



MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

**SUBSTANCE ABUSE COUNSELING
MCPY 660 (3 credits)**

Course Description:

Examine the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population. Review

Prerequisite(s): MCPY 605 MCPY 610 MCPY 615 MCPY 620 MCPY 625

Course Introduction:

This course introduces the student to Substance Abuse Counseling. It is designed to prepare students for the working with clients in the field of drug and alcohol rehabilitation. The course explores various models of addiction as well as specific techniques and modalities involved in working with addicted populations. The course also requires an experiential component in which students are challenged to look at addiction from the theoretical models introduced.

Course Objectives:

At the end of the course, student will be able to:

1. Students will understand various theories and etiology of addictions and addictive behaviors. (CACREP II.3.g)
2. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
3. Students will develop skills in the assessment and evaluation of addictive behaviors with culturally diverse populations (CACREP II. 7.f)
4. Students will identify and develop the strategies for prevention, intervention, and treatment of addictive behaviors. (CACREP II. 3.g)

5. Students will demonstrate an understanding of the dynamic effects of alcohol and drug abuse on the family system.
6. Understands ethical and legal considerations specifically related to the practice of addiction counseling. Section II.g,
7. Know the roles, functions, and settings of addiction counselors, as well as explore the relationship between addiction counseling and other mental health professionals. (Section III. A.3)
8. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling. (Section III. A.4)

Required Text:

Fisher, Gary L. & Harrison, Thomas C. (2005). *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselor*. (3rd Edition) Allyn & Bacon. (Paperback) ISBN: 0-205-40336-0

Additional Reading List:

Students will pick two texts from the below autobiographical texts. Please consult instructor before purchasing.

Autobiographical texts:

- Conyers, Beverly. (2003). *Addict In The Family: Stories of Loss, Hope, and Recovery*. Center City, MN: Hazelden. ISBN-10: 156838999X
- Sheff, Nic. (2009). *Tweak: Growing Up on Methamphetamines*. New York: Atheneum. ISBN-10: 1416972196
- Sheff, David. (2009). *Beautiful Boy: A Father's Journey Through His Son's Addiction*. New York: Mariner Books. ISBN-10: 0547203888
- Cataldi, Libby. (2009). *Stay Close: A Mother's Story of Her Son's Addiction*. New York: St. Martin's Press. ISBN-10: 0312538782
- Wandzilak, Kristina & Curry, Constance. (2006). *The Lost Years: Surviving a Mother and Daughter's Worst Nightmare*. Santa Monica, CA: Jeffers Press. ISBN-10: 0977761819
- Farrell, Richard. (2009). *What's Left of Us*. New York: Citadel Press through Kensington Publishing Corp. ISBN-10: 080653074X

Suggested Reading List:

- *The Addiction Treatment Planner*. Ed by Arthur E. Jongsma. Practice Planners series
- *Alcohol Problems in Intimate Relationships, Identification and Intervention: A Guide for Marriage and Family Therapists*
- *Family Strategies: Practical Tools for Professionals Treating Families Impacted by Addiction* by Claudia Black. MAC publishing: 2006. ISBN-10: 0910223297
- *Bradshaw On: The Family: A New Way of Creating Solid Self-Esteem* by John Bradshaw. HCI publisher: 1990. ISBN-10: 1558744274
- *Codependent No More* by melody Beattie by Linda Roberts and Barbara McCrady
- *The War of the Gods In Addiction: C.G. Jung, Alcoholics Anonymous and Archetypal Fire* by David Schoen
- *Witness to the Fire: Creativity and the Veil of Addiction* by Linda Schierse Leonard
- *Mindful Recovery: A Spiritual Path to Healing from Addiction* by Thomas Bien
- *Harm Reduction: Pragmatic Strategies for Managing High-Risk Behaviors* (Paperback) by G. Alan Marlatt , Editor. The Guilford Press: 2002. ISBN-10: 1572308257

Learning Activities

- Students will submit a 5-8 page A.P.A. formatted paper that discusses your opinions about the various theoretical models for the treatment of substance abuse. The paper should demonstrate your understanding of the models and provide a good argument for why you favor one over the other.
- Students will read two autobiographical texts from the Additional Readings list. Students will discuss the texts during an in-class presentation. Content to be covered will be provided by the instructor.
- Students will attend one AA, NA, or other 12 step program and write a reaction paper. These meetings should be “open meetings” and prior permission should be secured before attending.
- Case Study-treatment plan, Group Project. Students will be provided a case study of an individual with a substance abuse diagnosis. Students will provide a treatment plan for the client’s treatment and aftercare. A template will be provided.

- Students will complete a personal genogram. Be sure to document any history of substance abuse and/or addiction within their family: include excerpts from interviews with family members or family stories.

Grading Criteria

Genogram: 10 Points

APA Formatted Paper: 30 Points

N/A or AA meeting: 10 points

Case Study with Treatment Plan: 20 points

Autobiographical reading and discussion: 30 points

Resource Websites

<http://ncadi.samhsa.gov/multimedia/> SAMSHA Power Point presentations

<http://www.samhsa.gov/SHIN/> SAMSHA site for research and publications

<http://learn.genetics.utah.edu/content/addiction/drugs/mouse.html> Mouse Party-Great for learning about various drugs on the brain.

<http://www.archive.org/index.php> Great archive for films, some are very old and give a context to the view of alcohol and drugs from a historical perspective.

Adult Children of Alcoholics (ACA/ACoA): www.adultchildren.org

Children of Alcoholics Foundation: www.coaf.org

National Institute on Alcohol Abuse and Alcoholism: <http://www.niaa.nih.gov>

National Clearinghouse for Alcohol and Drug Information (NCADI): www.health.org

<http://www.nlm.nih.gov/medlineplus/substanceabuseproblems.html> Medline Plus, great site to look at specific drugs, routes of administration, effects, etc...

<http://www.cdhs.state.co.us/adad/> ADAD- Great site for Colorado specific education and certification for substance abuse providers.

<http://www.youtube.com/watch?v=7bbaRyDLMvA> Great speech from Craig Ferguson that talks about AA and tells his story of alcoholism- 12min running time

<http://vig.pearsoned.co.uk/catalog/academic/product/0,1144,0205611680,00.html>-Test Bank for Fisher and Harrisons Book.

Specific Websites for the course

Case Studies- <http://www.cnsproductions.com/pdf/casestudies.pdf>

Alcohol Self Assessment <http://health.rutgers.edu/adaps/alcoholselfassessment.htm>

ASI Assessment http://www.tresearch.org/resources/instruments/ASI_Lite.pdf

ASI Manuel <http://www.tresearch.org/resources/manuals/ASIQbyQGuide.pdf>

Related Films

"When A Man Loves A Woman" (1994)

"The Boost" (1988)

"Less Than Zero" (1987)

"Bright Lights, Big City"

"Leaving Las Vegas" (1995)

"Clean And Sober" (1988)

"Requiem For A Dream" (2000)

"My Name Is Bill W."

"Days Of Wine & Roses"

"The Lost Weekend"

"Who's Afraid of Virginia Wolf"

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.

3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

PLAGIARISM

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select “RegisNET Account”. You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University’s educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited

to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of SPS Counseling Psychology Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

SPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.