CMHC 6320: Addictions & Recovery
Spring 2016

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Course Home Page: On Blackboard
Class Meeting: TBA
Prerequisites: CMHC 5310, 5325

Course Description: This course covers the theory, research, and practice of addiction prevention and treatment methods with an exploration of self-help and professional intervention strategies.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY, COUNSELING CURRICULUM (F)
3. HUMAN GROWTH AND DEVELOPMENT
   d. theories and etiology of addictions and addictive behaviors
   e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS, C. CLINICAL MENTAL HEALTH COUNSELING
1. FOUNDATIONS
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
2. CONTEXTUAL DIMENSIONS
   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Addictions). This course also addresses the following Catholic social justice dimensions:

- **The Principle of Human Dignity**: Every human being is invaluable and worthy of respect as a member of the human family.
- **The Principle of Solidarity**: We are one human family; loving our neighbor has global dimensions in an interdependent world.
- **The Principle of Preferential Protection for the Poor and Vulnerable**: The good of society as a whole requires us to put the needs of the poor and vulnerable first.
**Required Texts:**


**Recommended Texts:**


**Videos:**

Rain in my Heart (You Tube-10 part series)

**Reserve Materials/Recommended Articles Posted on Blackboard:**


**Methods of Instructions and Conduct of the Course:**

1. Lectures
2. Videos
3. Power Point Presentations
4. Off-campus enrichment activities
5. Class Room Discussions
6. Internet Resources
7. Experiential activities

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
• I want to hear your experiences, ideas, and feedback
• I will hold you accountable to high (and reasonable) academic standards

Final Grade Distribution:
A 630-700
B 560-629
C 490-559
F Below 489

Grading:
Identifies each assignment/examination, the CACREP learning outcomes addressed by the assignment, and provides a grading rubric/grading criteria for the assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
<th>CACREP Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance &amp; Participation</td>
<td>See assignment description and grading rubric below.</td>
<td>50</td>
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<tr>
<td>2. Research Article Review</td>
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<td>50</td>
<td>Sect 5, C, 2</td>
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<tr>
<td>3. Intake Interview &amp; Write-up</td>
<td>APA 2010 style used</td>
<td>100</td>
<td>Sect 5, C, 1</td>
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<tr>
<td>4. Diagnosis &amp; Treatment Plan</td>
<td></td>
<td>100</td>
<td>Sect 2, F, 3, d, e</td>
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<td>5. Meeting Reaction Paper</td>
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<td>100</td>
<td>Sect 2, C, 3</td>
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<tr>
<td>6. Abstinence Activity &amp; Paper</td>
<td></td>
<td>100</td>
<td>Sect 5, C, 2</td>
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<td>7. Parent Presentation</td>
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<td>100</td>
<td>Sect 5, C, 1</td>
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<tr>
<td>8. Chapter Quizzes</td>
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<td>100</td>
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<tr>
<td>Total Possible Points</td>
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<td>700</td>
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</table>

**Assignment Descriptions & Grading Rubrics:** Evaluation is an ongoing process and will be based on the statements above and the following criteria.

1. **Attendance and Participation** (50): Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student’s responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student’s full participation in the course assignments and readings.

Grading Rubric:
- 40-50 points---active involvement in all discussions in each class and providing significant input
- 20-40 points---involvement in all discussions reflecting understanding of the topics
- 5-20 points---minimal participation in discussions

2. **Research Article Review** (50): Each student will locate, read, and abstract one article from the professional literature on addictions. Only articles from scholarly-refereed journals are
acceptable (i.e., Journal of Addictions and Offender Counseling, Journal of Counseling and Development, Journal of Multicultural Counseling and Development, Journal of Counseling Psychology, etc.). Do not use articles from newspapers or on-line newspapers such as Counseling Today and Counseling On-Line.

There should be one article from any of the following topics: #1 substance abuse prevention; #2 substance abuse treatment; and #3 the family and substance abuse. The article must also include multicultural or gender issues. Each abstract should be limited to three (3) double-spaced typed pages and should include (a) a reference of the article written in APA style; (b) a summary of the article and its findings; (c) an evaluation of the article by the student. A copy of the article should be attached to the abstract. Journal articles must be attached to the review.

Grading Rubric
- The use of APA format 5 points
- Grammar and spelling 5 points
- Content, thoroughness, and Integration 10 points
- The demonstration of following the guidelines 30 points
- Total 50 points

Address the following questions: (these questions must be addressed in paragraph form and should not be numbered but instead should have headings as described in the APA Manual)

1. What was the author’s stated purpose for the article in your own words? (Do not merely restate the abstract.)
2. How well did the introduction prepare the reader (you) for understanding the article as a whole?
3. List and briefly explain the key points of the article (results, conclusions, implications, suggestions).
4. Did this article help you better understand addiction counseling? If “yes,” discuss how it helped you. If “no,” discuss why it was not helpful.
5. Provide a closing personal reaction to the article.

