**Advanced Addictions Counseling**

**EPCE 5373**

**Phase 1**

**3 Credit Hours**

**Fall 2019**

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**Office Hours:** By Appointment

# Class Meeting Time/Place: Online

**I. Course Goals**:

By the end of the semester students should be able to demonstrate appropriate progress toward the ability to:

* Identify key theoretical constructs related to addictions theory
* Understand the ethical and legal considerations specifically related to the practice of addiction counseling
* Know the professional organizations, competencies, preparation standards and state credentials relevant to the practice of addiction counseling.
* Know the roles, functions, and settings of addictions counselors, as well as the relationship between addictions counseling and other mental health professionals.
* Understand a variety of models and theories of addictions related to substance abuse and other addictions
* Know the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others
* Recognize the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse
* Understand classifications, indications, and contraindications of commonly prescribed psychopharmacological medications
* Understand the diagnostic process related to addiction
* Understand the assessment and screening processes related to addiction
* Understand the factors that increase the likelihood for a person, community or group to be at risk for or resilient to psychoactive substance abuse disorders
* Know the techniques, strategies, and treatment used in addiction counseling
* Understand the impact of crises, disasters and other trauma-related events on persons with addictions
* Understand the operation of an emergency management system within addiction agencies and in the community
* Know the roles of awareness and prevention programs in addictions
* Understand the importance of wellness in addiction counseling

Note: All standards refer to the CACREP Addiction Counseling Standards.

# II. Course Purpose

This course is designed to help students gain further insight and understanding of the impact of addictions to clients and their respective systems. The course is designed as an advanced course to continue to familiarize students with addictions counseling and available community resources for counselors and clients with addictions issues.

# III. Course Description

This course provides an advanced overview of addictions theory, issues, and practice. The course focuses on school and community counseling. This one semester course is taken for three hours of credit. This class is research oriented and involves writing assignments that will help evaluate your understanding of the subject matter.

 **1. Prerequisites**

Admission to the Counselor Education program or Instructor permission, and EPCE 5372.

#  2. Methods of Instruction

This course utilizes didactic teaching, group discussions, individual assignments, interactive and experiential assignments. Students are evaluated through examinations, written papers, and participation in the aforementioned assignments.

This course will be taught online using BlackBoard and Skype/Link. This course is asynchronous, which means the student can work with course materials at the times most convenient. Setup instructions can be found at the IT Help website: http://www.depts.ttu.edu/ithelpcentral/solutions/uc/lync/config\_for\_uc.php. Any student having problems can contact IT HELP at 806-742-HELP.

# IV. Dr. Jennings Objectives for this online course

In the field of counseling our task is to help alleviate human pain and suffering and help clients attain aspirational goals through various means. Through the Internet and other sources, we have access to the vast stores of information (facts, opinions, etc.), literally available at our “finger tips”. The challenge of higher education has shifted in large part from an acquisition of facts and knowledge to an ability to integrate and apply knowledge in a meaningful and useful way. This is particularly important in preparing ethical and competent counselors. This course will facilitate learning through the use of various tasks and activities designed to expand student awareness and insight on issues related to substance abuse counseling.

# V. Course Requirements and Evaluation

Policy on attending class: It is important that you access the course Blackboard website on a regular basis. All assignments may be found on the Blackboard site. Assignments MUST be submitted electronically through the Blackboard assignment link by 11:59 p.m. on the assigned due date, unless otherwise noted. Late submissions of assignments will be considered on a “case-by-case” basis at the professor’s discretion, subject to a 5 point grade reduction per day. However, exams and assignments due the final week of class will not be accepted past the submission deadline.

Student Evaluation Criteria:

#  Assignments and Course requirements:

# This course is designed in Modules. There are 4 Modules for this class this semester. Each Module is worth 25 points each. You must complete all 4 modules to make an A/B in this class.

