

***EDUC G310-Addictions Counseling***  
**INDIANA UNIVERSITY-BLOOMINGTON**  
**Department of Counseling and Educational Psychology**

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**Office Hours:** Tuesdays 3:45-4:45 or by appointment

**Course Overview**

**Course Description:**

This course is a survey of the field of counseling for addictive behaviors. The focus will be largely on alcohol and other drug use. Course topics will include models and theories of addiction, psychological processes and addiction, diversity and health disparities in addiction, and prevention and treatment models. Throughout the course, students will be encouraged to challenge common conceptualizations of addictions as portrayed in our society.

**Learning Objectives:**

- Demonstrate knowledge of alcohol and other drug use in the United States
- Demonstrate knowledge of the differences between alcohol and other drug use and substance use disorders
- Demonstrate knowledge of the neurobiological and genetic principles of addiction
- Demonstrate knowledge and be able to apply psychological processes to addiction
- Demonstrate knowledge of diversity and addiction, including health disparities
- Develop a basic understanding of empirically supported prevention and treatment models for addiction
- Demonstrate ability to synthesize and apply empirical research literature to inform and develop a research paper (e.g., integrate population level statistics on alcohol and other drug use with the social science literature on prevention and treatment).

**Instructional Methods:**

Multiple instructional methods will be utilized to maximize student learning. These will include lectures, small and large group discussions, video, and group projects.

**Required Text:**

There is one required textbook for this class. Other required readings will be available on Canvas.

Lassiter, P. S., & Culbreth, J. R. (Eds.). (2017). <i>Theory and Practice of Addiction Counseling</i> . Thousand Oaks, CA: SAGE Publications.
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**Course Policies**

**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](http://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. I also encourage you to visit the School of Education's website on plagiarism, which includes a tutorial to prevent accidental plagiarism:

<https://www.indiana.edu/~academy/firstPrinciples/index.html>. Your Final Paper will be checked for plagiarism using Turnitin.com.

### **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 service 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](http://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](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.

**Bias-Based Incidents & Reporting:** Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Report it by submitting a report online ([biasincident.indiana.edu](http://biasincident.indiana.edu)) or calling the Dean of Students Office (812-855-8187).

### **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 ample warning of any alterations. Please regularly check Canvas for any announcements related to the syllabus or course schedule.

## **Course Expectations**

### **Course Responsibilities:**

I promise to give 100% effort towards fulfilling my responsibilities. I will: guide you through this course content at an appropriate pace; encourage your participation and engagement every day; set clear guidelines for all assignments, grade and return assignments quickly, offer meaningful feedback that helps you grow as a student; respond quickly (24-48 hours) to emails; make myself available for questions, feedback, and support; and respect you at all times.

I expect you to give 100% effort towards fulfilling your responsibilities. You must: take active control of your progress and growth in this course, come prepared for class every day, engage meaningfully with the reading, contribute relevant comments to class discussion, take notes and listen actively to each other and to me, ask for help when you need it, seek support when necessary, and demonstrate respect for classmates and instructor at all times.

**Important!** If you are unsure about *anything* in this course, the syllabus, or the assignments, please do not hesitate to consult me. I would rather you err on the side of consulting me too often than to misunderstand anything I have written or said.

### **Canvas and e-mail:**

Course announcements, assignments, and updates to the syllabus will be provided on Canvas. It is expected that you utilize Canvas to ensure that you are up to date with all class material and information. The required readings will also be available on Canvas. Lastly, you are strongly encouraged to contact the instructor with any questions or concerns. Please email me directly with questions ([natjstev@indiana.edu](mailto:natjstev@indiana.edu)); I aim to respond within 24 to 48 hours during the work week, a bit longer if you email me on a Friday night. *If you do not hear back after 48 hours, please send a second message.*

### **Reading:**

There is one required text for this class and additional readings will be provided in Canvas. Completing assigned readings will be necessary to do well in the course. It is important that you stay current with the reading and come to class ready to discuss the topics outlined in your syllabus.

**Cell Phone/Texting/Laptop Policy:** When class begins, please silence your cell phone. Loud sounds and/or vibrations from these devices are extremely disruptive to our educational environment. You may not send text messages during class. Students will be allowed to use laptops to take notes and for in class activities, but upon discovery of improper use during class (e.g., Facebook, surfing the internet), I will deduct points from your participation grade. ***Please note that I may not inform you if I observe you texting or using other social media during class, but will deduct points.*** Please do not email the instructor during class (your emails are time-stamped).

**Plagiarism:** All assignments that you turn in for this course must be your original work. Anytime you quote someone or borrow an idea, you need to appropriately cite the resource using APA style. You can find information on how to cite sources at <http://www.indiana.edu/~libinstr/cite/>. Please note that plagiarism or any other type of academic dishonesty could result in a zero on the assignment and/or failure of the course. As noted above, the Turnitin.com feature is enabled in Canvas for the research paper assignment.

**Late Work:** Late assignments will not be accepted. Thus, it is in your best interest to plan ahead for your assignments. If you have an extenuating circumstance, please contact me in advance of the due date (at least 72 hours) and I may make an exception. Only legitimate excuses with proper documentation will be accepted.

## Course Assignments

### **Class Participation and Attendance (10%):**

Attendance and participation will be assessed throughout the semester and constitutes 10% of your final grade. You are strongly encouraged to actively participate in class, as contributions are necessary and will enable you and the class (including the instructor) to get the most out of this course. This means that you should come to class prepared by having read and completed assigned materials. Participation also includes asking questions, making comments, giving feedback, reflecting aloud, and in essence, being active in the experience of our class. By doing so, you will help to create and maintain an open learning environment. If you have concerns about your level of participation, please do not hesitate to contact me for feedback.

Arriving late or leaving early will be considered an absence. Students will be allowed to miss **two classes** without losing points. You will be held responsible for obtaining information and material covered in classes that you miss. **Students who miss class due to an unexcused absence after the two allotted absences will lose points.** To qualify as an excused absence, **I must be notified of the absence BEFORE the beginning of class and it must be a valid excuse (such as an illness or emergency) with supporting documentation.** Each additional absence will result in a 5 point deduction in your participation grade.

**Entrance Tickets (15%):** Entrance tickets will be completed via Canvas discussion and include an original post and a response to a classmate’s post. Each entrance ticket will be a total of 3 points (2 points for the original post and 1 point for your response to a classmate’s post).

***Original Post:***

Weekly entrance tickets provide you with an opportunity to highlight course material that spurred your thinking. Entrance ticket original posts will be due by Monday at 11:59pm and should include the following:

- 1) **Two comments on the reading.** Comments can be things you found interesting or important from the reading (and WHY you found them interesting/important), connections to other readings/class materials, etc. They should demonstrate critical engagement with the readings.
- 2) **One question you still have, or a discussion question for the class.**

Entrance Ticket Posts are graded on a three point scale (0, 1 or 2 points). Over the course of the semester, there will be 14 opportunities for entrance tickets. Your lowest 2 scores will be dropped. A partial response is worth up to 1 point. If I cannot tell from your response whether or not you read the assigned pages (e.g., your response does not mention a specific finding from the readings), you will receive a zero. Because your lowest 2 scores will be dropped, late submissions will not be accepted.

***Entrance Ticket Response:***

Following your own submission, you are expected to comment on another classmate’s post within the following week. This is due at the time of your next post, 11:59pm the following Monday. Late submissions will not receive credit. You will earn 1 point for providing an insightful comment on your classmate’s post. Example responses could be connecting what they wrote to your own experiences, expanding on what they found interesting, drawing connections between what you and your classmate wrote, providing an answer to one of their questions, etc. Do not simply state that you also found something interesting. Instead, elaborate and show that you are engaged in their response and the reading.

**Substance of the Week Presentation and Fact Sheet (5%):**

On the first day of class you will be assigned to a small group of 2-3 students. As a group, you will develop a presentation and 1-2 page fact sheet on an addictive substance (e.g., Marijuana). This assignment is worth 5% of your grade. You will prepare a 5-10 minute PowerPoint presentation that covers the information on your fact sheet. Presentations will start beginning Week 3 of class and take place on Tuesdays at the beginning of class. Each week has been assigned a “Substance of the Week”- this is the week the presentation for that substance will occur. Your fact sheet must be emailed to me 24 hours before class so that I have time to print it for the class.

Your presentation and fact sheet should include the following information:

- Name: the “official” name and common slang terms (keep it to 5 or so)
- A picture of the substance (**Do not** include pictures of people using the substance)
- How it is used
- Intoxication effects
- Effects of long-term use
- Withdrawal symptoms
- Prevalence of use (from National Studies)
- 3-5 additional interesting facts
- Treatment options

**Addictions Research Project (30%):**

You will write a 5-6 page paper (12pt font, Times New Roman, double spaced, 1 inch margins) on an addiction topic. This project will include 3 separate assignments (a) a research paper outline, (b) a draft, and (c) your final paper. The purpose of breaking this into three assignments is to help break up the amount of work you will be doing and allow me to provide you with feedback along the way. You can choose a topic that is interesting to you, as long as it is appropriate and relevant to the course material. Topics might include drug control policy in the US, alcohol and other drug use in a specific population, or an in-depth review of a prevention or treatment method. Feel free to check with me on your topic before you begin.

