counseling.
- c. **Group vs. Individual Approaches in Addictions Counseling** – This is to include a discussion of the benefits and/or challenges associated with using group vs. individual counseling theories and techniques in addictions counseling.
- d. **Student's Perspective on How Change Occurs** – This is to include a discussion of the student's personal perspective on how change occurs in addictions counseling. The student is to discuss insight vs. action (intrinsic vs. extrinsic) counseling approaches in addictions counseling. The student is to answer the basic question: Where does change begin (inside out or outside in) in addictions counseling?
- e. **Practice Techniques** – This is to include specific techniques associated with the student's personal theory of addictions counseling along with indicators of successful application of the theory and techniques.
- f. **Why a Personal Theory of Addictions Counseling is Important** – This is to include a discussion of the role a personal theory of addictions counseling plays in the day-to-day work of an addictions counselor.
- g. **Addictions Counseling vs. Traditional Mental Health Counseling** – This is to include a discussion of how the student views addictions counseling as the same or different than other mental health counseling focus areas.

- h. **Summary** – This is to include a synthesis of the student’s research and critical thinking process and discussion throughout the paper as related to the theory and practice of addictions counseling.
- i. **References** - A minimum of four resources (from professional literature resources) besides the course readings must be used. **Wikipedia or other similar sources are NOT acceptable.**

### **5. Three (3) Individual Counseling Demonstration Tapes (25 points per demonstration tape = 75 total points)**

Students will partner with a member of the class and create three (3) 20 to 30 minute counseling demonstration tapes in which basic counseling skills and techniques as defined, discussed and demonstrated in class will be used to address the client’s presenting concern. Flip cameras may be checked out from the course instructor or the student may use their own video recording equipment. If using a camera owned by the WSU CED the student will need to bring a flash drive to transfer their tape recording to. Goddard Library (located on the University Center Rochester campus) has study rooms available for individual reservations. These rooms may be used for videotaping the addictions counseling demonstration sessions.

Students will role play a client who has come to them for counseling for an addictions related issue.

*Taping is to proceed as follows:*

- (1) Structure appropriately at the beginning of each session according to the techniques/theory that is being used to address the client’s counseling issue. Explain and give a rationale for intervention and/or techniques used where appropriate. If one technique does not work out, try another approach.
- (2) Close each session with a summary and a plan for the following session and/or how the work completed in the counseling session can be generalized into the client’s daily life. Empower the client to examine and express how his/her new knowledge/learning/skills will carry over to “real life”.
- (3) Following this session the student is to process the session with their partner. The partner (client) is to provide the student counselor with feedback on the effectiveness of the counseling session in addressing their presenting issues and concerns. Additionally, the partner (client) is to provide the student counselor with feedback on counseling techniques and areas that can be improved on.

*After Taping for the Student Counselor:*

- (1) Make a transcript of the tape using the transcript format below.
- (2) At the end of the transcript, include three paragraphs: one paragraph each about your strengths, your areas of improvement, and your goals for future practice.

*Transcript Format and Sample Transcript:*

<b>Statement</b>	<b>Skill(s)</b>
CO1: I'd be interested in hearing about what issues or concerns brings you to counseling today.	OIQ – Open Indirect Question
CL: Well, I just started attending AA meetings and they are helpful, but I think I need something more because there is so much going on in my life.	
CO 2: I was in a counseling group once and it wasn't enough for me either.	Ugh! I don't like this.
<i>PS: It sounds as if your AA group is helpful, but you think counseling would also be of help because you've got a lot going on.</i>	PS - PREFERRED STATEMENT PARA – Paraphrase
CL: I'm working full-time, I'm dealing with a nagging spouse and two demanding kids who are driving me crazy, and I'm trying to stay sober. I think I'm in over my head. □	
CO3: What specifically do you mean when you say: "I think I'm in over my head?"	MQ – Meta Question

**Three paragraphs: First paragraph, summarize your strengths; second paragraph summarize your areas of improvement; third paragraph, list goals for future practice.**

*Skills and abbreviations for transcripts:*

*Counselor = CO*

*Client = CL*

*PS = Preferred Statement*

<b>Skill Name</b>	<b>Abbreviation</b>	<b>Skill Name</b>	<b>Abbreviation</b>
Structuring	STRUCT	Immediacy	IMM
Paraphrase	PARA	Eliciting Meaning	EM
Encourager	ENC	Reflection of Meaning	RM
Closed Question	CQ	Caring Confrontation	CC
Open Question	OQ	Self-Disclosure	SD
Meta Question	MQ	Directive	DIR
Open Indirect Question	OIQ	Role Play	RP
Summary	SUM	Modeling	MOD
Eliciting Feeling	EF	Focus	FOC
Reflection of Feeling	RF	Reframing	REF