3. **Intake Interview & Write-up** (100): Students will be paired up with each other and complete the Adult Intake Form as though you were a client seeking counseling for a substance use problem. After completing the form, students will write a two-page paper describing:

1. Your experience in conducting the interview
2. What you learned about intake interview, the mental status evaluation, taking a biopsychosocial history, taking a mental health history, and a psychological assessment for treatment planning.
3. What additional items you would include in the intake and what you would eliminate if anything.
You will turn both the intake form and the two-page paper in class.

Grading Rubric:
- Grammar and spelling: 10 points
- Completing the Intake form with no Blanks: 10 points
- Content, thoroughness, and Integration: 70 points
- The demonstration of following the guidelines: 10 points
- Total: 100 points

4. Diagnosis & Treatment Plan (100): For this project, you will be completing a diagnosis and treatment plan. You will read the case and then write a diagnosis using a diagnosis and treatment plan template. You will include four initial treatment plan goals.

Grading Rubric:
- Identifying most appropriate diagnosis: 20 points
- Correctly reporting all diagnoses: 10 points
- Correctly reporting with rationale for diagnosis: 20 points
- Making appropriate treatment recommendations: 10 points
- Writing an effective treatment plan focused on appropriate problems, goals, objectives, and interventions/strategies: 40 points
- Total: 100 points

5. 12-Step Meeting Reflection Paper (100): Each student must attend two (2) different types of open 12-step meetings (e.g., AA, ACA, Celebrate Recovery, NA, Alanon, etc.) of their choice and write a five (5) page paper about their experience. In the paper, students should compare what they experienced at the meeting with what they have learned about 12-step Programs and other counseling approaches in the course. This paper must be written and conform to APA style including the use of headings. The paper should also cover the following items:

- Demographics---how many and what types of meetings did you attend; how many people where at each meeting; ratio of women to men; approximate age range; racial/ethnic make-up
- From a counselor’s perspective---What occurred at the meetings? What did you see in the meetings that was related to the course material? What was the most beneficial/harmful aspect of the meetings from your perspective?
- What is your opinion of recommending that clients attend 12 step-group meetings? Why/Why not? If you would recommend the use of 12-step-group meetings, when would you recommend attendance at 12 step-group meetings and how long would you recommend that a client attend?
- How has your experience of attending 12-step-group meetings enhanced your knowledge of addiction and how will they serve you as a tool when providing professional counseling services.

Grading Rubric:
6. **Abstinence Activity and Paper** (100): During the first class meeting, each student will identify a substance or activity from which he or she will abstain for the semester. Counselors have the responsibility of helping clients make changes in their lives that they desire. The process of change is often difficult and can be affected by setbacks. Often, the initial goal of change is altered because of the difficulty involved in making changes. Students are to engage in a self-change (abstinence) project to gain an understanding of the difficulty that will be encountered by clients and so that they will experience some of the challenges faced by clients.

**Grading Rubric:**
- The student’s adherence to the project guidelines 10 points
- Writing according to APA guidelines 10 points
- Grammar and spelling 10 points
- Overall content and integration of the nine topics below 70 points
- Total 100 points

Duration: 8 weeks. Students are to select a substance or activity from which they will abstain for the semester (must be approved by instructor). Students should keep a weekly journal of their progress toward reaching their goal (3 journal entries per week is suggested) and turn in with the paper. This may be hand written or typed. Students will write a paper (following APA guidelines), **6-8 pages**, that summarizes the abstinence project according to the following nine topics: (Be sure to use APA headings and not letters or numbers.)

1. How you decided on the substance or activity and why it was chosen
2. Description of your plan of action
3. How you maintained abstinence or change
4. Incidents of relapse
5. Your reaction to having relapsed
6. Defense mechanisms used
7. Withdrawal symptoms experienced
8. Your general reaction to this assignment for yourself and future professional counselors
9. What you personally learned about yourself because of this exercise.

7. **Parent Presentation** (100): Make a PowerPoint presentation with the purpose of educating a parent group about one class of substances. Provide them with community resources from
this region and assist them in preventing substance use. Be sure to identify the signs and symptoms associated with substance use disorders that mimic and coexist with a variety of medical and psychological disorders.

Grading Rubric:

- Description of Drug Class: 20 points
- Signs and Symptoms of Drug Use/Abuse: 20 points
- Co-Occurring Mental Disorders: 20 points
- Discussion of Community Resources: 20 points
- How to prevent substance abuse: 20 points
- Total: 100 points

8. **Chapter Quizzes** (100): There will be four (4) quizzes given during the semester. Quizzes will consist of multiple choice questions. Each quiz will be worth 25 points.

