

# TRINITY INTERNATIONAL UNIVERSITY

## CO 6120 – Addictions Counseling 2019 Spring

Instructor Dan Green, Ph.D.

Office Hours: *by appointment*

Moodle access: distributed in class

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**COURSE DESCRIPTION:** This course examines the treatment of addictions. The philosophy, mechanisms, and physiology of substance abuse and chemical dependency are surveyed. Students will be exposed to relevant and effective approaches to counsel the person with an addiction. Important topics related to counseling are covered, such as relapse prevention, adolescent substance abuse, dual diagnosis, and family issues. (This course is congruent with CO 6120 offered by Dr. Russo at TIU Deerfield. Her assistance with this document and course is greatly appreciated.)

**COURSE LEARNING OBJECTIVES:** By the end of the course, students will be able to:

1. Recognize and understand the typical progression of substance abuse and dependency
2. Reflect an awareness of the process of change;
3. Identify appropriate treatment interventions for the various aspects of the change process;
4. Discuss various substances typically abused, including routes of administration, effects, tolerance, withdrawal and other important aspects of the substance of abuse;
5. Discuss important issues related to substance abuse treatment, e.g., medical illness debate, history of the 12-step movement, legalization of drugs/marijuana debate, and more.
6. Gain awareness from practical exposure to a 12-step or community-based recovery program
7. Articulate a perspective of the spiritual nature of addiction and the 12-step approach to recovery.

### REQUIRED TEXTS:

Miller, G. (2014). *Learning the language of addiction counseling* (4<sup>th</sup> ed.) Hoboken, N.J.: Wiley Publishing.

May, G. (2007). *Addiction and grace: Love and spirituality in the healing of addictions*. San Francisco, CA: Harper Collins.

### RECOMMENDED READING:

Green, D. & Lawrenz, M. (2014). *Overcoming guilt and shame*. Waukesha: WordWay.

Miller, W. R., and Rollnick, S. (2012). *Motivational interviewing: preparing people for change* (3<sup>rd</sup> ed.). New York: Guilford.

Schreier, A. J. (2018). *Addiction & Recovery*. ISBN: 978-1-54394-779-3.

### TEACHING METHODS

This course will utilize lecture, didactic and group discussion, and experiential methods to accomplish course objectives. Power point slides will be presented for lectures and posted online for review. The experiential component of this

course will include outside of class activities and live or video demonstrations to facilitate an application of material covered.

## COURSE REQUIREMENTS

A lecture / discussion format is used. **Attendance and participation** enhance the learning experience and are expected. These are factored into the final grade. Two absences are allowed. Additional unexcused absences will result in a grade reduction of 2% grade reduction for each absence. Plagiarism and/or cheating of any kind will not be tolerated. (See relevant sections in current *Academic Handbook* for further discussion of these matters.) All written work is to be done in American Psychological Association (APA 6<sup>TH</sup> Edition) style.

Papers are to be submitted as an attachment by email to the following email address: [drgreen@tiu.edu](mailto:drgreen@tiu.edu) in the following form: **Last-name First-name paper x.docx** (or .doc). For example, for the second paper, I would name the file with my paper as follows: Green Dan paper 2.docx.

*All papers submitted after the day when they are announced to be due are considered **late** and will receive up to one letter grade reduction (e.g. A- to B-) for each week or fraction thereof that they are late.* **Grades** are calculated on an 8-point system:

A 96 – 100%	A- 93-95	B+ 91-92%	B 88-90%	B- 85-87%
C+ 83-84%	C 80-82%	C- 77-79%	D 70-76%	

The final grade will be the summation of points earned on four evaluation procedures:

1. Midterm and final exam – 30%
2. Presentation – 20%
3. Open 12-Step project – 20%
4. Abstinence Exercise – 30%

## EVALUATION PROCEDURES

1. The **midterm** and **final** exams will cover the reading, lectures, and discussions. The exams are designed to assess the student's awareness of the progression of abuse/dependency, the process and phases of change, assessment and intervention strategies within the process of change, the nature of commonly abused substances, as well as the impact of this condition on special populations. (LO 1, 2, 3) (30 %)
2. Each student will prepare a **presentation**. Students will work either in groups or, if class size does not allow, individually. Presentation dates will be determined by sign up in class. (LO 3, 4, 5) (20%) The presentation should focus on a topic *such as* the following:
  - 1) Alcohol
  - 2) Opioids, including heroin and OxyContin
  - 3) Cannabinoids, including marijuana and hashish
  - 4) Inhalants and aerosols
  - 5) Nicotine
  - 6) Cocaine/crack
  - 7) Behavioral addictions, such as gambling, pornography, sex, and work
  - 8) Hallucinogens
  - 9) Barbiturates
  - 10) Stimulants, including amphetamines, meth, and herbal supplements

Presentation should include:

- a) A **brief** overview of the drug or behavior, drug actions and interactions, important facts for the counselor (street names, route(s) of administration, withdrawal symptoms, age related/cultural issues,

and treatment issues). **A majority of presentation time should focus on effective intervention methods.**

- b) Successful presentations are those in which the individual/group concisely describes pertinent facts about the drug or behavior, incorporates creativity, thoroughness, accuracy, resources, and application of the information to counseling.
- c) Incorporated concepts from the May reading.
- d) Handouts with 'quick facts' are required. Please include a list of pertinent websites and cite resources/references.

**Presentation time is limited to 30 minutes.**

3. As part of your class experience, each student is required to attend **two different "Open" 12-Step meetings**. You may attend any of the below groups or any other 12-Step meeting approved by the course instructor. (LO 6) (20%)

- Al-Anon: <http://www.al-anon.alateen.org/meetings/meeting.html>
- Alcoholics Anonymous: [http://www.alcoholics-anonymous.org/en\\_find\\_meeting.cfm?PageID=29](http://www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29)
- Celebrate Recovery: <http://www.celebraterecovery.com/global.shtml>
- Codependents Anonymous: <http://www.codependents.org/meeting-search-english.php>
- Emotions Anonymous <http://allone.com/12/ea/>
- Gamblers Anonymous: <http://www.gamblersanonymous.org/mtgdirTOP.html>
- Nar-Anon: <http://nar-anon.org/naranongroups.htm>
- Narcotics Anonymous: <http://portaltools.na.org/portaltools/MeetingLoc/>
- Overeaters Anonymous: [http://www.oa.org/all\\_about\\_meetings.htm](http://www.oa.org/all_about_meetings.htm)
- Sexaholics Anonymous: <http://www.sa.org/top/United%20States%20of%20America/>
- SMART Recovery: [http://www.smartrecovery.org/meetings\\_db/view/](http://www.smartrecovery.org/meetings_db/view/)

Note: All meetings are "closed meetings" (for those that are addicted) unless "O" (open) is indicated. **Only attend Open meetings** unless you meet the necessary criteria.

Part of this assignment will also include your briefly speaking with at least one member at each group attended (the chairperson/leader is usually an easy person to talk to). Keep a log of your experiences at each meeting (to include what you learned from speaking with the group member). This assignment (7-10 pages total) will have the following components:

**An introduction** – Two to three-page (per meeting) section that will provide an overview of the meetings that you attended, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting. Include what you learned by briefly speaking with at least one member at each group attended.

**A summary section** – This is to be a **minimum three to four-page section** describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, and (c) what this exercise has taught you about what clients might experience (worth **200 points**). Use APA format. Due on 3/26/19.

4. Each student will participate in an abstinence exercise designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of **6 weeks**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

During this assignment you will (a) write an introductory **letter to your substance/ behavior**, (b) keep an **abstinence log** of your experiences, (c) participate in weekly online “meetings”, and (d) write a **summary paper** which will serve as the conclusion to the 6-week exercise (LO 1, 7) (30%)

This assignment will have the following components:

- a. **“Letter to my Substance/Behavior”** – written in the first person to the substance/behavior from which you are abstaining, will be due on 1/22/19.