**6. Relapse Prevention Plan (based on counseling demonstration tape) (50 points)**

Based on the counseling demonstration tapes, students will develop a brief relapse prevention plan to meet the treatment needs of the client. After completing the second counseling demonstration tape the counselor will prepare a written relapse prevention plan based on their hypothesis of the client's primary counseling issue. The relapse prevention plan will include behavioral, emotional, and cognitive relapse triggers for the client along with specific strategies that the client will use to work toward a healthy life plan. Client strengths are to serve as the foundation for the relapse prevention plan. The relapse prevention plan will be presented to the client during the third counseling demonstration tape. The relapse prevention plan is to be written in a double space format and submitted to the course instructor along with the third demonstration tape and session transcript.

**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) 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.

**COMMITMENT TO INCLUSIVE EXCELLENCE**

WSU recognizes that our individual differences can deepen 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 a student believes that their differences may in some way isolate them from other members of the class they are asked to speak with the course instructor about their concerns. The student and course instructor will work together to develop an inclusivity plan to help the student become an active and engaged member of the class. If special accommodations are needed due to disability or other circumstances, the student is encouraged to speak with the course instructor at the earliest possible date to help ensure that their needs can be met.

**CAMPUS RESOURCES**

- Student Support Services, Howell Hall 133, 457-5465 (<http://www.winona.edu/studentsupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391 (<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)

- Writing Center, Minné Hall 348, 457-5505  
(<http://www.winona.edu/writingcenter/>)
- GLBTA Advocate, Gildemeister Hall 132, 457-5330  
(<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600  
(<http://www.winona.edu/advising/>)

**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, etc.

**ELECTRONIC DEVICE NOTIFICATION**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise. Also, please note that computers are to be used for class related activities only.

**RECORDING POLICY**

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

**ACADEMIC HONESTY POLICY**

Academic honesty is the gold standard for excellence in education. Academic dishonesty is cause 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.

**CLASS VISITOR POLICY**

Due to the clinical nature of this course, visitors of any age are not allowed

Bibliography

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed.). Washington, DC: American Psychiatric Association.
- Ashenberg Straussner, S. (2002). *Ethnocultural factors in substance abuse treatment* (paperback). New York, NY: Guilford Press.
- Berg, I., & Miller, S. (1992). *Working with problem drinkers*. Milwaukee, WI: Norton & Company.
- Corey, G. (2008). *Theory and practice of group counseling* (7<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.
- Doweiko, H. (2006). *Concepts of chemical dependency*. Belmont, CA: Thomson Brooks/Cole.
- Ellis, A. (2002). *Overcoming resistance*. New York: Springer Publishing.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2<sup>nd</sup> ed.). New York: The Guildford Press.
- Perkinson, R. (2007). *Chemical dependency counseling: A practical guide*. Thousand Oaks, CA: Sage Publishing.
- Van Wormer, K., & Davis, D. (2008). *Addictions treatment: A strengths perspective*. Belmont, CA: Brooks Cole Publishing.
- Weiss, R., Jaffee, W., Menil, V., & Cogley, C. (2004). Group therapy for substance use disorders: What do we know? *Harvard Review of Psychiatry, 12, 339-350.*

### Motivational Interviewing Resources

A Brief Guide to Motivational Interviewing:

<http://www.psychmap.org/uploads/Motivational%20Interviewing%20brief%20guide.pdf>

Motivational Interviewing Strategies and Techniques: Rationales and Examples:

[http://www.nova.edu/gsc/forms/mi\\_rationale\\_techniques.pdf](http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf)

Using Motivational Interviewing in SMART Recovery:

<http://www.smartrecovery.org/resources/UsingMIinSR.pdf>

### APPENDIX A: ASSIGNMENT SCORING RUBRICS

#### 1. CLASS ATTENDANCE AND PARTICIPATION (25 POINTS)

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups □ -Misses class often □ -Is often late or leaves early w/out due reason	
1-8 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups □ -Misses no more than 1 classes w/o prior arrangement □ -Is occasionally late or leaves early w/out due reason	
9-16 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups □ -Misses 1 class with prior arrangement □ -Is never late or leaves early w/out due reason	
17-25 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, □ -Attends class regularly (no missed classes or one with prior arrangement)	

