



MAC 578 Impacts of Addictions
Saint Martin's University - Master of Arts in
Counseling
Impacts Level
Leticia Nieto, PsyD, LMFT, TEP

SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES

FAITH	REASON	SERVICE	COMMUNITY
Most successful approaches to treatment of chemical dependency encourage a recognition of the spiritual dimension. Students recognize the importance of spiritual practices for themselves as counselors working with these issues.	There is a balance between understanding neurochemistry and psychopharmacology, on one side, and the mythopoeics of descent involved in addiction. This course invites students to learn to navigate carefully among various states of consciousness – including trance-induction.	One key factor in counselor effectiveness in treating chemical dependency is the capacity to perceive the social dimensions of substance abuse. Students reduce biases and eliminate common misconceptions about those who self-medicate.	Recovery from chemical dependency is rarely an individual project. Students recognize and participate in collective experiences surrounding healing from substance abuse.

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of **faith**, **reason**, and **service**. The university honors both the sacredness of the individual and the significance of **community** in the ongoing journey of becoming.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/eurocentric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

This course examines theories, etiology, and counseling of addictions through biological, neurological, physiological, systemic, and environmental factors.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

<p>1. Student will understand theories and etiology of addictions and addictive behaviors.</p>	<p>Student will write a comprehensive self-evaluation demonstrating their understanding of the foundations of substance abuse treatment, including: interventions, and special populations.</p>
<p>2. Student will explore effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p>	<p>Student will submit answers to assigned questions considering substance use in the context of issues common to individuals and families impacted by military service.</p>
<p>3. Student will build a general framework for understanding differing abilities and strategies for differentiated interventions.</p>	<p>After carrying out the action research interviews, student will prepare a tailored wellness-recovery program.</p>
<p>4. Student will explore ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</p>	<p>Student will write a comprehensive self-evaluation demonstrating their understanding of the foundations of substance abuse treatment, including: psychopharmacology and phases of recovery.</p>

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<p>HUMAN GROWTH & DEVELOPMENT a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors</p>

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

LICENSURE REQUIREMENTS

MAC 578: Impacts of Addictions meets Washington licensure requirements for Behavioral Science in a field related to mental health counseling, WAC 246-809-221, for (11) Substance/chemical abuse.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

Washington Chemical Dependency Professional Educational Requirements are detailed in WAC 246-811-030 (<http://apps.leg.wa.gov/wac/default.aspx?cite=246-811-030>).

MAC 578 Impacts of Addictions may meet WA chemical dependency professional certification in areas (A) Understanding Addiction; (B) Pharmacological Actions of Alcohol and Other Drugs; (C) Substance Abuse and Addiction Treatment Methods; (D) Understanding Addiction Placement, Continuing Care, and Discharge Criteria, Including ASAM Criteria; (F) Chemical Dependency Clinical Evaluation (screening and referral to include comorbidity); (H) Chemical Dependency Treatment Planning; (M) Chemical Dependency Counseling for Families, Couples, and Significant Others; (R) Chemical Dependency Confidentiality; (T) Relapse Prevention; and (W) Chemical Dependency Rules and Regulations. WAC 246-811-030.

INSTRUCTOR: Dr. Leticia Nieto

CONTACT INFORMATION: 360-438-4567 cuetzpalin@aol.com (best), Lnieto@stmartins.edu

OFFICE HOURS: Appointments available by arrangement.

CLASS DAY AND TIME:

MAC578/Course/A1 TBA

MAC578/Course/B1 TBA

BUILDING AND ROOM: TBA

Consultation Availability:

I place a high priority on being responsive to you. Your needs and concerns are very important to me. I am available. Because of your and my busy schedules it may be difficult to find time to connect.

