

Department of Counseling and Educational Psychology
G510 Introduction to Alcohol and Drug Counseling
Fall 2022
Mondays 9:45am-12:15pm, Room 0101 School of Education

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Mental Health

As your instructor, I aim to create a learning environment that acknowledges the stress associated with being a graduate/professional student. Please know that if, during the semester, you face new physical or mental health concerns, added caregiving responsibilities, accessibility/technology issues, or any other concerns related to your health or wellbeing, I will work with you as much as I can on strategies to help you in your learning and to accomplish this course's requirements.

If you find that life stressors are interfering with your academic or personal success, you are encouraged to contact IUB CAPS. Counseling services can help with issues that range from coping with life's transitions to dealing with more serious emotional problems. Individual counseling is available, as are group counseling and a variety of workshops. For more, please go to <https://healthcenter.indiana.edu/counseling/graduate-student-support.html> . In addition, if you have a Student Academic Appointment, you can contact human resources for options through the Employee Assistance Program.

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.

Accessibility and Accommodation

Indiana University is dedicated to ensuring that students with disabilities (e.g., chronic health, neurodevelopmental, neurological, sensory, psychological & emotional, including mental health, etc.) have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Disability Services for Students (iubdss@indiana.edu or 812-855-7578). Additional information can be found at accessibility.iu.edu. 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 your campus office as soon as possible if accommodations are needed.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, 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 IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu.

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & 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 <http://stopsexualviolence.iu.edu/index.html> to learn more.

Bias Incidence Reporting

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) fill out an online report at <https://reportincident.iu.edu/>; 2) email biasincident@indiana.edu ; 3) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at <https://reportincident.iu.edu>.

Religious Observance

Students missing class for a religious observance can find the officially approved accommodation form by going to the [Vice Provost for Faculty and Academic Affairs webpage](#) for religious accommodations. The form must be submitted at least 2 weeks prior to the anticipated absence.

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.
<https://ebookcentral.proquest.com/lib/iub-ebooks/detail.action?docID=1034770>

Other readings are listed in the weekly schedule and 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

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 of 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.*

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 26, 2022**

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

You are to summarize and critique each article. The APA citation for the article should be included at the top of the page. Your summary should be brief and highlight the main points of the article. This assignment will be a total of 3-5 pages. **Please format your paper as follows:**

Articles: List three articles in APA format on a topic related to the substances covered in this course

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 further your knowledge as a future professional?
- What do you see as the strengths and limitations of the articles you found?

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 5, 2022**

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, 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.

For example, if your client is struggling with coping a treatment goal might be.

Client will identify 3 positive coping mechanisms and engage in them 4 times during the week.

Some options are:

The Queen's Gambit

This is us

Flaked

Ben is Back

Beautiful Boy

Rocketman (Elton John)

A Star is Born

Basketball Diaries

Rent

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

Class Engagement: Class engagement is expected and is worth 20% of your grade. You will be asked to participate large and small group discussions, and role plays. These activities may be in person or online. We will spend a good proportion of our time doing role play and discussing course content. Engagement 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 use disorder 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.

Please do let me know if you are unable to come to class. Our class is a community and I will reach out if I don't see you or hear from you to make sure you're doing alright.

Late assignment Policy:

Late assignments will incur a full grade deduction after the day and time they are due and will not be accepted after the last week of class. As such, it is in your interest to plan ahead and ensure assignments are turned in on time. Please do let me know if you anticipate having trouble getting any assignment done 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.**

<u>Assignment/Activity</u>	<u>Percentage</u>
Class Engagement	25
Role Play #1	25
Research Article Review	25
Diagnosis, Conceptualization, and Treatment Plan	25
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 (8/22) – Defining and Framing the problem

Substance Abuse and Mental Health Services Administration. (2021). Key substance use and mental health indicators in the United States: Results from the 2020 National Survey on Drug Use and Health (HHS Publication No. PEP21-07-01-003, NSDUH Series H-56). Rockville, MD: Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration. Retrieved from <https://www.samhsa.gov/data/>

Social Determinants of Health-

<https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>

Week 2- (8/29) Stigma and Health Disparities

Kelly, J.F., & Westerhoff, C.M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. *International Journal of Drug Policy, 21*, 202-207.

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.

Yang, L., Wong, L. Y., Grivel, M. M., & Hasin, D. S. (2017). Stigma and substance use disorders: an international phenomenon. *Current opinion in psychiatry, 30*(5), 378.

Week 3 (9/5)- Labor Day Holiday- No Class

Week 4 (9/12) - Models of Addiction I

Glass, J. E., Williams, E. C., & Oh, H. (2020). Racial/ethnic discrimination and alcohol use disorder severity among United States adults. *Drug and Alcohol Dependence, 216*, 108203.

Skews, M.C., & Gonzalez, V. M. *The Biopsychosocial Model of Addiction*. (pp. 61-69). In P.E. Miller (Ed.) *Principles of Addiction: Comprehensive Addictive Behaviors and Disorders, Volume 1*. San Diego, CA: Academic Press.

