

University of Texas at Tyler
Department of Psychology and Counseling
COUN 5326 Addictions Counseling
Course Syllabus: Summer 2021
Meeting Times: Tuesday 2:00-4:45
Hybrid Format

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I. Course Catalogue description: This course will examine substance abuse and addiction disorders (e.g., gambling, sex, gaming, eating, tobacco) in multiple client populations, and their treatment. Students will learn how to conduct assessment for and diagnosis of substance abuse and addiction disorders, including co-occurring disorders; the effects of substances and addictions on the client and others; etiology; and best practices in counseling and treatment. Prerequisite: PSYC 5308.

- II. Student Learning Outcomes (SLO's):** Upon completion of this course, students will:
- Demonstrate an understanding of and ability to articulate the behavioral, psychological, physical, and social effects of psychoactive substances on the user and significant others;
 - Demonstrate a familiarity with a variety of models and theories for conceptualizing addiction and dependence;
 - Demonstrate the ability to assess and diagnosis the continuum of addiction disorders using the DSM V;
 - Demonstrate a familiarity with both the range of addiction treatment services available and client placement criteria;
 - Identify strategies for engaging and retaining the addicted client and significant others in treatment
 - Practice effective cross-cultural addiction counseling skills;
 - Be able to identify the major classifications of psychotropic drugs of abuse, typical routes of administration, and brief description of effects.
 - Recognize the addiction and recovery processes.
 - Describe the holistic impact of addiction on clients and families.
 - Identify the common and comorbid psychiatric disorders and/or process addictions.
 - Demonstrate basic individual, group and family counseling techniques to be used with those experiencing dysfunction related to addictions.
 - Identify addiction treatment issues for special populations.
 - Identify professional issues related to addictions counseling (e.g., clinician wellness strategies, certification, and legal/ethical issues).

III. CACREP Standards Addressed in COUN 5326

Core Curricular Experiences	CACREP
1. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment	IIG3g
2. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	IIG3f
3. Essential interviewing and counseling skills	IIG5c
4. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	IIG5d

Outcomes	CACREP	Evaluation
1. Discuss theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	IIG3g	Quizzes
2. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders	CHMC: A6	Quizzes
3. Knows the disease concept and etiology of addiction and co-occurring disorders	CHMC: C4	Quizzes
4. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	CHMC: D8	Case Study Paper
5. Identifies standard screening and assessment instruments for substance use disorders and process addictions	CHMC: G4	Quizzes
6. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	CHMC: H3	Case Study Paper
7. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	CHMC: H4	Quizzes Case Study Paper
8. Knows the impact of co-occurring substance use disorders on medical and psychological disorders	CHMC: K3	Case Study Paper

9. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education	SACC: C3	Quizzes
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IV. Methods of Instruction: The course will be hybrid in nature, meaning that it will meet partially face-to-face as well as online. The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. Students will interact with course material through role-plays, an abstinence project, visiting support groups, and receiving feedback with regard to a case study paper, and in-class assignments. Professor reserves the right to change the course and/or syllabus as deemed appropriate.

V. Required Texts:

Miller, W. R., Forcehimes, A. A. & Zweben, A. (2019). *Treating addiction: A guide for professionals* (2nd ed.). New York, NY: The Guildford Press. ISBN: 9781462540440

Shantz-Hilkes, C. (Ed.). (2013). *Hooked: When addiction hits home*. Toronto: Annick Press.

Required Supplemental Reading: Available online at:

Hagedorn, W. B., & Juhnke, G. A. (2005). Treating the sexually addicted client: Establishing a need for increased counselor awareness. *Journal of Addiction & Offender Counseling*, 25, 66-86.

Leshner, A. I. (2001). Addiction is a brain disease. *Issues in Science & Technology*, 17, 75-81.

Marlatt, G. A., & George, W. H. (1984). Relapse prevention: Introduction and overview of the model. *British Journal of Addiction*, 79, 261-273.

Miller, W. R., & Rollnick, S. (2009). Ten things motivational interviewing is not. *Behavioural and Cognitive Psychotherapy*, 37, 129-140. doi: 10.1017/S1352465809005128

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47, 1102-1114.

