

Department of Counseling and Educational Psychology
G510 Introduction to Alcohol and Drug Counseling
Fall 2019
Mondays 9:30am-12:00pm

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Overview

This course will introduce students to important issues in the field of alcohol and drug counseling. The early part of the semester will focus on defining and assessing substance use and substance use disorders. This will include the epidemiology of substance use as well as research on negative consequences associated with alcohol and drug use. The course will also cover prevention and treatment. Throughout the course, students will be encouraged to challenge common conceptualizations of alcohol and drug problems as portrayed in our society. Topics and discussion related to diversity and equity with respect to substance use and substance use disorders will be infused throughout the course.

Academic Integrity

You are expected to uphold high standards of academic integrity in this course. You should read the IU Code of Student Rights, Responsibilities, and Conduct (see www.dsa.indiana.edu/Code), especially the section on academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, fabrication, and plagiarism. If you commit an act of academic misconduct, you will be disciplined by the university and you may receive a failing grade in this course.

Differently Abled Students

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>

Sexual Misconduct

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

Religious Observance

The recognition and celebration of diversity is an important cornerstone for effective educators, and we in Indiana University's School of Education wish to accommodate the religious practices of students. Keep in mind you need to arrange this PRIOR to missing class. The following link provides information on accommodations and procedures to allow students to observe various religious holidays: https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_H-10. Complete and turn in the Request for Accommodations for Religious Observances by the second week of the semester.

Changes to the Syllabus

Please note that changes to the syllabus and class schedule may occur; however, I will do my best to ensure that you receive warning of any alterations. Please regularly check Canvas for any announcements related to the syllabus or course schedule.

Required Texts

Miller, W. R. & Rollnick, S. (2013). *Motivational Interviewing*. New York, NY: Guilford Press.

Morgen, Keith (2017). *Substance Use Disorders and Addictions*. Thousand Oaks, CA: Sage.

Other readings are listed in the weekly schedule and will be available in Canvas.

Methods of Instruction

Methods of instruction will include lecture, interactive class discussion, small group activities and role plays, and student led discussion.

Course Requirements

Exams: There will be two exams each worth 20% of your grade. These will be multiple choice and short answer questions related to material presented in the readings and in class. You will be given approximately 60 minutes to complete each Exam.

Exam #1- October 7, 2019

Exam #2- November 18, 2019

Research Question Assignment: There are lots of questions to be answered about addictions. What do you want to know? These could be myths or commonsense beliefs (that may or may not be true). Investigate what social science research tells us about this belief. What information do we know about this issue based on research? Find three academic research articles that help to address your question. Your articles must come from respected, peer-reviewed academic journals. Below is a list substance use related academic journals (not exhaustive). You will also find substance use related articles in other journals. If you have questions about whether a journal meet the assignment requirement, please let me know. **Due- September 30, 2019**

Addiction
Drug and Alcohol Dependence
Psychology of Addictive Behaviors
Addictive Behaviors
Journal of Studies on Alcohol and Drugs
Journal of Substance Abuse Treatment
Substance Abuse
Substance Use and Misuse
Addiction Research and Theory
Prevention Science
Nicotine and Tobacco Research
American Journal on Addictions
International Journal on Mental Health and Addictions\
Alcohol/Alcoholism
Journal of Gambling Studies
Alcoholism Clinical and Experimental Research
Tobacco Control

Your paper should be organized as follows:

I. My Question: “Is attendance at 12-step meetings required for successful recovery?”

II. Reflection: Why is it important to answer this question?

III. Articles: List three articles that help answer this question.

IV. Article Review: For each article answer the following:

- What is the research question and hypotheses (if stated)?
- What did the researchers find (look at results and 1st part of discussion)?
- What conclusions do you (or the researchers) make about the study? How does it help you answer your question?

V. Conclusions and Future Directions: What do you think needs to happen next? This is where you discuss implications for prevention or treatment of substance use disorders. You can also talk about next steps for research.

Diagnosis, Conceptualization, and Treatment Plan Paper: Watch a movie or television show about addiction and write up a diagnosis, case conceptualization and treatment plan. Your paper should contain the following elements and be about 6-8 pages, double spaced. *Use the headings below to organize your paper.* Add references in APA format if you use them. This assignment is worth 20% of your grade. ***Due- December 2, 2019***

Section I. Summary of the Case

Summarize your character's presenting problem and the salient aspects of their case. This includes basic demographic information, history of presenting problem, etc.

Section II. Diagnosis (or diagnoses)

Using the DSM5 criteria what is the character's diagnosis. Provide case examples to support evidence of each symptom. List all diagnoses here.

