

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

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Office: Education Building, Room 4054

Office Hours: Mondays 4-5pm (except 9/24) and By Appointment

Introduction:

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
- Ability to synthesize and apply empirical research literature to inform and develop a research paper (e.g., integrate populations 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, and group projects.

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. I also encourage you to visit the School of Education 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 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.

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) 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.

Required Text:

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

Additional Required Readings Available in Canvas:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders 5th Edition*. Arlington, VA: American Psychiatric Association. (Excerpts from Substance-Related and Addictive Disorders)

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.

Chartier K. & Caetano R. (2010) Ethnicity and health disparities in alcohol research. *Alcohol Research & Health*, 33, 152-160.

Tapia, M. I., Schwartz, S. J., Prado, G., Lopez, B., & Pantin, H. (2006). Parent-centered intervention: A practical approach for preventing drug abuse in Hispanic adolescents. *Research on Social Work Practice*, 16(2), 146-165. doi: <http://dx.doi.org/10.1177/1049731505282205>

Resources:

Johnston, L.D., O'Malley, P.M., Bachman, J.G. & Schulenberg, J.E. (2018). *Monitoring the Future national results on adolescent drug use: Overview of key findings, 1975-2017*. Ann Arbor: Institute for Social Research, The University of Michigan.

Substance Abuse and Mental Health Services Administration. (2017). *Key substance use and mental health indicators in the United States: Results from the 2016 National Survey on Drug Use and Health* (HHS Publication No. SMA 17-5044, NSDUH Series H-52). Rockville, MD: Center for Behavioral Health Statistics and Quality, Substance Abuse

and Mental Health Services Administration. Retrieved from <https://www.samhsa.gov/data/>

Course Expectations

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 instructors with any questions or concerns. Please email me directly with question; 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. It is important that you stay current with the reading and come to class ready to discuss the topics outlined in your syllabus.

Class Participation and Attendance:

Your overall level of participation will be assessed throughout the semester. 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 the instructor(s) for feedback.

Attendance and punctuality are expected. Students who miss class due to an unexcused absence will lose points. You will be held responsible for obtaining information and material covered in class as well. 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.** Students will be allowed to miss three classes without losing points. Each additional absence will result in a 5 point deduction in your attendance grade.

Cell Phone/Texting/Laptop Policy: When class begins, please turn your cell phone and/or pager to the off or mute position. Loud beeps, sounds, songs, and rings 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(s) during class (your emails are time-stamped).

Plagiarism: All assignments that you turn in for this course should 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.

Course Assignments

Entrance Tickets:

Weekly entrance tickets provide you with an opportunity to highlight course material that spurred your thinking. Entrance tickets should be formatted as follows:

- 1) **List 2 points you found interesting or important from the reading**
- 2) **List 2 questions that you want to learn more about**

Entrance Tickets are worth 10% of your grade and are graded on a three point scale (0, 1 or 2 points). They will be due by 11:59 pm the day before Tuesday's class. Please submit via Canvas assignments. Late Entrance Tickets will not be accepted. Over the course of the semester, there will be 14 opportunities for entrance tickets. To receive credit, you should complete 12 of 14 entrance tickets. If you do not submit a reflection by the 11:59 pm deadline you will receive a zero. 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.

Substance of the Week Presentation and Fact Sheet: 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 10% of your grade. You will prepare a 5-10 minute presentation. Presentations will start beginning Week 3 of class and take place on Tuesday 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 presentation and fact sheet should include the following information:

Name- the "official" name and common slang terms (keep it to 5 or so)

Intoxication Effects

Withdrawal Symptoms

Prevalence of Use (from National Studies)

3-5 additional interesting facts

Treatment options

Addictions Research Project:

This project will include 2 assignments (a) a research paper outline and (b) a 5 page paper on an addiction topic. Topics might include drug control policy in the US, alcohol and other drug use in a specific population, in-depth review of a prevention or treatment method.

Outline Guidelines: Your outline should include an abstract (APA format) of the whole paper followed by an outline the mains 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 have 3-5 key words that describe your paper.

Paper Guidelines: Your paper should be written in APA style with **at least 10 references**. I will provide guidance on the best sources to use for a research paper. The 5 pages **DO NOT** include the title, abstract and reference pages. **Late papers will incur a full grade deduction and will not be accepted if they are more than a week late.** Thus, it is in your interest to plan ahead and ensure assignments are turned in on time. I am willing to review a rough draft of your paper, but you must get it to me at least 14 days before the final due date.

Exams: Exams will be a combination of multiple choice questions and short answer questions. Exams will cover content presented in lecture, class activities, and in the readings. The final exam will be cumulative.

Grade Breakdown by Assignment:

- 5% Attendance and participation
- 10% Entrance Tickets
- 10% Drugs of Abuse Presentation and Fact Sheet
- 5% Research Paper Outline
- 20% Research Paper
- 15% Exam 1
- 15% Exam 2
- 20% Final Exam

Final Grading Scheme:

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

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

Dates	Topic	Reading/Handout
Week 1 8/21 & 8/23	Introduction & Historical Perspectives	Lassiter & Culbreth Chapters 1 (T) & 2 (R)
Week 2 8/28 & 8/30	Alcohol and Other Drugs: Epidemiology	Drinking Definitions Handout (T) DSM5 Criteria for Substance Use Disorders (R); Chartier & Caetano (2010) (R)
Week 3 9/4 & 9/6	Theories of Alcohol and Other Drug Use: Biological Substance of the Week: Alcohol	Lassiter & Culbreth Chapter 3 (T)
Week 4 9/11 & 9/13	Theories of Alcohol and Other Drug Use: Developmental Approaches Substance of the Week: Nicotine	Lassiter & Culbreth Chapters 6 (T) & 7 (R)
Week 5 9/18 & 9/20	Prevention Substance of the Week: Caffeine Research Paper Outline Due	Catalano, Haggerty, Hawkins, & Elgin (2011) (T)
Week 6 9/25 & 9/27	Theories of Alcohol and Other Drug Use: Sociological Exam #1 (Thursday)	Lassiter & Culbreth Chapter 8 (T)
Week 7 10/2 & 10/4	Family Processes Substance of the Week: Marijuana	Lassiter & Culbreth Chapter 9 (T) Tapia, et al., 2006 (R)
Week 8 10/9 & 10/11	Transtheoretical Model for Change Substance of the Week: Cocaine	Lassiter & Culbreth Chapter 10 (T)
Week 9 10/16 & 10/18	Motivational Interviewing Substance of the Week: Amphetamine and Methamphetamine	Lassiter & Culbreth Chapter 11
Week 10 10/23 & 10/ 25	Harm Reduction Substance of the Week: Heroin and other opioids	Lassiter & Culbreth Chapter 12
Week 11 10/30 & 11/1	Cognitive Behavioral Approaches Substance of the Week: Benzodiazepines and Anxiolytics	Lassiter & Culbreth Chapters 13
Week 12 11/6 & 11/8	12-Step Facilitation	Lassiter & Culbreth Chapter 14
Week 13 11/13 & 11/15	Relapse Prevention Exam #2 (Tuesday) Substance of the Week: Hallucinogens	Lassiter & Culbreth Chapter 18
Week 14 11/27 & 11/29	Group Work Research Papers Due (Thursday)	Lassiter & Culbreth Chapter 17
Week 15 12/4 & 12/6	Behavioral Addictions Substance of the Week: Club Drugs	Lassiter & Culbreth Chapter 16
12/13	Final Exam- Thursday 12:30-2:30 p.m.	