

HUS 172-Spring 2018

HUS172-COUNSELING TECHNIQUES for SUBSTANCE ABUSE

Brian MacKenna-Rice

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From 12:30-1:45

Office Hours: T: 10-11

R: 2-3

COURSE DESCRIPTION

Prerequisite: Enrollment in Alcohol and Drug Abuse Counseling Certificate Program, Human Services Program, Community Support Program or permission of instructor or program coordinator.

Elective: Satisfies open/free

This course helps students develop counseling techniques and strategies to work with people who have problems resulting from substance abuse and dependence. Diagnosis, assessment, treatment planning, treatment philosophies, level of care/services and intervention strategies will be covered thoroughly. Emphasis will be placed on helping clients maintain recovery and prevent or cope with relapse. Treating dually diagnosed clients will also be discussed.

A minimum grade of C- must be earned in this course.

STUDENT LEARNING OUTCOMES

Students will be able to:

- Complete a substance use disorders assessment
- Identify criteria that determine level-of-care decisions
- Identify diagnostic categories and criteria for substance use disorders in DSM-5
- Develop rudiments of clinical treatment plans
- Identify issues endemic to group processes and react strategically
- Plan and implement specific strategies for intervening with substance abusers and their significant others

MATERIALS-PLEASE DO NOT PRINT MATERIAL ON CAMPUS

There will be NO assigned textbook for this course, but there will be selected readings that will be available, mainly by links, but some will be downloaded in Blackboard in PDF. Everything the student will need is in the Blackboard or on the Human Services section of the NECC website.

There are several books that will be referenced by the instructor during this course, and any student who wishes to receive information about purchasing those books may simply ask the instructor about the details.

INSTRUCTOR BIO

Welcome to Alcohol and Drug Abuse. My name is Brian MacKenna-Rice, LMHC, LADC I. I got the hyphenated name when I married. It is a combination of my wife's maiden name (MacKenna) and my surname (Rice). And we go by Brian and Nancy MacKenna-Rice, but I am much more comfortable with students just calling me either Professor or Brian. I am a Licensed Mental Health Counselor and a Licensed Drug and

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Alcohol Counselor in the state of Massachusetts. I have six grandchildren, from 11 to 23 years old. I have worked at just about every level of human services from entry-level to Program Director. I have been Program Coordinator since January 2015.

TEACHING METHODS

The majority of this course will be presented through practical examples and small group collaboration and discussion, written assignments, in vivo assignments, and assessments. Please note that in order to cover the required material we may have to curtail some discussion in order to honor expediency. If that occurs please honor and respect that decision as it is made for the benefit of the many. Please attempt to keep current with assigned reading in order to be prepared for each day of lecture and discussion.

I am a firm believer that instructors don't teach students, but facilitate learning so that students teach themselves. And although I will strive to present material in a logical manner and offer challenges to keep the student interested, it is the responsibility of the student to stay invested in the work and motivated to learn.

I use PowerPoint presentations (PPTs) that are also available on Blackboard. To access the PPTs simply go onto the Blackboard site and click on the course section identifier: TN. My PPTs hit all the highpoints of the material. However, they are not ample for preparing for tests since I add to the material in the lectures and the text reading assignments include information not on the PPTS.

RULES OF THE ROAD

I have a couple of basics that are my expectations for students in class with me:

1. **This course has the potential for conflict, differences of opinion and heated debate. I encourage full and vibrant participation. However, everyone will be respected for his/her views at all times.**
2. **Side conversations are especially problematic and distracting to me and to others. If you harbor a burning desire to speak to someone while class is in session kindly ask them outside the room and out of earshot of the rest of the group.**
3. **Please speak one at a time and do not interrupt someone who is making a point**
4. **Being on time is a common courtesy and a course expectation.**
5. **ELECTRONIC COMMUNICATION DEVICES ARE NOT TO BE TURNED ON DURING CLASS TIME UNLESS THE INSTRUCTOR REQUESTS OR ALLOWS SUCH USE FOR SPECIFIC CLASS ROOM EXERCISES OR OTHER ACADEMIC PURPOSE. USE OF SUCH DEVICES DURING QUIZZES, IN-CLASS EXERCISES, OR FINAL EXAM IS STRICTLY PROHIBITED AND A VIOLATION OF THIS RULE WILL RESULT IN A ZERO GRADE ON THE QUIZ OR EXERCISE IN QUESTION AND A REPORT TO THE DEAN OF STUDENTS.**