**Letter to my Substance/Behavior:** This 1 – 2-page paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...” ) and should cover the following 5 areas:

- 1) How my addictive substance/behavior is loved and is considered a “friend”
- 2) How my addictive substance/behavior is sensual (appeals to my senses)
- 3) How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
- 4) How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
- 5) How my addictive substance/behavior is hated – what it has “cost” me

- b. **Online “support groups”** –During the abstinence project, students will participate in an online support group. This “group” will be structured as a forum on Moodle. Students will be required to post a minimum of one original post each week and also a minimum of two response posts to classmates. Attendance and participation in these groups is required. Failure to participate in all six weeks will involved a 2% reduction in final grade.

- c. **A summary paper** – This is to be a *minimum* four to five-page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.), will include a summary of your abstinence log, and will serve as the conclusion to your overall experience. Use APA format. Due on 4/9/19.

## ACADEMIC INTEGRITY

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community including respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted.

Cheating is a form of deception and takes many forms—copying of a word from another’s quiz or exam; the use of unauthorized notes, previous exams, books or other materials; the submission of another’s work to fulfill a course requirement; the unauthorized use of work completed for one course in another; or the reporting of material as read that was not read.

Plagiarism gives the impression that the words or ideas in one's writings are one's own when in reality they are taken from another’s written or oral work. Plagiarism maybe either intentional or unintentional and includes: paraphrasing the words or ideas of another without giving credit (unless describing common knowledge); the use of quotations without identification by quotation marks and citation; and the reproduction of another’s written work as if it was your own.

Plagiarism is an affront to community standards, a willful neglect of the scholarship of another, and an expression of poor scholarship.

A student found to break the standard of academic integrity by cheating or plagiarizing will be confronted by the faculty member involved and will be reported to the Dean of Students. This will result in a “zero” grade for that particular paper or exam, which may result in an “F” for the course (e.g. depending on the normal weight of that particular assignment, as articulated on the syllabus, the student may fail the course). Such an assignment cannot be “made-up” or a substitute assignment made. It may also lead to expulsion from the institution, or a revocation of a degree already granted by Trinity.

Refer to the posting on My TIU>Academics>Writing Resources for a lengthier discussion of academic integrity and plagiarism, including access to Turnitin Software which helps writers avoid plagiarism. (See relevant sections in current *TEDS Catalog*, *Student Guide*, and *Academic Handbook* for further discussion of these matters.)

### **AMERICANS WITH DISABILITIES ACTS SERVICES**

In compliance with Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), it is the policy of Trinity Evangelical Divinity School to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Jana Holiday, Associate Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Jana Holiday to discuss your needs. You can contact her at [jrholiday@tiu.edu](mailto:jrholiday@tiu.edu) or [847-317- 4063](tel:847-317-4063).

## SCHEDULE: CO 6120 – Addictions Counseling 2019 Spring

Date	Topic	May	Miller	Due
1/15	Introduction, Goals, Syllabus			
1/22	The theology of addiction	1-3		Substance Letter Due
1/29	Addiction Counseling Influences Neurological Considerations	4	1	
2/5	Theories of Addiction Counseling Abstinence Meetings Begin		2	
2/12	Assessment and Diagnosis Co-occurring Disorders		3,4	
2/19	The Treatment Process		5,6	
2/26	Relapse Prevention		7	
3/5	Spring Break – No Class			
3/12	Midterm Exam Self-Help Groups		8	Midterm Opens
3/19	Current and Evolving Therapy Approaches		9	
3/26	Diversity: Addiction and special populations		10	12-Step Paper Due
4/2	Incorporating Spirituality		11	
4/9	Chronic Pain Assessment		12	Abstinence Paper Due
4/16	Personal and Professional Development		13	
4/23	Termination and Aftercare Final Thoughts on Working with Addiction			
5/7	Final Exam Week			Final

- *Notifications of any changes in the schedule will be made in class.*