

**Niagara University  
Graduate Counseling Program  
Summer 2009**

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**Home Phone:** (716) 837-2459

**Office Hours:** by appointment

*Note: Please turn off your cell phone when entering class. No laptops in class.*

**A. Course Number, Title & Schedule**

EDU 672-Bases of Drug and Alcohol Addictions

**Tues & Thurs (7/14-8/6) 4pm-9pm**

**ACAD 200**

The class is ***practioner-oriented***, with a ***social constructiveness*** philosophy emphasizing the student as an active learner. The course also examines issues of neurobiological research as it pertains to the field of substance abuse counseling. Finally, this course aims to point you in the direction of becoming a ***“super-shrink”*** when working with clients dealing with addictions.

**B. Educational Philosophy/Conceptual Framework:**

The conceptual framework of the Niagara University College of Education forms the basis for the graduate programs in counseling. NU’s College of Education has adapted a collective social constructivist approach to teaching, which incorporates an active learning module and the reflective practitioner inside the classroom and in practicum/internship. EDU 672(Addictions) also serves as a theoretical, practical and evaluative role for students in the graduate programs of Mental Health Counseling and School Counseling.

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

**Eight CACREP Core Areas\***

- a. Professional Identity: *Addressed in Edu 672.*
- b. Social and Cultural Diversity: *Addressed in Edu 672.*
- c. Human Growth & Development: *Addressed in Edu 672.*
- d. Career Development: Not addressed.
- e. Helping Relationships: *Addressed in Edu 668.*
- f. Group Work: Not addressed.
- g. Assessment: *Addressed in Edu 668.*
- h. Research and Program Evaluation: *Addressed in Edu 668.*

\*Note: The Eight CACREP Core Areas are addressed throughout the curriculum. This course meets four of the eight CACREP Core Areas. Core areas not addressed in this course are addressed in other courses.

**C. Number of Credits:**

Three (3) Credit Hours

**D. Text:** (*Available in the NU Bookstore*)

Dr. Carlton Erickson, I. (2007). "The Science of Addiction: From Neurobiology to Treatment" (FirstEdition). W.W. Norton & Co.. ISBN: 0-939-70463-1

Selected Articles might be distributed in class.

**E. Learning Outcomes:**

- 1.) **"The Problem is Not in the Bottle, It's in the Brain"** As a class we will explore neuroscience that is clarifying the causes of compulsive alcohol and drug use – while also shedding light on what addiction is, what it is not, and how it can best be treated – in exciting and innovative ways. Current neurobiological research complements and enhances the approaches to addiction traditionally taken in counseling and psychology. This important research will be presented in a forthright, jargon-free way that clearly illustrates its relevance to addiction professionals.
- 2.) Moreover as therapists working in the substance abuse/mental health field we will:
  - Explore current and emerging treatments for chemical dependence and how neuroscience helps us understand the way they work;
  - Review the philosophy of chemical dependence treatment(if one truly exists);
  - Discuss the role and place that 12-Step programs hold in chemical dependence treatment;
  - Identify and examine a variety of approaches for care including
    - Client Directed, Outcome Informed Therapy
    - Methadone Treatment
    - Harm Reduction
    - Moderation Management
    - Detoxification Services
  - Examine issues related to treatment of heroin dependence;
  - Examine forensic issues related to drug court, parole, probation, etc.
  - Introduce concepts related to co-occurring drug use and mental disorders
- 3.) Additionally, you just might derive some personal insights from the content of this class, but the course is not intended to be a personal therapeutic experience. It is never my intention to offend or shock, but experience has shown that for various reasons (typically your own life experiences) some folks can be offended or experience discomfort during discussions of abuse or other forms of emotional or physical trauma.

**YOU will actually learn (I promise!!!):**

- 1.) Current neurobiological research in the field of addiction treatment
- 1.) How to conduct therapy sessions based on feedback from clients (ORS-SRS).
- 2.) That is, become an Outcome-Informed, Client-Directed family therapist based on the common factors of change present in every counseling theory. The common factors are: Extra therapeutic events, client's view of the therapeutic relationship, hopefulness or the placebo factor, and finally, client therapist agreement on a curative measure.
- 3.) Self Help Groups (AA, NA, etc.), the Good, The Bad, etc and are they effective?
- 4.) Learn how to evaluate the validity of science in this area and how to read and interpret new research findings.

**F. \*\*\*\*\*Requirements and Assignments ( the hard stuff!!) or what do I need to do to get an A\*\*\*\*\* :**

**Presentation of AA Meeting: (25 points)** Present a meeting or a session to the class to the class. Use the info on the Meeting Finder under Course Documents You may attend individually or in 2s or at most 3s but you will report to the class individually.

**Chapter Presentation: (25 points)** You will choose one chapter in the text *The Science of Addiction* . You will informally present the chapter in detail to the rest of the class, answer questions and be our “resident expert” for that model. I will be looking for pioneers and experts on the research discussed in the chapter as well as how we might integrate it or PARTS of the theory into our practice. I will pass around a sign-up sheet (included here) so that you might choose the date of your presentation. I would prefer that NO ONE present both a meeting and chapter on the same day.

**Final Exam (50 points)** 50 well chosen multiple choice questions based on our chapter discussions from text, *The Science of Addiction*

**Class Participation: 50% of Final Grade (100 Points)** You will engage FULLY and RESPECTFULLY in classroom activities, roleplays and discussions.

*Attendance and Confidentiality*

**Class Attendance** is critical. Absences or tardiness is not an option. **Any Absence may result in the loss of a letter grade.** As we discuss our own families, students and the instructor will share personal experiences and insights. The hope is that real learning and self-understanding will occur as a result of our discussion. Please understand that no one will be forced to discuss personal issues or made to feel uncomfortable. After all, this is still a semi-free country. The class is purposefully small in order to facilitate group discussion. However, **Confidentiality** is essential. Moreover, I will bring clients into the classroom and once again, what is said in this room must stay in this room. As professional therapists you have an ethical responsibility to maintain **Confidentiality**.

**Late Assignments:** Not with only 8 classes!!!

**Plagiarism:** By placing your name on academic work, you certify the originality of all work not otherwise identified by appropriate acknowledgments.

**Course Schedule:** The syllabus is subject to change – any changes will be announced and posted on Blackboard. **(DO NOT PANIC!** We are covering a lot of material; however, none of the material is “in-depth” – entire courses are built on the material we cover in one evening). I am hoping to expose you to a number of different ways of looking at addictions and the people who make them famous!

**AGENDA**

**Date                      Topic/Reading & Review Assignment**

Date	Topics	Assignments Due
July 14	⇒ Introduction and class expectations ⇒ An overview of addiction counseling, ⇒ An overview of “Common Factors” ⇒ Addiction Video ⇒ Ted Talks	* Bring Text * Review Syllabus * Sign up Sheet for Chapter Presentations * Sign up Sheet for AA Meeting Presentations
July 16	⇒ Student Presentation : Chapter 1 ⇒ Addiction Video ⇒ Paul Bax : Guest Presentation	*Read Chapter 1  * Find AA Meeting to Attend
July 21	⇒ Student Chapter 2, 3, & 4 Presentations ⇒ Denyse Lewis : Guest Presentation ⇒ Addictions Video	*AA & Chapter Presentation (Due Date Per Schedule) *Read Chapters 2, 3, & 4

July 23	⇒ Student Chapter 5& 6 Presentations ⇒ 2 AA Meeting Presentations ⇒ Addictions Video ⇒ Counseling Session	*Read Chapters 5&6  *AA & Chapter Presentation (Due Date Per Schedule)
July 28	⇒ Student Chapter 7 & 8 Presentations ⇒ Addictions Video ⇒ Counseling Session ⇒ 4 AA Presentations	*Read Chapters 7 & 8 *AA & Chapter Presentation (Due Date Per Schedule)
July 30	⇒ Student Chapter 9, 10 Presentation ⇒ Counseling Session ⇒ Addictions Video (continued) ⇒ Kayte Conroy: Guest Presenter	*Read Chapters 9 &10 *AA & Chapter Presentation (Due Date Per Schedule)
August 4	⇒ Student Appendix A Presentation ⇒ Counseling Session ⇒ Addictions Video ⇒ 4 AA Presentations	* Read Appendix A  *AA & Chapter Presentation (Due Date Per Schedule) )
August 6	⇒ Student Appendix B Presentation ⇒ Counseling Session ⇒ Final Exam (50 Multiple Choice Questions).	* Read Appendix B  * Chapter Presentation (Due Date Per Schedule)

<sup>1&2</sup> Your Meeting Presentation and Chapter Presentation Due Dates will be based on the class sign-up sheet.

### **Evaluation Process/Grading Scale**

180-200 = A	AA Meeting	25pts
170-179 = A-	Chapter presentation	25 pts
160-169 = B+	Final	50 pts
150-159 = B		
140-149 = B-	<u>Participation (Discussion, Questions, Sessions)</u>	<u>100pts</u>
139-130 = C		
000-129 = F		TOTAL: 200pts

## Sign-Up Sheet

Please choose a date to present a Meeting and a Chapter

### AA Meeting:

**July 23** \_\_\_\_\_

**July 28** \_\_\_\_\_

\_\_\_\_\_

**July 30** \_\_\_\_\_

\_\_\_\_\_

### Chapter Presentations

**July 16** (Chapter 1, Terminology & Characteristics of Addiction ) # 1 \_\_\_\_\_

**July 21** (Chapter 2, Basics of Brain Science; Chapter 3, Anatomy & Neurobiology of CD; Chapter 4, Genetics of CD ) #2 \_\_\_\_\_ #3 \_\_\_\_\_  
#4 \_\_\_\_\_

**July 23** (Chapter 5, Stimulants and Depression; Chapter 6, Alcohol)  
# 5 \_\_\_\_\_ # 6 \_\_\_\_\_

**July 28** (Chapter 7, Other Drugs; Chapter 8, Dependence Disease Treatment )  
# 7 \_\_\_\_\_ # 8 \_\_\_\_\_

**July 30** (Chapter 9, Power & Limitation of Addictions Research; Chapter 10 Evidence Based Research for the Future)  
#9 \_\_\_\_\_ #10 \_\_\_\_\_

**August 4** (Appendix A, Alcohol Concepts Affecting Neurobiology & Treatment)  
Appendix A \_\_\_\_\_

**August 6** (Appendix B, Drug Concepts Affecting Neurobiology & Treatment)  
Appendix B \_\_\_\_\_

***Disclaimer:** I attempt to make my syllabus very clear so there is no confusion for anyone. This can make the course appear a bit daunting on paper. It is my goal to make this class interesting, fun and one you will look back upon and think “Damn, that was one of the best courses I ever took!” 20 years down the road, I want you to recall this very class. Moreover, I reserve the right to make adjustments to the reading list and various assignments.*

**G. Disability Accommodations**

*Students with disabilities may need special accommodations in order to meet the requirements of this course. You are encouraged to make arrangements with the Coordinator of Specialized Services (located on the first floor of Seton Hall, ph. (716) 286-8076) to take advantage of the services they provide. Please let me know as early as possible what reasonable modifications may be needed to support your success in this course.*