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ACCOMODATIONS POLICY

I will follow the college's policy for accommodations regarding test-taking and time and space needs for any student who presents me with the signed request from the Learning Accommodations Center and/or Supported Education Services. If you have questions or requests contact that office located in Haverhill in F Building. Learning Accommodations Center Extension: 3654; V and 3655 TTY. Supported Education Services: Extension 3677 V: and 3655 TTY.

“Please feel free to discuss this resource with me or contact the appropriate office below.”

Learning Accommodations Center:

**Visit us in the Student Center SC111, call (978) 556-3654
or email lacenter@necc.mass.edu**

Deaf and Hard of Hearing Services:

**Visit us in the Student Center SC110, call 978-241-7045 (VP/Voice)
or email deafservices@necc.mass.edu**

- ***Students please note: if you have been approved for testing accommodations through the Learning Accommodations Center, remember to discuss with instructor in advance.***

POLICY REGARDING ACADEMIC HONESTY

The college has a clear policy regarding the need to maintain Academic Honesty. You may read this policy by accessing the Student Handbook found at:

<http://www.necc.mass.edu/StudentHandbook/rules/htm>

I expect your work to be “your” work. We may have some Team Assignments and when a student allows his or her name to be attached to a piece of Team Work it implies that the individual has contributed in an equitable and fair manner to that work.

If you access other sources in any written or orally presented work then those sources must be cited and credited appropriately using APA formats. Plagiarism is the use of material, including ideas, concepts, theories etc that are someone else's intellectual property. In truth it is a form of theft unless properly cited and credited. Academic honesty infers that plagiarism is a zero tolerance issue. Please learn to cite and reference any material used that is not your own.

Please pay attention to the sections that explain Student Misconduct and Procedures to guarantee and protect Academic Honesty. I will maintain strict adherence to this policy and report any suspected violations to the appropriate administrative department.

LATE WORK SUBMISSIONS POLICY

Please note that submissions of any and all assigned material will be made **ON TIME** and in conjunction with the schedule accompanying this syllabus, unless announced changes are made by the instructor. Any materials submitted after the deadlines listed in the schedule will be subject to the following adjusted grading: one class late 25%

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deducted, two classes late 50% deducted, more than two classes late, zero credit.
PLEASE BE RESPECTFUL OF THIS POLICY.

ATTENDANCE (Extra Credit Opportunity Only)

Expectation is that students attend **ALL** scheduled classes. Schedule of meetings is included in this document. Students with 0 to 1 absence in the classroom portion will receive a 3 grade point increase at the end of the semester. Two missed classes' results in a one degree grade deduction (Example: an A- becomes a B+). More than two missed classes' results in a full grade deduction (Example: an A- becomes a B-). More than three missed classes' results in a full grade deduction and an extra written assignment or oral presentation assigned and completed at the discretion of the instructor. **Four misses will result in a meeting with the instructor and Coordinator of the Human Services curriculum to discuss the motivation and intent of the student, and may result in the student being withdrawn by the instructor for non-participation.**

NOTE: absences should be the exception, and will not be considered without proper documentation such as official letterheads OR by express permission of the instructor. Late arrivals will be treated as absences, chronic tardiness may result in a student withdrawal by the instructor.