Dropping in is usually not the best way to connect with me. The easiest and most efficient ways to get your consultation and advising needs met are to:

1. Leave a message at the MAC office for me (360-438-4560). You may tell the MAC staff member the nature of your need or say it is confidential. I will get back to you within a few days. If your need is more urgent, let the staff member know, so they can tell me.
2. Appointments can be set up by contacting me directly at 360-438-4567 or cuetzpalin@aol.com (best), Lnieto@stmartin.edu.
3. Write a note to me about your concerns or questions. I will get back to you as soon as possible.

REQUIRED TEXTS AND READINGS

Note: Selected texts can be found with a savings up to 85%:

http://stmartin.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65052&catalogId=10001&lan_gld=-1

You are welcome to use either paper or electronic versions when electronic version is available.

Many Roads, One Journey, Charlotte Kasl (1992) Perennial

The Thirst for Wholeness: Attachment, Addiction, and the Spiritual Path, Christina Grof (1994) Harper San Francisco

The Miracle Method, Scott Miller and Insoo Kim Berg (1996)

Norton *In the Realm of Hungry Ghosts*, Gabor Mate

(2008) Knopf Canada *Lit: A Memoir*, Mary Karr (2009)

Harper

Witness to the Fire: Creativity and the Veil of Addiction, Linda Schierse Leonard (2001) Shambhala

Memoirs of an Addicted Brain: A Neuroscientist Examines his Former Life on Drugs, Marc Lewis (2013)

PublicAffairs

Suggested Additional Reading:

Students may have varying levels of exposure and expertise with issues of chemical dependency and recovery. This list is provided to assist you in identifying areas where you may want to do some additional reading.

Dale Pendell, *Pharmako/poeia: Plant Powers, Poisons, and Herbcraft*, (1995) Mercury House

Kaufman & Kaufman, *Family Therapy of Drug and Alcohol Abuse*

Bauer, *Alcoholism and Women*

Claridge, *Drugs and Human*

Behavior

Ray, *Drugs, Society and Human*

Behavior

Julien, *A Primer of Drug Action*

Kinney, *Loosening the Grip*

Saifer, *Detox*

Washton, *Willpower's not Enough*
 Alcoholics Anonymous, *The Big Book*
 Alcoholics Anonymous, *Twelve Steps and Twelve Traditions*
 White Bison, *The Red Road to Wellbriety: In the Native American Way*

Optional Reserved Readings (found on Moodle)

- Marc Lewis's [blog](#): *Memoirs of an Addicted Brain*
- "Creative Therapies in the Treatment of Addictions: The Art of Transforming Shame" by Johnson
- "Innovative Bibliotherapy Approaches to Substance Abuse Education" by Bump
- "Breaking Through: Incident Drawings with Adolescent Substance Abusers" by Cox and Price
- "Dance/Movement Therapy with the Substance Abuser" by Milliken
- "A Preliminary Study of Dance/Movement Therapy with Field-Dependent Alcoholic Women" by Reiland
- "Dance/Movement Therapy: Its Use in a 28-Day Substance Abuse Program" by Fisher
- "Music Therapy as a Facilitator of Creative Process in Addictions Treatment" by Treder-Wolff
- "Therapeutic Theatre with Personality-Disordered Substance Abusers: Characters in Search of Different Characters" by Moffett and Bruto

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

STUDENT EVALUATION AND GRADING POLICY

GRADING SYSTEM: A word about grading of all written and oral projects and final class grades in the MAC program: we do not use the deficiency model of a baseline grade for graduate students being an "A" with a lowered grade representing "something wrong." Rather, the baseline (average) grade for graduate students is a "B." Students performing above the average earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" will be awarded only in the case of unusual distinction.

A = 96-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Grade	Points
A	96
A-	95
B+	92
B	86
B-	85
C+	82
C	76
C-	75
D+	72
D	66
D-	65
P	0
F	0

For more details on grading policies and professionalism expectations of the MAC program, please visit the MAC website and utilize your Student Handbook.

COURSE SCHEDULE

SESSION 1

Section A --

Section B --

Please be aware that attendance at the first class is MANDATORY. If you miss the first class, you run the risk of being dropped from the course.