Smock, S. A., Froerer, A. S., Blakeslee, S. E. (2011). Systemic interventions in substance-abuse treatment: Past, present, and future. *Journal of Family Psychotherapy*, 22, 177-192. doi: 10.1080/08975353.2011.602613

Tatarsky, A., & Marlatt, G. A. (2010). State of the art in harm reduction psychotherapy: An emerging treatment for substance misuse. *Journal of Clinical Psychology: In Session*, 66, 117-122. doi: 10.1002/jclp.20672

VI. Grades:

Course Engagement Points	250 points
Book Reflection	100 points
Support Group Reflections	150 points
Abstinence Project	250 points
Case Study	250 points

Total = 1,000

A: 900-1,000 B: 800-899 C: 700-799 D: 600-699 F: < 600

VII. Assignments:

Course Engagement (250 points): Due to the hybrid format of this course, students will engage in a variety of online and face-to-face activities to assess comprehension and engagement. Points will be a combination of in-class participation (via zoom) and exercise completion. These points will be earned throughout the duration of the course.

In class weeks, you will have Chapter Readings: Before each class, please upload to the weekly canvas module the following points and questions you generate based on the readings assigned each week:

1. Summarize 2 key points/themes/topics of interest to you. Each key point should focus on the information you read (the content) and the reason this interested you.
2. Generate 2 (thoughtful) questions/issues/concerns you are left with after the readings.

Online weeks, you will have Chapter Quizzes: You will complete short quizzes within your modules to ensure you are understanding the material.

*The professor reserves the right to make changes to these as deemed necessary to ensure student learning.

Hooked Book Reflection (100 points): Students will read *Hooked: When Addiction Hits Home* and complete a reflection journal (see Appendix A for formatting). This should be at least 4 pages in length (single spaced within the format) and reflect on your personal and professional reactions to the book. Students should submit a copy on Canvas as well as bring a copy to class.

Support Group Attendance and Reflection (150 points): As part of your class experience, you are required to attend **two different** “Open” support groups. Due to the current COVID-19 climate, you may attend these in person or online. You may attend any of the below groups or any other support groups approved by the professor. See Appendix B for additional information on locating meetings.

- Al-Anon: <http://www.al-anon.alateen.org/meetings/meeting.html>
- Alcoholics Anonymous: http://www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29
- Celebrate Recovery: <http://www.celebraterecovery.com/global.shtml>
- Codependents Anonymous: <http://www.codependents.org/meeting-search-english.php>
- Emotions Anonymous <http://allone.com/12/ea/>
- Gamblers Anonymous: <http://www.gamblersanonymous.org/mtgdirTOP.html>
- Nar-Anon: <http://nar-anon.org/naranongroups.htm>
- Narcotics Anonymous: <http://portaltools.na.org/portaltools/MeetingLoc/>
- Overeaters Anonymous: http://www.oa.org/all_about_meetings.htm
- Sexaholics Anonymous: <http://www.sa.org/top/United%20States%20of%20America/>
- SMART Recovery: http://www.smartrecovery.org/meetings_db/view/

Note: All meetings are "closed meetings" (for those that are addicted) unless "O" (open) is indicated. **Only attend Open meetings** unless you meet the necessary criteria.

If going in person, you may attend the group in the company of **one** of your classmates. This assignment will have the following components:

An introduction – This one-to-two paragraph introduction will provide an overview of the two meetings that you attended (worth **50 points**).

A summary paper – This is to be a *minimum two to three-page paper* describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, and (c) what this exercise has taught you about what clients might experience, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting (worth **100 points**).

Abstinence Project (250 points): This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for the semester (**see dates at the end of this syllabus**). For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students will be put into support groups that will meet weekly. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. In each weekly check-in, students are to address the abstinence project prompt provided on the course schedule. It is also expected that you describe your experience with the abstinence project in general (thus you are not limited to only addressing the prompt).

During this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) check in weekly with "support group" (c) write a **summary paper** which will serve as the conclusion to the exercise. This assignment will have the following components:

"Letter to my Substance/Behavior" - Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins (the content for this letter can be found in Appendix C) (worth **100 points**).

Support Group– Weekly, students will check in with their support group. Students will reflect and respond to the reflection questions provided and provide support to their peers to encourage accountability. Students will describe their feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult).

Summary paper – This is to be a *minimum* three-page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience. Additionally, please reflect on your support group experience (worth **150 points**).

Case Study Paper (250 points): Students will write a case-study paper based on a fictional character from an approved movie, TV show, book. Students may not use the same character, and will be approved on a first-come, first-serve basis. Character approvals will be submitted via a canvas discussion board so please be mindful to check other students’ submissions prior to submitting your request.

