



**ROSEMONT COLLEGE**  
**1400 MONTGOMERY AVENUE**  
**ROSEMONT, PA 19010**

**Course Title:** **Substance Use and Addiction**  
**Course Number:** CNS-6055  
**Course Date:** Fall 2020  
**Course Meeting Times:** Thursdays, 7:30 P.M. – 9:30 P.M.  
**Course Location:** Curtis Hall – Room 253  
**Course Designation:** Level II Course (Required for the Clinical Mental Health Counseling Program and School Counseling Program)  
**Semester Hours:** 3  
**Prerequisites:** Level I Courses  
**Limitation on Enrollment:** 18

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**Office Hours:** Thursdays, 3:00 P.M. – 5:00 P.M.

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**Course Description:** This course examines the classification of drugs and the physiological and psychological effects of drug use and drug abuse. Personal, social and biological frames of reference will be used as a basis for understanding the causes of addiction and its impact on the individual, family and society. Prevention and intervention counseling models strategies will be reviewed as well as common methods of assessing substance use disorders.

**Rosemont Mission Statement:** Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

**Professional Performance Evaluation:** Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your

responsibilities as a student and agree to the terms specified in the syllabus.

**Note:** The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

## **I. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- A. Understand the historical and cultural influences on the identification, diagnosis, and treatment of addictions.
- B. Differentiate between the major classifications of psychotropic drugs of abuse, typical routes of administration, and their potential physiological and psychological effects.
- C. Describe the impact of addiction and co-occurring disorders on client functioning and its effects on interpersonal relationships.
- D. Comprehend and implement a multimodal approach to diagnosing and assessing addictive and co-morbid disorders.
- E. Evaluate the effectiveness of treatment approaches for addictive and co-morbid disorders to create an intervention plan that incorporates cultural sensitivity.
- F. Demonstrate an awareness of the various roles of counselors in advocating for clients experiencing addictive behaviors, including individual counseling, group counseling, and community resource referral.
- G. Identify the legal and ethical considerations involved with clients experiencing substance use and addiction and the impact on the therapeutic alliance.

## **II. Course Content**

- A. Introduction
  - a. Why learn about addiction?
  - b. Impacts of Alcohol and Other Drug (AOD) abuse
  - c. Prevalence
  - d. Societal costs
  - e. Process addiction
- B. Overview of Addictive Process
  - a. Abuse and dependency models of addiction
  - b. Substance abuse behavior
- C. Drug classifications
  - a. Administration

- b. Effects
  - c. Overdose
  - d. Tolerance
  - e. Withdraw
- D. Assessment and Diagnosis
- a. Formal assessment instruments (Structured Clinical Interview, Addiction Severity Index)
  - b. Viewing the client holistically with a multimodal approach
  - c. Drug and alcohol addiction
  - d. Behavioral addiction
- E. Treatment Planning and Treatment Settings/Recovery Process
- a. Treatment options
  - b. Treatment models
  - c. Treatment planning
  - d. Recovery process and readiness to change
  - e. Preventing relapse
- F. Theory and Approach
- a. Motivational Interviewing
  - b. Harm Reduction
  - c. Cognitive-Behavioral
  - d. Researching modern-day strategies and techniques
  - e. Wellness and lifestyle
- G. 12-Step Support Groups
- a. Advantages/Disadvantages
  - b. Other self-help support groups
- H. Interventions for the Addicted Client
- a. Facilitating client entry into treatment
    - 1. Individual counseling
    - 2. Group counseling
    - 3. Legal and ethical considerations
- I. Addiction “The Family Disease”
- a. The family system
  - b. Counseling the addicted family
  - c. Impacts on children

- d. Co-dependency
- J. Dual-Diagnosis
  - a. Impact of co-morbid addictive and psychiatric disorders on client presentation
  - b. Treatment and outcomes

**III. Methods of Instruction**

- A. Lecture and discussion
- B. Assigned readings
- C. Role-playing
- D. Peer processing
- E. Audio-visual presentations

**IV. Methods of Assessment**

Assessment	Points
A. Attendance and Participation	10- X 1 = 10-Points
B. Oral Presentation	25-Points
C. 12-Step Meeting	25-Points
D. Abstinence Project	40-Points
<b>Total</b>	<b>100-Points</b>

A. **Attendance and Participation:** This assignment is meant to engage your thoughts and feelings about assigned readings throughout the course of the semester (Weeks 4-13). For each chapter assigned, please complete a 4-3-2-1 activity by considering the following:

- (1.) Which 4 knowledge concepts, ideas, or issues do you think are most important and why?
- (2.) What are the top 3 counseling concepts, strategies, or ideas (from the chapter) that will be useful to you as a counselor?
- (3.) What are 2 issues, strategies or concepts from the chapter that challenge you personally/professionally?
- (4.) What is 1 stereotype you have had about this group? Did it change after reading the chapter?

We will use your 4-3-2-1s as the basis of class discussion on different cultural groups. The questions will only function to track attendance as it applies to points towards your final grade and allow the instructor to understand who is completing the reading assignments.