Introductions and
Definitions Overview
Historical perspectives

For Session 2:

- *Many Roads, One Journey.*
- Please view and respond in Moodle Film forum to the film:
 - *Ray* (2004)
- Alcoholics Anonymous: 75 Years of 12 Steps (<http://www.npr.org/templates/story/story.php?storyId=128696654>), NPR Interview
- The Power of Addiction and The Addiction of Power (<http://www.youtube.com/watch?v=66cYcSak6nE>), Gabor Maté
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 2

Section A -- Monday -

Section B -- Wednesday -

Creativity as an antidote of shame

For Session 3:

- Please view and respond in Moodle Film forum to the film:
 - *When a Man Loves a Woman* (1994)
- Dual Diagnosis, Minkoff
(http://www.mentalhealth-media.org/uploads/3/0/1/9/30196951/dual_diagnosis.pdf)
- <http://theunboundedspirit.com/drugs-dont-cause-addiction-this-short-animated-video-will-change-your-view-on-drugs-forever/>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

“Creative Therapies in the Treatment of Addictions” by Johnson (strongly suggested)

SESSION 3

Section A -- Monday

Section B -- Wednesday

Models

Phases of recovery Stages of Change

For Session 4:

- *The Thirst for Wholeness: Attachment, Addiction, and the Spiritual Path*, Christina Grof
- RSA Animate - The Secret Powers of Time
(<http://www.youtube.com/watch?v=A3oliH7BLmg>), Philip Zimbardo
- Please view and respond in Moodle Film forum to the film:
 - *Walk the Line* (2005)
 - *AND Days of Wine and Roses* (1962)
 - Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 4

Section A -- Monday

Section B -- Wednesday

"Drinking Apart" and Moodle forum

For Session 5:

- "The Hero's Journey" Stephen Gilligan, Ph.D.
- Please view and respond in Moodle Film forum to the film:
 - *When a Man Loves a Woman*
- "Three Minds and Three Levels of Consciousness: A Self Relations Framework for Generative Trance" Stephen Gilligan, Ph.D.
- Please view and respond in Moodle Film forum to the film: *Things We Lost in the Fire*
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 5

Section A -- Monday

Section B -- Wednesday

Trance Work

For Session 6:

- *The Miracle Method*. Miller and Berg
- *Witness to the Fire*.
- Please view and respond in Moodle Film forum to the films:
 - *Clean and Sober* (1988)
- *The Compass of Shame* (<http://www.youtube.com/watch?v=LZ1fSW7zevE>), Dr. Donald Nathanson
- *Intense Emotions and Strong Feelings* (<http://www.psychologytoday.com/blog/intense-emotions-and-strong-feelings/201212/violence-and-shame-the-attack-other-response>), Mary Lamia
- Shame handout
- Meet with your reading partner (in person, email, phone, Skype, etc.)

“Innovative Bibliotherapy Approaches to Substance Abuse Education” Bump (strongly suggested)

SESSION 6

Section A -- Monday Section B -- Wednesday

Archetypal attunement

For Session 7:

- *Memoirs of an Addicted Brain*,
- Please view and respond in Moodle Film forum to the films:
 - *Drugstore Cowboy* (1989)
- Bruce Alexander research on cause of addiction
http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addicti_b_6506936.html
- Meet with your reading partner (in person, email, phone, Skype, etc.)

