I. **TITLE:** Substance Abuse and Addictions Counseling

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**

This is a graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers, and student assignments.

**Prerequisite(s):** none

III. **COURSE OBJECTIVES:**

Upon completion of this course, students will (per 2009 CACREP Standards):

1. Be able to identify the major classifications of psychotropic drugs of abuse, typical routes of administration, and brief description of effects (Section II, G.3.g.).
2. Recognize the addiction and recovery processes (Section II, G.2.b.; G.3.g. G.5.a.).
3. Describe the holistic impact of addiction on clients and families (Section II, G.2.b.; G.3.g.; G.5.a).
4. Identify the common and comorbid psychiatric disorders and/or process addictions (Section II, G.3.g.; G.5.d.).
5. Implement a multimodal/multi-method approach to diagnosing and assessing addictive and comorbid disorders (Section II, G.1.b.; G.3.g.; G.5.d.; G.7.b.; G.7.g.; G.8.d.).
6. Demonstrate basic individual, group, and family counseling techniques to be used with those experiencing dysfunction related to substance abuse or dependence (Section II, G.2.d.; G.5.e.).
7. Identify treatment issues for special populations (Section II, G.1.b.; G.2.b., G.2.d.; G.5.a.; G.5.d.; G.8.a.; G.8.e.).
8. Recognize wraparound services with persons experiencing stressors resulting from addictive behaviors (Section II, G.1.b.; G.2.d.; G.5.a.).
9. Identify professional issues related to substance abuse counseling (e.g., clinician wellness strategies, certification, and legal/ethical issues) (Section II, G.1.a.; G.1.d.; G.1.g.; G.1.j.; G.5.b.; G.7.g.).

**Diversity Statement**

The MSU counseling faculty recognize diversity and embrace a cross-cultural
approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. The physiology behind addiction.
B. The psychological foundations that often accompany addiction.
C. The difference between use, abuse, and addiction.
D. The family system of addiction, including co-dependent behaviors.
E. The categories of drugs.
F. The types of addiction and how they are similar and different: alcohol, tobacco, pornography, illicit drugs, video-games, prescription drugs, gambling, and sex.
G. Cultural components of addiction.
H. Treatment and relapse prevention (e.g. utilizing Motivational Interviewing, Functional Family Therapy).

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture
B. Class participation/discussion
C. Small group activities
D. Movie clips
E. Papers/Tests/Quizzes
F. Presentations
G. Experiential Exercises

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Attendance at 12-Step Meetings

VII. TEXT AND RESOURCES:
A. Required Text:

B. Other Required Selections:
   Instructor assigned readings (e.g., journal articles)
   • Students are expected to read assigned chapters/articles prior to each class

C. References:

Websites:
- American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
- International Association of Addictions & Offender Counseling (IAAOC): [www.iaaoc.org](http://www.iaaoc.org)
- American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)
- American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
- Kentucky Counseling Association (KCA): [www.kyca.org](http://www.kyca.org)

Journals:
- *Journal of Counseling & Development*
- *Journal of Addictions and Offender Counseling*
- *Journal of Mental Health Counseling*
- *Professional School Counseling Journal*

Library Resources:
- MSU Library: [www.murraystate.edu/MSML](http://www.murraystate.edu/MSML)
- MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / kfarmer10@murraystate.edu

VIII. EVALUATION AND GRADING PROCEDURES:
Assignments should be handed in timely. **There will be penalty for late submission to the tune of 10 or more % per week.** Students may appeal in writing before the due date, not after.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>E</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

A. **Abstinence Exercise and Paper (20% of final grade)** (CACREP Standards Section II: G.1.a., G.1.d., G.3.g., G.5.a., G.5.d.)
This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they stop 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, or 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, and (c) write a
summary paper which will serve as the conclusion to the 6 week exercise. 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 before the abstinence period begins. Remember to express your emotions towards the substance/behavior and why you want to sever the relationship (worth 23 points).

An abstinence log – This log will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, they might be helpful. The log needs to be computer generated (a minimum of half a page per entry) and should have a minimum of three entries per week. There will be a minimum of eighteen entries in all (worth 54 points).

A summary paper – This is to be a minimum two to three page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process for you, etc.) and will serve as the conclusion to your overall experience (worth 23 points).

Note: This paper should be in APA format.

B. Attendance at 12-Step Meetings (20% of final grade) (CACREP Standards Section II: G.1.b., G.1.d., G.2.b., G.3.g., G.5.a., G.5.e.)
As part of your class experience, you are required to attend three different “Open” 12-Step meetings. You may attend any of the groups below or any other 12-Step meeting approved by the professor.

- Al-Anon: [http://www.al-anon.alateen.org/meetings/meeting.html](http://www.al-anon.alateen.org/meetings/meeting.html)
- Gamblers Anonymous: [http://www.gamblersanonymous.org/meetingdirTOP.html](http://www.gamblersanonymous.org/meetingdirTOP.html)
- Nar-Anon: [http://nar-anon.org/naranongroups.htm](http://nar-anon.org/naranongroups.htm)
- Overeaters Anonymous: [http://www.oa.org/all_about_meetings.htm](http://www.oa.org/all_about_meetings.htm)

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). I suggest you attend in the company of one of your classmates. This assignment will have the following components:

**An introduction** – This one-to-two paragraph introduction will provide an overview of the three meetings that you attended (worth **10 points**).