**2. THREE TO SOX HOUR FIELD BASED EXPERIENCE AND WRITTEN REPORT (50 POINTS)**

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0-10 points	-Did not address key points requested in written report	
11-20 points	-Minimally addressed key points requested in written report	
21-30 points	-Adequately addressed key points requested in written report	
31-40 points	-More than adequately addressed key points requested in written report	
41-50 points	-Thoroughly addressed key points requested in written report	

**3. ADDICTIONS COUNSELING THEORY RESEARCH AND POWER-POINT PRESENTATION (50 POINTS)**

- PowerPoint presentation was clear and easy to follow. 10 points maximum
- Content of PowerPoint presentation demonstrated well researched and documented information on the assigned addictions counseling theory. 10 points maximum
- PowerPoint presentation had a clear beginning, middle and end. 10 points maximum
- Student spoke clearly, was easy to understand and had a good public presence. 10 points maximum
- Student allowed for and responded well to audience questions 10 points maximum

**4. Personal Theory and Practice of Addictions Counseling Paper (50 points)**

*Minimum criteria*

If any of the following criteria are not met, the paper will receive **0 points**.

- \* Clearly stated personal theory of addictions counseling including current research relevant to the theory.
- \* Use of relevant theories and ideas from assigned course readings.
- \* Use of material from outside readings specifically related to your theory and practice perspective.

<i>Critique of Personal Theory and Practice Paper</i>	<i>Possible Points</i>	<i>Points Awarded</i>
Grammar/Spelling/APA Writing and Reference Style	10	
Organization – Clear beginning, middle and end (paper introduction, body and summary)	10	
Research/Literature Review - Efficacy of the Theory in Practice; Group vs. Individual Approaches in Addictions Counseling	10	
Student’s Perspective on How Change Occurs	10	
Why a Personal Theory of Addictions Counseling is Important	5	
Practice Techniques Associated with Theory	5	
<b>Total Points</b>	<b>50</b>	

**5. THREE (3) INDIVIDUAL COUNSELING DEMONSTRATION TAPES (25 POINTS EACH = MAXIMUM OF 75 TOTAL POINTS)**

<i>Criteria</i>	<i>Points possible per tape:</i>
Exemplary tape illustrating counseling techniques, clear transcript with correct skills noted and no weak responses	21 to 25 points
Above average tape illustrating counseling techniques, clear transcript with correct skills noted and weak responses replaced with ‘preferred statements’	17 to 20 points
Average tape illustrating counseling techniques, clear transcript with 80% correct skills noted	13 to 16 points
Adequate tape illustrating counseling techniques, clear transcript with 70% correct skills noted	9 to 12 points
Adequate tape illustrating counseling techniques, clear transcript with 60% correct skills noted	5 to 8 points
Tape does not illustrate counseling techniques, transcript is not correct, skills are not labeled correctly; redo of tape is required	Below 7 points

**6. RELAPSE PREVENTION PLAN BASED ON COUNSELING DEMO (59 POINTS)**

<b>Category/Criteria</b>	<b>Points Possible</b>	<b>Points Rec'd</b>
Grammar/spelling	10	
Organization	10	
Accurate description of major situational risk factors for client relapse.	10	
Behavioral, emotional, and cognitive triggers identified accurately.	10	
Plan for addressing risks and engaging in healthy behaviors comprehensive.	10	
<b>Total Points</b>	<b>50</b>	

**TENTATIVE CLASS SCHEDULE**

Friday, June 14, 2013

Introduction and Course Overview  
Review of Basic Microcounseling Skills

Saturday, Saturday June 15, 2013

Practice Basic Microcounseling Skills  
Group Counseling Strategies and Techniques  
Make Individual Counseling Demonstration Tape

Friday, July 26, 2013

Theories of Addictions Counseling  
Student PowerPoint Presentations and Class Discussion

Saturday, July 27, 2013

Student PowerPoint Presentations and Class Discussion

NOTE: All written assignments for this class are due by the dates stated in the course syllabus. However, assignments may be submitted to the instructor by the student at any point prior to the scheduled due date. Assignments may be turned in via e-mail attachment to the instructor.