“Breaking Through” Cox and Price (strongly suggested)

SESSION 7

**Section A -- Monday
Section B -- Wednesday**

**Due: Journal 1, email to the professor at cuetzpalin@aol.com (best),
Lnieto@stmartin.edu**

Psychodrama for Addiction

For Session 8:

- *Witness to the Fire*,
- Please view and respond in Moodle Film forum to the films:
 - *Chocolat* (2000)
- The Pain of Being Human (<http://www.stevenpressfield.com/2011/05/the-pain-of-being-human/>), Steven Pressfield
- Milton Erickson Newsletter <https://erickson-foundation.org/docs/Vol-36-No-1.pdf> from the Erickson Foundation <https://www.erickson-foundation.org>
- Vagus Nerve article <http://www.wakingtimes.com/2014/12/21/vagus-nerve-healing-promise-sudarshan-kriya/>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

“A Preliminary Study of Dance/Movement Therapy with Field-Dependent Alcoholic Women” Reiland (strongly suggested)

SESSION 8

Section A -- Monday

Section B -- Wednesday

Drinking Apart

For Session 9:

- *Lit: A Memoir.*
- Please view and respond in Moodle Film forum to the film:
 - *Traffic (2000)*
- Ayahuasca <http://highexistence.com/gift-of-the-gods-why-visionary-plant-medicines-deserves-reverence-and-caution/>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 9

Section A -- Monday Section B -- Wednesday

The Compass of Shame

For Session 10:

- Please view and respond in Moodle Film forum to the films:
 - *Once Were Warriors (1994)*
- Meet with your reading partner (in person, email, phone, Skype, etc.)

"Dance/Movement Therapy with the Substance Abuser" Milliken (strongly suggested)

SESSION 10

Section A -- Monday

Section B -- Wednesday

Due: Journal 2, email to the professor at cuetzpalin@aol.com (best), LNieto@stmartin.edu

Review

For Session 11:

- 'Moral Injury': Gaining Traction, But Still Controversial
<http://www.wbur.org/news/2013/06/25/moral-injury-research>, Martha Bebinger
- Please view and respond in Moodle Film forum to the films:
 - *Rachel Getting Married (2008)*
- Meet with your reading partner (in person, email, phone, Skype, etc.)

"Dance/Movement Therapy" Fisher (strongly suggested)

SESSION 11

Section A -- Monday

Section B -- Wednesday

Due: Program Brochures

Realm of very dense affect

For Session 13:

- *In the Realm of Hungry Ghosts.*
- Please view and respond in Moodle Film forum to the films:
 - *Pictures of Baby Jane Doe (1995)*
 - *AND Thanks for Sharing (2012)*
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 12

Section A -- Monday

Section B -- Wednesday

MOVIE: *Addiction (HBO)*

- Understanding Addiction on HBO (http://www.hbo.com/addiction/understanding_addiction/index.html?current=0)

For Session 13

- *Witness to the Fire*
- Dual Diagnosis Resources ([http://printableworksheets.in/?dq=Dual Diagnosis](http://printableworksheets.in/?dq=Dual+Diagnosis))
- Gabor Mate Resources <http://drgabormate.com/topic/addiction/#audio-video>
- Gabor Mate, power of addiction & addiction of power
<https://www.youtube.com/watch?v=66cYcSak6nE>
(Video 18 min)
- Please view and respond in Moodle Film forum to the films:
 - *Crazy Heart (2009)*
- Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 13

Section A -- Monday

Section B -- Wednesday

Overload: Affect beyond the limits of tolerance Ecology of Chemical Dependency

For Session 14:

- Please view and respond in Moodle Film forum to the films:
 - *Postcards from the Edge (1990)*
 - *AND Thanks for Sharing (2012)*
- Fresh Air interview with Maia Szalavitz - 'Unbroken Brain' Explains Why 'Tough' Treatment Doesn't Help Drug Addicts <http://www.npr.org/programs/fresh-air/2016/07/07/485104222/fresh-air-for-july-7-2016?showDate=2016-07-07>
- Meet with your reading partner (in person, email, phone, Skype, etc.)

"Music Therapy as a Facilitator of Creative Process in Addictions Treatment" Treder-Wolff (strongly suggested)

"Therapeutic Theatre with Personality-Disordered Substance Abusers" Moffett and Bruto (strongly suggested)

If you would like comments on your work, submit it all by SESSION 13

SESSION 14 (LAST CLASS)

Section A -- Monday

Section B -- Wednesday

Due: Self-evaluations, partner evaluations, also course and instructor evaluations, email to the professor at cuetzpalin@aol.com (best), Lnieto@stmartin.edu

Please turn in work on time to avoid an impact on your grade. I will not accept any work after the last day of class. Work turned in on the last day of class will not receive any comments.

