

# INTERVENTION STRATEGIES IN ALCOHOL AND DRUG PROBLEMS

SYLLABUS: SPRING, 2018

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**COURSE CONTENT:** This course is a graduate seminar on multidisciplinary theory and practice in the treatment of clients with alcohol and drug problems. The focus will be on evidence-based approaches (including individual, couples, family, and group techniques as well as motivational techniques, brief therapy and cognitive-behavioral interventions), but topics will also include 12-step, non-directive and other approaches. In addition, cultural issues and diversity and the problems of "Co-occurring Disorders," or the presence of additional psychiatric symptoms and disorders, will be addressed. The format includes lecture and experiential exercises.

**READINGS:** Readings this semester will be very exciting. We will be using chapters from a book on evidence-based addiction treatment edited by Dr. Peter M. Miller: Miller, P.M. (ed.) (2009) Evidence-Based Addiction Treatment. Amsterdam: Elsevier. Also, I will post supplementary material, chapters and case histories, which will be assigned from week to week. Readings must be completed before the class so that you are ready to discuss and implement the material in the classroom setting. Finally, each student will be responsible for a short presentation of a related research topic (for example, a treatment outcome study) for the class. We will schedule these based on your interest and class requirements.

**COURSE PREREQUISITES:** To take this course, the student must be enrolled in the UNCW Psychology Department Graduate Program (Substance Abuse Concentration), or have special permission from the Instructor (usually given only to people with graduate degrees in Psychology and qualifying clinical experience). In addition, the prerequisite courses are: 1) Chemical Dependency (Psych 545) and 2) Advanced Psychotherapy (Psych 550).

**COURSE REQUIREMENTS:** First and foremost, this course requires the ***participation*** of the students. It is both a seminar and an experiential course, so the student must come to class. Missing any class for any reason other than something extreme (bring a note from the ER doctor) may result in a drop in a whole letter grade. Class is 5:00 – 8:00 every Tuesday evening. Plan to arrive on time and stay for the entire three hours. Grades will be based on: 1) class participation (20%); 2) completion of homework assignments, readings and the class presentation (20%); 3) a midterm, which will be content-based (20%); and 4) a final exam (40%) which will be both content-based and experiential.

## COURSE SCHEDULE

### Part One: Overview

- 1/9 Substance Abuse Counseling:  
Requirements, Duties, Training and Education specific to work in the area of substance abuse.  
Types of certification/licensure and requirements for certification in North Carolina.  
12 Core Functions  
TAP 21  
Supervision requirements. Website (<https://www.ncsappb.org>)

- 1/16 Overview continued- Professional and Ethical Responsibilities, including Documentation  
What Does “Evidence-Based” mean?  
Readings:  
Chapter 1, Sorenson et al  
Noel and McCrady 1992 (will be posted)  
-Review APA Ethics for Psychologists <http://www.apa.org/ethics/code/>  
-Read Substance Abuse Counseling Ethics from website  
(<https://www.ncsappb.org/wp-content/uploads/2013/02/NCSAPPB-ETHICS-RULES.pdf>)  
-HIPAA regulations discussed  
<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>  
In class exercise: Decisions regarding Cases of ethical and professional conduct violations

### Part Two: Clinical Evaluation and Treatment Planning

- 1/23 Screening, Evaluation and Review of Drug Effects:  
Readings:  
Lewis et al (will be posted)  
Chapter 3 Maisto and Krennek  
Chapter 4 Stewart  
In class exercises:  
demonstrating recognition and explanation of drug effects;  
using specific screening instruments
- 1/30 Assessment, Functional Analysis and Treatment Planning  
Readings: class handout on Functional analysis  
Chapters 6 and 7  
In class exercise: Role play functional analysis  
Homework: Role play (& record) a functional analysis, be prepared to show part of your file in  
the next class (2/13)

### Part Three: Implementing Treatment and Service Coordination

- 2/06 Counseling Individual Clients: Brief Interventions, Guided Self-Change  
Readings: Chapter 10; Chapter 14  
Maisto et al (will be posted)  
Class Handouts  
In Class exercise: role play behavior change techniques described in handouts  
Homework: Record role play of one of the techniques you did NOT do in class
- 2/13 Counseling Individual Clients (cont): Motivational Interviewing, behavioral techniques  
Readings: Chapters 8, 9 and 13  
In class exercise: Observe and critique each other’s role play tapes; role play new techniques  
Homework: Record role play of one of the techniques you did NOT do in class
- 2/20 Counseling Individual Clients (Cont) and  
Dealing With Other Psychiatric Problems (Co-occurring Disorders)  
Readings: Chapters 5 and 17  
Class Handouts; Special emphasis on DBT  
In class exercise: Observe and critique each other’s role plays; role play new techniques

2/27 Review of techniques covered so far. Midterm handed out (due 3/06)  
(no class on 3/06-Spring Break March 05 – 11)

3/13 Family and Marital Therapy  
Readings: Chapters 12 and 16  
Class Handout  
In class exercise: role play of family therapy session

Homework: More role-plays of techniques to show in class and discuss

-Attend **at least one self-help group session** before **3/27** (special note, if you regularly attend a self-help group for yourself, you must go to a new one with which you are unfamiliar. Consult with me ahead of time with questions)

3/20 Cultural Issues and Diversity in Treatment  
Readings will be posted  
In class exercise: dealing with cultural stereotypes

3/27 Group Treatment and the Use of Self-Help Groups  
Readings: Will be posted  
Chapter on group therapy from Yalom (posted)  
In class exercise: role play of group treatment; discussion of choices and consequences

4/03 Treatments in Group settings  
Readings: Will be posted  
Emphasis on SAIO, contingency management programs

4/10 Relapse prevention techniques  
Readings from Sobell to be posted  
Class handout  
Chapter 11 and Chapter 2  
In class exercise: Role play demonstration of relapse prevention techniques

#### Part Four: Planning treatment

4/16 Treatment Planning, Referral and Consultation (putting it all together)  
Readings: Class Handout on Treatment Planning  
Chapters 21, 22 and 23  
In class exercise: Play video, Write treatment plan (with class assistance), role play discussing and modifying treatment plan with client  
Homework: Write treatment plans for four clients (I will give you the cases)

4/25 Treatment Planning (Continued) + Clinical Supervision + Documentation  
We will go over your cases and treatment planning  
Licensing, TAP-21, 12 Core Functions and Supervision re-visited  
Readings will be posted  
Written part of Final exam handed out. Role play final explained.

FINAL EXAM (Role-plays scheduled individually)