

PSY 712 Alcohol Abuse Counseling Chaminade University Summer 2019

Tuesdays; 5:30-9:30 PM, Henry Hall 209/210
INSTRUCTOR: Ken Burtness **638-7497 primary**,
230-6069 (cell) secondary,
Email: kenneth.burtness@chaminade.edu



Class Texts:

1) LOOSENING THE GRIP 2) ALCOHOLICS ANONYMOUS by Kinney (**11th Edition**)
THE BIG BOOK (**4th Edition**)

ISBN 10: 0078028558 (pbk) ISBN 978-1-893007-16-1

3) THE 2019 ALCOHOLISM CASEBOOK by Ken Burtness
Available at the first class at cost

Catalog Course Description

This course is designed to give the student an indepth examination of one of the most pressing social problems of our times. The course will examine the drug itself, the environment in which it is taken, influencing factors in its abuse, the effects of abuse and addiction, the disease that it becomes, and how to treat it.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program Marriage and Family Counseling emphasis student learning outcomes of Knowledge and Skills for the Practice of Marriage and Family Counseling. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

This course develops and assesses the skills and competencies for the MSCP program Community Counseling emphasis student learning outcomes of: 1) Knowledge and Skills for the Practice of Community Counseling; and 2) Contextual Dimensions: Community Counseling. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

This is a hands-on course rather than a theoretical one. Students will counsel a wide variety of role-playing clients and families with the only common denominator being Alcohol. Normally each class will consist of 1/4 discussion, and 3/4 counseling practice. In this way it is hoped that students will be able to put into practice the concepts and techniques they are learning.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of how to:

1. Objectively examine alcohol abuse.
2. Integrate the practical and the caring as well as the academic side of alcohol abuse.
3. Examine the effects of culture upon alcohol abuse.
4. Determine how alcohol abuse affects family systems and behavioral patterns.
5. Be prepared to counsel the “alcoholic family” as well as the alcoholic individual.
6. Be able to see the “family dance” in coping with the negative consequences of alcohol abuse.
7. Change or eliminate dysfunctional individual and family patterns in an ethical way.
8. Redirect “enabling” behaviors into supportive behavior.
9. Be able to apply methodological strategies, statistical analysis, the scientific method, and research to the study of alcohol abuse.

Specifically, Each Student Will:

- 1) Stay up with class readings and be prepared to discuss the night’s readings and take a quiz on the material
- 2) Be prepared to discuss **the night’s case**.
- 3) Prepare a written session plan for the night’s case except when you are role-playing a client. As a client you will fill out a preparation paper **instead** of a plan. Do not stress about having perfect plans. The goal of the class is to improve your therapeutic plans & notes as the semester goes on.
- 4) Complete case notes for the previous week’s case. When you are role playing a client you will fill out an evaluation form **instead** of notes. You will give a copy of this evaluation to the counselor as well as the instructor.
- 5) Bring a recording device (e.g. a smart phone) or a DVDr to the session you will be counseling to film your session. The week after your counseling session you will turn in your notes **plus** a video report on what you gleaned from watching the session again.
- 6) Attend 3 DIFFERENT Alcoholics Anonymous Meetings and do a report on each including a map. Make copies of each report and map for your classmates and the instructor. In addition, a digital copy must be emailed to the instructor.
- 7) Review class emails from instructor each week and keep up with all posted information. Be able to access Microsoft Office: WORD, EXCEL and POWERPOINT. Anti-Virus software strongly recommended. During class please turn off all cell phones or put them on stun
- 8) Be willing to participate in discussions and counseling, and **to work hard**.

Assessment

Counseling Sessions	20 points	(-5 points for missing a counseling session without making arrangements; -3 points for missing a client session)
Plans, Notes, Video	16 points	(1 st week grace, 2 nd week minus ½, 3 rd week minus 1)
Attachment Book	4 points	(compilation of handouts) <u>Due the 9th Class</u>
AA Meeting Reports	9 points (3@)	AA Maps (hard copy) 1 point
Quizzes (7-1)	30 points (5@)	(best six out of seven)

Exam (take-home)	20 points	Two cases, each worth 10 points
<u>TOTAL</u>	<u>100 points</u>	
Grading:	A = 90-100	B = 80-89
<u>Scientific Method Definitions</u>		

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Attendance

If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy)

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. **Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

*Selected from Characteristics of Marianist Universities: A Resource Paper,
Published in 1999 by Chaminade University of Honolulu, St. Mary’s
University and University of Dayton*

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Class) Date	Topic	Readings
1) 09 Jul 19	Introduction: Content & Personal	
2) 16 Jul 19 Quiz 1	Beginning the Therapeutic Relationship: The Intake / Intro to A.A. The Twelve Steps of A.A.	Kinney (9) Big Book (1-3) Casebook (Both Intros, 1) Steps 1-6; Cases 1-4
3) 23 Jul 19 Quiz 2	Getting Started; Treatment Techniques 1st AA Report Due	Kinney (10) Big Book (4-7) Casebook (2-3) All Cases, Steps
4) 30 Jul 19	Alcohol and Its Effects	Kinney (1&3) Big Book (8-11)

Quiz 3	Working Both Sides of the Street	Casebook (4-5) All Cases, Steps
5) 06 Aug 19 Quiz 4	Alcohol Disorders The Middle Journey; Meds 2nd AA Report Due	Kinney (4&5) Casebook (6-7) All Cases, Steps
6) 13 Aug 19 Quiz 5	Medical and Behavioral Problems Sex and Emotions	Kinney (6&7) Casebook (8-9) All Cases, Steps
7) 20 Aug 19 Quiz 6	The Family & The Alcoholic TURN IN EXAM	Kinney (8) Casebook (10-11) All Cases, Steps
8) 27 Aug 19 Quiz 7	Different Strokes for Different Folks How to Avoid Burnout 3rd AA Report Due	Kinney (11) All Cases, Steps Casebook (12-13, Epilogue)
9) 03 Sep 19	The Psychological Side: Dual Diagnosis DROP DEAD DATE FOR P, N, Vs	Kinney (12&14)
10) 10 Sep 19	Prevention Strategies Relapse Prevention Strategies The Future + Leave Taking	

Class Quote:

"at the first cup, man drinks wine,
at the second cup, wine drinks wine,
at the third cup, wine drinks man."

■ Anonymous Japanese Poet