



**Addiction Counseling  
COUN 5025  
Spring 2022 Semester  
Three Credit Hours**

**Contact Information**

**Instructor:** *Samantha Airhart-Larraga, Ph.D., LPC-S (Texas), LCDC (Texas), NCC*

**Email Address:** *larraga@ulm.edu*

**Office Hours:** *by appointment*

**Preferred mode of communication with instructor:** *email*

**Please Note:** All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

**Course Description**

A survey of current theories and practices of addiction counseling, including etiology, definitions, and treatment.

**Prerequisites**

None.

**Course Objectives**

<b>Objectives</b>	<b>CACREP Standards</b>
<b><u>This course is designed to enable the student to:</u></b>	
Students will gain an understanding of the counseling profession and its specialty areas to include theories and etiologies of addiction and addiction behavior, multidimensional case conceptualization and treatment planning, and diagnostic classifications system.	
Students will demonstrate understanding of a variety of helping strategies for reducing the negative effects of addictive disorders to include multicultural and pluralistic characteristics and spiritual beliefs.	
Understand addiction counseling theories, models and strategies.	
Identify crisis intervention, trauma-informed, and community-based strategies, suicide prevention strategies and diagnostic processes related to addictive behaviors.	
<b><u>Students will learn the following CACREP standards:</u></b>	

	<b>Addiction Counseling 5.A.</b>
theories and models of addiction related to substance use as well as behavioral and process addictions	1.b.
principles and philosophies of addiction-related self-help	1.c.
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1.d.
potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders	2.b.
factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders	2.c.
regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling	2.d.
importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process	2.e.
role of wellness and spirituality in the addiction recovery process	2.f.
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	2.i.
cultural factors relevant to addiction and addictive behavior	2.j.
professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling	2.k.

### **Course Topics**

Models of Addiction  
 Substance Addictions  
 Process Addictions  
 Assessment of Addictions  
 Diagnosis of Substance-Related and Addictive Disorders  
 Treatment of Addiction

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Working with Comorbid Disorders  
Group Counseling for Addiction  
Addiction Pharmacotherapy  
Twelve Step Programs  
Maintenance and Relapse Prevention  
Addiction and Families  
Prevention Programs  
Working with Other Abled and Addiction  
Ethnic Diversity and Addiction  
Gender, Sex and Addiction  
LGBTQ+ and Addiction

### **Instructional Methods and Activities**

**Online Training (25 points):** Each student will complete an online training designed to deepen students' knowledge and skills in addictions counseling. Training: **Understanding Substance Use Disorders:** <https://healthknowledge.org/course/view.php?id=307>

- a. *Students will need to register for a free account at: <https://healthknowledge.org>*
- b. Print the certificate of completion and submit via Moodle

**Self-help or 12-Step Meeting Attendance Reflection Paper (25 Points):** Students will attend two 12-step program meetings over the duration of the semester. These may include AA, NA, Al-Anon, Nar-Anon, OA, SAA, GA meetings. Meetings can be online or in person (please practice COVID precautions). Students will write a 2-3 page paper reflecting on their feelings and experiences at the different meetings. Students may comment on their feelings prior to attending the meeting (include type and location of meeting), meaningful moments during the meeting (and links to course material), and subsequent thoughts after attending (insight, self-awareness, increased empathy, etc.). Students should feel free to express both positive and negative reactions to the experience, but please be reminded that the anonymity of all parties (such as meeting participants) must be respected. Use correct APA style in your writing. *Rubric for assignment posted on Moodle.*

- A. To find an AA or NA meeting:
  1. Go to [www.aa.org](http://www.aa.org)
  2. Click on the tab "Meetings" and "Meeting Search"
  3. Under Meeting Criteria, set Meeting Type to **Open**
  4. Type in your zip code and distance you are willing to travel
  5. Select a group and read the "details" link to find more information
  6. Internet information is not always up-to-date. Students are encouraged to call the AA central office in their area to confirm information.
- B. TO FIND AN AL-Anon meetings in Louisiana go to <http://www.la-al-anon.org/meeting-schedules.html> (or google al anon and your city).
- C. To find other 12 step programs make sure to google that program and your city.

Guidelines for visiting self-help and 12-step meetings:

1. *Only attend "open" meetings which can accommodate visitors. "Closed" meetings are limited to individuals in recovery and involved in a particular program.*

2. *You should ask before you go to a meeting or immediately upon arrival. If the chair asks for introductions, you may want to introduce yourself as a visitor, such as a student wanting to learn about addiction.*
3. *Do not lie, but do not advertise that you are “here for a class” as that may minimize the experience of other members.*
4. *Do not take notes during the meeting. Remember that the anonymity of all participants should be respected during the meeting and in any evaluation process following the experience.*
5. *Be respectful of the members of the group and appreciative for letting you be there.*
6. *As a reminder you represent the counseling program as well as ULM in your activities outside of class. Any conduct that does not adhere to the standards of the department or ULM will be dealt with according to University and departmental policy.*

