SUBSTANCE ABUSE COUNSELING
CPSY 437
Summer 2015
Tuesdays and Thursdays 9:30 – 12:30 pm CLC 325

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Summer office hours: By appointment

Course Description
This course is designed to provide an introduction to the fundamentals of substance abuse counseling. Substance abuse counseling requires competence and knowledge in three broad areas. First, it requires the basic counseling skills required by all counselors. Second, it requires a thorough knowledge of the following: pharmacological effects of major drug classes, the signs of substance abuse, its effects on individuals, relationships and families, and the major theories of substance abuse and the research derived from them. Third, it requires counselors to apply relevant theory and research in working with clients with substance abuse issues. This course will supply students with requisite knowledge relevant to the latter two areas. Other counseling courses focus attention on the first area. Upon completion of the course, students should demonstrate knowledge of the etiology and diagnosis of substance abuse patterns and their treatment from major theoretical perspectives.

Objectives
In general, the three overarching objectives for this course are:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Note: These three course objectives are the objectives you will be asked to evaluate at the end of the summer session via the IDEA on-line course evaluation system.

Course Text
There will be no textbook for the course.

Readings
Various readings will be assigned by the instructor and available via the Loyola University Library online system.

Assignments
1. Self-Reflection Paper (25%)
What have been the effects of substance abuse on your life? This paper will require you to review the ways in which substance abuse has affected the many facets of your life. For example, consider the effects of your own use and use by family members, significant others, friends, neighbors, and strangers’. Do you use/misuse substances? Why or why not? Has others’ use significantly impacted your life? If so, in what way/s? We will discuss this in further detail in class, but you will need to explore your own experience and write a 6-8 page paper. Due July 9

2. Open Meeting (25%) Attend one open 12 step meeting of your choice. You may consider an Alcoholics Anonymous (AA) meeting, Al-Anon meeting, or Narcotics Anonymous (NA) meeting.
Write a 6-8 page paper about the experience. In particular, focus on how you felt in this environment and around the others attending the meeting. What was your impression of the meeting? Did you feel welcome? Were the participants helpful? Do you think you would return to the meeting if you were a recovering person? Was there a particular story or person that stood out? If so, why? **Due July 23**

3. Final Case Study (40%) This assignment will require you to review the background information of a client (provided to you) and discuss the relevant areas of assessment and treatment. This will serve as your take home final exam and will need to be between 10 and 12 pages. **Due August 6**

4. Class Participation (10%) This class will involve small and large group discussions, thus, it is expected that all students will attend classes and participate in these dialogues. All readings are required to be read in advance of the class meeting for which they are assigned.

**DISPOSITIONS**
Students in all programs in the School of Education are expected to develop three specific dispositions during their graduate study: (a) professionalism, (b) fairness/equity, and (c) believe that all students can learn. The dispositions of **professionalism and fairness** will be assessed in this class. **Professionalism** will be assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension. **Fairness** is an indication of how you perceive your future clients in terms of social justice issues. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

**Professionalism in the Service of Social Justice**
As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work. Specifically, we will look at the current state of substance abuse treatment in the United States and discuss how specific groups of people are supported or discouraged in the recovery process.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD
coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/.

**Technology**
In this course you will use technology to aid you in communicating and locating resources. The e-mail listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate course readings via the online university library system.

**EthicsLine REPORTING HOTLINE**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet and telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice, and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

**ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES**
The School of Education faculty, students, and staff respect each other’s rights of privacy and access to electronic resources, services, and communications while in pursuit of academic and professional growth, networking, and research. All members of the University community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf http://www.luc.edu/media/lucedu/education/pdfs?SOE_Netiquette_Guidelines.pdf
**Diversity**
Your programs are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, disability and ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities. Through our class readings, discussions and videos we will examine how issues of diversity affect patterns of substance use/abuse.

**Course Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>June 30</td>
<td>Administrative Matters</td>
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<tr>
<td></td>
<td>Introduction to Substance Abuse Counseling</td>
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<tr>
<td>July 2</td>
<td>Ethical and Legal Issues in Substance Abuse Counseling</td>
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<tr>
<td>July 7</td>
<td>Primer of Major Substances of Abuse</td>
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<td>July 9</td>
<td><strong>Self-Reflection Paper Due</strong></td>
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<td>Theoretical Models of Addiction</td>
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<td>July 14</td>
<td>Screening, Assessment and Diagnosis</td>
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<td>Motivational Interviewing and Brief Interventions</td>
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<td>July 16</td>
<td>Cultural Variations in Use/Misuse Patterns</td>
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<td>July 21</td>
<td>Treatment Setting and Planning</td>
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<td>Individual Treatment</td>
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<td>July 23</td>
<td><strong>Support Group Meeting Paper Due</strong></td>
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<td>Group Treatment</td>
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<td>Family Treatment</td>
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<td>July 28</td>
<td>Twelve Step and Other Support Groups</td>
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<td>Adult Children and Codependency</td>
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<td>July 30</td>
<td>Relapse Prevention and Recovery</td>
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<td>August 4</td>
<td>HIV/AIDS</td>
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<td>Other Addictions</td>
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<td>August 6</td>
<td><strong>Final Case Study Paper Due</strong></td>
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<td>Prevention</td>
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Reading Schedule

**June 30**
None

**July 2**

National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Code of Ethics

**July 7**
None

**July 9**


**July 14**

**July 16**

*Making money off a cycle of Rehab and Relapse
New York Times Special Report
Saturday May 30, 2015

**July 21**

July 23


July 28


*The irrationality of alcoholics anonymous
The Atlantic
March 2015

July 30


August 4

www.cdc.gov/hiv/risk/behavior/substanceuse.html
www.cdc.gov/hiv/risk/behavior/idu.html

August 6


*Optional Reading