

Syllabus

ADC-310: Addictions Counseling Skills

Written by:

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Course Description

This course is intended to familiarize the student with the twelve core counseling functions necessary in the addictions field. Students will develop their capacity to engage others in a "helping interview" and role-play a variety of counselor functions. They will be exposed to major theories of human behavior and change as well as a sampling of cognitive-behavioral techniques. Students will also examine the qualities associated with effective therapists. A project is required which involves a written bio-psychosocial assessment, summary case conceptualization, treatment recommendations and diagnosis.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: None

Course Outcomes

Upon completion of this course, you should be able to:

1. Perform research using university library resources.
2. Express an overriding purpose for your life as it relates to personal mission, this course, and the topic of addictions related to a suffering world.
3. Demonstrate an understanding of addictions theory as it relates to treatment and recovery with a biblical/transformational perspective.
4. Develop an understanding of the substance use, abuse, and dependency continuum.
5. Describe a biopsychosocial-spiritual perspective of addiction, treatment, and recovery.
6. Describe contemporary approaches to addictions treatment, including the transtheoretical model of change, motivational interviewing, 12-step programs, cognitive-behavioral strategies, and therapy with dually diagnosed individuals.
7. Identify the addictive treatment needs of diverse populations, including but not limited to issues of ethnic, racial, gender, socioeconomic, and religious diversity, particularly as they relate to addiction and recovery.
8. Demonstrate an understanding of five general goals of family therapy for work with addicted family systems.

Course Textbooks

This course will utilize three different texts. The Alcoholics Anonymous textbooks are available free in electronic format. These texts will not be sent to students. All three texts listed below are required for this course.

Alcoholics Anonymous. (2001). *Alcoholics Anonymous: The big book* (4th ed.) [Adobe version].

Retrieved from http://www.aa.org/pages/en_US/read-the-big-book-and-twelve-steps-and-

twelve-traditions.

Alcoholics Anonymous. (2009). *Twelve steps and twelve traditions* [Adobe version]. Retrieved from http://www.aa.org/pages/en_US/read-the-big-book-and-twelve-steps-and-twelve-traditions.

Lewis, J. A., Dana, R. Q., & Blevins, G. A. (2015). *Substance abuse counseling* (5th ed.). Stamford, CT: Cengage Learning.

Grading Scale

The standardized grading scale provides a uniform foundation from which to assess your performance

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	.0	0%–64.9%	0–649

Letter Grade Equivalencies

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example “A” work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The “A” cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a graduate cohort member. Work shows intuition and creativity. Example “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

Workshop Points Distribution

Workshop	Discussions	Assignments	Team Project	Totals
Workshop One Points	60	100	0	160
Workshop Two Points	60	100	0	160
Workshop Three Points	60	100	0	160
Workshop Four Points	60	100	230	390
Workshop Five Points	30	100	0	130
Total Points	270	500	230	1000

Workshop One Outline

Title	Due Dates	Time	Points

1.1 Reading	Due by the end of the workshop.	2 hours	0
1.2 Discussion: Substance Abuse Continuum	Post your initial response by the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	30
1.3 Discussion: Counseling Approaches	Post your initial response by the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	30
1.4 Assignment: Cultural Competency	Due by the end of the workshop	5 hours	100
Totals		15 hours*	160

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Reading	Due by the end of the workshop.	2 hours	0
2.2 Discussion: Assessment Measures	Post your initial response by the fourth day of the workshop and your two responses by the end of the workshop.	3 hours	30
2.3 Discussion: Assessment Procedures	Post your initial response by the fourth day of the workshop and your two responses by the end of the workshop.	3 hours	30
2.4 Assignment: Treatment Plans	Due by the end of the workshop.	4 hours	100
2.5 Exercise: Group - Topic Selection	Due by the end of this workshop; the project is due by the end of Workshop Four.	3 hours	0

Totals	15 hours*	160
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Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Reading	Due by the end of the workshop.	2 hours	0
3.2 Discussion: Facilitative Qualities	Post your initial response by the fourth day of the workshop and your two responses by the end of the workshop.	3 hours	30
3.3 Discussion: Resistance	Post your initial response by the fourth day of the workshop and your two responses by the end of the workshop.	3 hours	30
3.4 Assignment: Comorbidity	Due by the end of the workshop.	4 hours	100
3.5 Exercise: Group - Continue Collaboration	Due by the end of workshop FOUR.	3 hours	0
Totals		15 hours*	160

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Reading	Due by the end of the workshop.	2 hours	0
4.2 Discussion: Group Goals	Post your initial response by day four of the workshop and your two responses by the end of the workshop.	3 hours	30
4.3 Discussion: Group Rules	Post your initial response by day four of the workshop and your	3 hours	30

	two responses by the end of the workshop.		
4.4 Discussion: Group - Project Submission	Due by the end of the workshop.	4 hours	230
4.5 Assignment: Spirituality	Due by the end of the workshop	3 hours	100
Totals		15 hours*	390

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Reading	Due by the end of the workshop.	3 hours	0
5.2 Discussion: Relapse Prevention	Post your initial response by day four of the workshop and your two responses by the end of the workshop.	4 hours	30
5.3 Assignment: Family Systems	Due by the end of the workshop.	4 hours	100
End of Course Survey	Due by the end of the workshop	30 minutes	10 extra credit
Totals		15 hours*	130

*These times are only estimates. Actual assignment completion times will vary.

COURSE DEVELOPMENT RESOURCES

Armstrong, T. (2000). *In their own way*. New York, NY: Pen Penguin Putnam Inc.

Armstrong, T. (1997). *The myth of the A.D.D. child*. New York, NY: Plume.

Baldwin, J.M. (1910). *The story of the mind*. New York, NY: D. Appleton and Co.

Brill, A. A. (1938). *The basic writings of Sigmund Freud*. New York, NY: The Modern Library.

Buirski, P. (1994). *Comparing schools of analytic therapy*. Northvale, N J: Jason Aronson Inc.

Coburn, K. & Treeger, M. (1997) *Letting go*. New York, NY: Harper Collins Publishers.

- Coles, R. (1990). *The spiritual life of children*. Boston, MA: Houghton Mifflin Co.
- Dumas, L. S. (1992). *Talking with your child about a troubled world*. New York, NY: Ballantine Books.
- Erikson, E. H. (1963). *Childhood and society*. New York, NY: Norton & Company Inc.
- Fogel, G. I. & Myers, W. A. (1991). *Perversions & near – perversions in clinical practice*. New Haven & London: Yale University Press.
- Freud, S. (1933). *Introductory lectures on psychoanalysis*. New York, NY: W.W. Norton & Co.
- Gillis, L. & Egert, S. (1973). *The psychiatric outpatient*. London, England: Faber and Faber.
- Glasser, W. (1985). *Control in the classroom*. New York, NY: Harper & Row.
- Glasser, W. (1975). *Reality therapy, a new approach to psychiatry*. San Francisco, CA: Harper & Row.
- Hartmann, T. (2000). *Complete guide to ADHD, help for your family at home, school and work*. Grass Valley, CA: Underwood Books.
- James, W. (1908). *Psychology*. New York, NY: Henry Holt & Co.
- James, W. (1902). *The varieties of religious experience*. USA: Longmans, Green & Co.
- Download and review the [ADC-310CreditsPage.pdf](#)

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information

School/Division	Link
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information