

CNS 765: ADDICTION COUNSELING (3 credit hours)
Spring, 2024
Tuesdays, 9:00 a.m. – 11:30 a.m.
Kirby Hall – B01-A
Wake Forest University

Professor: George Stoupas, Ph.D., LCMHC, LMFT, MCAP
Office: Carswell 224
Phone: 336-758-2321
Email: stoupasg@wfu.edu
Office Hours: After class or by appointment

Course content:

This course is an entry level introduction to substance use disorder counseling, based on theory, research, and application. Thus, it is structured to provide the student with a broad array of information drawn from theoretical formulations, research findings and practical/clinical application. The goal for this class is to facilitate your learning by introducing you to such concepts as pharmacological issues and terminology, models of addiction, theories on etiology, diagnosis and assessment, and numerous evidence-based treatment strategies. The emphasis of the course will also be on clinical application, exploring interventions such as motivational interviewing, relapse prevention, developmental models of addiction, experiential activities, family-based interventions, and self-help groups. Clinical application will be taught via small lecture, case studies, video, and roleplay.

Learning outcome objectives (knowledge and skills):

The learning goals below are taken from CACREP's 2024 standards. These are agreed upon by counseling professionals and counselor educators as some of the most important knowledge that graduates of CACREP-accredited clinical mental counseling and school counseling programs should possess upon graduation. These also represent competencies that you will want to continue building in preparation for your state licensure exam and for successful employment in the field.

1. Understand problematic substance use and its extensive and multifaceted impact on the individual, family, and society. Conceptualize the variety of individuals who present with problematic substance use, verbalize and detect the signs and symptoms of substance use disorders, and be familiar with assessment devices and differential diagnostic criteria. CACREP 3.G.12, 5.A.2
2. Group substances in their appropriate psychopharmacological categories and identify their medical effects and other distinct consequences. CACREP 5.A.1, 5.A.3
3. Identify several models and formulations of addiction, including traditional theories on etiology. Apply the stages of change process as well as motivational strategies to handle resistance. Clinical application from a variety of perspectives

will be discussed and practiced, including individual, group, family, and self-help groups. CACREP 5.A.2, 5.A.4, 5.A.5, 5.A.6, 5.A.9

4. To inform students about the levels of care in addiction counseling and the criteria for matching client treatment needs to the appropriate level of care. CACREP 5.A.8

Methods of instruction:

Primary methods of instruction will include, but not be limited to, lecture, class discussion, audio/video clips, feedback on required learning activities, a midterm exam, and final case study report. Additionally, you will participate in experiential learning activities, including a month-long abstention and observation of a mutual help group in the community.

Required text:

Miller, W.R., Forcehimes, A. A., & Zweben, A. (2019). Treating addiction: A guide for professionals (2nd ed.). Guilford Press.

Other readings and video links will be provided via the Lesson Module pages in Canvas.

Schedule of classes and learning activity due dates:

Our course schedule, which includes assignment due dates, is available in Canvas and on the final page of this syllabus.

Student performance evaluation criteria

Summary of grade weights by assignment:

Learning Activity	Points	Percent of Grade	Applicable Grading Rubric
Lesson Reflection Journals (x6)	20	20%	Written Assignment
Abstention Experience Discussions (x5)	15	15%	Discussion
Midterm Exam	15	15%	NA
Research Paper	15	15%	Written Assignment

Mutual Help Group Experience Paper	15	15%	Written assignment
Final Case Study Report	20	20%	Written Assignment
Totals	100	100%	

Additional detail about each of these learning activities is provided further below.

Grading scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	/;/0-69

Late assignments policy:

Assignments are due at the beginning of class on the date they are due otherwise they are considered late. See Canvas for specific due dates. Unless arrangements have been made with the course instructor, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

Canvas Support

Call a Canvas Expert: 833.383.5792

For Canvas technical support, select the Help icon in the navigation bar, where students will find several options including:

- Call a Canvas Expert—phone support hotline
- Chat with Canvas Support—live chat for students and faculty
- Search Canvas Guides—answers to common questions
- Submit a ticket to Canvas Support

When submitting a ticket, be as specific as possible in the description of the issue. Include the name of the course and the date the issue occurred, the browser being used and, if possible, screenshots to help Canvas support personnel troubleshoot the issue and expedite service.