**An attendance log** – This log will record your attendance at three 12-step meetings, 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. There will be three entries in all, each a minimum of one page per entry (worth **30 points**).

**A summary paper** – This is to be a *minimum two to three page paper* 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 **60 points**).

**Note**: This paper should be in APA format.

C. **Presentation (20% of final grade)**: (CACREP Standards Section II: G.1.b., G.1.g., G.1.j., G.3.g., G.7.b, G.7.g., G.8.a., G.8.d., G.8.e)
   You are to choose and present on one of the drug groups shown below. Presentations are to last 30-45 min. You can use handouts, power point, video, and/or DVDs. I want you to present the information as if you are an expert, so *you are discouraged from reading to us*. A confidential group member evaluation will be completed by each member of the group to help encourage equal participation. You are to provide handouts with the information you are presenting and the list of references you used to obtain your information. Profession journal articles are most valued followed by academic books. Unauthenticated internet source is of least value.
   **Groups:**
   - Opioids including Heroin, oxycontin, and prescription pain killers
   - Cannabinoids including marijuana & hashish
   - Hallucinogens including LSD, mushrooms, XTC
   - Depressants including barbiturates and anxiolytics (prescription and illicit)
   - Stimulants including amphetamines that are prescription, OTC and illicit
   - Nicotine
   - Alcohol
   - Inhalants

   Presentations should include:
   - Description, street names, and the names that people use to describe engaging in its use,
   - The forms it comes in,
   - How it is administered,
- Who uses it (gender, age, ethnicity, region),
- The course of addiction (how it starts and how it progresses to dependence),
- The cognitive effects,
- The affective/emotional effects,
- The physical effects,
- If there are intergenerational genetic or psychosocial traits,
- What type of treatment is indicated,
- What type of family support is indicated,
- Withdrawal symptoms and complications,
- Are there any science-based practices for treatment (if so, describe and give references of journal articles),
- What are the community resources for this (local contact names and phone numbers) and
- Provide a list of references used to obtain your information.

D. Attendance and Participation (20% of final grade)
   Participation includes, but not limited to, application of the techniques/knowledge/skills learned so far, giving and receiving feedback, discussing, role playing, analyzing case studies, and sharing personal experiences. Attendance is paramount and sessions cannot be substituted by papers or reading. Missing more than two sessions will necessitate withdrawal and retaking of the course.

E. Test/Quiz/Assignment (20% of final grade) (CACREP Standards Section II: G.1.b., G.1.g., G.1.j., G.3.g., G.7.b, G.7.g., G.8.a., G.8.d., G.8.e)
   Students will be notified at least one week before Tests/Quizzes/Assignments are given.

X. ATTENDANCE POLICY:
   This course adheres to the attendance policy published in the current MSU Graduate Bulletin. CNS 722 is a didactic as well as experiential and skills-based course. Experiential means in-class participation. Participation includes, but not limited to, application of the learned concepts and techniques, observing others, giving and receiving feedback, discussing, role playing, analyzing case studies, and sharing experiences. Attendance is paramount and sessions cannot be substituted by papers or reading. Missing more than two sessions will necessitate withdrawal and retaking of the course.

XI. ACADEMIC HONESTY POLICY:
   Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.
Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XII. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or
disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
## Course Specifics for CNS 722 (Spring 2011)

**Instructor:** TBD  
**Telephone:** TBD  
**Office:** TBD  
**E-Mail:** TBD  

**Office Hours:** TBD  

**Meeting Days:** TBD  
**Meeting Times:** TBD  
**Location:** TBD

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### CACREP Counseling Program Specifics for CNS 722

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations A6</td>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C4</td>
<td>Knows the disease concept and etiology of addiction and co-occurring disorders.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C5</td>
<td>Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention C8</td>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</td>
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<tr>
<td>Counseling, Prevention, and Intervention C9</td>
<td>Understands professional issues relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention D8</td>
<td>Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.</td>
</tr>
<tr>
<td>Assessment G4</td>
<td>Identifies standard screening and assessment instruments for substance use disorders and process addictions.</td>
</tr>
<tr>
<td>Research and Evaluation I1</td>
<td>Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Research and Evaluation J1</td>
<td>Applies relevant research findings to inform the practice of clinical mental health counseling.</td>
</tr>
</tbody>
</table>

### School Counseling Objectives

<p>| Assessment G1 | Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. | Abstinence Exercise, Attendance at 12-Step Meetings, Presentation, Quizzes &amp; Tests |
| Assessment G2 | Knows the signs and symptoms of substance abuse in | Attendance at 12-Step |</p>
<table>
<thead>
<tr>
<th>Research and Evaluation I1</th>
<th>Understands how to critically evaluate research relevant to the practice of school counseling.</th>
<th>Meetings, Presentation, Quizzes &amp; Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Evaluation J1</td>
<td>Applies relevant research findings to inform the practice of school counseling.</td>
<td>Presentation, Quizzes &amp; Tests</td>
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**Tentative Topical Outline**