**Behavioral Change Project (50 points):** This exercise is designed to help you experience some of the feelings/thoughts that individuals with SUD experience when they quit their drug or behavior of choice. This exercise requires that you commit to a behavioral change, selecting an activity that is typically very enjoyable or rewarding. You want to choose an activity that is a frequent “indulgence” not necessarily a problem behavior you are trying to rid yourself (e.g., caffeine, coffee, social media, eating sweets, buying coffee at a coffee shop, watching television, cell-phone usage) for a period of **6 weeks**. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. *Rubric for the assignment posted on Moodle.*

This assignment has two parts:

- **Part 1: Write a “Goodbye Letter to my Behavior:” (15 points)** Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins. This 2 page paper (APA format to include a cover page) is to be written to the behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 6 areas:
  - Reasons for choosing this substance / behavior.
  - What substitutes will you employ for this substance / behavior.
  - Obstacles you anticipate arising over the next 5 weeks that may interfere with your abstinence.
  - Supports that you will use to help you achieve abstinence.
  - What you anticipate will be the most difficult part of this experience.
  - What are your initial thoughts / feelings about this project?
- **Part 2: Reflection paper: (35 points)** This is to be a 2 to 3 page paper describing the experience:
  - What obstacles occurred through the course of the 6 weeks?
  - What did you notice triggers the cravings for this substance / behavior?
  - What was your stage of change at the beginning of this project?
  - What is your stage of change now?
  - In what ways did abstaining impact you? Physically, socially, emotionally, and spiritually
  - How did your support system help or hurt you in your abstinence?
  - What did you learn about addiction, behavior changing, and abstinence through this project?

**Addictions Case Conceptualization and Treatment Plan Presentation (90 points):** Students will present a case conceptualization and treatment plan based on a character from one of these approved movies (options: Rachel Getting Married, 28 Days, Shattered Spirits, Country Strong, When a Man Loves a Woman, Half Nelson, Walk the Line, A Star is Born). For other options, please email the instructor with movie choice. The presentation must be 20 minutes and must incorporate a multimedia component such

as PowerPoint or Prezi. The presentation must not be a narrated PowerPoint - instead, the student is to record themselves presenting. Students are required to incorporate **7 outside sources** (peer-reviewed journal articles) in their presentations. The references should be listed at the end of your presentation using APA 7 formatting. Use the following journal article to guide your case conceptualization: **Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. The Professional Counselor, 10, 327-336. Rubric for assignment posted on Moodle.**

The presentation should address the following:

- Description of the client including:
  - demographic information,
  - family information,
  - legal information,
  - medical information,
  - multicultural information.
- Presenting Problem
- Predisposing Factors
- Precipitating Factors
- Perpetuating Factors
- Protective Factors
- Theory of Addiction to Explain the Client’s Substance Use Disorder
- DSM-5 Substance Use Disorder Diagnosis:
  - include DSM-5 criteria that justifies this diagnosis versus another diagnosis
  - make sure to include any co-morbid diagnosis (e.g., SUD & MDD)
- Therapeutic approach to working with the client (theory of addiction counseling)
- SMART Treatment Plan:
  - **Two** goals (must connect to the therapeutic approach), **two** objectives per goal, **two** interventions per objective

**Weekly Discussion Board (110 points):** Students will be expected to participate in the weekly discussion board (on the weeks when there is an assignment due, there will be NO discussion board requirement). For discussion board weeks, a prompt will be posted to the discussion board. Students will respond to the discussion board prompt **citing the book or other outside resource(s) to support their response**. The response should be minimum of 1 complete paragraph, no more than 2 paragraphs. Students are expected to respond to one peer’s post (only 1 peer response is required but more are welcome). As with all classroom and online discussion, ***please be kind and respectful.*** *Rubric for the discussion board posted on Moodle.*

### Evaluation and Grade Assignment

Activity	Points
Online Training	25 points
Self-Help / 12-Step Meeting Attendance Reflection Paper	25 points
Behavioral Change Project Part 1 (Goodbye Letter)	15 points
Behavioral Change Project Part 2 (Reflection Paper)	35 points
Addictions Case Conceptualization and Treatment Plan Presentation	90 points

Weekly Discussion Board	110 points
Total	300 points

**Grades will be assigned as follows:**

**A = 270 to 300 points**

**B = 240-269.975 points**

**C = 210-239.975 points**

**D = 180 to 209.975 points**

**F = 0 to 179.975 points**

**Class Policies and Procedures**

**Required Reading and Textbook(s):**

Capuzzi, D., & Stauffer, M.D. (2020). *Foundations of addictions counseling* (4<sup>th</sup> ed.). Pearson.

**Recommended Textbook(s):**

Perkinson, R.R., Jongsma, A.E., & Bruce, T.J. (2014). *The addiction treatment planner*. Hoboken, NJ: Wiley.