**Outline Guidelines (5%):** Your outline should include an abstract (APA format) of the whole paper followed by an outline that includes the main points of each section. At the end of the outline you should list at least 10 references you plan to use. An APA formatted abstract is a summary of your paper and is 150-250 words. You will also include 3-5 key words that describe your paper. I will provide guidance on the best sources to use for a research paper and am happy to cover APA format, if necessary. **A hard copy will be due in class.**

**First Draft Guidelines (10%):** Your draft should be a nearly complete paper (at least 4 pages long). I will provide you with feedback on your draft. You can include specific questions that you have for me at the end of your draft (not included in the 4 page limit). **A hard copy will be due in class. Also upload your paper on Canvas.**

**Final Paper Guidelines (15%):** Your final paper should be written in APA style with **at least 10 references**. The length should be 5-6 pages, **NOT INCLUDING** the title, abstract and reference pages. **You are expected to turn in your original draft with my feedback along with your final draft. A hard copy of both will be due in class. Also upload your paper on Canvas.**

**Exams (20% each):** There will be two exams in this class. Exams will be a combination of multiple-choice and short answer questions. Exams will cover content presented in lecture, class activities, and in the readings. I will provide you with an exam review guide.

**Grade Breakdown by Assignment:**

- 10% Attendance and participation
- 15% Entrance Tickets
- 5% Substance of the Week Presentation and Fact Sheet
- 5% Research Paper Outline
- 10% Research Paper Draft
- 15% Final Research Paper
- 20% Exam 1
- 20% Exam 2

**Final Grading Scale:**

Percentage	Grade	Percentage	Grade
98-100%	A+	73-77%	C
93-97%	A	70-72%	C-
90-92%	A-	68-69%	D+
88-89%	B+	63-67%	D
83-87%	B	60-62%	D-
80-82%	B-	59% and below	F
78-79%	C+		

**Course Schedule: (T = Tuesday; R = Thursday)**

Dates	Topic	Reading/Handout
<b>Ticket in the door/Responses due at 11:59pm on Mondays!</b>		
Week 1 8/27 & 8/29	Introduction, Language of Addiction, Historical Perspectives	Lassiter & Culbreth Chapters 1 & 2 (R)
Week 2 9/3 & 9/5	Alcohol and Other Drugs: Epidemiology	Drinking Definitions (T) DSM5 Criteria for Substance Use Disorders (R); Chartier & Caetano (2010) (R)
Week 3 9/10 & 9/12	Theories of Alcohol and Other Drug Use: Biological  Substance of the Week (SotW): Alcohol	Lassiter & Culbreth Chapter 3 & John Hopkins news article (on Canvas)(T)
Week 4 9/17 & 9/19	Theories of Alcohol and Other Drug Use: Developmental Approaches  SotW: Nicotine (including traditional and electronic cigarettes)	Lassiter & Culbreth Chapters 6 (T) & 7 (R)
Week 5 9/24 & 9/26	Prevention <b>Research Paper Outline Due (Thursday)</b>  Substance of the Week: Marijuana	Catalano, Haggerty, Hawkins, & Elgin (2011) (T)

Week 6 10/1 & 10/3	Theories of Alcohol and Other Drug Use: Sociological  SotW: Cocaine	Lassiter & Culbreth Chapter 8 (T)
Week 7 10/8 & 10/10	<b>Exam #1 (Tuesday)</b> <b>*No Entrance ticked due this week</b>  Evidence-Based Treatment	Sorensen, Hettema, & Larios (2009) & NIDA (2009) website (R)
Week 8 10/15 & 10/17	Transtheoretical Model for Change  SotW: Amphetamine and Methamphetamine	Lassiter & Culbreth Chapter 10 (R)
Week 9 10/22 & 10/24	Motivational Interviewing  SotW: Benzodiazepines and Anxiolytics	Lassiter & Culbreth Chapter 11 (T)
Week 10 10/29 & 10/31	Harm Reduction  SotW: Heroin and other opioids	Lassiter & Culbreth Chapter 12 (T)
Week 11 11/5 & 11/7	<b>Research Draft Due (Tuesday)</b> <b>*No Entrance ticked due this week</b> Cognitive Behavioral Approaches	Lassiter & Culbreth Chapters 13 (T)
Week 12 11/12 & 11/14	12-Step Facilitation  SotW: Hallucinogens	Lassiter & Culbreth Chapter 14 (T)
Week 13 11/19 & 11/21	Relapse Prevention  SotW: Club Drugs	Lassiter & Culbreth Chapter 18 (T)
Week 14	<i>No Class – Thanksgiving Break</i>	
Week 15 12/3 & 12/5	Group Work <b>Research Papers Due (Thursday)</b> <b>*No Entrance ticked due this week</b>	Lassiter & Culbreth Chapter 17 (T)
Week 16 12/10 & 12/12	Behavioral Addictions	Lassiter & Culbreth Chapter 16 (T)
12/12	<b>Final Exam opens ONLINE after class.</b>	
12/17	<b>Final Exam due ONLINE by 11:59pm.</b>	