Inertia, Imitation, Intuition, Imagination, Inspiration Synthesis
 Presentations of Programs and Brochures
 Reviews Closure and Celebration

SMU ACADEMIC CALENDAR

Faculty & Student Convocation	August 23, Friday
Residence Hall Open for First Year Students	August 23, Friday
Residence Halls Open for Upper Class Students	August 24-26, Saturday - Sunday
Fall Semester Lacey Campus Classes Begin	August 26, Monday
Mass of the Holy Spirit	August 29, Thursday
Labor Day (University Closed)	September 02, Monday
Add/Drop Deadline (No Notation)	September 06, Friday
<i>Attendance Accounting Due</i>	
<i>Midterm Grades Due to Registrar</i>	October 21, Monday
Fall Break	October 21-22, Monday - Tuesday
Advising Week; Classes Meet	November 04-08, Monday - Friday
Students Encouraged to Schedule Meeting with Advisors	
Saint Martin's Day/Veteran's Day Observed (University Closed)	November 11, Monday
Last Day for Withdrawal (W grade)	November 15, Friday
Priority Registration for Spring 2020 Begins	November 18, Monday
Thanksgiving Recess; No Lacey Classes, University Open	November 27, Wednesday
Thanksgiving Recess (University Closed)	November 28-29, Thursday - Friday
Study Week - No University-Sponsored Social or Club Activities	December 02-06, Monday - Friday
Saint Thomas Aquinas Study Day: No Classes	December 06, Friday
Semester Final Exams	December 09-12, Monday - Thursday
Conferral Date, Fall Graduates	December 14, Saturday
<i>Final Grades Due to Registrar</i>	December 16, Monday

COURSE AGREEMENT

Course Name: _____ Semester: _____ Year: _____

Please fill this out completely before our first class. Share what you feel comfortable with.

Name _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____

(Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) _____ Children _____ Ages _____

Presently employed? _____ Place of Employment _____

B.A. Degree from _____ Major _____

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.

2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)

3. Please describe your previous exposure, training or education in issues of addictions/ substance use..

4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)

5. What do you bring to this course? What will you contribute?

6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)

7. Are you willing to commit to being a supportive learning partner with all in this class? How will you do it?

8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?

9. I have read the syllabus and schedule. I understand and agree to it.

Signed: _____ Date: _____

Please review and return week two

Ground Rules and Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following with your dyad partner:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

Psychodrama Credential:

The Certified Practitioner (CP) credential in Psychodrama is granted by the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (psychodramacertification.org). Their training and certification model involves 780 hours of training, written examination and an on-site examination. All of the required 780 hours of training can be received from a holder of the Trainer Educator Practitioner (TEP) credential; Leticia Nieto currently holds that credential. In MAC 578, there will be 6 hours of training relevant for the CP, and the following topics will be reviewed: Act hunger, Sociodrama, Co-conscious and Co-unconscious, Role cluster, Role lock, Role fatigue, Encounter, Sociodynamic effect, Sociostasis, Law of social gravitation, Open tension systems, Therapeutic factors.

Requirements: Each item below has a point value. **(Maximum points: 100)**

Please submit your work electronically. **Include: course #, your last name, assignment title, and date on the subject line of the email AND as the name of your attachment.** For example: 578 Smith Journal 1 June 6.

Notice there are no dots or hyphens or slash marks or commas – just spaces. Please use the cuetzpalin@aol.com (best), Lnieto@smartin.edu email.

In all of your written work, please include *quotes* from the required reading as well as other sources. In order to receive credit, please use levels of learning 4, 5, and 6 (Later in the syllabus). In all of your writing please explicitly apply the Ericksonian principles as much as possible.