Section III. Conceptualization

For Counseling Students: Using a theory presented in class or from G522, how would you conceptualize this case? That is, how does your theoretical orientation help you understand the development and maintenance of the character's problem? What contextual and cultural factors are important to understanding your case?

For non-Counseling Students: What theoretical or empirical knowledge from this class or your discipline help you understand this case? What helps you understand the development and maintenance of the character's problem? What contextual and cultural factors are important to understanding your case?

Section IV. Treatment Plan

This is where you will describe what treatment you would use with this client (should be consistent with your conceptualization). Provide a brief description of the treatment and any empirical evidence for the treatment. List three treatment goals (*be very specific*, that is, observable, realistic goals) and the interventions you will use to address those goals.

Some movie options are:

Clean and Sober

28 days

Leaving Las Vegas

Trainspotting

Requiem for a dream

Drugstore cowboy

Traffic

Ray

Blow

Cider House Rules

Gia
When a man loves a woman
Altered States
Owning Mahowny
Smashed
Flight

In Class Role Play: At the outset of the course you will be assigned a role-play partner for this assignment. You will work together to plan 2 semi-scripted 10-minute role plays demonstrating the clinical elements either motivational interviewing or CBT. Each student can choose to demonstrate 2-3 Motivational Interviewing Skills or 2. Conduct a CBT based, functional analysis of a client's substance use. Each student must play the counselor role (10 minutes each, for a total of 20 minutes). You should plan and rehearse what you and your hypothetical client will say outside of class. You are free to determine the demographic background of your hypothetical client and the presenting substance use issues discussed during the role play. ***The contents of the role play should be completely fictitious.*** You will be evaluated on the basis of your ability to demonstrate the counseling skills learned and demonstrated in class.

On the day of your role play, you will turn in a two-page, double spaced synopsis of your role play. In this synopsis, you should describe your client and their presenting problem, your treatment approach, and the skills you aim to demonstrate during the role play.

The role play will be worth 20% of your grade. ***These will take place throughout the semester. Students who sign-up for role plays the weeks when we cover Motivational Interviewing should demonstrate Motivational Interviewing skills.***

Class Participation and Attendance: Class participation is expected and is worth 10% of your grade. You will be asked to participate in large and small group discussions and experiential activities. I expect students to arrive to class on time and attend weekly. Attendance to each class is a vital part of your ability to participate and will be considered in your final participation grade. Participation will be graded not just on the frequency of participation, but the quality of your questions, insights, and demonstration of critical thought on topics relevant to substance abuse counseling. Thus, active participation in large and small group discussions and activities is expected. For example, a student who actively and regularly participates in large and small groups discussions in a way that shows you are critically thinking about the topics will receive an A for participation. Participation solely in small group discussions usually does not yield an A for participation, but is somewhere between a B and B+. I will circulate and participate in small group activities to assess participation.

You should keep your absences to a minimum and to those that constitute illness and personal emergencies. ***I request that you inform me of each absence as soon as you are able.*** An excess of 2 absences will result in a 2% deduction in your participation grade. Additional absences will result in an additional 1% reduction in your participation grade for each day missed.

Late assignment Policy:

Late assignments will incur a full grade deduction after the day and time they are due and additional half grade for each week beyond the due date. If you have to email them because the

assignment is no longer available in Canvas, they are late. As such, it is in your interest to plan ahead and ensure assignments are turned in on time.

Electronics: While you may bring laptops and cellphone to class, I ask that you silence them and only use them for class related activities (e.g., duo login, class activity required an internet search). Do not text, get on social media, email, or search the internet during class. It is distracting to me and your classmates. **These activities will impact your participation grade.**

Assignment/Activity	Percentage
Class Participation	10
In-Class Role Play	20
Exam # 1	20
Exam # 2	20
Research Article Review	10
Diagnosis, Conceptualization, and Treatment Plan	20
Total	100%

Grading Scale

A+	100%	to 97%
A	< 97%	to 93%
A-	< 93%	to 90%
B+	< 90%	to 87%
B	< 87%	to 83%
B-	< 83%	to 80%
C+	< 80%	to 77%
C	< 77%	to 73%
C-	< 73%	to 70%
D+	< 70%	to 67%
D	< 67%	to 63%
D-	< 63%	to 60%
F	< 60%	to 0%

Class Schedule and Reading Assignments

Week1 (8/26) – Defining the problem: Prevalence, Stigma, and Health Disparities

Mennis, J., & Stahler, G. J. (2016). Racial and ethnic disparities in outpatient substance use disorder treatment episode completion for different substances. *Journal of Substance Abuse Treatment*, 63, 25-33.

van Boekel, L. C., Brouwers, E. P. M., van Weeghel, J., & Garretsen, H. F. L. (2013). Stigma among health professionals towards patients with substance use disorders and its consequences for healthcare delivery: Systematic review. *Drug and Alcohol Dependence*, 131, 125-135. doi:<http://dx.doi.org/10.1016/j.drugalcdep.2013.02.018>

Drinking Definitions Handout from Alcohol Research & Health

Week 2- Labor Day- No Class

Week 3 (9/9)- Models of Addiction I

Morgan, Chapter 1

Skews, M.C., & Gonzalez, V. M. *The Biopsychosocial Model of Addiction*. (pp. 69-69). In P.E. Miller (Ed.) *Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1*. San Diego, CA: Academic Press.

Week 4 (9/16) - Substance Abuse Prevention

Catalano, R. F., Haggerty, K. P., Hawkins, J. D., & Elgin, J. (2011). Prevention of substance use and substance use disorders: Role of risk and protective factors. In Y. Kaminer & K.C. Winters (Eds.) *Clinical Manual of Adolescent Substance Abuse Treatment*. Arlington, VA: American Psychiatric Publishing.

Cronce, J.M. & Larimer, M.E. (2011). Individual-focused approaches to the prevention of college student drinking. *Alcohol Research & Health*, 34, 210-221.

Krieger, H., Young, C. M., Anthenien, A. M., & Neighbors, C. (2018). The Epidemiology of Binge Drinking Among College-Age Individuals in the United States. *Alcohol Research*, 39 (1), 23-30.

Week 5 (9/23) - Diagnosis and Assessment

Morgan Chapter 2 & 3

DSM5 Criteria for Substance Use Disorders

Week 6 (9/30)- Treatment Modalities, Client Placement, & Harm Reduction
Research Question Assignment Due

Morgan Chapter 4

Denning, P., & Little, J. (2011). *Practicing harm reduction psychotherapy: An alternative approach to addictions*. Guilford Press.- Chapter 2

Week 7 (10/7)- Substance Abuse Treatment- Motivational Interviewing
Exam #1

Miller & Rollnick Chapters 1-7

Week 8 (10/14) - Substance Abuse Treatment- Motivational Interviewing

Miller & Rollnick Chapters 8-11

Week 9 (10/21) - Substance Abuse Treatment- Motivational Interviewing
In Class Role Plays

Miller & Rollnick Chapters 12-18

Week 10 (10/28) – Substance Abuse Treatment- Motivational Interviewing
In Class Role Plays

Miller & Rollnick Chapters 19-26

Week 11 (11/4)- Substance Abuse Treatment- Cognitive Behavioral Therapy
In Class Role Plays

Morgan Chapter 6

Week 12 (11/11) - Substance Abuse Treatment- Family Based Intervention
In Class Role Plays

Morgan Chapter 7

Liddle, H.A. (2010). Treating adolescent substance abuse using multidimensional family therapy. In J.R. Weisz & A. E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescents* (pp. 416-432). New York: Guilford.

O'Farrell, T. J., & Schein, A. Z. (2011). Behavioral couples therapy for alcoholism and drug abuse. *Journal of Family Psychotherapy*, 22(3), 193-215.

Week 13 (11/18) –Mutual Health Programs

Exam #2

Morgan Chapter 9

Week 14 (11/25) – Thanksgiving No Class

Week 15 (12/2) – Relapse Prevention and Recovery

Diagnosis, Conceptualization, and Treatment Plan Due In Class Role Plays

Morgan Chapter 10

Steckler, G., Witkiewitz, K., & Marlatt, G. A. (2013). Relapse and Lapse. (pp. 126-131). In P.E. Miller (Ed.) Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1. San Diego, CA: Academic Press.

Toneatto, T. (2013). Natural Recovery. (pp. 133-138). In P.E. Miller (Ed.) Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1. San Diego, CA: Academic Press.

Week 16 (12/9) – Medication Assisted Treatment

In Class Role Plays

Substance Abuse and Mental Health Services Administration and National Institute on Alcohol Abuse and Alcoholism (2015). *Medication for the Treatment of Alcohol Use Disorder: A Brief Guide*. HHS Publication No. (SMA) 15-4907. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Substance Abuse and Mental Health Services Administration (2018). *Medications for Opioid Use Disorder. Treatment Improvement Protocol (TIP) Series 63*, Full Document. HHS Publication No. (SMA) 18- 5063FULLDOC. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Website Resources:

www.drugabuse.gov

www.niaaa.nih.gov

www.cdc.gov

www.samhsa.gov

<https://www.recoveryanswers.org/>