

Fall 2008

CE 550 Syllabus: Introduction to Addiction Counseling

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http://www.projectcork.org/powerpoint_presentations/

website for lots of addictions presentations, etc.

**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Fall 2008
Introduction to Addiction Counseling
CE 550
(3 semester hours)**

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PURPOSE

Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered, and are examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA's, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues.

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**).

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 "In Process" (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.

TEXTS

Washton, A. M., & Zweben, J. E. (2006). *Treating Alcohol and Drug Problems in Psychotherapy Practice: Doing What Works*. New York: Guilford. ISBN 1-57230-077-9

Zailckas, K. (2005). *Smashed: Story of a drunken girlhood*. New York: Penguin Group. ISBN 0-14-303647-5

Beattie, M. (1990). *The language of letting go: Daily meditations for codependents*. New York: Hazelton. ISBN 0-89486-637-0

COURSE OBJECTIVES

1. Students will become familiar with the nature, setting, and principles of addiction counseling.
2. Students will learn both individual and group skills for working with addicted clients.
3. Students will become familiar with specific ethical issues relevant to the practice of addiction counseling.
4. Students will gain an overview of case management functions of addictions counseling.
5. Students will become aware of the importance of demonstrated respect when working with individuals from diverse backgrounds (culture, gender differences, sexual orientation, disability, age, socioeconomic background, etc.).
6. Students will become familiar with the major theoretical underpinnings and contemporary treatment modalities of addictions counseling.
7. Students will gain understanding of 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.

EVALUATION

#	Assignment	Due Date	Percentage of Overall Grade
1	Quizzes on Washton & Zweben	9/27-11/22	20%
2	Research Paper	10/25	25%
3	D2L Discussions	9/27-11/24	15%
4	Counseling Session Transcript	11/12	15%
5	Beattie, <i>Language of Letting Go</i> D2L Discussion	9/27-10/27	15%
6	Quit Experience D2L Discussion Process Paper	11/8-11/22 11/29	10%

GRADE SCALE (in percentages)

100-93: A
92-86: B
85-79: C
78-72: D

COURSE REQUIREMENTS

1. Quizzes:

Ten (10) quizzes, each with ten (10) multiple choice and true/false questions are designed to ascertain if students have gained a basic comprehension of the assigned readings in Washton and Zweben (2006). Students will complete quizzes at their own pace, administered via D2L over the course of the term. Quizzes must be completed by November 22 and are open-book. Students have 60 minutes each for two attempts at each quiz.

2. Research Paper:

Students will write a medium length research paper on their choice of either alcohol, a process addiction or a chemical addiction. Papers will be 7-10 pages in length (including references) and should include a minimum of five scholarly resources (note: Wikipedia and similar sites are NOT acceptable). Scholarly references include books, peer-reviewed journals, and web resources. Websites and popular magazines that are not supported by research do not count as scholarly resources, but may be used as supplemental material. Please use APA (6th ed) style for this paper (note: no introduction or table of contents necessary). 40 points.

Scoring Rubric: Minimum criteria

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

- * Information about the addiction, relevant government policies and public attitudes about the addiction.
- * Problem or question clearly concerned with addictions counseling.
- * Use of relevant theories and ideas from assigned course readings.
- * Use of material from outside readings specifically related to your question or problem.

If the paper meets the minimum criteria listed above, I will use the rubric below to assign grades. The following descriptions are "ideal-types" provided to give you a sense of the grading scheme. No one paper will exactly fit any one description. These represent points on a scale: intermediate grades will also be given.

33-40 Points

Problem/question clearly described and relevant to addictions counseling.

Theories and ideas from course readings and outside readings are used in ways appropriate to the problem/question. Outside readings (journal articles, books, websites) are central to the analysis, argument, or position. Readings are used critically, in the service of exploring the problem/question within the chosen structure.

Paper goes beyond class discussions/assigned readings in important ways--extending the ideas and/or challenging them from additional perspectives (your own, other authors'). Potential or actual contribution of your project to what we know about this aspect of addictions counseling is supported and clearly described. Implications for practice or future research are well-grounded in your project and clearly described.

Paper makes a coherent and well-supported argument for a particular stance or interpretation, including consideration of alternate viewpoints or interpretations. APA style rules are applied consistently and correctly throughout paper.

25-32 Points

Problem/question clearly described and relevant to addictions counseling.

Theories and ideas from course and outside readings are used in ways appropriate to the problem/question. Outside readings tend to be peripheral to the analysis, argument, or position. Readings are sometimes used critically, in the service of exploring the problem/question within the chosen structure. Paper makes connections between course readings and outside readings.

Paper occasionally goes beyond class discussions/assigned readings in important ways--extending the ideas and/or challenging them from additional perspectives (your own, other authors').

Paper makes an argument, but support is weak in spots; may fail to consider alternate viewpoints or interpretations.

17-24 Points

Problem/question clearly described and relevant to addictions counseling.

Use of theories and ideas from course and outside readings appropriate to the problem/question and the chosen structure. Readings tend to be used uncritically--review is made up of summaries without regard to the strengths or limitations of the sources. Paper uses outside materials, but doesn't go beyond course materials in exploring the question/problem in important ways.

Contributions and implications of the project clearly described, but not clearly supported. Paper makes an argument, but support is weak in spots; may fail to consider alternate viewpoints or interpretations.

9-16 Points

Problem/question described, relevance to counseling may not be clearly stated. Use of theories/ideas from course generally appropriate, but may show some misunderstandings. Use of readings uncritical or minimal.

Problem/question not thoroughly explored, or paper does not make a coherent and well-supported argument.

8 points or lower

Problem/question described, relevance to counseling not be clearly stated. Major misconceptions as demonstrated by misuse of theories, ideas, or readings. No coherent argument, or support is weak or missing.