Please turn in work on time to avoid an impact on your grade. Work turned in on the last day of class will not receive any comments. I will not accept any work after the last day of class. If you would like comments on your work, submit it all by Week 13.

Please work on these assignments in order. If certain competencies are demonstrated, some later assignments may be cancelled. Your best use of time is to focus on writing reflectively every week. That will provide material that you can then "harvest" into posts, journals, or other assignments.

1. Participation in learning activities: (10 points)

- Complete all assigned reading.
- Attend class sessions and participate in class. Class participation also involves adequate self-monitoring: if your tendency is to speak in class, make room for others' voices and vice-versa. Students will be evaluated on their verbal and non-verbal expressions of engagement.
- Make one comment on each film using the appropriate Moodle forums. In the Film Forums on Moodle, read all previous posts to insure that you are not repeating a point that was already made. You have the following options (in descending order of value) in what you post: Connect the film with a quote from the readings, Ericksonian principles, a guest (other class activity), or a film viewed in class. Keep your posts short (these are not meant to be paper-length posts) and try to do only one of the options above. As always, make sure your Moodle work is at Levels of Learning 4, 5, or 6.

2. Reading Dyads: (10 points)

Participate in weekly reading discussion dyads/reading partners.

Schedule to meet in your dyad once a week for one hour. You can meet in person, by Skype, by phone, or via email. You will need to schedule this outside of class time. Be prepared to individually report on your learning by bringing selected quotes to share and comment on each week. You can use dyad time in many ways, for example:

- Discuss readings, share insights from your journal, find quotes to share in class or to add to your quote outline; review, create, or discuss Moodle activities.

3. Prepare a guided journal entry for Week 7 and 10 (10 points, 5 points each)

Use the Guided Journal Entry form (included on Moodle) to write and submit a 1 to 2-page journal every week. For sessions 6 and 11, submit a Synthesis Journal (7 to 10 pages) "harvesting" the best material from the previous weeks each time.

The guided entry will have thoughtful questions, reactions, and responses to the reading material, experiences, and class discussions. Make sure you edit for clarity, conciseness, and specificity. I strongly suggest using the Writing Center on campus to make sure your papers are the best that they can be. Also, please proofread and give editorial support to your reading partner. Use this assignment for introspection, rather than critique by using levels of learning 4, 5, and 6.

5 points = Excellent (specific, focused on course content, well edited, no errors, mostly level 5 work, evidence of level 6)

4 points = Very Good (specific, focused on course content, well edited, nothing below level 4)

3 points = Good (could be more specific or more focused on course content, needs editing, some level 3 content)

2 points = Below standard (general, disconnected from course content, writing issues, much level 3 content, level 2)

1 point = Failed (general, disconnected from course content, serious writing issues, much level 2 content)

4. Complete a brochure of a program. . Groups Defined 1st Session DUE Week 11 (10 points)

Working with a small group, read, discuss one of the three books below. Be aware that each book team must have an equal number of students. As part of your work, each group member must complete 5 recovery interviews to uncover, as best you can, what "worked" for your subjects, then integrate your insights with the key ideas in the book. Next you will design a Recovery Program taking care to not allow anything to limit your imagination. You will turn in your group brochure on **Week 11** and present your work as a panel on **Week 11**. For presentations, please stick to the time limits. It is students' responsibility to prearrange a timekeeper. Please do not read any of your presentation or invite classmates to read. You will be graded on creativity, degree of involvement of students, presentation and time keeping, visual aids, thoroughness, and information sheet. Post your information sheet onto Moodle before your presentation for class members.

- *Addiction Treatment: A Strengths Perspective*, Van Wormer and Davis, Wadsworth.
- *The Addict*, Stein, Morrow
- *Drugs, Addiction and Initiation: The Modern Search for Ritual*, Zoja, Sigo.

