**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**PSY 251 – Counseling and Treatment of Addictions**

**Course Outline**

**Course Number & Name:**  PSY 251 Counseling and Treatment of Addictions

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in PSY 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course provides an introduction to the individual, group, and family treatment of alcohol and drug dependency. The theoretical and historical basis and the implications of a variety of treatment methods are considered including 12-step self-help programs, therapeutic communities, detoxification, rehabilitation, outpatient care, half-way houses, methadone, and employee and student assistance. Treatment planning by objectives and stages is stressed. Special topics of concern such as engagement, mandated treatment, enabling, and the treatment relationship are surveyed. This course is approved for 42 educational hours toward New Jersey’s Certified Alcohol and Drug Counselor (CADC) certification or recertification.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify and explain basic concepts of counseling;

2. identify, explain, and/or demonstrate how various counseling skills are used;

3. identify, describe, and/or demonstrate how crisis intervention is used;

4. identify and explain various components of addiction-focused counseling;

5. identify, define, and/or demonstrate various skills relevant to group counseling;

6. identify, define, and/or explain the purpose of family counseling; and

7. identify, explain, and/or demonstrate how cognitive behavioral therapy is used.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course,

students should specifically be able to do the following:

1. Identify and explain basic concepts of counseling:

* 1. *identify the differences between counseling and psychotherapy as per the IC & RC*;
	2. *identify key concepts of and noted figures associated with various counseling approaches (e.g., reality, therapy, cognitive-behavioral therapy, transactional analysis, structural family therapy, client-centered therapy, psychodynamic therapy, and gestalt therapy);* and
	3. *explain the rational for choosing and changing counseling approaches during the course of counseling*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Identify, explain, and/or demonstrate how various counseling skills are used:

* 1. *identify, demonstrate, and explain the purpose of various counseling skills (e.g., attending, paraphrasing, reflection of feelings, summarizing, probing, counselor self-disclosure, interpreting, and providing feedback as per motivational effectiveness therapy – MET);*
	2. *integrate self-help group participation as an adjunct to the counseling process;* and
	3. *identify six stages of counseling and demonstrate the skills found in each stage*

3. Identify, describe, and/or demonstrate how crisis intervention is used:

3.1 *define crisis intervention within the framework of alcohol and drug counseling as per IC & RC;*

3.2 *identify the four causes of crises or trauma (i.e., situational, developmental, intrapsychic, and existential);*

3.3 *identify and give examples of the five psychological reactions to crisis (i.e., shock, anxiety, depression, anger, and intellectualization);*

3.4 *explain the four goals of crisis intervention (i.e., stabilization, pressure relief, problem solving, and return to pre-crisis function) and describe the six stages comprising the crisis intervention process (i.e., establish rapport, gather data, reframe crisis, explore realistic options, contact supportive individuals, and arrange for follow-up);*

3.5 *identify the risk factors and cues associated with suicide;*

3.6 *describe and demonstrate the appropriate set of responses to a suicide crisis (e.g., form relationship, identify key issues, assess for lethality, evaluate client strengths and resources, develop and implement plan, and intervene appropriately to respond to imminent danger);* and

3.7 *identify and explain the qualities of an effective crisis counselor (e.g., empathy, effective questioning, rapid assessment, realistic viewpoint, and effective resource utilization)*

4. Identify and explain various components of addiction-focused counseling:

 4.1 *identify the three modalities of alcohol and drug treatment (i.e., pre-treatment [e.g., detoxing and medical stabilization], rehabilitation [e.g., residential, intensive outpatient (IOP) and outpatient (OP)], and maintenance [e.g., on-going care]);*

 4.2 *identify the five goals of individual alcohol and drug counseling (i.e., stop alcohol and other drug [AOD] use, relapse prevention, changing reinforcement contingencies, managing painful feelings appropriately, and improving interpersonal functioning)*;

 4.3 *differentiate between early-, middle-, and late-stage recovery and provide examples of treatment issues in each stage;*

 4.4 *explain why termination of counseling is a process, rather than an event, and give examples of rationale(s) for termination and how the process of termination should be approached;* and

 4.5 *identify various self-help groups and explain how they can enhance recovery for the individual and significant other*