Sudhinaraset, M., Wigglesworth, C., & Takeuchi, D. T. (2016). Social and cultural contexts of alcohol use: Influences in a social–ecological framework. *Alcohol research: Current Reviews, 38*, 35-45.

Week 5 (9/19) - 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 6 (9/26) - Diagnosis and Assessment Research Question Assignment Due

DSM5-TR Criteria for Substance Use Disorders- Available through the IU Libraries
<https://dsm-psychiatryonline-org.proxyiub.uits.iu.edu/doi/book/10.1176/appi.books.9780890425787>

Week 7 (10/3) - Counseling Process from an Ecological Perspective & Harm Reduction

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

French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14-46.

Neville, H. A., & Mobley, M. (2001). Social identities in contexts: An ecological model of multicultural counseling psychology processes. *The Counseling Psychologist*, 29(4), 471-486.

Week 8 (10/10) - Substance Abuse Treatment- Motivational Interviewing Miller & Rollnick Chapters 1-7

Week 9 (10/17) - Substance Abuse Treatment- Motivational Interviewing

Miller & Rollnick Chapters 8-18

Week 10 (10/24) – Substance Abuse Treatment- Motivational Interviewing Miller & Rollnick Chapters 19-26

Week 11 (10/31)- Substance Abuse Treatment- Cognitive Behavioral Therapy

Liese, B. S., & Tripp, J. C. (2018). Advances in cognitive-behavioral therapy for substance use disorders and addictive behaviors. In R.L. Leahy (Ed.) *Science and Practice in Cognitive*

Therapy: Foundations, Mechanisms, and Applications (pp. 298-316). New York: Guilford.

**Week 12 (11/7) - Substance Abuse Treatment- Family Based Intervention
In Class Role Plays**

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 (11/14) –Mutual Health Programs
In Class Role Plays**

<https://www.recoveryanswers.org/resource/twelve-step-facilitation-tsf/>

Kelly, J. F., Humphreys, K., & Ferri, M. (2020). Alcoholics Anonymous and other 12-step programs for alcohol use disorder. Cochrane database of systematic reviews.

Week 14 (11/21) – Thanksgiving No Class

**Week 15 (11/28) – Relapse Prevention and Recovery
In Class Role Plays**

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.

Witkiewitz, K., Montes, K. S., Schwebel, F. J., & Tucker, J. A. (2020). What is recovery? *Alcohol Research: Current Reviews*, 40(3), 1-12.

**Week 16 (12/5) – Medication Assisted Treatment and Future Areas Study
Diagnosis, Conceptualization, and Treatment Plan Due
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.

Praxedes, D. R., Silva-Júnior, A. E., Macena, M. L., Oliveira, A. D., Cardoso, K. S., Nunes, L. O., ... & Bueno, N. B. (2022). Prevalence of food addiction determined by the Yale Food Addiction Scale and associated factors: A systematic review with meta-analysis. *European Eating Disorders Review, 30*(2), 85-95.

Rosendo-Rios, V., Trott, S., & Shukla, P. (2022). Systematic literature review online gaming addiction among children and young adults: A framework and research agenda. *Addictive Behaviors, 107*238.

Sassover, E., & Weinstein, A. (2022). Should compulsive sexual behavior (CSB) be considered as a behavioral addiction? A debate paper presenting the opposing view. *Journal of Behavioral Addictions, 11*(2), 166-179.

Resource References:

Center for Substance Abuse Treatment (2014). Improving cultural competence. Treatment Improvement Protocol (TIP) series 59. (HHS Publication No. SMA 14- 4849). Rockville, MD: Substance Abuse and Mental Health Services Administration.

Center for Substance Abuse Treatment (2012). A provider's introduction to substance abuse treatment for lesbian, gay, bisexual and transgender individuals. (HHS Publication No. SMA 12-4104). Rockville, MD: Substance Abuse and Mental Health Services Administration.

Center for Substance Abuse Treatment (2009). Substance abuse treatment: addressing the specific needs of women. Treatment Improvement Protocol (TIP) series 51 (HHS Publication No. SMA 09-4426). Rockville, MD: Substance Abuse and Mental Health Services Administration.

Center for Substance Abuse Treatment (2008). An Introduction to mutual support groups for alcohol and drug abuse. Substance abuse in brief fact sheet. Spring, Vol. 5., Issue 1. (HHS Publication No, SMA 08-4336). Rockville, MD: Substance Abuse and Mental Health Services Administration

Center for Substance Abuse Treatment. (2004). Substance use disorders: A guide to the use of language. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Useful Websites:

American Society of Addiction Medicine (ASAM): <http://www.asam.org/>

Recovery Research Institute: <https://www.recoveryanswers.org/>

Faces and Voices of Recovery: <http://www.facesandvoicesofrecovery.org/>

Motivational Interviewing: <http://motivationalinterviewing.org/>

National Institute on Alcohol Abuse and Alcoholism (NIAAA): <http://www.niaaa.nih.gov/>

National Institute of Drug Abuse (NIDA): <https://www.drugabuse.gov/>

Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>