5. Group film, literary, or music exploration of Recovery Groups Defined 1st Session (10 points)

Present a brief film, literary or music exploration of Recovery with a group of classmates (addressing only chemical dependency treatment and recovery from addiction). Your task is to demonstrate through role-playing or demonstrations **what journeys to recovery** are like. Do not spend time in your presentation describing the descent process. (**10 min. per group**). For presentations, please stick to the time limits. It is students' responsibility to prearrange a timekeeper. Please do not read any of your presentation or invite classmates to read.. You will be graded on creativity, degree of involvement of students, presentation and time keeping, visual aids, thoroughness, and information sheet. Post your information sheet onto Moodle before your presentation for class members.

6. Make a psychopharmacology presentation Groups Defined 1st Session (10 points)

For your presentation choose one substance; research and present it from **pharmacological**, **sociological** and **mythopoetic** points of view.

Presentations will be **10 minutes per group**. For presentations, please stick to the time limits. It is the presenting group's responsibility to prearrange a timekeeper or to keep time for themselves. Please do not read your presentation. You will be graded on creativity, degree of involvement of students, presentation and time keeping, visual aids, thoroughness, and information sheet. Post your information sheet onto Moodle for class members before your presentation. You will be presenting for a very short time, fifteen minutes per group, so it is important that you be as prepared as possible. Please stay within the time limit – which will be difficult to do. It is your responsibility to rehearse your presentation so that you have a clear sense of how long it is. Please pre-arrange a time keeper. You will be graded on creativity, degree of involvement of students, presentation skills and time keeping, visual/auditory/kinesthetic/sensory aids, thoroughness and quality of your information sheet. It is very, very important that you not read, or have anyone else read, your presentation aloud to us.

Start by finding, at least, 3 current (2008 and later) journal articles about the substance you are exploring. The librarians at the SMU library will be happy to help you. In addition, feel free to do online and/or book research about the substance as well. Watch films and talk to people to get a sense of the experience of being involved with this substance. What is the descent like? What is recovery like? Please include a bibliography for all of your sources on the back page of your information sheet. Feel free to email your information sheet to everyone in class.

Pharmacological: after learning about the specific effects of this drug on the body, create a brief 2-3 minute experience to simulate those effects in class. Include the key aspects of how this drug affects the body in your information sheet.

Sociological: Learn as much as you can about when this drug began to be used, what the context of that was, who has used it, who uses it now, how do class, race, gender, age, geography, etc. co-relate, how the law treats it (is it legal or illegal, what are the penalties for using it or selling it). Then, create a short (2-3 minute) experiential piece to help your classmates feel and sense the sociological aspects of this drug.

Mythopoetic: Learn as much as you can about the symbolism of this drug. What metaphors are associated with it? Consider the chemical name(s), as well as the street names, for it. What images does it invoke? Are there any myths, stories, narratives associated with it? Does it get gendered? What animal energies are associated with the drug? What emerges from the dreams of those who use this drug? Then create a short (2-3 minute) experiential conclusion to your presentation that gives your classmates a vivid visitation of the psychic, imaginal energies associated with this drug. End your presentation by becoming the drug as a character and by making a statement from the substance (as if it were a being) to the world. Suggestion: Guided imagery takes too long. Avoid these.

For presentations, please stick to the time limits. It is students' responsibility to prearrange a timekeeper. Please do not read any of your presentation or invite classmates to read.. You will be graded on creativity, degree of involvement of students, presentation and time keeping, visual aids, thoroughness, and information sheet. Post your information sheet onto Moodle before your presentation for class members.

7. Report of required readings (10 points)

Prepare a one-page written report of required readings assigned to you and post it on Moodle in the Quotes forum. This report should include a selection of quotes from the reading that you found particularly interesting, useful, and insightful. Be sure to include page numbers. It is a good idea to include some discussion questions and insights that you had. These will be used by reading dyads to guide discussions and may be used in class as well. **The date for you to post your quotes will be posted on Moodle.**

8. