

disorders and will be familiar with assessment instruments and differential diagnostic criteria. Students will also gain an understanding of the issues related to dual-diagnosis and special populations.

5. To introduce techniques in treating problematic addictive behaviors. Students will be familiar with the stages of change process as well as motivational interviewing, harm-reduction, and relapse prevention. Established practices will be discussed, including individual, group, family, and 12-step self-help groups.
6. To help students integrate theory, practice, and personal experiences to develop their own personal professional stance/orientation.

Student Responsibilities

Triggers: In this class you will be reading about, watching, and discussing substance use. **Be aware of getting triggered!** If you have personal history with substance use, please be sure that you are keeping yourself safe by seeking the support you need.

Attendance: Class attendance is expected. Students are allowed one absence without penalty. All subsequent absences will result in the deduction of three points from the final grade. Students are expected to arrive to class on time. Three tardy arrivals will be considered one absence. Students are responsible for obtaining any missed class notes, materials, or assignments.

Assignments: It is your responsibility to turn in assignments at the beginning of class on the scheduled date per the course schedule. Ten percent will be deducted for each calendar day an assignment is late. Please contact me as soon as possible if you will not be able to turn in an assignment on time.

Confidentiality: We may occasionally deal with very personal and sensitive matters. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

Electronic Communication Devices: Please ensure that any mobile phones, pagers, **AND LAPTOPS!!!** are turned off during class.

Academic Integrity: Academic honesty is fundamental to the activities and principles of the Wake Forest University. Any effort to gain advantage not provided to all students violates the university's honor code. Such a violation is a serious offense, the consequences of which range from probation to expulsion. It is the instructor's responsibility to uphold fairness for all students. Any questions or issues concerning the honor code should be brought to the instructor's attention immediately. You are expected to complete all work for this course in compliance with the Wake Forest Academic Honor Code. You can find information on the Honor Code at: <http://graduate.wfu.edu/GSDocuments/GradStudentHandbook.pdf> and at http://graduate.wfu.edu/GSDocuments/GradSch_HonorCode_1106.pdf

Accommodations

Students who require any accommodations for any aspect of this course should notify the instructor immediately. To receive accommodations, students must first be registered with the Disability Services <http://www.wfu.edu/lac/disability-svcs.html>.

Course Assignments & Grading

Grades will be posted on Blackboard after every assignment, so you can check your grade throughout the semester.

Assignment	Points Each	Total Points
Reading summaries (12)	2	24
Speaker blackboard posts (4)	2	8
Abstinence Project	10	10
AA reflection papers (3)	5	15
Group presentation	13	13
Final project	25	25
Class Participation & Attendance	5	5
TOTAL	100	100

Final grades will be awarded based on the following grading scale:

93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	60-69	0-59
A	A-	B+	B	B-	C+	C	C-	D	F

Course Assignment Descriptions

1. Reading summaries (2 points each; Total points = 24)

Weekly, turn in a 1-2 page summary of the week's reading assignments. These are in lieu of mid-term and final exams and should reflect not only a summary of the content, but also your reactions to the content. For example: What was surprising? What made sense? What didn't make sense? How does this fit with your own experience, with your counseling philosophy? Summaries are to be in APA format, double-spaced, 12 point, Times Roman. Because life happens, you only need to turn in **summaries for 12 of the 14 classes**. Printed summaries due at the beginning of each class.

2. Speaker blackboard postings (2 points each; Total points = 8)

Within your blackboard group, post responses/reflections about guest speakers **for 4 out of 5 speakers**. Postings do not need to be excessively long. They do need to be thoughtful and should demonstrate graduate-level reflection of the material.

3. Abstinence Project (Total points = 10)

Abstain from a particular food, substance, activity, behavior, etc. of your choosing, one of which has some value to you (i.e., it would be difficult for you to give up) for at least 2 months of the semester. Students will meet periodically in small in-class groups to process their experiences honoring (or not honoring) their abstinence contracts. As part of this assignment, I ask that you select a “sponsor” from class who you can confide in should you have difficulties remaining abstinent. Sponsors can be available outside of the class; however, it is up to the sponsor to make the determination of providing contact information (i.e., home phone, cell phone, etc.). That is, for purposes of this class if a sponsor does not want to be available outside of class, please respect his or her choice.

