



2. Describe and explain genetic factors (e.g., the nature versus nurture controversy) in the aetiology of dependence.
3. Apply theories of aetiology of addiction.
4. Describe the range of behaviours related to drugs from non-problematic behaviours to full addiction.
5. Explain the issues inherent in psychological dependence, including such issues as guilt, shame and personal and social inadequacy.
6. Describe the pathological effect of mood-altering chemicals and behaviours on personality functioning.
7. Understand the role of resistance in the addictions process.
8. Recognize the family's multi generational role in the aetiology of chemical abuse and addictions.
9. Demonstrate knowledge of how chemical dependency and other affect family and other relationships addictions effect the family and other personal relationships.
10. Be able to diagnose and assess chemical dependence and other addictions.
11. Recognize physical, behavioural, emotional, social, and spiritual symptoms of chemical dependency and other addictions.
12. Explain differences in the counselling process that result from chemical dependence and their effects on the individual.
13. Demonstrate working knowledge of counselling and treatment methods that have value for the treatment of the chemically dependent or those with other addictions.
14. Specify how ones personal theory of counselling can be used to address issues of denial, lying, and dependence and other issues in the treatment of chemically dependent or those with other addictions.

15. Understand the problem of relapse and demonstrate methods and techniques that might be effective in lowering the probability of relapse.

16. Demonstrate a working knowledge of the various settings and levels of care making up the treatment continuum for helping addicted individuals, including the objectives, focus of treatment and techniques used in each.

**G. Conceptual Framework:**

The conceptual framework of the Niagara University College of Education forms the basis for the graduate counselling programs. NU's College of Education has adopted a Constructivist approach to education. A Constructivist approach would include an active learning approach and an emphasis on developing reflective practitioners.

The conceptual framework of the graduate counselling programs also follows the requirements of the **Council for the Accreditation of Counseling and Related Educational Programs (CACREP)**, the professional accreditation for counselling programs. This course addresses the Eight CACREP Core Areas:

1. Professional Identity: Addressed in EDU 672.
2. Social and Cultural Diversity: Addressed in EDU 672.
3. Human Growth and Development: Addressed in EDU 672.
4. Career Development: Not addressed in EDU 672.
5. Helping Relationships: Addressed in EDU 672.
6. Group Work: Addressed in EDU 672.
7. Assessment: Addressed in EDU 672.
8. Research and Program Evaluation: Not addressed in EDU 672.

Note: The CACREP Core Areas not addressed in EDU 672 are addressed in other Counseling courses.

**G. Teaching Procedure:**

Textbook assignments will be read by the student on a weekly basis. A Mid term paper and group presentation will assess knowledge gained from the text, library readings and classes.

Class time will include guest speakers (recovering people and specialists)

mini-lectures, group discussions and case studies.

**H. Course Requirements and Evaluation:**

- 20%            **Transtheoretical Log(Feburary22nd,2000).**
- 20%            A Critique of research articles in the field(March7th2000).
- 35%            A Case anaylsis Paper(march28th,2000)
- 20%            Presentation & Role play Demonstration(Dates to be arranged)
- 5%             Will be based on class participation.

**I. Topical Outline:**

- Week 1:        Discuss Course Objectives . What is an addiction?
- Week 2:        Basic values and Assumptions related to addictions, Stigmas. What is an addiction? Is it biological,social, spiritual or psychological (Reading: A moral Vision of : How People=s Values Determine whether they become and remain addicts/ Peele)
- Week 3:        How does one develop an addiction? Nature versus nurture? (Reading: Metaphors for Addictions/Marlatt&Fromme))
- Week 4:        Signs and symptoms(physical, emotional, behavioural, social ,spiritual) (Reading: On the possibility of an addiction-Free Mode of being/MacAndrew)
- Week 5:        Review of Basic theories. ( Reading :Vulnerability to alcohol and Drug Abuse: A Behavioural-Genetic View/Tarter& Edwards)

- Week 6: Family=s multi generational role in aetiology of addictions (Reading: Neurobehavioural Model of addiction: Addiction as a primary Disease/Frawley)
- Week 7: Basic pharmacology (Reading:: The Disease and Adaptive Models of Addictions: A Framework Evaluation/Alexander).
- Week 8: Pharmacology - Nervous System/action of drug (Reading:: Guilt is soluble in alcohol: An ego Analytic View/Mcfadden)
- Week 9: Assessment & treatment ( Reading: A Bio behavioural view of substance Abuse and Addiction/Pomerleau&Pomerleau)
- Week 10: Counselling process (Reading: Common Elements in Youth Drug: Peer Clusters and other psychological factors/oetting &Beauvis)
- Week 11: Opiates and Over Counter Drugs (Film)
- Week 12: Group Presentations & Role plays
- Week 13: Presentations& Special Topics.
- Week 14: Final Marks & Wrap up.