**Total Points:** 10 X 1 = 10-Points

**Student Learning Outcomes:** A - G

B. **Oral Presentation:** This assignment will require students to review a specific classification of substance use and addictive disorders listed within the DSM. Students will work in groups of 3-4 students to present their findings on the specific classification. Topics will include but not be limited to the following alcohol, opioids, gambling, the internet, and caffeine. The presentation must include the following components:

- (1.) Classification listed within the DSM
- (2.) Symptomatology related to the diagnosis
- (3.) Evidenced-based treatment associated with the diagnosis with a potential treatment goals
- (4.) How specific cultural factors could support client needs
- (5.) Referencing of at least 4 different scholarly articles in APA Formatting

**Total Points:** 25-Points

**Student Learning Outcomes:** A, B, C, D

C. **12-Step Meeting Attendance:** As part of the course, you are required to attend a 12-step open meeting. As a student, you must communicate your role at the meeting to the facilitator. Students are required to briefly speak with at least one member of the group. Students will be responsible for writing a 2-3 page reflection paper to include:

- (1.) Introduction: 1-2 paragraph section will provide an overview of the meeting content. Please include date, time, and location of the meeting.
- (2.) Reflection: Thoughts and feelings before the meeting, during the meeting and after the meeting in addition to what you learned from your conversation with the group member(s.)
- (3.) Summary: Describe how your experience influenced your thoughts and feelings towards individuals experiencing addiction as well as what the experience has influence your perspective on additions counseling.

**Total Points:** 25-Points

**Student Learning Outcomes:** C, E, F, G

D. **Abstinence Project:** This exercise is designed to help you experience some of the feelings/thoughts that individuals with addictive disorders have when they quit their drug or addictive behavior of choice. This exercise requires you to give up a substance or a behavior for a period of 6 weeks, which needs to be approved by your instructor. During this

assignment, you will write a weekly reflective journal that documents your ability and/or inability to abstain from your substance or behavior. Information included within your reflective journal will be processed within a group counseling session/individual session the following week. Students will function as both client and counselor within these counseling sessions. Please include ideas within your reflective journal:

- (1.) Time stamps of difficulty
- (2.) Circumstances related to difficulty
- (3.) Physiological response to difficulty
- (4.) Alternative behaviors
- (5.) Social supports assisting you in the process
- (6.) Outcome of urge to engage in behavior or indulge in substance

**Total Points:** 40-Points

**Student Learning Outcomes:** C, D, E, F

## V. **Final Grade Scale**

**Note:** All students in the Graduate Counseling Program should strive to receive a grade of **“B” or higher**. If a student fails to do so, the student may be required to **repeat the course before continuing in the program**.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

**Attendance Policy:** Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course

material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

**Academic Integrity:** Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

**Class Assignments:** Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

**Communications:** Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

**Disability Statement:** If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

**Student Concerns:** Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

**Cell Phone Use:** In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

**Use of Laptops or Other Electronic Devices:** The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

**Recording Lectures:** Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

**Inclement Weather:** The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

**Course Website:** Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

**Submitting Papers Electronically:** Writing assignments for this course are to be submitted electronically via the course website.

**Rosemont College 2018-2019 Graduate Academic Calendar:**

[https://rosemont.edu/\\_resources/site-pdfs/registrar/2018-2019\\_sgps\\_academic\\_calendar.pdf](https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf)

## VI. Required Textbook and Equipment

A. Lewis, T. F. (2014). *Substance abuse and addiction treatment*. New York City, New York: Pearson

### Recommended Texts

A. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington, VA: Author.

B. Perkinson R., & Jongsma A. (2014). *The addiction treatment planner: Includes DSM-5 updates* (5<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

## VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 09/06/2018	Lewis: Chapters 1 & 2 Evidenced-Based Treatments Models and Ethical Issues in Addiction	
Week 2: 09/13/2018	Lewis: Chapter 3 Classifications, Effects, and Dangers	
Week 3: 09/20/2018	Lewis: Chapter 4 Assessment, Diagnosis, and Treatment Planning	<b>Oral Presentation (1)</b>
Week 4: 09/27/2018	Lewis: Chapter 5 Motivational Interviewing	<b>Oral Presentation (2)</b>
Week 5: 10/04/2018	Lewis: Chapter 6 Cognitive Behavioral Therapy	<b>Oral Presentation (3)</b>

Week 6: 10/11/2018	Lewis: Chapter 7 Relapse Prevention in Treatment	<b>Oral Presentation (4)</b>
Week 7: 10/18/2018	Lewis: Chapter 8: Group Theory in Treatment	<b>Oral Presentation (5)</b>
Week 8: 10/25/2018	Lewis: Chapter 9 Family Systems Approaches	<b>Oral Presentation (6)</b>
Week 9: 11/01/2018	Co-Occurring Disorders and Dual Diagnosis	
Week 10: 11/08/2018	Harm Reduction Model	End your 6 week abstinence period
Week 11: 11/15/2018	Treatment Planning	<b>12 Step Meeting Paper Due</b>
Week 12: 11/22/2018	Thanksgiving Holiday – No Class	
Week 13: 11/29/2018	Trauma and Crises	
Week 14: 12/06/2018	Self-Care in Addictions Counseling	<b>Abstinence Project Due</b>

