



P.O. Box 222000  
**Seattle WA 98122-1090**  
**Department of Counseling and School Psychology**

**The College of Education's Organizing Theme**  
Preparing Ethical and Reflective *Professionals* for Quality Service in Diverse Communities

**The Counseling Program's Mission Statement**  
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

## **COURSE INFORMATION**

COUN 519 (3.0 Credits)  
Addictions Counseling  
Room: TBD  
Wednesdays, 4:00PM-7:25PM

## **INSTRUCTOR**

Instructor: Jacqueline Leibsohn, Ph.D.  
Office: Loyola 212  
Office Hours: By Appointment  
Phone: 206-296-5766  
Email: [leibsohn@seattleu.edu](mailto:leibsohn@seattleu.edu)

## **COURSE MATERIALS**

### Required Text:

Johnson, J. (2004). *Fundamentals of Substance Abuse Practice*, Thomson- Brooks/Cole publishing.

Here is a link if you want to buy the book used.

[http://www.bestwebbuys.com/Fundamentals\\_of\\_Substance\\_Abuse\\_Practice-ISBN\\_053462667X.html?isrc=b-search](http://www.bestwebbuys.com/Fundamentals_of_Substance_Abuse_Practice-ISBN_053462667X.html?isrc=b-search)

### Recommended Reading

Kuhn, C., Swartzwelder, S., Wilson, W. (2003). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*. Norton.

Miller, W., Rollinick, S. (2002). *Motivational Interviewing* (2<sup>nd</sup> Edition). Guilford press.

Perkinson, R., Jongsma, A. (1998) *The Chemical Dependence Treatment Planner*, Wiley & Sons.



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## **COURSE DESCRIPTION**

### Graduate Bulletin Description:

This course provides an overview of addiction counseling. The focus is on providing the mental health therapist, school counselor, and other professionals the background and tools needed to recognize and begin the treatment of addiction. Etiology, assessment, diagnosis, drug classification and treatment models will be explored. Special topics, such as gambling, love, sex, and food addictions will be addressed.

### Course Goals

1. Familiarize students with the drug and alcohol field.
2. Understand basic pharmacology.
3. Know the components of a drug and alcohol assessment.
4. Know four models of addiction.
5. Know different treatment options.

### Course Rationale

A major focus of the daily discussions are the *ethical* considerations regarding counseling individuals with addiction. Various codes of ethics are cited and specific case studies are discussed. The 12-step meeting summaries and "Stages of Change" assignments require serious personal *reflection* as is befitting the subject matter. This reflection is considered necessary for working with individuals who suffer from addictions. Ethnic, cultural, gender, age and other variables of *diversity* are reflected in the small group presentation at the end of the quarter. Some class time will be devoted to *counseling skills and interventions*, as well as ways of responding to addiction issues in other personal and professional roles.

## **COURSE OBJECTIVES**



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At the end of this course, if we have been successful, students will:

- a) *Can apply comprehensive, in-depth knowledge of human development and behavior, including addictions, to improve client well-being and enhance resiliency.*
- b) *Have an understanding of the pharmacology of drugs and various drug classifications.*
- c) Know four conceptual models of addiction.
- d) Have an increased knowledge of treatment approaches, including motivational interviewing, stage of change theory, self-help groups, and relapse prevention.
- e) Have necessary skills to complete a formal assessment and diagnosis of chemical abuse and dependency using the DSM-IV-TR.
- f) Have knowledge of related issues of addiction; e.g., eating disorders, sexual/relationship addition, and other specific addictions.
- g) Understand the specific issues of addiction with culturally and ethnically diverse population.
- h) Have added to their skills of writing, oral presentation, and the critical reading of current psychological literature.

**CONTENT AREAS**

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

3. Human Growth and Development:



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- c. human behavior including an understanding of developmental crises, disability exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

**COURSE INSTRUCTIONAL METHODS**

This course will include a variety of instructional strategies and techniques including lecture, large and small group discussion, focused activity groups, and student presentations with peer response. Other strategies will be introduced as appropriate.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

A. Assignments:

Assignments	Points Possible	Due Date
Class participation and media examples	25	
12-Step meeting summaries	25	July 6 & Aug. 3
Stages of Change Summary	25	August 3
Group Presentation	25	August 10

B. Grading Scale:

93-100%	A	80-82%	B-
90-92%	A-	77-79%	C+
87-89%	B+	73-76%	C
83-86%	B	70-72%	C-



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### **COURSE REQUIREMENTS:**

1. Completion of all assigned readings prior to each class.
2. Attendance at all class meetings and participation in class discussions and group activities. Students will be asked to bring examples from the media (TV, newspapers, and/or the internet) of addiction related issues. These examples will be shared at the beginning of each class.
3. Attend a minimum of five 12-step meetings. Write a 1-page summary of what you learned from each meeting. Please include the following:
  - a. Your feelings about the meeting and how the experience affected you.
  - b. Any feelings, issues, and resistance you experienced before attending the meeting.
  - c. What impacted you the most about this meeting?
  - d. Please include in your last summary your general impressions of this experience and how you will use this in your counseling.

Do not use any names (anonymity is essential); remember to attend OPEN meetings for AA, NA, CA, or OA groups. For meeting schedules go to: <http://www.seattleaa.org/>, <http://www.seattlena.org/>, <http://www.caofwa.org/>, <http://www.seattleoa.org/>, <http://www.pugetsoundsa.org/>, (This web site is for information about sexaholics anonymous. Meetings for this group are often closed)

4. Apply stages of change theory to personal health/wellness concern. Some examples are: drug and/or alcohol cessation, smoking cessation, regular breast/testicular self-exams, daily dental flossing, regular exercise program, or any other issue you would like to change. Determine your stage of change and what strategies you would use to move from one stage to the next. The conclusion section of your paper should include your reflections on this experience and impact on your life.



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5. Small group presentation on a Population at Risk (see chapter 11).



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### SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	CACREP Standard	Assignments Due	Readings Due	CACREP Standard
<b>June 22</b>	Course Introduction; Models of Addiction	<b>3.c.</b>		<b>Chapter 1 &amp; 3</b>	<b>3.c</b>
<b>June 29</b>	Classification of Drugs Guest speaker: Steve Morris	<b>3.c.</b>		<b>Chapter 2</b>	<b>3.c</b>
<b>July 6</b>	Diagnosis and Assessment of Addiction	<b>3.c.</b>	<b>2 12-step summaries</b>	<b>Chapter 7 &amp; 8</b>	<b>3.c</b>
<b>July 13</b>	Treatment models Motivational Interviewing	<b>3.c.</b>		<b>Chapter 4,9,10</b>	<b>3.c</b>
<b>July 20</b>	Inpatient and Outpatient Treatment. Guest speaker: Dave Ruddick	<b>3.c.</b>			<b>3.c</b>
<b>July 27</b>	Guest Speaker: Donna Bevan-Lee Co-dependency and Love	<b>3.c.</b>			<b>3,c</b>



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<b>Aug 3</b>	Addiction Food and other non-chemical addictions	<b>3.c.</b>	<b>3 remaining 12-step summaries</b> <b>Stages of change summary</b>		<b>3.c</b>
<b>Aug 10</b>	Presentations	<b>3.c.</b>			<b>3.c</b>

**ACADEMIC ASSISTANCE**

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**  
Loyola 100, [www.seattleu.edu/SAS/LA](http://www.seattleu.edu/SAS/LA)  
peer-tutoring, individual learning consultations, or study strategy workshops
  - **Writing Center**  
Engineering 307, [www.seattleu.edu/writingcenter/](http://www.seattleu.edu/writingcenter/)  
peer assistance with any phase of a writing project
  - **Math Lab**  
Engineering 300, [www.seattleu.edu/sceing/math/mathlab.asp](http://www.seattleu.edu/sceing/math/mathlab.asp)  
Drop-in help with mathematics homework and test preparation
  - **Reference librarians**  
Library 2<sup>nd</sup> floor, [www.seattleu.edu/lemlib/AboutLibrary/Reference.htm](http://www.seattleu.edu/lemlib/AboutLibrary/Reference.htm) assistance with locating and evaluating information resources
- These services are offered at no additional cost to Seattle University students.

**NOTICE to STUDENTS concerning DISABILITIES**

*If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*





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**NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY which includes the issue of plagiarism**

*The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook, which can be found on the web site of the Division of Student Development at the following URL: <http://www.seattleu.edu/studentdevelopment/>*

*This syllabus is subject to alteration based on the needs of the learners.*

**ADDITIONAL INFORMATION**

All written assignments need to be typewritten, carefully proofread/without spelling and grammatical errors, in correct APA format, and on time. Papers not meeting these criteria will influence the grade received.

**NOTICE TO STUDENTS concerning Codes of Ethics**

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

[www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

[www.schoolcounselor.org/library/ethics.pdf](http://www.schoolcounselor.org/library/ethics.pdf)



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**BIBLIOGRAPHY**

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