Note: The instructor does not provide Canvas support.

AskDeac Help Desk

AskDeac services include most technology issues outside of the scope of course delivery. Common requests include assistance setting up a VPN, setting up a WFU Zoom account, using Google Drive, and resetting WFU email passwords.

Assistance to resolve technical issues is available through Email or Live Chat from 8:00 a.m. to 9:00 p.m. EST, Monday through Friday. Phone support is available from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday.

Access AskDeac at: <https://help.wfu.edu/support/home>

Diversity, Equity, and Inclusion

Wake Forest University is committed to supporting diversity, equity, and inclusion. The Office of Diversity and Inclusion provides campus resources such as the Intercultural Center, LGBTQ Center, Women's Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU's commitment to diversity, equity, inclusion read the Non-Discrimination Statement (<https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/>) and policy on Non-Discrimination on the Basis of Disability (<https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/>)

Pro Humanitate - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote this framework in our teaching, research, supervision, and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives.

Accessibility and Special Accommodations

Wake Forest strives to provide equal access for all learners. Learning content contained within the Canvas Learning Management System is designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA developed by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act. Throughout our course development process, we test the capabilities of our learning content against these standards.

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the Center for Learning, Access, and Student Success (CLASS) (<https://class.wfu.edu/>) is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the Center for Learning, Access, and Student Success (CLASS) site. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

Contact Information:

118 Reynolda Hall, WFU
Winston-Salem, NC, 27109
Phone: 336-758-5929
Email: class@wfu.edu

Disaster Planning/Catastrophic Event Policy:

In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless the internet or phone is inaccessible.

Other academic policies:

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: <http://college.wfu.edu/counseling/forms/forms-for-current-students/>

Additional Details about Course Learning Activities/Assignments:

Attendance & Participation:

While this is not a graded component of the course, students are nevertheless expected to attend and actively participate in all class meetings. The class isn't the same without your contributions! Active participation means that students are attentively listening to the instructor and one another, asking questions, participating in activities, and remaining present throughout the class with minimal unscheduled breaks. Additionally, students will be asked to refrain from personal electronic (phone, laptop, tablet, etc.) usage at certain times when they are not needed for notetaking and/or during video observation and experiential activities. Students who appear continually disengaged will be asked to meet privately with the instructor to discuss related challenges and remedies. The instructor welcomes your thoughts, questions, and opinions regarding the course materials. It is expected that students maintain the professional dispositions and behaviors of future counselors and current counselors-in-training – towards their fellow students, the instructor, and themselves.

Students who miss more than two (2) class meetings may receive a failing grade for the course.

Reflection Activity Journals (20 points)

Students will complete a total of six (6) journal entries on Canvas pertaining to Lesson Module content throughout the semester. Prompts typically include watching a video and/or completing supplementary readings to apply concepts from the lesson. Responses should be a minimum of 300 words and demonstrate comprehension of the material as well as critical thinking and academic writing ability.

Abstention Experience & Discussion Posts (15 points)

As an imperfect way to understand problems with substance use (i.e., addiction), students will abstain from (i.e., stop or give up) a substance or behavior that may be difficult for you to stop. The focus of the abstention should be something that is an embedded part of your life and has both positive or pleasurable effects as well as some negative or harmful effects. Examples include: Alcohol, nicotine, caffeine, coffee, fast/fried food, sugar/sweets, television, all social media or one specific app, internet browsing, nail biting, video games, or shopping. If you are personally in recovery from an addiction, you will still participate in this assignment and will select a new habit, behavior, or substance. You must not choose something that requires clinical and/or medical help or something that is better explored in private. You should choose something that you are comfortable discussing with the class both online and in person and will not harm your health or wellbeing. Please reach out to me to discuss your choice if you are not sure.

Over the course of one month (see Weekly Schedule), we will devote a portion of the class time to share about our experiences, give and receive support with one another, and connect this experience to what we are learning about in the course. You will also complete a series of 5 discussion prompts prior to class time in order to process the experience and organize your thoughts. The grade for this assignment will be determined by the quality of discussion posts, your diligence in responding to 2+ peers' posts, as well as participation in in-class small groups. Additional information can be found in Canvas. *Note: Your grade is not impacted by whether or not you successfully abstained for the month.*

Midterm Exam (15 points)

Students will complete a 50-question, multiple-choice, open-book exam covering material from Lessons 1-7. The exam will be taken on Canvas at a time of your choosing within the exam window permitted. Additional information will be provided in class.

