Addictions and Substance Abuse Counseling  
COUN-5630  
Summer 2021   3 Credits  05/31/2021 to 07/30/2021  Modified 05/17/2021

Meeting Times

LECTURE

Due to COVID-19, This course will meet via Zoom every Wednesdays from 6:00 p.m. to 10:00 p.m. (CST)

Contact Information

Adjunct Faculty: Rhonda Maria Russ  
Email: rhondaruss73@webster.edu  
Phone: 915-920-5557

Professional Degrees:

MA - Counseling  
BS - Criminal Justice Administration

Specialty Areas: Dissociative Disorders, Trauma, PTSD, Sexual Abuse

Office Hours

Wednesday - Friday 6 p.m. to 9 p.m. 1310 Montana

Description

This course examines theory, case conceptualization, diagnoses, and treatment of addictions including substance abuse, chemical dependency, and process addictions. This course will also address family dynamics that may maintain or worsen addiction. A portion of the course is devoted to evaluation of the services and programs available to individuals presenting with addictions, from the point of view of the affected individuals, their families, and society. Multicultural and ethical components are integrated. Self-growth experiential activities may be associated with the content of this course.

Content Areas: professional practice, professional identity, helping relationships

Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Corresponding activities and assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will articulate a hypothesized etiology of addictions and addictive behaviors based on theory (CACREP 2016 2.F.3.d.) (CACREP 2009 II.G.3.g)</td>
<td>Exams; presentation; discussions and other activities</td>
</tr>
</tbody>
</table>
Deliverables

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>This exam covers all readings, lectures, and class activities from weeks 1-5.</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>This will be the equivalent of a 20-minute power point presentation. Students will work together in groups to present their research findings on</td>
</tr>
</tbody>
</table>
| | • A clearly identified population who abuses a specific substance or engages in a specific addictive behavior;  
  o Examples might include but are not limited to identity or geographically based demographic groups, college students, veterans, survivors of trauma, etc.  
| | • The unique sociocultural challenges they experience with regard to addiction;  
| | • And an empirically validated counseling approach to treating this addiction in your identified population.  

You should cite at least 10 references (peer-review journals or books), with sources of information indicated on each slide. The reference list needs comply with the APA requirements. Groups are encouraged to incorporate video clips and photos/images/art work into your presentation where applicable. Because it may take time for you to locate the articles/books, be sure to start your research as early as possible. Please do not refer to non-scholarly materials for the content of this presentation – their legitimacy is often questionable. However, you may use internet video clips to help illustrate your presentation. All students are expected to

Materials

A Contemporary Approach to Substance Use Disorders and Addiction Counseling

Author: Brooks & McHenry  
Publisher: American Counseling Association Press  
Edition: 2  

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collaborate in the development of the presentation and the group should indicate which member was responsible for the research and material for each section of slides. The presentation will be evaluated according to accuracy/quality of research/information, understanding of theories/concepts/issues, analyses, thoroughness, applicability, examples/illustration/images/video clips used, creativity, and presentation style.

Final exam

This exam covers all readings, lectures, and class activities from weeks 6-9.

Written work

When assigned, reflection papers are to be 2-3 pages long in which you thoroughly and critically respond to a specific question(s) based on the weekly objectives, readings, or role plays. Papers will be graded on quality of your writing, the depth of knowledge that you convey, and appreciation for ambiguity and complexity of the issues you are discussing.

12-step Project: Attend a 12-Step meeting and interview with a sponsor

Students will attend one Open AA/NA meeting. Additionally, each student will interview one AA/NA sponsor. Students will turn in a total of two single-page reflections. You are to attend the meetings and conduct the interviews by yourself (no shared interviews). Further instructions are available on Canvas.

Evaluation

Criteria

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Because of the interactive nature of counselor education and development, participation is weighted heavily in this and most other classes in the counseling curriculum. Students are expected to actively participate in discussions and other class activities in order to enhance both their own learning and that of their classmates</td>
<td></td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
<td>This exam covers all readings, lectures, and activities from weeks 1-5</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>This exam covers all readings, lectures, and activities from weeks 6-9</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>Presentation on a unique population's experience with an identified addiction, including cultural considerations and an empirically validated counseling treatment for that addiction in the identified population.</td>
<td></td>
</tr>
<tr>
<td>Other written work</td>
<td>20%</td>
<td>This category covers any other written assignments and class activities that the instructor chooses to assign. Examples of these might include essays, reflection papers, the 12-step project, role plays, book review, or video reviews.</td>
<td></td>
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</table>

Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;69%</td>
<td></td>
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</tbody>
</table>
Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (June 2)</td>
<td>Introduction, theoretical models, and cultural issues</td>
<td>Reading and media for this week: Brooks &amp; McHenry Chapters 1 &amp; 2; Introduction to Drug and Alcohol Counseling; Diversity Issues in Substance Abuse Treatment; Pleasure Unwoven video</td>
</tr>
<tr>
<td></td>
<td>Assignments and activities: Discussions, addiction simulation activity</td>
<td></td>
</tr>
<tr>
<td>Week 2 (June 9)</td>
<td>Pharmacology of psychoactive substances</td>
<td>Reading for this week: Brooks &amp; McHenry Chapter 3, Types of Drugs and Their Effects</td>
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<tr>
<td></td>
<td>Assignments and activities: Discussions</td>
<td></td>
</tr>
<tr>
<td>Week 3 (June 16)</td>
<td>Screening and assessment of substance use disorders</td>
<td>Reading for this week: Brooks &amp; McHenry chapter 4 Assessment Diagnosis, and Interview Techniques</td>
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<td></td>
<td>Assignments and activities: Discussions, written assignment</td>
<td></td>
</tr>
<tr>
<td>Week 4 (June 23)</td>
<td>Continuum of Nonuse</td>
<td>Reading for this week: Brooks and McHenry Chapter 5 Continuum of Nonuse to Addiction</td>
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<tr>
<td></td>
<td>Assignments and activities: Discussions</td>
<td></td>
</tr>
<tr>
<td>Week 5 (June 30)</td>
<td>Treatment planning</td>
<td>Reading for this week: Brooks &amp; McHenry Chapter 6 Treatment and Treatment Settings</td>
</tr>
<tr>
<td></td>
<td>Assignments and activities: Discussion</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>Week 6 (July 7)</td>
<td>Developmental and recovery models</td>
<td>Reading for this week: Brooks &amp; McHenry Chapter 7 Developmental Approaches in Treating Addictions</td>
</tr>
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<td></td>
<td>Assignments and activities: Discussions, case study</td>
<td></td>
</tr>
<tr>
<td>Week 7 (July 14)</td>
<td>Family Issues, Grief, and Loss</td>
<td>Reading for this week: Brooks and McHenry Chapters 8 &amp; 9 Family and Addiction; Grief, Loss, and Addiction</td>
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<tr>
<td></td>
<td>Assignments and activities: Discussions; 12-step assignment due</td>
<td></td>
</tr>
<tr>
<td>Week 8 (July 21)</td>
<td>Group Counseling and Relapse Prevention</td>
<td>Reading for this week: Brooks &amp; McHenry Chapters 10 &amp; 11; Group Counseling and Addiction, Relapse Prevention</td>
</tr>
<tr>
<td></td>
<td>Assignments and activities: Discussions, group presentation due</td>
<td></td>
</tr>
<tr>
<td>Week 9 (July 28)</td>
<td>Finals week: Ethics; Training; Certification and Self Care</td>
<td>Reading for this week: Brooks &amp; McHenry Chapters 13 &amp; 14; Addictions Training, Certification, and Ethics; Counselor Self-Care</td>
</tr>
<tr>
<td></td>
<td>Assignments and activities: Discussions</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

Course Policies

Late work

Students are expected to complete all assignments in a timely manner. All assignments are due by midnight on the due date. Assignments turned in after midnight will be considered one day late. For example, if an assignment is turned in at 1:00 a.m. after the due date it will be considered 1 day late and accrue a 5% penalty. Assignments accrue a 5% penalty for each day the assignment is late. Assignment will not be accepted after seven (7) days late. The exceptions to this rule are the discussion boards if assigned. Students who do not respond to assigned discussion board items before their due dates will receive a “0”; these points cannot be made up under any circumstances.

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this
accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered ‘absent’ for that class session unless approved in advance by the instructor.

**Participation**

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

**Use of Personal Electronic Devices**

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

**Expectations for writing competency**

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.

**Subjective aspect of grading**

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

**Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics**

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of
counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

**ACA Code of Ethics (2014)**

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).

### Institutional Policies

#### Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

**Undergraduate Studies Catalog**

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The academic policies and information section of the catalog contains important information related to attendance, conduct, academic honesty, grades, and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:


**Graduate Studies Catalog**

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

[http://www.webster.edu/catalog/current/graduate-catalog/](http://www.webster.edu/catalog/current/graduate-catalog/)

#### Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.
Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html
Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (mailto:disability@webster.edu).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University’s Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at http://www.webster.edu/success/students.html (http://www.webster.edu/success/students.html).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu (http://library.webster.edu/). For support navigating the library's resources, see http://libanswers.webster.edu/ (http://libanswers.webster.edu/) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

Academic Calendar - http://www.webster.edu/academics/academic-calendar/

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:
Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:


Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/ (http://www.webster.edu/sexual-misconduct/)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:


Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/ (http://www.webster.edu/technology/service-desk/)

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/ (https://worldclassroom.webster.edu/)

Webster Alerts

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice
mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/