**Required Articles:**

Pantoja-Patino, J. R. (2020). The socio-multidimensional sexual and gender minority oppression framework: A model for LGBTQ individuals experiencing oppression and substance use. *Journal of LGBT Issues in Counseling, 14*(3), 268.

Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. *The Professional Counselor, 10*, 327-336.

Substance Abuse and Mental Health Services Administration. (2020, March). *Treatment improvement protocol (TIP) series, no. 42: Substance use treatment for persons with co-occurring disorders*. U.S. Department of Health and Human Services. [https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from\\_search\\_result](https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from_search_result)

## Course Calendar

Week	Assigned Readings for the Week	Assignments Due *** All Assignments due <u>Sundays</u> at 11:59 p.m.
January 10, 2022	Chapter 1 (Capuzzi & Stauffer)	<b>Discussion Board 1</b>
January 17, 2022	Chapters 2 & 3 (Capuzzi & Stauffer)	<b>Online Training</b>
January 24, 2022	Chapter 4 (Capuzzi & Stauffer)	<b>Discussion Board 2</b>
January 31, 2022	Chapter 5 (Capuzzi & Stauffer)  Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. <i>The Professional Counselor, 10</i> , 327-336.	<b>Behavioral Change Project Part 1</b>
February 7, 2022	Chapter 6 (Capuzzi & Stauffer)	<b>Discussion Board 3</b>
February 14, 2022	Chapters 7 & 8 (Capuzzi & Stauffer)	<b>Discussion Board 4</b>
February 21, 2022	Chapter 9 (Capuzzi & Stauffer)	<b>Discussion Board 5</b>
February 28, 2022	Chapters 10 & 12 (Capuzzi & Stauffer)	<b>Discussion Board 6</b>
March 7, 2022	Chapter 11 (Capuzzi & Stauffer)	<b>Discussion Board 7</b>
March 14, 2022	Chapter 13 (Capuzzi & Stauffer)	<b>Discussion Board 8</b>
March 21, 2022	Chapters 14 & 15 (Capuzzi & Stauffer)	<b>Self-help or 12-Step Meeting Attendance &amp; Reflection Paper</b>
March 28, 2022	Chapter 16 (Capuzzi & Stauffer)	<b>Discussion Board 9</b>
April 4, 2022	Chapter 17 (Capuzzi & Stauffer)	<b>Discussion Board 10</b>
April 11, 2022	Chapter 18 (Capuzzi & Stauffer)	<b>Behavioral Change Project Part 2</b>
April 18, 2022	<b>Spring Break</b>	

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April 25, 2022	Chapter 19 (Capuzzi & Stauffer)  Pantoja-Patino, J. R. (2020). The socio-multidimensional sexual and gender minority oppression framework: A model for LGBTQ individuals experiencing oppression and substance use. <i>Journal of LGBT Issues in Counseling</i> , 14(3), 268.	<b>Addictions Case Conceptualization and Treatment Plan Presentation</b>
May 2, 2022		<b>Discussion Board 11</b>



## **Other Policies and Procedures**

### **COVID-19 Guidelines :**

Thank you for setting a great example for our students. Your commitment to following mask mandate and social distancing guidelines has played a significant role in the reduction of the spread of the COVID virus at ULM.

Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus.

Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities.

As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#).

**Attendance Policy :** This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

**Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

**Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

**Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

**Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentssuccess/](http://www.ulm.edu/studentssuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).

**Emergency Procedures:** (N/A for online courses.)

**Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

**Grading and emailing:** Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have

passed with no respond, respectfully email instructor again.

**Late Policy:** No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

**Student Services :** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website : [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

**The Marriage & Family Therapy and Counseling Clinic: 318-342-5678**

Remember that all services are offered free to students, and all are strictly confidential.

*If you have special needs that I need to be made aware of, you should contact me within the first two days of class.*

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please

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contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

**How to use Moodle:**

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

**KPI Assessment Addictions Case Conceptualization and Treatment Plan Presentation  
COUN 5025 Grading Rubric**

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

**Assignment Specific Requirements and Professional Identity CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
	<b>Core 2.F.</b>	
theories and etiology of addictions and addictive behaviors	3.d	
essential interviewing, counseling, and case conceptualization skills	5.g	
developmentally relevant counseling treatment or intervention plans	5.h	
	<b>Addiction Counseling 5.A.</b>	
theories and models of addiction related to substance use as well as behavioral and process addictions	1.b.	
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1.d.	
importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process	2.e.	
role of wellness and spirituality in the addiction recovery process	2.f.	
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	2.i.	
cultural factors relevant to addiction and addictive behavior	2.j.	
	<b>CMHC 5.C.</b>	

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potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders 2.e.

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**Performance  
Level 1-5**

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**Average** (i.e., total scores divided by number of requirements/standards)

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**Percentage** (i.e., an average performance level of 3.5 will be  $3.5/5 = 70\%$ )

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**Total  
Points** (i.e., syllabus assigns 30 points to assignment –  $70\% = 21$  points)

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