


# Portland State University Graduate School of Education

Preparing professionals to meet our diverse community's lifelong educational needs

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
 <b>Diversity and inclusiveness</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	 <b>Research-based practices and professional standards</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	 <b>Impact on learning and development</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	 <b>Evidence-informed decision making</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

## Foundations of Substance Abuse Counseling

**Course/CRN#:** Coun 531 (10978)  
**Term:** Fall 2011  
**Time:** Thursday 4:00-6:30  
**Location:** ED 408  
**Credits:** 3  
**Instructor:** John Fitzgerald, PhD, LPC, CAS  
[drjohnfitz@gmail.com](mailto:drjohnfitz@gmail.com)  
[www.addictionmanagement.org](http://www.addictionmanagement.org)  
503-343-5666  
**Office Hours: 10 minutes before/after class and by appointment**

### Program Policy Statement

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>. Failure to do so can result in termination from the program. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall

academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

### **Course Description**

This course provides an overview of the biological, psychological, social and spiritual dimensions of substance abuse and dependency. Addictive behaviors are presented as part of a continuum of mental and emotional disorders. The course emphasizes the biological substrate and developmental course of addictions as well as the relationship of addictive behavior to common psychological disorders. Models and theories of addictive behavior that the professional counselor needs to understand when treating clients with addictive and co-occurring disorders are reviewed.

### **Course Objectives**

Upon completion of this course, participants will be able to:

1. Demonstrate a conceptual and theoretical understanding of addictions and related behavior.
2. Understand the varied theories of addiction, including historical concepts as related to current thinking and theories.
3. Understand and identify biological, psychological, social, familial & spiritual impacts of addictions.
4. Integrate concepts and theories related to addictions into the roles and responsibilities of professional counselors.
5. Explain and define the relationship between addictive behavior, addictions, and mental and emotional disorders and functioning.

### **Teaching Style**

Learning is facilitated through readings, teacher lectures, guest lectures, videos, class discussion, and weekly assignments. Course content is tested on final exam. Extra credit will be made available by providing feedback on blog entries.

### **Required Reading List**

See next page

### **Grading**

Weekly Assignments (6 total)	60 percent of grade
Final	40 percent of grade

Final grade calculated on standard 10% increments  
(i.e., 70-79% = C, 80 – 89% = B, and 90 – 100% = A)

### **Absences**

Final exam will cover reading assignments *and material covered in class*. Missed classes are at your own discretion.

### **Academic Integrity**

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
- (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

Week	Topic	Required Readings
1 9/29	<b>Addiction &amp; the 5 Actions</b>	None
2 10/6	<b>Addiction &amp; the 5 Actions</b> <i>Assignment 1 due</i>	<ul style="list-style-type: none"> <li>• Toward a syndrome model of addiction (am site)</li> <li>• Drug dependence: a chronic medical illness (am site)</li> <li>• Addiction as excessive appetite (odin)</li> <li>• The origins of addiction (am site)</li> </ul>
3 10/13	<b>Action 1: Motivate</b> <i>Assignment 2 due</i>	<ul style="list-style-type: none"> <li>• Outline of a synthetic theory of addiction (am site)</li> <li>• Motivational interviewing in health settings: a review (am site)</li> <li>• Engaging the unmotivated in treatment (am site)</li> </ul>
4 10/20	<b>Guest Speaker</b> Judge Eric Bloch	<ul style="list-style-type: none"> <li>• Contemporary addiction treatment (odin)</li> <li>• Painting the current picture: Drug Courts (am site)</li> </ul>
5 10/27	<b>Action 2: Evaluate</b> <i>Assignment 3 due</i>	<ul style="list-style-type: none"> <li>• Co-morbidity of drug addiction (odin)</li> <li>• Bargains with chaos - addiction interactive disorder (odin)</li> <li>• Screening for drug use in general medical settings (am site)</li> <li>• Helping patients who drink too much (am site)</li> </ul>
6 11/3	<b>Action 3: Manage</b> <i>Assignment 4 due</i>	<ul style="list-style-type: none"> <li>• Managing addiction as a chronic condition (am site)</li> <li>• The case for chronic disease management of addiction (am site)</li> <li>• Evidence-based treatment (am site)</li> <li>• Addiction medications (am site)</li> </ul>
7 11/10	<b>Action 3: Manage</b> <i>Assignment 5 due</i>	<ul style="list-style-type: none"> <li>• The community reinforcement approach (am site)</li> <li>• Relapse prevention for alcohol and drug problems (am site)</li> <li>• Self-help organizations for alcohol and drug problems (odin)</li> <li>• Multidimensional family therapy (odin)</li> </ul>
8 11/17	<b>Action 4: Resolve</b> <i>Guest: Mark Girard</i>	<ul style="list-style-type: none"> <li>• Psychological trauma and substance abuse (odin)</li> <li>• Applying principles of neurodevelopment to clinical work (am site)</li> <li>• Manifestations of damaged development...(odin)</li> <li>• A therapists reflection on what works (am site)</li> </ul>
9 12/1	<b>Action 5: Create</b> <i>Assignment 6 due</i>	<ul style="list-style-type: none"> <li>• The path of least resistance (chapter 3-5) (<b>buy book</b>)</li> <li>• Spirituality and addiction (odin)</li> <li>• Me to we (chapters 3, 4, 5, 10) (<b>buy book</b>)</li> <li>• Achieving sustainable new happiness (am site)</li> </ul>
10 12/8	<i>Final exam</i>	

**Note:** am site = [www.addictionmanagement.org/resources-for-classes/journal-articles/](http://www.addictionmanagement.org/resources-for-classes/journal-articles/)  
 odin = accessed using your PSU odin account at: <http://library.pdx.edu/>

**Full References**

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