1. **Module ONE:**
	1. **Personal Introduction:** Post to the “discussion board” a personal introduction, telling the class about yourself. Include your name, age, education and professional history, work setting (if any,) your professional goals (where do you see yourself in 10 years?) Also, include in your introduction something “unique” about yourself, a special skill, talent, ability, or experience – something that a casual acquaintance would not readily know about you. In addition to your personal introduction post, respond to the posts of at least two other students.
	2. **Assignment:** Post a discussion of at least 250 words about what you plan to do to become competent at counseling clients with a substance abuse issue. Respond to at least two of your classmate’s posts.
	3. **Assignment:** Upload a 3-4 page paper on the Change Process (described in Chapter 4, pg. 74), as it applies to a problem you once experienced. Write about how you moved from one stage to the next as you grappled with the issue under consideration.
2. **Module TWO:**
	1. **Assignment:** One of the foundational diagnostic tools you will use in addictions counseling is the DSM 5. In Chapter 6, it gives various websites you can look at to view other assessment tools. Please write a 3-5 page paper describing the items below.
		1. One popular and easy to use assessment tool is the CAGE. Please describe the four questions that coincide with the Acronym CAGE.
		2. Then, describe one other assessment tool.
		3. Using the DSM5, give the criteria for Substance Abuse Disorders (there are 11). Then in the same paper you need to list the ICD 10 codes found in the DSM (as of October 2015 ICD10 is required for billing) for the following diagnosis:
* Alcohol abuse w/Intoxication: F10.129 (Example)
* Alcohol Dependence w/intoxication:
* Opioid Abuse Uncomplicated:
* Opioid Dependence Uncomplicated:
* Cocaine abuse Uncomplicated:
* Cocaine Dependence Uncomplicated:
* Cannabis Abuse Uncomplicated:
* Cannabis Dependence Uncomplicated:
* Amphetamine Abuse Uncomplicated:
* Amphetamine Dependence Uncomplicated
1. **Module THREE:**
	1. Ch. 7 “Motivational Interviewing” is a popular method used today. Identify and describe the “Four Pillars” of Motivational Interviewing as well as identify the “Five Questions to Ask Early and Often” described in Ch.7 and how you would use them with a client who abuses either drugs or alcohol. This paper should be 3-5 pages in length to adequately cover this topic.
2. **Module FOUR:**
	1. Utilizing the text book titled “Addiction Counselor Exam Practice Questions” (Mometrix Test Preparation), take test # 1, on pages 4-25, there are 150 questions, and the answers are in the book. Print the test, then scan and upload the completed test in the appropriate assignment tab.

# VI. Evaluation

Assignments are to be completed by the stated due date and turned in on BlackBoard. All assignments will be graded using rubrics.

#   Course Grades

1. – 90 to 100 points
2. – 80 to 89 points
3. – 70 to 79 points
4. – 60 to 69 points

 F – Below 60 points

# VII. Conceptual Framework

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

#  A. CAEP (formerly NCATE) Transformation

Across the nation there are calls to drastically reform educator preparation, and

Texas Tech University is responding by transforming its programs to meet those

demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

#  B. Trademark Outcomes

Trademark Outcomes for both the Master’s degree in School counseling and the Master’s degree in school counseling listed as follows:

 **1) Trademark Outcomes:**

#   MEd – School Counseling

*Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value added programs and services responsive to the needs of the school and all stake-holders.*

  **MEd – Clinical Mental Health Counseling**

*Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.*

#  2) Distinctive Assessments for Master’s Programs

* Students will be able to understand and identify the major physiological and psychological aspects of addiction and dual diagnosis.
* Students will be able to take this knowledge and integrate it into a basic case conceptualization of addictions treatment.

 **3) Incorporation of Application and Evaluation (A&E) activities:**

This course, EPCE 5372 (Addictions: Overview), is a Phase 1 course. A Phase I course is a course in which the focus is on acquisition of knowledge and skills. The knowledge at this phase is content knowledge in which counseling students acquire proficiency in the subject being taught as well as acquiring the underlying skills necessary to integrate knowledge into an appropriate counseling context. Phase 1 courses provide counseling students with the knowledge and skills that are the foundation for Phase 2 and Phase 3 courses.

#  4) Counselor Education Technology Competencies

Specific technology competencies covered in this course include:

1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

1. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3 Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.

4 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

5 Be able to access and use counseling-related research databases.

#  5) CACREP Standards

 CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-Standards-> withGlossary.pdf

Specific standards taught in this course are listed as follows:

2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

 2.F. 1.l. self-care strategies appropriate to the counselor role

 2.F.2.f. help-seeking behaviors of diverse clients

 2.F.3.d. theories and etiology of addictions and addictive behaviors

2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention

2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources

 2.F.5.l. suicide prevention models and strategies

2.F.5.m. crisis intervention, trauma-informed, and community based strategies, such as Psychological First Aid

2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings

2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse

5.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

5.C.2.e potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

5.G.2.i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

# VIII. Course Objectives/Learning Outcomes and Assessments

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| **Course Objectives/Learning Outcomes**  | **Assessments**  |
| * Identify key theoretical constructs related to addictions theory

(CACREP 2.F.3.d, 5.A.1.a, 5.A.1.h)  * Understand a variety of models and theories of addictions related to substance abuse and other addictions

(CACREP 5.A.1.c, 5.A.1.d, 5.A.2.a)   | Students will demonstrate understanding through exams, papers, and class assignments  Students will present current research via a presentation using technology (i.e., PowerPoint and media)  |
| • Understands the ethical and legal considerations specifically related to the practice of addiction counseling (CACREP 5.A.2.d, 5.A.2.l, 5.A.2.m, 5.A.3.h)   | Students will be evaluated based on ethical behavior on line; students will demonstrate knowledge of ethical decision-making through class projects  |
| • Know the professional organizations, competencies, preparation standards and state credentials relevant to the practice  | Students will demonstrate understanding through exams, papers, and class assignments   |

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|  | of addiction counseling (CACREP 2.F.1.g, 5.A.2.k, )   |  |
| •  | Know the roles, functions, and settings of addiction counselors, as well as the relationship between addictions counseling and other mental health professionals (CACREP 2.F.5.k)  |  |
| •  | Know the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2.F.2.f, 5.A.2.e, 5.A.2.j, 5.E.2.f, 5.F.2.h, 5.G.2.i)   | Students will demonstrate understanding through exams, papers, and class assignments   |
| •  •  | Recognize the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse (CACREP 5.A.1.e, 5.A.2.b, 5.C.1.d, 5.C.2.e, 5.D.2.g) Understand classifications, indications, and contraindications of commonly prescribed psychopharmacological medications and other substances (CACREP 5.A.2.h, 5.D.1.e)  | Students will demonstrate understanding through exams, papers, and class assignments   |
| •   | Understand the assessment and screening processes related to addiction (CACREP 5.A.1.f, 5.A.3.a, 5.A.3.b, 5.A.3.c)  | Students will demonstrate understanding through exams, papers, and class assignments   |
| •  | Understand the diagnostic process related to addiction (CACREP 5.A.2,i)   | Students will demonstrate understanding through case studies and treatment planning  |
| •  | Know the strategies, techniques, and treatment used in addiction counseling (CACREP 2.F.5.j, 2.F.6.f, 5.A.3.d, 5.A.3.e, 5.A.3.f, 5.A.3.g)  | Students will demonstrate understanding through case studies and treatment planning  |
| •   | Understand the factors that increase the likelihood for a person, community, or group to be at risk for or resilient to substance abuse disorders (CACREP 5.A.2.c, 5.E.3.d)  | Students will demonstrate understanding through exams, papers, and class assignments   |
| •   | Understand the roles of awareness and prevention programs in addictions (CACREP 5.A.2.g)  | Students will demonstrate understanding through exams, papers, and class assignments   |
| •  •  | Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP 2.F.5.l, 2.F.5.m, 2.F.7.c, 2.F.7.d) Understand the operation of an emergency management system within addiction agencies and in the community (CACREP 2.F.5.l)   | Students will demonstrate understanding through exams, papers, and class assignments    |
| •  | Understand the role of wellness in addiction counseling (CACREP 2.F.1.l, 5.A.2.f)  | Students demonstrate proficiency through class projects and research assignments related to their major class project. Additionally, they will incorporate learning related to their wellness project in which they will increase their knowledge of trauma related events on persons with addictions.   |

**IX. Class Schedule**

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| ***Module***  | ***Topics*** *(see descriptions on pages 3-4)* | ***Assignments Due*** |
| 11/15/2020 – 2/15/2020 | *Introduction Post**Becoming a Competent Addictions Counselor* *Change Process* | Module 1 is DUE February 15, 2020 at 11:59pm |
| 22/16/2020 – 3/15/2020 | *Assessment and Diagnosis of Substance Related Disorders* | Module 2 is DUE March 15, 2020 at 11:59pm |
| 33/16/2020 – 4/15/2020 | *Motivational Interviewing** *Four Pillars*
* *Five Questions to Ask Early and Often*
 | Module 3 is DUE April 15, 2020 at 11:59pm |
| 44/16/2020 – 5/5/2020 | *Addiction Counselor Practice Exam* | Module 4 is DUE May 5, 2020 at 11:59pm |

# X. Required Text

Capuzzi, D. & Stauffer, M.D. (2019). *Foundations of addictions counseling* (4th ed.). Boston: Pearson.

Addiction Counselor Exam Practice Questions (2016). Mometrix Media LLC. USA

# XI. Course Policies

1. **Attendance**: This is an online class. You are urged to schedule your time and keep up with your course work.
2. **Absences**: This is an online class.
3. **Make-up Work**: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. **On-line behavior**: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.
5. **Electronics**: This is an online class, so you will need your computer.

**XII. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

# XIII. Handicapping Conditions/ADA Compliance

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

# XIV. Religious Observations

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

# XV. Violence and Sexual Harassment

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis.

Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

# XVI. Title IX

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center

(http://www.depts.ttu.edu/scc/) provides confidential support (806-742-3674) and the

Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: http://www.depts.ttu.edu/sexualviolence/

# XVII. Classroom Civility/Etiquette

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

# XVIII. Resources for Safe Campus

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at http://www.depts.ttu.edu/dos/bit/available-resources.php

**XIX**. **References**

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