5. Identify, define, and/or demonstrate various skills relevant to group counseling:

 5.1 *explain the meaning of the term “universality”;*

 5.2 *identify the four stages of group development and describe the features of each (i.e., initial, transition, working, and final) as well as the counselor’s tasks at each stage;*

 5.3 *define group process;*

**Measurable Course Performance Objectives (MPOs)** (continued):

5.4 *identify and explain the three processes (i.e., compliance, identification, and internalization);*

5.5 *describe the counselor’s role in assisting clients to work through the three processes (i.e., compliance, identification, and internalization);*

5.6 *identify and explain the three styles of leadership (i.e., authoritarian, democratic, and laissez-fare);*

5.7 *identify the three leadership functions (i.e., emotional stimulation, meaning attribution, and executive function);*

5.8 *identify and demonstrate facilitation techniques used by group leaders (e.g., group communication, keeping a “here and now” focus, questioning individual members, role-playing, seeking insight, seeking commonality, and self-disclosure);*

5.9 *provide examples of leader interventions in response to urgent/critical group issues (e.g., focus attention on group process, encouraging a “here and now” focus, and addressing the group’s difficulties);* and

5.10 *develop skills for dealing effectively with problematic group members (e.g., silent clients, boring clients, monopolizing clients, self-righteous clients, and hostile clients)*

6. Identify, define, and/or explain the purpose of family counseling:

6.1 *explain how substance use disorders (SUD) affect the family collectively, as well as each member;*

6.2 *discuss the rules in SUD affected families and per Black and Wegscheider (e.g., don’t talk, don’t feel, and don’t trust)*;

6.3 *identify family roles and their features as described by Wegscheider (e.g., the “addict,” the “enabler,” the “hero,” the “scapegoat,” the “lost child,” and the “mascot”) and as described by Black (e.g., “the adjuster,” the “placater,” and the “acting out child”);*

6.4 *distinguish between interdependence, co-dependence, and dependence;*

6.5 *distinguish between performing alcohol and drug counseling with families and performing family therapy;*

6.6 *define intervention and explain the intervention process;* and

6.7 *describe the importance of family-related support groups and community-based service providers for families*

7. Identify, explain, and/or demonstrate how cognitive behavioral therapy is used:

7.1 *explain how a client’s cognitions represent a synthesis of internal and external stimuli*;

7.2 *identify the role of cognitions in the client’s view of self, view of the world, and view of the past and the future*;

7.3 *discuss how alterations in client cognitions affect the client’s affective state and patterns of behavior*; and

7.4 *apply cognitive behavior therapy (CBT) theory and techniques to the treatment of substance abuse disorders*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.

2. Participate in class discussions.

3.    Complete all assignments and take all quizzes and exams that are scheduled.

4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs 10 – 15%

Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.

**Methods of Evaluation** (continued):

 **% of**

**Grading Components final course grade**

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

* **Written/Oral Presentation of Child, Teenager, Adult, 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams (number of exams and dates specified by the instructor) **20 – 30%**

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

**Note**: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Levin, J. D. (2001). *Introduction to Chemical Dependency Counseling*. Northvale, NJ: Jason Aronson, Inc.; and the text by Fisher, G. L. & Harrison, T. C. (2009). *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors* (4th ed.). New York, NY: Pearson.

Recommended Resource: Myers, P. L. & Salt, N. R. (2007). *Becoming an Addictions Counselor: A Comprehensive Text* (2nd ed.). Sudbury, MA: Jones and Barlett Publishers.

**Note:** It is the instructor’s discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

**Unit Areas/Topic**

1 Introduction to Counseling

2 Counseling Skills

3 Crisis Intervention

4 Addiction-Focused Counseling

5 Group Counseling

6 Family Counseling

7 Cognitive Behavior Therapy

8 (optional) Classification of Drugs and Models of Addiction

9 (optional) Counseling Culturally and Ethically Diverse Groups

10 (optional) Confidentiality and Ethical Issues

11 (optional) The Role of Assessment and Diagnosis

12 (optional) Relapse Prevention and Recovery

13 (optional) Gambling and Other Addictions

14 (optional) Prevention

**Note:** In PSY 251, the instructor must cover Units 1 – 7 listed above in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.