### VIII. Bibliography

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- Landolfi, E. (2013). Exercise addiction. *Sports Medicine*, *43*, 111-119.
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### IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas ( <b>1a. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation, Oral Presentation	(A) (B) (E)
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation ( <b>1b. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation, 12-Step Meeting	(A) (B) (C) (F)
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ( <b>1g. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation	(G)
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling ( <b>1i. Professional Counseling Orientation and Ethical Practice</b> ).	Attendance and Participation, 12-Step Meeting	(G)
Help-seeking behaviors of diverse clients ( <b>2f. Social and Cultural Diversity</b> ).	12-Step Meeting, Abstinence Project	(A) (C) (E) (G)
The impact of spiritual beliefs on clients' and counselors' worldviews ( <b>2g. Social and Cultural Diversity</b> ).	Oral Presentation, 12-Step Meeting	(C) (E) (G)
Theories and etiology of addictions and addictive behaviors ( <b>3d. Human Growth and Development</b> ).	Attendance and Participation, Oral Presentation	(A) (C) (D) (E)
Biological, neurological and physiological factors that affect human development, functioning and behavior ( <b>3e. Human Growth and Development</b> ).	Oral Presentation, Abstinence Project	(A) (B)

Systemic and environmental factors that affect human development, functioning, and behavior ( <b>3f. Human Growth and Development</b> )	Attendance and Participation, Oral Presentation, 12-Step Meeting	(C) (E) (G)
Effects of crisis, disasters and trauma on diverse individuals across the lifespan ( <b>3g. Human Growth and Development</b> )	Attendance Participation, Oral Presentation	(C) (D) (E)
Theories and models of counseling ( <b>5a. Counseling and Helping Relationships</b> )	Attendance and Participation, Oral Presentation	(D) (E)
A systems approach to conceptualizing clients ( <b>5b. Counseling and Helping Relationships</b> )	Oral Presentation, 12-Step Meeting	(C) (E)
Counselor characteristics and behaviors that influence the counseling process ( <b>5f. Counseling and Helping Relationships</b> )	12-Step Meeting, Abstinence Project	(E) (F) (G)
Essential interviewing, counseling and case conceptualization skills ( <b>5g. Counseling and Helping Relationships</b> )	12-Step Meeting, Abstinence Project	(D) (G)
Development of measurable outcomes for clients ( <b>5i. Counseling and Helping Relationships</b> )	Oral Presentation	(E)
Evidence based counseling strategies and techniques for prevention and intervention ( <b>5j Counseling and Helping Relationships</b> )	Attendance and Participation, Oral Presentation	(D) (E)
Strategies to promote client understanding of and access to a variety of community based resources ( <b>5k. Counseling and Helping Relationships</b> )	12-Step Meeting	(B) (C) (F) (G)
Types of groups and other considerations that affect conducting groups in various settings ( <b>6f. Group Counseling and Group Work</b> )	Oral Presentation, 12-Step Meeting	(C) (F) (G)
Ethical and culturally relevant strategies for designing and facilitating groups ( <b>6g. Group Counseling and Group Work</b> )	12-Step Meeting	(F) (G)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide ( <b>7c. Assessment and Testing</b> )	Attendance and Participation, Oral Presentation	(A) (C) (D)
Use of assessment for diagnostic and intervention planning purposes ( <b>7e. Assessment and Testing</b> )	Attendance and Participation, Oral Presentation	(A) (D)

Use of assessment results to diagnose developmental, behavioral, and mental disorders ( <b>7l. Assessment and Testing</b> )	Attendance and Participation, Oral Presentation	(A) (D)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice ( <b>8a. Research and Evaluation</b> )	Oral Presentation	(B) (F)
Identification of evidence-based counseling practices ( <b>8b. Research and Evaluation</b> )	Attendance and Participation, Oral Presentation	(D) (E)

<b>CACREP Specialty Standards (Clinical Mental Health Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
B. Theories and models related to clinical mental health counseling	Attendance and Participation, Oral Presentation, 12-Step Meeting	(D) (E)
D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	Oral Presentation	(A) (B)
E. Psychological tests and assessments specific to clinical mental health counseling	Oral Presentation	(A) (D)
<b>2. Contextual Dimensions</b>		
A. Roles and settings of clinical mental health counselors	Attendance and Participation, 12-Step Meeting	(A) (B) (C) (F)
C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Oral Presentation, 12-Step Meeting	(A) (B) (F)
D. Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Oral Presentation	(A) (D)
E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	Attendance and Participation, Oral Presentation	(B) (C) (D) (E)

<b>3. Practice</b>		
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Oral Presentation, 12-Step Meeting, Abstinence Project	(A) (D) (E) (F)

<b>CACREP Specialty Standards (School Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>2. Contextual Dimensions</b>		
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	Oral Presentation, 12-Step Meeting	(A) (B) (C)
K. Community resources and referral sources	12-Step Meeting	(F)
<b>3. Practice</b>		
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Attendance and Participation	(A) (C)