3. D2L Discussions

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. You will need three (3) to five (5) references (depending on the grade you desire) for each topic. If you have five references in one post, you need not cite more references in any other posts for that particular topic. Most students will cite one reference in each post to support their comments and opinions about that topic. The open window dates are September 9/27-11/15 for all five discussion topics. Each discussion topic will be graded by the following rubric. (For each discussion topic, students will earn from 0-25 points.)

<i>Points Possible</i>	<i>Description</i>
0 points	No posts
1-9 points	3 original posts, 18 views of others' posts and 6 responses to others' posts; every topic post (new and responses) has at least three references (APA 6 th ed) to support their comments (see definition of "scholarly" under "research paper"); assignment completed by due date

10-18 points	4 original posts, 20 views of others' posts and 8 responses to others' posts; every topic post (new and responses) has at least four references (APA 6 th ed) to support their comments (see definition of "scholarly" under "research paper"); assignment completed by due date
18-25 points	6 original posts, 25 views of others' posts and 10 responses to others' posts; every topic post (new and responses) has at least five references (APA 6 th ed) to support their comments (see definition of "scholarly" under "research paper"); assignment completed by due date

4. Counseling Session Transcript Assignment:

Students will write a transcript of a counseling session utilizing microskills (see D2L). The format will include: introductory paragraph with an overview of the client's presenting concern, treatment goals, stage of change and outline of "today's session". The conversation will be about 3-5 pages long with all counselor skills labeled. See "model transcript" example on D2L under "content".

<i>Points Possible</i>	<i>Description</i>
0	Criteria met but inadequate for assignment
1-9	Adequate format, skills mostly correct, most criterion met, assignment completed by due date
9-18	Mostly clear format, skills labeled correctly, all criterion met, complex thinking skills utilized, assignment completed by due date
18-25	Clear format, skills labeled correctly, all criterion met, complex thinking skills utilized, assignment completed by due date

5. Beattie, *Language of Letting Go* D2L Discussion

Students will discuss their ideas, comments, and reactions to readings of the *Language of Letting Go*. Recommended web links on D2L will orient those students not familiar with codependency and recovery. Open window dates for this D2L discussion are Oct 17-Nov 7. No citations are necessary for posts. This discussion opportunity is designed to enable students to process feelings and thoughts about either working with codependent clients, living with codependent friends and/or family, or their own potential codependency issues related to their professional helping roles.

<i>Points Possible</i>	<i>Description</i>
0 points	No posts
1-9 points	3 original posts, 10 views of others' posts and 8 responses to others' posts; assignment completed by due date
10-18 points	4 original posts, 20 views of others' posts and 10 responses to

	others' posts; assignment completed by due date
18-25 points	6 original posts, 30 views of others' posts and 12 responses to others' posts; assignment completed by due date

6. Quit Experience

Students will select a pre-approved addiction (caffeine, chocolate, sugar, shopping, TV, etc.) to give up for 2 weeks (November 1-15), share experiences via D2L discussion and write a 1-page summary of withdrawal experiences, coping skills, moods and impact on overall health. Students will gain approval for their choice of addiction cessation via the drop box "Addiction Cessation Request" by October 18.

Note: addicts in recovery are exempt from the D2L Discussion assignment but must turn in a 1 page paper describing their addiction, quit data, withdrawal experiences, coping skills, moods experienced and impact on overall health by due date listed for Quit Experience Paper.

This discussion board is designed to enable students to share comments or experiences related to their "sobriety" period. If you've not ever had to quit a substance, habit, behavior or chemical, this assignment might hold the most meaning for you and your future work as a professional helper.

Quit Experience Paper

<i>Points Possible</i>	<i>Description</i>
0 points	Criterion not met, poorly written, not turned in on time
1-9	Adequate writing. All aspects addressed: behavior chosen, withdrawal, coping skills, moods and impact on overall health, assignment completed by due date (Note: No citations necessary)
10-18	Strong writing. All aspects addressed: behavior chosen, withdrawal, coping skills, moods and impact on overall health, assignment completed by due date (Note: No citations necessary)
18-25	Excellent writing. All aspects addressed: behavior chosen, withdrawal, coping skills, moods and impact on overall health, assignment completed by due date (Note: No citations necessary)

Quit Experience D2L Discussion

<i>Points Possible</i>	<i>Description</i>
0 points	No participation
1-9 points	3 original posts (Note: responses to and/or views of others' posts are optional)

10-18 points	5 original posts (Note: responses to and/or views of others' posts are optional)
18-25 points	8 original posts (Note: responses to and/or views of others' posts are optional)

APPENDIX A: STUDENT NOTICES

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. Prior to the review of any audio/video tape, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the supervisee. Let your supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

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.

Laptop/PDA Policy:

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

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 Dishonesty Policy:

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, have 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 in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

Campus Resources

- Student Support Services, Howell Hall 133, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (www.winona.edu/culturaldiversity/)

- Disability Resource Center, Maxwell 331, 457-2391 (www.winona.edu/disabilityservices/)
- Counseling Center, Wabasha Hall 220, 457-5330 (www.winona.edu/counselingcenter/)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- GLBTA Advocate, Wabasha Hall 220, 457-5330 (www.winona.edu/counselingcenter/)
- Advising and Retention, Maxwell 308, 457-5600 (www.winona.edu/advising/)

Details about Campus Resources

· Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Howell Hall 133, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.

· If you have a disability, the Disability Resource Center (DRC) can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit the DRC as soon as possible.

· Graduate school can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wabasha Hall 220, and they can be reached at 457-5330.

· For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505. In Rochester, students may use the Learning Center, AT 306.

· The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona. Contact the Counseling Center for the name and number of the current GLBTA Advocate. (Wabasha Hall 220, 457-5330)