Contract: A written contract containing your name, your sponsor’s signature (if you choose to have one), and the item from which you have chosen to abstain (form will be provided) is due to the instructor by **Feb. 9**.

Reflection: Keep a journal with entries at least weekly about your experience. This journal will not be collected, but will help you when writing your final reflection paper. A 4-page reflection paper on what you learned and how you will use this in your counseling is **due April 27**.

Questions you might think about include:

- What was the greatest challenge in remaining abstinent from your substance, behavior, etc.?
- How did other people respond?
- Did anything surprise you?
- How did you feel and what did you think at your first self-help meeting?
- How did other people approach you?
- Were your preconceived notions or expectations confirmed? Disconfirmed? How so?

4. Self-help support/recovery group attendance (5 points each; Total points = 15)

Attend three open meetings of self-help support/recovery groups (or 3 meetings in addition to your home meeting if you are a person in recovery). Examples include Alcoholics Anonymous, Narcotics Anonymous, Al-Anon (for family and friends concerned about a family member’s problematic use). A list of possible groups in the greater Triad area can be found online. **Go to OPEN meetings only**. Speaker meetings are recommended initially. See me if you have questions.

Reflection: Write a 1 page summary for each meeting of what you learned. Include feelings about the meeting. Also, describe any feelings, issues, resistance you experienced before attending the meetings. Did you go alone? Why? Why not? What stood out for you? How will you use this experience in your counseling? Do not use any names (anonymity is essential), We will discuss meeting schedules in class. If you have attended a 12 step group on a regular basis, you are asked to attend other types of 12 step groups for this assignment. Write-ups due: March 16, 30, & April 13.

5. Group Presentation (Total points = 13)

25 minute presentations of one classification of drugs from the following:

1. CNS depressants: Alcohol
2. CNS depressants: Anxiolytics (benzodiazepines, barbituates)
3. Narcotics/Analgesics/Opioids (Heroin, codeine, morphine)
4. CNS stimulants: Cocaine
5. CNS stimulants: Nicotine & Caffeine
6. CNS stimulants: Amphetamines
7. Hallucinogens
8. Cannabinols
9. Inhalants
10. Anabolic steroids

Groups of 3-4 students per group. At least 1 of the group members should be from the opposite year class & at least 1 group member from school & 1 from community track in each group).

*Presentations should include:

- Brief overview of the common drugs within the category & drug action(s)
- Important facts for the counselor (street names, how taken, withdrawal symptoms, complications, age-related issues)
- Treatment issues and effective counseling approaches
- Handouts for the class are required with quick facts. Please include a list of pertinent websites & cite resources/references, especially use resources from the various government resources, e.g., NIAAA, NIDA, NIH, NIMH, SAMHSA.

Class presentations will be successfully completed when the group concisely describes pertinent facts about the drug, incorporates creativity, thoroughness, accuracy, resources & application of the information to counseling.

Grading Rubric for Group Presentation

	<u>Points</u>
Describes pertinent facts about drug	4
Demonstrates understanding of treatment issues & counseling approaches	4
Incorporates creativity	1
Handout (thorough, readable, accurate, resources included)	3
<u>Within time limit</u>	<u>1</u>
Total	13

6. FINAL PROJECT: Please choose one from the following two assignments (Weight = .25)

a. Research paper (12-15 pages)

The information on harmful compulsive behaviors and treatment is, unfortunately, too vast to cover completely in a semester. The purpose of this assignment is to give you an opportunity to independently explore at depth a topic that is of interest to you.

Write a 12-15 page paper on a topic approved by the instructor. Include at least eight articles from professional, peer-reviewed journals. Follow APA guidelines, including 12 point font and Times Roman. Writing should demonstrate the ability to organize information and arrive conclusions based on existing empirical evidence. This is NOT a creative writing project. The paper should not reflect personal opinions on a particular topic, but should be empirically grounded (or at least a summary of what others in the field have found). If you feel you must offer your opinion, please make sure that you indicate it is yours. Use quotes to a minimum.

Organization: The paper should be sub-divided into the following headings.

Review of existing literature.

Summarize what is currently known and, if possible, critique methods used to collect data. Include in your lit review why it is an important issue today and generally what is known in the literature (suggested limit: 6-8 pages)

Gaps in the Knowledge Base

Identify issues that we do not yet understand related to your topic and future research needs (suggested limit: 2 pages)

Implications for Clinical Practice

Based on the research literature, identify the treatment and intervention options that practitioners, agencies, and communities should consider and implement (suggested limit: 5 pages).

References

You should include at least 8 articles; however, for a paper this size you may need to include more.

Grading Rubric for CED 642 Research Paper

Literature Review (10 points)

- The specific issue is clear to the reader.
- A rationale for why the topic is an issue to be concerned with, studied, or emphasized
- Student summarizes literature appropriately (i.e., uses citations correctly, highlights key points in literature related to topic, avoids redundancy)
- Limitations of research briefly discussed

Gaps in the literature (4.5 points)

- Issues that we do not know related to the topic are clearly presented

Clinical Practice (4.5 points)

- Implications are clearly drawn from available evidence
- Opinions are kept to a minimum; if opinions are stated, it is clear they are the student's?

References (2 points)

- At least 8 references/articles
- At least 6 are after 1998
- At least 3 are empirical

APA style (2 points)

Grammar (2 points)

Total

25

--OR--

b. Case Study (12-15 pages)

Select a real-life, well-known individual to write up as a case study (possible case studies below). Imagine you are working with this person as a client. Envision what the process of working with this person would be like. The case study will include:

- Background information on the client’s life and how the addiction began
- AOD assessment of the presenting concern, including family history, risk of abuse/dependency, quantity and frequency of use, needs/defense mechanisms
- Description of possible co-occurring disorders and how these impact the addiction, if applicable
- Relevant strengths that can be used in counseling
- Treatment plan implementing short-term and long-term goals and interventions
- Relapse prevention plan.
- Brief literature review of issues related to drug of choice

Possible Case Studies

Sigmund Freud
Richard Pryor
Betty Ford
Bill Wilson
Marty Mann
Billy Carter
Anne Sexton
Henry VIII

Eugene O’Neill
Ernest Hemingway
F. Scott Fitzgerald
Alexander the Great
Judy Garland
Janis Joplin
Lillian Roth
John Belushi

Chris Farley
Johnny Cash
River Phoenix
Carrie Fisher
Kurt Cobain
Elvis Presley

Grading Rubric for Case Study

	<u>Points</u>
Engaging description of narrative	5
Demonstration of proper and thorough AOD assessment	8
Comprehensive treatment plan/relapse plan that clearly addresses AOD	8
Integration of elements learned throughout the course	2
<u>Grammar</u>	<u>2</u>
Total	25

Schedule of Classes and Assignments

Reading assignments are to be completed in advance of class.

