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Office Hours: (Available on line)

CATALOG DESCRIPTION OF COURSE

COUNSELING 580: Covers a broad range of topics related to chemical dependency that school, community, student affairs, marriage/family, career, and other counselors should know. Topics include prevention, abused substances and their effects, symptoms of chemical dependency, an introduction to various chemical dependency treatment models, applications in a multicultural society, chemical dependency counseling with children and families, twelve-step and other support groups, employee assistance programs, relapse prevention, HIV/AIDS and other current issues.

GENERAL COURSE INFORMATION

This course is intended to provide an overview of substance abuse counseling. It will cover such areas as counseling strategies, diagnosis, treatment planning, program development and evaluation, substance abuse prevention, and drug effects.

II. Course Objectives include, but are not limited to, the following:

Students will develop:

1. a working knowledge of the role and function of a substance abuse counselor;
2. an understanding of basic models for counseling substance abusers and their families;
3. an awareness of the multiple factors effecting treatment outcome and efficacy;
5. a working knowledge of substance abuse/addictive behavior within the context of special populations, e.g. adolescents, women, various cultural groups, HIV positive individuals, etc.;
6. a working knowledge and understanding of substance abuse program planning, prevention, management and evaluation of inpatient and outpatient programs;
7. a working knowledge of assessments used in the substance abuse field; and a working knowledge of the code of ethics;

Content Areas include, but are not limited to the following:

Students will be able to:

1. identify characteristics of substance use, abuse, and addiction;
2. diagnosis and develop an effective treatment plans from case studies;
3. identify appropriate treatment modalities;
4. identify resources in their area for substance abuse treatment as well as local support groups; and
5. develop a six week group treatment plan.

III. Course Requirements

1. Complete all required and supplemental readings appropriate to class needs and personal interests; be prepared to discuss in class.
2. Complete all class assignments within specified time frames.

IV. Textbooks and Supplemental Readings

Johnson, Jerry, L. *Fundamentals of Substance Abuse Counseling* Brooks/Cole: Pacific Grove, CA.

Supplemental Readings

NAADAC Code of Ethics

Selected Substance Abuse Periodicals

Addictive Behaviors
Advances in Alcohol and Substance Abuse
Alcohol Health and Research World
Alcohol Treatment Quarterly
American Journal of Drug and Alcohol Abuse
International Journal of the Addictions
Journal of Chemical Dependency Treatment
Journal of Studies in Alcohol
Journal of Substance Abuse Treatment
Psychology of Addictive Behaviors

V. Course Requirements

1. Examinations (50 points each) – There will be two examinations covering the text and the code of ethics. Examinations may consist of multiple choice, matching, or short answer. **(Exam #1 will October 8 And Exam #2 will be December 3)**
2. Annotated bibliography. These articles will come from professional journals as listed above and no later than 2000. **(Due December 6)**
3. Support Group Meetings (10 points each) – Each student will be required to attend two support group meetings. **(First group meeting report is due September 30 and second group meeting is due November 18, 2012)** Meetings can be any 12 Step meeting (if you are in recovery it will be expected that you will attend meetings outside your normal area. ex: If you normally attend AA then attend Alanon or NA

Your course grade will be determined on the basis of your performance in each of the following areas:

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| 1. Class attendance and participation (on line discussions) | 20% |
| 2. Midterm examination | 20% |
| 3. Journal article annotated bibliography | 20% |
| 4. Site visits to support groups | 20% |
| 5. Final examination | 20% |

NOTE: The annotated journal bibliography must be word processed or typed double-spaced and adhere to APA publication format. A part of the evaluation will involve assessment against APA format as well as clarity of written form and grammatical accuracy. All papers will be retained by the instructor, therefore it is suggested that each student retain a copy of their work. **Please take note of the due dates listed below for the journal article manuscript. The final grade of this project will be adversely affected by any work submitted late.**

A. Journal Article Annotated Bibliography

Each student will select a substance abuse or addictive behavior topic of personal and/or professional interest, one that is believed to be worthy of

theoretical/conceptual or application consideration. Research and review ten (10) *journal articles* that contain a specific theme, e.g. group work with substance abusing adolescents, outpatient treatment efficacy, solution focused therapy with substance abusers, a family therapy substance abuse approach, substance abuse assessment, women's issues in addiction, spirituality and addiction counseling, etc. Prepare an annotated bibliography (a brief summary and critical analysis) of the ten articles selected. **Please note:** Students must consult with the instructor for topic approval prior to beginning work on their journal article annotated bibliography. This consultation will be done either prior to or after class starts, or scheduling an appointment with the instructor.

In addition, each student is to attend two meetings of the following: an open AA or NA meeting, Al-Anon, ACOA meeting or another self-help support meeting. You are to develop a 1-2 page summary of your observations and reactions of each visit.

Note: The type written summaries of these assignments are to be turned in to the dropbox/or email.

C. **Examinations**

The midterm and final examinations will assess the student's knowledge of the material presented in the textbooks, reserved readings, lectures and class discussions. The format of the exams will consist of multiple choice, short answer essay and more in-depth essays.

VI. Class Format

The class format will consist of a combination of posted lectures, discussions, and reading of book chapters.

VII. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation,

please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

VIII. Honor Statement

By accepting admission to Texas A&M University-Commerce, each student makes a commitment to understand, support and abide by the *University Honor Code* without compromise or exception. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of the Honor Code. Refer to your *Student Handbook* for details.

VIII. Course Schedule

Review of the syllabus; introduction: working definitions and the scope of substance abuse and addiction. The role of the counselor working with addictive behavior problems

Historical perspectives; harm reduction and other strengths based strategies (motivational interviewing and solution-focused therapy).

Addictive behavior effects as viewed from physiological, psychological and socio-cultural perspectives. Introduction to theories of addictive behavior; Traditional models of addiction: disease model, behavioral model, social learning model

: Assessment, diagnosis and treatment planning with substance abuse and dependency; Therapeutic interventions I: individual counseling

Addiction across the life span; "other" addictions

Competing and emerging models, Dual-diagnosis clients; Issues of race, ethnicity, culture, gender and sexual orientation

Therapeutic interventions: family, codependence and COA's; "intervention" with abuser/addict; strategies and methods. Substance abuse and the family: codependency, enabling and the effect on children

Group treatment and self-help groups

Recovery and growth issues: 12-step models and additional self-help support groups

Relapse prevention/change maintenance: models and strategies

Public policy, prevention, and professional issues (how to survive as a substance abuse counselor), course summary.

Man has such a predilection for systems and abstract deductions that he is ready to distort the truth intentionally, he is ready to deny evidence of his senses only to justify his logic.

-Dostoyevsky-

Experiential Teacher's Paradox

It's as though the teacher said something like this: "I can tell you that there's something you need to know and I can tell you that with my help you can probably learn it. But I cannot tell you what it is in a way that you can understand. You must be willing therefore, to undergo certain experiences as I direct you to undergo them, so that you can learn what it is you need to know and what I mean by the words I use. Then and only then can you make an informed choice about whether you wish to learn this new competence. If you are unwilling to step into this new experience without knowing ahead of time what it will be like, then I cannot help you. You must trust me."

Donald Schon