**Late Assignment Policy:** No assignments will be accepted late unless there is prior approval, which is rarely given. Exceptions to deadlines for assignments must be approved by the instructor PRIOR to the due date. However, even if accepted late the assignment will be penalized a minimum of one letter grade (10 points).

All written assignments must be typed and double-spaced. You are required to use APA writing style as presented in the Publication Manual of the American Psychological Association, Sixth Edition. Students need NOT include an abstract. A cover page providing the student’s name, course #, semester and date should be provided for each assignment.

**Attendance Policy:** The following represents the attendance policy for all courses in the Counseling program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.

2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.

3. A drop of a letter grade will occur for each subsequent absence.

**Academic Integrity and Standards of Conduct:**

**Academic Integrity**
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in
various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Blackboard**
Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather-Related Cancellations or Changes to Schedule**
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

**Writing Center**
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

**Communication Devices**
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

**Incomplete Grades**
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an incomplete grade.

**Withdrawal from Course**
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

Course Evaluation at the End of the Semester
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.

IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)
CMHC 6320 Addictions & Recovery

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td>Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theories)</td>
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<td>2</td>
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<td>X</td>
<td></td>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
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<td>3</td>
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<td>X</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
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<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<tr>
<td>5</td>
<td></td>
<td>X</td>
<td></td>
<td>Acquiring skills in working with others as a member of a team</td>
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<tr>
<td>6</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing creative capacities</td>
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<td>7</td>
<td>X</td>
<td></td>
<td></td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<td>8</td>
<td>X</td>
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<td>Developing skill in expressing oneself orally or in writing</td>
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<tr>
<td>9</td>
<td>X</td>
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<td></td>
<td>Learning how to find and use resources to explore a topic in depth</td>
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<td>10</td>
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<td>X</td>
<td>Developing ethical reasoning and/or ethical decision making</td>
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<tr>
<td>11</td>
<td>X</td>
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<td></td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
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<td>12</td>
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<td></td>
<td>X</td>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
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<tr>
<td>13</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</td>
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<tr>
<td>Week</td>
<td>Class</td>
<td>Session Topic</td>
<td>Required Reading</td>
<td>Assignment</td>
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<tr>
<td>1</td>
<td>1/23</td>
<td>Review Syllabus, Icebreaker, Ethical and Legal Issues</td>
<td>Ch 1-2</td>
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<td>1/30</td>
<td>Biological Basis of Addiction, Ethical and Legal Issues 2</td>
<td>Ch 3</td>
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<tr>
<td>3</td>
<td>2/6</td>
<td>Major Substances of Abuse Review and Begin Parent Presentations</td>
<td>Ch 4</td>
<td>Quiz 1 on Chapters 1-4</td>
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<tr>
<td>4</td>
<td>2/13</td>
<td>Practice Interviews and Mini-Mental Status Exams</td>
<td>Ch 5</td>
<td>Journal Article Review Due</td>
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<tr>
<td>5</td>
<td>2/20</td>
<td>NO CLASS</td>
<td></td>
<td>Attend 12-Step Meeting</td>
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<tr>
<td>6</td>
<td>2/27</td>
<td>Assessment &amp; Diagnosis</td>
<td>Ch 6</td>
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<tr>
<td>7</td>
<td>3/6</td>
<td>Treatment Planning, Treatment Strategies</td>
<td>Ch 7</td>
<td>Intake Interview Due</td>
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<td>8</td>
<td>3/13</td>
<td>NO CLASS</td>
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<td>Spring Break</td>
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<td>9</td>
<td>3/20</td>
<td>Group Dynamics</td>
<td>Ch 8</td>
<td>Treatment Plan Due</td>
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<td>Quiz on Ch 5-8</td>
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<td>10</td>
<td>3/27</td>
<td>Family Dynamics</td>
<td>Ch 9</td>
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<td>11</td>
<td>4/3</td>
<td>Relapse Prevention</td>
<td>Ch 10</td>
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<tr>
<td>12</td>
<td>4/10</td>
<td>NO CLASS</td>
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<td>Attend 12-Step Meeting</td>
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<td>13</td>
<td>4/17</td>
<td>Substance Abuse Prevention</td>
<td>Ch 13</td>
<td>Meeting Reaction Paper Due</td>
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<td>14</td>
<td>4/24</td>
<td>Diversity &amp; Multicultural Issues</td>
<td>Ch 11 &amp; 12</td>
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<td>15</td>
<td>5/1</td>
<td>Medications for Addictions Lessons Learned</td>
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<td>Abstinence Project Paper Due</td>
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