Date	Topic/Class Activities	Readings Due/Assignments Due
Jan. 26	Introduction Review syllabus, requirements Moyers video: Portrait of Addiction Group exercise; sponsors for abstinence	Readings: <ul style="list-style-type: none"> • http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.section.61626 • Fisher & Harrison, Ch. 1: The role of the mental health professional in prevention and treatment
Feb. 2	Neuroscience of addiction & pharmacology intro Drug classifications, Models of Addiction <i>Guest Speaker: Tripp Greason, History of term "addiction"</i>	Readings: <ul style="list-style-type: none"> • Fisher & Harrison: Ch. 2: Classifications of drugs • Fisher & Harrison: Ch. 3: Models of addiction • Peele: Ch. 1: Why addiction is not a disease • <i>Optional:</i> http://www.drugabuse.gov/Scienceofaddiction/sciofaddiction.pdf
Feb. 9	Student Presentations: <ul style="list-style-type: none"> • CNS depressants: Alcohol • CNS depressants: Anxiolytics (benzodiazepines, barbituates) <i>Guest Speaker: Anne Marie Stott, Sugar addiction</i>	DUE: Abstinence Contract DUE: Blackboard posting on speaker DUE: Presentations from groups 1 & 2 Readings: <ul style="list-style-type: none"> • Fisher & Harrison: Ch. 11: Children and Families
Feb. 16	Student Presentations: <ul style="list-style-type: none"> • CNS stimulants: Cocaine • CNS stimulants: Nicotine & Caffeine • CNS stimulants: Amphetamines • Narcotics/Analgesics/Opioids (Heroin, codeine, morphine) Abstinence support group	DUE: Blackboard posting on speaker DUE: Presentations from groups 3, 4, 5, 6 Readings: <ul style="list-style-type: none"> • Fisher and Harrison: Ch. 10: 12-step and other types of support groups • Khantzian: Ch: 35: How AA works and why it is important for clinicians to understand • <i>Optional:</i> Big Book: Ch. 5: How It Works

Date	Topic/Class Activities	Readings Due/Assignments Due
Feb. 23	Student Presentations: <ul style="list-style-type: none"> • Hallucinogens • Cannabinols • Inhalants • Anabolic steroids 	Due: Presentations from groups 7, 8, 9, 10 Readings: <ul style="list-style-type: none"> • Fisher and Harrison: Ch. 14: Gambling and Other Addictions • Adams & Robinson: Essential building blocks of sexual addiction treatment
March 2	PROCESS ADDICTIONS <i>Guest Speaker: Bill Amos and guest, Sex Addiction</i>	Readings: <ul style="list-style-type: none"> • Miller Ch. 3: Assessment and Diagnosis • Miller Ch. 10: Treatment of addiction: Special issues
March 9	SPRING BREAK ☺	
March 16	Assessment & Treatment planning Dual Diagnosis SAM criteria Project MATCH	DUE: 1st Support group meeting reflection DUE: Blackboard posting on speaker Readings: <ul style="list-style-type: none"> • Miller Ch. 5: The treatment process for addictions • Miller Ch. 6: Treatment-related issues
March 23	<i>Guest speaker: Ruth Anderson, Four Core Addictions, Limbic Resonance, Group</i> Treatment: Stages of change Motivational Interviewing	Readings: <ul style="list-style-type: none"> • Miller & Rollnick, Ch. 1-6 & 15
March 30	SPECIAL POPULATIONS: Adolescents <i>Guest speaker: Ames Cameron</i> Treatment: Motivational Interviewing	DUE: 2nd Support group meeting reflection DUE: Blackboard posting on speaker Readings: <ul style="list-style-type: none"> • Miller & Rollnick, Ch. 7-12 & 19

Date	Topic/Class Activities	Readings Due/Assignments Due
April 6	SPECIAL POPULATIONS: Older Adults <i>Guest speaker: Ginny Mills</i> Treatment: Harm Reduction	DUE: Blackboard posting on speaker Readings: <ul style="list-style-type: none"> • Tartasky: Introduction, Chapters 1 & 3 • Do Mainstream and Harm Reduction Mix?
April 13	Treatment: Harm Reduction Group discussion: Abstinence/support group experiences	DUE: 3rd Support group meeting reflection DUE: Blackboard posting on speaker Readings: <ul style="list-style-type: none"> • Tartasky: Chapters 4-6
April 20	Treatment: Harm reduction Group & Family Therapy	Readings: <ul style="list-style-type: none"> • Tartasky: Chapters 7-9 :
April 27	LAST CLASS Relapse Prevention Ethics Certification & Licensure	DUE: Abstinence reflection paper Readings: <ul style="list-style-type: none"> • Marlatt and George: Relapse Prevention Introduction • Fisher & Harrison: Ch. 5: Confidentiality and ethical issues
May 4	Final project due	Turn in on Blackboard

**** NOTE: Syllabus subject to change due to needs of the class or speaker's schedules.**