BASIS FOR GRADING

Attendance	Extra Credit Only
In-Class Skills Performance (4 @ 50 each)	200 points
Fundamentals Quiz (2 @ 150 each)	300 “
Team Case Study (3 parts)	300 “
Data Gathering (50)	
Data Assessment (150)	
Treatment Recommendations (100)	
Group Session Skills	<u>200</u>
	Total: 1000 points

GRADING SCHEME

The final grade will be calculated using 1000 earned points as equal to 100 grade points:

<u>Earned Points</u>	=	<u>Grade Points</u>	=	<u>Letter Grade</u>
880-1000		88-100		A- to A
780-879		78-87		B- to B+
680-779		68-77		C- to C+
590-679		59-67		D- to D+
Below 590		Below 59		F

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FUNDAMENTALS OF ASSESSMENT & COUNSELING QUIZZES-(2)

The first few weeks of class will be spent discussing and practicing various assessment tools, styles, and issues that are common to the assessment process for substance abuse clients. At Mid-semester I will administer a comprehensive quiz using both subjective and objective style-questions and problems. The subjective sections will be given in advance and completed at home to be submitted on the day of the objective portion. This quiz will be offered ONLY on that date (see schedule of events in this document). The 2 Fundamentals Quiz will be worth 30% of the total grade. The Fundamentals 2 Quiz will be administered on the day scheduled for the Final Exam for this course in May.

TEAM CASE STUDY

During week 2 of class I will assign teams of students to a prearranged Case study. Full directions and materials will be supplied, and this in-class assignment will be fully explained during week 1 and in a comprehensive handout and Q & A period. This assignment will be worth 30% of the total grade.

This initial case will be done in three parts: Data gathering (17%), Assessment (50%), and Treatment considerations and planning (33%). We will work on these cases in class, but students may also get together to work on them outside of class.

I will designate these points using guidelines found in the Blackboard in the Rubrics and Guidelines Folder.

IN-CLASS SKILLS PERFORMANCES (4 @ 50 POINTS EACH)

We will have several in-class skills performances that will be held during the semester. These are designed for several purposes. These will be assessed by the instructor and will take place at using a rotating schedule so that the same student will not have to, for example, go first or last each time. The tasks will be to use skills of CBT, MET, MI, SFT, Stages of Change et al. to address some issue or scenario that instructor presents. A peer will act as the client.

I will designate these points using guidelines found in the Blackboard in the Rubrics and Guidelines Folder.

These assignments compose 20% of the total grade.

NOTE: THESE ASSIGNMENTS CANNOT BE MADE UP, SO ATTENDANCE IS KEY TO TAKING ADVANTAGE OF THESE POINTS.

LEAD A 30 MINUTE GROUP SESSION WITH A PEER PARTNER

There will be student partners who will facilitate a 30 minute psychoeducational group made up of your peers in the class. I will assign a topic for each group at the beginning of the semester. However, these topics are meant ONLY as a starting point and the content of the groups are not the main issue to consider here; but the most important factor and grade component will be the processes that the partners use to facilitate. We will hold a number of mock groups during the semester leading up to the graded groups, and I will choose “acting” roles for peers to follow that will present some important issues that happen in all substance use disorder groups. There will be much more discussion around this task when we start the semester.

I will designate these points using guidelines found in the Blackboard in the Rubrics and Guidelines Folder.

The groups will constitute 20% of your final grade.

NECC Outcomes Assessments

NECC’s commitment to student success involves the evaluation of student work at the program, department, and/or campus levels to help ensure that students are achieving the learning outcomes identified by our programs and the college. This process may include the collection of such evidence as student classroom products or classroom-associated reports of student knowledge or skill demonstrations. **All collected products will have any identifying information removed before they are reviewed.** Results from these reviews are then aggregated to provide an overall view of students’ outcomes achievements. Assessments carried out at the program, department, and/or campus levels will not impact students’ course grades. The process of assigning grades will continue to be the responsibility of the course instructors. Any student who does not wish to have their products collected for program, department, or campus-level assessment can opt out by notifying their instructor.