Research Paper (15 points)

For this assignment, students will have the opportunity to explore a topic within addictions and counseling that they find interesting. The product of this research will be a 4-5 page paper that includes 3-5 references to peer-reviewed counseling research articles. The goal is to study a current issue in addiction today and discuss implications for treatment strategies presented in the literature. Students are encouraged to select something of interest to them and related to their future professional goals as a counselor. Additional information can be found in Canvas.

Mutual Help Group Experience Paper (15 points)

To better understand the role of social support in the recovery process, students will attend and observe a peer-support/self-help group for people with substance use problems. Examples include (but are not limited to): Alcoholics Anonymous; Narcotics Anonymous; Al-Anon; and SMART Recovery. Students should not actively participate in the meeting beyond whatever introductions are required. You are there as an observer to learn about the process. If you are a member of one of these groups already, then you should attend a different kind of group (e.g. SMART Recovery) to get a new learning experience. The product of this assignment will be a reflection paper about 3-4 pages in length. The paper should include the following elements (though you are welcome to include other information): A brief overview of the type of group you attended and why; a description of the meeting (objective details); and a critical analysis/ critique. Additional information about this assignment and how to find a mutual help meeting can be found in Canvas. *Note: This assignment will require you to visit a meeting location outside of class time; please schedule according to your needs.*

Final Case Study Report (20 points)

For this assignment, students will submit a case study final report as an integrative assignment entailing a specific person's narrative (either from biography, television show, or movie). Students will be graded on the Conceptualization of the Client (2 pages), Screening and Assessments (2 pages), Counseling Strategies (2 pages), and the Modes of Treatment (1 page). The case study must include terms, concepts, and ideas learned in this course and should conform to APA guidelines, which can be found in the APA publication manual (6th edition). Additional information can be found in Canvas. This assignment will be submitted via Anthology.

DATE	LESSON	ASSIGNMENT(S) DUE
1/16	<i>Introductions/Course Overview/Beliefs Activity</i>	
1/23	<i>Lesson 1: Substances of Addiction</i>	
1/30	<i>Lesson 2: What is Addiction?</i>	<ul style="list-style-type: none"> • Reflection Activity 1 • Abstention Discussion 1
2/06	<i>Lesson 3: Formulations of Addiction</i>	<ul style="list-style-type: none"> • Abstention Discussion 2
2/13	<i>Lesson 4: Screening & Assessment</i>	<ul style="list-style-type: none"> • Reflection Activity 2 • Abstention Discussion 3
2/20	<i>Lesson 5: Levels of Care & Harm Reduction</i>	<ul style="list-style-type: none"> • Abstention Discussion 4
2/27	<i>Lesson 6: Co-Occurring Disorders</i>	<ul style="list-style-type: none"> • Reflection Activity 3 • Abstention Discussion 5
3/05	<i>Lesson 7: Families & Addiction</i>	<ul style="list-style-type: none"> • Reflection Activity 4 <p>Midterm Exam by 3/10 @ 11:59pm</p>
3/12	SPRING BREAK	
3/19	<i>Lesson 8: Motivational Interviewing</i>	<ul style="list-style-type: none"> • Reflection Activity 5
3/26	<i>Lesson 9: Substance Use Prevention</i>	<ul style="list-style-type: none"> • Research Paper
4/02	<i>Lesson 10: Relapse Prevention</i>	<ul style="list-style-type: none"> • Reflection Activity 6
4/09	<i>Lesson 11: Developmental Model & Community Reinforcement Approach</i>	
4/16	<i>Lesson 12: Non-Substance/Process Addictions</i>	<ul style="list-style-type: none"> • Mutual Help Group Paper
4/23	<i>Final Reflections & Course Debrief</i>	
		Final Case Report Due: _____

Course Schedule

(Subject to change as needed per instructor with advanced student notice. All assignments are due at 9am on the specified class meeting unless otherwise indicated.)