Students will address how they would work with their client using the knowledge obtained from the course. Papers will address but are not limited to: models of addiction, information on addictive substances, diagnosis, screening, co-occurring disorders, a theoretical approach and treatment plan, level of treatment, stage of change, and the counselor’s work with the client, the family, and group/12-step treatment modalities. Additional information will be provided. All papers will be written in APA format. Length is 6-8 pages not including title page or references (abstract not necessary).

VIII. Course Policies:

Attendance: Due to the experiential nature of this course, attendance is essential. If necessary, students may miss one class with a valid excuse and not face penalties related to their grade (students are encouraged to save this absence for illness or emergencies that may arise). This absence may be during the live-class or to be used as an extension for the online module. Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. A second absence will result in a deduction of points from the total grade. In the event that a student misses three classes, he or she will receive a failing grade. Students who are not physically present and engaged for the entirety of the class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion. Please note: it is the student’s responsibility to drop this course, if necessary.

Readings and Assignments: It is the students’ responsibility to complete all required readings prior to coming to class. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due at the beginning of class on the date specified on the syllabus. No late assignments will be

accepted. Extensions may be granted at the discretion of the instructor if requested by the student prior to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date.

Participation: The experiential nature of the course requires participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation on a weekly basis.

To ensure we are facilitating a meaningful virtual learning environment for all students, the CMHC faculty have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.

- (1) We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class.
- (2) We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
- (3) We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

Professionalism: At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see *Master's Student Handbook*), engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to UT Tyler's Academic Integrity Policy. As professionals, students also are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly.

Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies.

IX. University Policies:

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

X. CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.utttyler.edu or call 903.565.5555.

When you email IT Support, be sure to include a complete description of your question or problem. You may also visit the Help Link on Canvas

Plug-ins and Helper Applications

UT Tyler Canvas courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your Canvas course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

NOTE: Mozilla Firefox is the recommended browser for Canvas. (URL:

<http://www.mozilla.org/en-US/firefox/new/>)

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: <http://get.adobe.com/reader/>)
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. (URL: <http://www.java.com/en/download/>)
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: <http://get.adobe.com/flashplayer/>)
- **QuickTime** allows users to play back audio and video files. (URL: <http://www.apple.com/quicktime/download/>)
- **Windows Media Player** allows you to view, listen and download streaming video and audio. (URL: <http://windows.microsoft.com/en-US/windows/products/windows-media-player>)
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: <http://www.real.com/>)

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

(URL: <http://www.learnthenet.com/learn-about/netiquette/index.php>)

Tentative Course Schedule

***Non-shaded weeks meet synchronously via zoom. Shaded weeks occur asynchronously on Canvas. All assignments due during zoom weeks should be uploaded prior to class. All assignments due during canvas weeks are DUE by 11:59pm on the date listed.**

Date	Topics Covered	Readings & Assignments (bold)
Module 1 5/11	Syllabus Overview Counselor Attitudes	Miller Ch.1 & 2
Module 2 5/18	Drug Classifications	Miller Ch. 3 Abstinence Substance/ Behavior Due
Module 3 5/25	Assessment/ Screening	Miller Ch. 5 & 16 Project Begins! Letter to my Substance/ Behavior
Module 4 6/1	Models of Addiction Abstinence vs. Harm Reduction	Miller Ch. 4 <i>Leshner, 2001</i> <i>Tatarsky & Marlatt, 2010</i>
Module 5 6/8	Levels of Treatment Stages of Change	Hooked Reflection Due Miller Ch. 6 <i>Prochaska, DiClemente, & Norcross, 1992</i>
Module 6 6/15	Addiction Across the Lifespan & Cultures	Miller Ch. 14 & 23
Module 7 6/22	Group Counseling Support Groups	Miller Ch. 17& 22 Support Group Reflection Due
Module 8 6/29	Relapse Prevention Family Counseling	Miller Ch. 15 &19 <i>Marlatt & George, 1984</i>
Module 9 7/6	Process Addictions	<i>Hagedorn & Juhnke, 2005</i> Miller Ch. 25
Module 10 7/13	Addiction and the Brain Co-Occurring Disorders	Miller Ch. 18 & 20
Module 11 7/20	Treatment Planning	Miller Ch. 7 (you should also pick 9,11,or 12, or 13 depending on your preferred treatment approach) <i>Smock, Froerer, Blakeslee, 2011</i>
Module 12 7/27	Professional Ethics Pharmacology Motivational Interviewing	Miller Ch. 10, 18 & 24 <i>Miller & Rollnick, 2009</i> Abstinence Summary Paper Due
Module 13 8/3		*Final Case Study Due* Online by 11:59 CST 8/3 on Canvas