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WEEK 1-January 18-STUDENT LEARNING OBJECTIVES

Students will:

- 1-Review syllabus and distributed materials, pose questions
- 2-Conceptualize the process of screening, assessment/evaluation,
- 3-Consider and practice basic listening skills

Week 1-Lectures

- #1-Basic Screening Tools Intro
- #2-Intro to DSM-5 (Diagnostic and Statistical Manual) and ASAM (American Society of Addiction Medicine)

In-Class Activities

- #1-Using some basic screening instruments

Read, review, or due next class:

- #1-Review all distributed materials and assigned readings in Bb
- #2-Using the URLs below read and review Screening and Assessment

<http://www.ncbi.nlm.nih.gov/books/NBK64369/#>

<https://www.drugabuse.gov/nidamed-medical-health-professionals/tool-resources-your-practice/screening-assessment-drug-testing-resources/chart-evidence-based-screening-tools-adults>

- #3-Using URL below read and review Stages of Change, p. 1-109

<http://store.samhsa.gov/shin/content//SMA13-4212/SMA13-4212.pdf>

WEEK 2-January 23 & 25-STUDENT LEARNING OBJECTIVES

Student will:

- #1-Begin to understand and appreciate necessity of engagement
- #2-Review and apply several screening tools
- #3-Witness interview with a peer and take part in Q and A of instructor
- #4-Articulate a basic understanding of the various levels of care
- #5-Consider and practice the various Stages of Change.

Week 2-Lectures

- #1-Some nuances of assessment
- #2-ASAM, BSAS Levels of Care (LOC) and Levels of Services (LOS)

Week 2-In-Class Activities

- #1-Small Groups stages of change
- #2-Small Groups screening tools at work, appropriate use
- #3-**In-Class Assignment** #1-Stages of Change Worksheet

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#4-Instructor In-Class Assessment exercise with student volunteer

#5-Instructor forms working groups for Graded Assessment

This assignment will take several weeks to complete and much will be done in class so that questions can be asked and answered. See TEAM CASE STUDY-pg. 5 this doc.

Read, review, or due next class:

#1- Using URL below read p. 1-86

https://www.ncbi.nlm.nih.gov/books/NBK64947/pdf/Bookshelf_NBK64947.pdf

#2- Write a summary of instructor's interview with peer and recommend treatment in a brief plan

WEEK 3-January 30 & Feb. 1-STUDENT LEARNING OBJECTIVES

Student will:

1-Experience data-taking techniques

2-Begin to organize and apply assessment techniques and data entry working in teams

3-Comprehend and practice basic OARS and FRAMES techniques

Week 3-Lectures

#1-How to gather, interpret and explain data re: screenings, stages of change and readiness to treat-The reason this matters.

#2-Basics of MI/MET OARS and FRAMES-and TRAPS and SKILLS: how they fit into a dialog.

Week 3- In-Class Activities

#1-**In-Class Assignment #2-Small Group Teams.** Worksheets, examples, and practice at OARS, SKILLS OF INTERVIEWING, AND TRAPS/SKILLS

#2-Instructor provides feedback re: student ideas and summary of in-class volunteer interview.

#3-**In-Class Assignment #3- Small Group Teams.** Case study works sheets to ascertain appropriate diagnosis, level of service, level of care, and "other" possible considerations

Read, review, or due next class:

#1-Using URL below read 111-144

<http://store.samhsa.gov/shin/content/SMA13-4212/SMA13-4212.pdf>

#2-Using Bb section titled Course Content and open Folder titled Screening and Assessment Tools—read and browse all content. Print any you wish as they are in the public sector and you are free to use them

WEEK 4-February 6 & 8-STUDENT LEARNING OBJECTIVES

Students will:

1-Demonstrate proficiency in assessment and diagnosis

2-Consider appropriate Levels of Care and Levels of Service using ASAM and DSM-5 criteria using case studies provided by instructor.

3-Provide a rationale and evidence-based criteria for practice case study conclusions

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Class is graded **Parts I and II** of Team Case Study (Data gathering and assessment)

Read, review, or due next class:

1-Read articles listed here and found in Bb section titled, "Reading Assignments"

- Clinician's Guide to Writing Treatment Plans ...p. 1-28
- BMR-Treatment Planning

2-Using URL below read p.147-162 and review Appendix B

<http://store.samhsa.gov/shin/content/SMA13-4212/SMA13-4212.pdf>

WEEK 5-February 13 & 15-STUDENT LEARNING OBJECTIVES

Students will:

1-Work in teams to assess, diagnose, case study

2-Apply data as relevant to each case

Week 5-Lectures

None-all classroom activities will be to help enhance understanding and proficiency in assessment, data use, and diagnosis

Week 5-In-Class Activities

#1- teams and **submit PARTS I and II of TEAM CASE STUDY by the beginning of next week's Tuesday class (Feb. 20)**

Read, review, or due next week

#1-**Part III of Team Case Study due on Feb. 20th**

#2-Using URL below read about What is S-BIRT? And be prepared to discuss

<http://www.integration.samhsa.gov/clinical-practice/sbirt>

#3-Using URLS below watch videos to become more competent and clear in regards to the use of tools in MI/MET

<http://www.youtube.com/watch?v=czHdKyfWNI0&list=PLE06BF96BA484FDFD>

<http://www.youtube.com/watch?v=-zEpwxJIRQI>

http://www.youtube.com/watch?v=tQafka_OOsI

<http://www.youtube.com/watch?v=Pwu99NIGiXU>

These are relatively short videos that will help students to see live counseling of specific skills. Be prepared to show some skills next class.

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WEEK 6-February 20 & 22-STUDENT LEARNING OBJECTIVES

Students will:

- 1-Articulate their impressions of S-BIRT as a way to do effective treatment
- 2-Demonstrate a competent level of understanding and using Motivational Interviewing and Beginner's level of Motivational Enhancement Therapy

Week 6 Lectures

- #1-Key elements of MI/MET

Week 6-In-Class Activities

- #1-Discuss feelings of students around S-BIRT materials
- #2-**In-Class Assignment** #4-Observed Practice of key MI/MET elements of substance use counseling

Read, review or due on for next class:

- 1-Go to Blackboard Reading Materials and access "What is Solution"
- 2-Using URLs below review and consider info contained.

<http://www.dualdiagnosis.org/resource/approaches-to-drug-abuse-counseling/solution-focused-brief-therapy-problem-drinking/>

<http://www.sfbta.org/research.pdf>

WEEK 7-February 27 & March 1-STUDENT LEARNING OBJECTIVES

Students will:

- 1-Consider the possibilities of using Solution-focused Therapy in the engagement of substance use disorder clients
- 2-Articulate various methods and techniques of Solution-focused Therapy (SFT)

Week 7-Lectures

- #1-Basics of SFT in engaging and building rapport

Week 7-In-Class Activities

- #1-Using information from above URLs practice SFT skills

Read, review, or due next class

- #1-Using URLs below read all info on the Matrix Model and prepare to discuss

<http://drugabuse.com/library/the-matrix-model/#about-the-matrix-model>

- #2-Instructor will answer or review any info about **Mid-Semester to be given on Thursday of Week 8, March 8---NO MAKEUP!**

WEEK-8-February March 6 & 8-STUDENT LEARNING OBJECTIVES

Students will:

- 1-Display an effective employment of the Matrix Model of therapy
- 2-Complete first half semester assessment (**Mid-Semester Exam**)-on **March 8**

Week 8 Lecture

- #1-Matrix Model for use in psychoeducational group work

Week 8-In-Class Activities

- #1-Take **Mid-semester end of March 8 class**

Read, Review, or due end of break.

- #1-Using the URL below download this TIP for Group Treatment, and read Chapters 1-4 (p. 1-78)

<https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA15-3991>

TIME FOR SPRING BREAK, HAVE FUN!!!!!!!!!!!!!!

