

**The University of North Carolina at Charlotte**  
**College of Education**  
**Department of Counseling, Special Education, and Child Development**

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**COURSE NUMBER**                      CSLG 6162/8662                      **CREDIT HOURS:** (3G)

**COURSE TITLE**                                      Chemical Dependence: Counseling Individuals, Families, and Groups

**CATALOG DESCRIPTION**

A counseling techniques course designed to help students who have worked as professional substance abuse counselors and those who have little or no experience working with substance dependent individuals and their families.

**COURSE PREREQUISITES**                      Admission to doctoral program

**COURSE COREQUISITES**                      None

**COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS**

This instruction is available to students who either plan to specialize in substance abuse counseling or who will benefit from knowing the etiology of substance dependence prevalent in adolescents and adults. Completion of this course partially fulfills requirements for certification as Certified Clinical Addictions Specialist (CCAS) as established by the North Carolina Substance Abuse Professional Certification Board (NCSAPCB) and by the National Board for Certified Counselors (NBCC). How to provide in substance abuse counseling settings individual counseling and group therapy and education will be taught.

**COURSE OBJECTIVES**

This course will include instruction in and discussion of selected competencies recommended for substance abuse counselors by the State of North Carolina and the Substance Abuse and Mental Health Services Administration, a division of the U. S. Department of Health and Human Services. The purpose of this course is to help students understand the

- role, function, and professional identity of substance abuse counselors
- ethical and training standards of credentialing bodies
- relevant implications of sociocultural, demographic, and lifestyle diversity of chemically dependent clients and their families
- information used to design, implement, and evaluate substance abuse counseling techniques
- information used to educate clients, families, and communities about substance abuse
- client characteristics of chemically dependent clients and their families
- characteristics and mechanics of client intake
- importance of being aware of their own and their clients' perceptions of the counseling experience
- importance of being imaginative about how clients can be helped
- importance of being receptive to hearing and considering others' ideas and viewpoints.

## **COURSE CONTENT**

This course is designed to introduce students to the (a) biopsychosocial etiology of substance abuse, (b) fundamentals of assessment and diagnosis of substance dependence, and (c) therapeutic techniques for intervening with and educating chemically dependent clients and/or their families.

## **ILLUSTRATIVE COURSE ACTIVITIES**

1. Seminar presentation of one and on-half hours on a topic related to substance abuse counseling such as: The Process of Recovery, Coping with Anger and Resentment, Coping Skills for Depression and Anxiety, Resisting Open and Hidden Pressures to Drink or Use Other Drugs, Family Dynamics, Domestic Violence, Suicide Awareness and Prevention, Communication Skills, Healthy Relationship Skills, Self-Help Groups, Defense Mechanisms, Special Problems (e.g., personality disorders, homicidal, elderly, traumatized, psychotic, high-risk), Working With Adolescents
2. An experiential requirement in which students complete an activity and report on that activity in a 2000-3000 - word paper. Examples of activities from which students may choose are:
  - Arranging to “shadow” a practicing substance abuse counselor at work for a total of four hours.
  - Arranging interviews with administrators with four substance abuse treatment, medical detox, social detox, or DUI education sites and observe their services.
  - Arranging with counselors or administrators to “sit in” on four hours of group counseling and/or client education.
  - Arranging two 1 – 2-hour interviews with practitioners who counsel substance abusers and/or their families. Tape record the interviews and produce typescripts instead of submitting the paper described above.
  - Arranging two 1 – 2-hour interviews with medical personnel who directly treat illnesses associated with chemical dependency Tape record the interviews and produce typescripts instead of submitting the paper described above.
  - Attending eight hours of continuing education training offered by the McLeod Addictive Disease Center or the North Carolina Substance Abuse Professional Certification Board.
3. Attend 12-Step meetings
4. Design a treatment plan for a hypothetical client including specific interventions.

## **ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE**

Attendance and Participation  
Seminar Presentation  
Written report on Practical Experience  
Attendance at and report on two 12-Step meetings  
Computerized treatment plan

## **AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY**

Beck, A. T., Wright, F. D., Newman, C. F., Liese, B. S. (1993). Cognitive therapy of substance abuse. New York: Guilford

Buelow, G. D., & Buelow, S. A. (1998). Psychotherapy in chemical dependence treatment: A practical and integrative approach. Pacific Grove, CA: Brooks/Cole

Finley, J. R., & Lenz, B. S. (1999). The chemical dependence treatment documentation sourcebook. New York: John Wiley & Sons.

Fisher, G. L., & Harrison, T. C., (2000). Substance abuse (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Perkinson, R. R. (1997). Chemical dependency counseling: A practical guide. Thousand Oaks, CA: Sage.

Senay, E. C. (1998). Substance abuse disorders in clinical practice. New York: W. W. Norton.

Shernoff, M. (Ed.). (1991). Counseling chemically dependent people with HIV illness. New York: Haworth.

Stevens-Smith, P., & Smith, R. L. (1998). Substance abuse counseling. Upper Saddle river, NJ: Prentice Hall.