Abstinence Project Support Group Possible Topics for Discussion

From what are you choosing to abstain? How did you arrive at this decision? Who are your support persons? What substitutions will you employ this semester?
What obstacles do you anticipate arising over the semester that may interfere with your goal of abstinence? How might you respond to these obstacles?
What triggers your craving for the substance/activity from which you are abstaining (consider internal triggers such as negative emotions or specific thoughts, as well as external triggers such as commercials, locations, and/or times of day)?
What emotions have come up since you began the abstinence project (pride, disappointment, fear, anger, etc.)? To whom/what are those feelings directed (professor, friends who were not abstaining, self, support system, etc.)?
How is abstaining impacting your life (consider your thought life, emotions, social life, physiology, spirituality/existential experience, relationships, etc.)?
How are others in your life responding to your abstinence project? Are they helpful? Supportive? Minimizing? Do they aid in rationalizing "use"?
Have you been tempted to ignore your abstinence contract? If you have "relapsed," describe what the experience was like for you (circumstances leading up to it, repercussions afterwards, emotions, thoughts, etc.). If you have not, in what ways have you maintained abstinence in light of cravings and/or opportunities to "relapse"?
How is abstaining impacting your life (consider your thought life, emotions, social life, physiology, spirituality/existential experience, relationships, etc.)?
How is your abstinence project impacting your empathy for those who are struggling with addiction? This project is for several weeks, what it may be like for a client who is trying to abstain without an "end date"?
What is in your "bag of tricks" regarding this abstinence project? Which defense mechanism have you noticed yourself employing this semester (i.e., rationalization, blaming, justification, minimization, isolation, denial, etc.)? Examples?
With a holiday approaching, what are some triggers you anticipate (people, places, things)? How will you ensure that you remain abstinent?

Hooked: When Addiction Hits Home

[illegible]

Appendix B **Support Groups**

It is best to search to meetings online, although Internet information is not always up-to-date. Students are encouraged to call the contact person to confirm information.

Ensure that you find an OPEN meeting and double check that it is not male or female only if you are the opposite sex.

When attending a support group, it is imperative that you respect the members of the group. You may identify yourself as a “guest” or someone who is “here to learn.” The point of this experience is to expose yourself to a resource that you may use as a referral in the future.

When approached by members, be respectful and appreciative. You can share that you wanted to learn more about _____ as you think it is a great resource but you know little about it...or perhaps there are people in your life who struggle with addiction. Do not lie, but do not advertise that you are a student or "here for a class" as that may minimize the experience of other members. If you go with someone from class, please limit it to only one other person so as to respect the members of the meeting. As a reminder—you represent the counseling program as well as UT Tyler in your activities outside of class. Any conduct that does not adhere to the standards of the Department or UT Tyler will be dealt with according to University and Departmental policy.

APPENDIX C **ABSTINENCE PROJECT**

Purpose: To gain insight and cultivate empathy pertaining to the physical, psychological, social, and spiritual experience of being without something desirable.

Direction: Spend the next week monitoring what you turn to or rely upon to feel better, comfort/soothe yourself, and/or cope (i.e., mood altering substances/activities). Select a substance or activity that is least conducive to your personal wellness goals that you will abstain from for the duration of the course (examples include alcohol, nicotine, sugar, caffeine, video/computer games, texting, cell phone usage, internet usage, Facebook, Twitter, watching TV, gambling, swearing, etc.).

Support group: In class we will form support groups for individuals who share commonality in their abstinence behavior/substance. There will be times when you experience cravings for your substance/activity, please use this support group to assist you during these times and encourage you to maintain abstinence.

Substitutions: Removing a substance/activity from your life will undoubtedly leave a void. Contemplate healthy alternatives that you will turn to when you desire the substance/activity from which you are choosing to abstain. Examples include, healthy food options, exercise, spiritual/meditative practices, new or continued hobby or leisure activity, positive social interactions, etc.

LETTER TO MY SUBSTANCE/BEHAVIOR

This 1 – 2 page paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 5 areas:

- 1) How my addictive substance/behavior is loved and is considered a “friend”
- 2) How my addictive substance/behavior is sensual (appeals to my senses)
- 3) How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
- 4) How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
- 5) How my addictive substance/behavior is hated – what it has “cost” me

Student Information Sheet

Contact Information

Name (and preference):

Program Track/Major:

Telephone number(s):

Email address:

What motivated you to take this course/what do you hope to gain from the experience?

What questions do you have for the professor?

Is there anything else that I need to know about you to help me to teach you more effectively?