WEEK 9-March 20 & 22-STUDENT LEARNING OBJECTIVES

Students will:

- 1-Begin to practice the rudiments of substance abuse group work
- 2-Gain appreciation for facilitating groups with a partner
- 3-Begin to learn how to facilitate groups using specific skills
- 4-Learn to trouble shoot potential issues that arise in substance disorder groups

Week 9-Lectures

- #1-What is the difference between self-help groups (AA) and therapy groups
- #2-Using body language and expressions in mirroring

Week 9 In-Class Activities

- #1-Group Problem Solving Exercises
- #2-Group Agreements
- #3-Observe instructor lead mock demo group
- #4-Volunteered students begin to lead 20 minute mock groups

Read, Review, or due next class

- #1-Using the URL below read Chapter, 5, p. 75-90

<https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA15-3991>

- #2-Be prepared to be in or lead a mock group

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#3-In-Class Assignment #5-Feedback and discussion of this week's class

WEEK 10-March 27 & 29-STUDENT LEARNING OBJECTIVES

Students will

- 1-Apply Motivational Interview/Enhancement, Solution-focused skills, Cognitive-Behavioral, and Readiness for Change techniques to effectively manage groups
- 2-Use the Matrix Model to facilitate psychoeducational groups

Week 10-Lectures

- #1-Group management and conflict resolution in group settings
- #2-Maintaining safe therapeutic settings
- #3-Improving motivation
- #4-Setting and keeping healthy boundaries in group

Week 10-In-Class Activities

- #1-Small group discussions of case studies in need of healthy solutions
- #2-Mock Groups with volunteer students continues.
- #3- **In-Class Assignment #6-Feedback and discussion of this week's class**

Read, review, or due for next class:

- #1-Using the URL below read Chapter, 6, p. 91-122

<https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA15-3991>

WEEK 11-April 3 & 5-STUDENT LEARNING OBJECTIVES

Students will

- 1-Apply Motivational Interview/Enhancement, Solution-focused skills, Cognitive-Behavioral, and Readiness for Change techniques to effectively manage groups
- 2-Use the Matrix Model to facilitate psychoeducational groups

Week 11-In-Class Activities

- #1-Small group discussions of case studies in need of healthy solutions
- #2-Mock Groups with volunteer students continues.
- #3- **In-Class Assignment #7-Feedback and discussion of this week's class**

WEEK 12-April 10 & 12-STUDENT LEARNING OBJECTIVES

Students will

- 1-Apply therapeutic strategies in Middle-Stage Treatment
- 2-Use Matrix Model to facilitate psychoeducational groups

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Week 12-Lectures

- #1-Changes and the use of leverage in groups
- #2-Handling strong emotions
- #3-A surprise in every group

Week 12-In-Class Activities

- #1-Small group discussions of case studies in need of healthy solutions
- #2-Mock Groups with volunteer students continues.
- #3- **In-Class Assignment #8-Feedback and discussion of this week's class**

WEEK 13-April 17 & 19-STUDENT LEARNING OBJECTIVES

Students will

- 1-Apply therapeutic strategies in Final Stages Treatment of groups
- 2-Facilitate as partners, a mock, graded group with peers as members

Week 13-Lectures

- #1-Dealing with client families in a therapeutic manner

Week 13-In-Class Activities

- #1-Graded groups with feedback from peers and instructor

Read, review, or due for next class

- #1-Using the URL below review Trauma Informed Care
<http://store.samhsa.gov/shin/content/SMA15-4912/SMA15-4912.pdf>

WEEK 14-April 24 & 26-STUDENT LEARNING OBJECTIVES

Students will

- 1-Apply therapeutic strategies in Final Stages Treatment of groups
- 2-Facilitate as partners, a mock, graded group with peers as members

Week 14-Lectures

- #1-Trauma Informed Care-discussion

Week 14-In-Class Activities

- #1-Graded groups with feedback from peers and instructor

WEEK 15-May 1 & 3-STUDENT LEARNING OBJECTIVES

Students will

- 1-Apply therapeutic strategies in Final Stages Treatment of groups
- 2-Facilitate as partners, a mock, graded group with peers as members

Week 15-In-Class Activities

- #1-Graded groups with feedback from peers and instructor

FINAL EXAM WEEK-Date to be announced during semester

Final Assessment of Skills-Exam #2

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Final thoughts and terminate class

NOTES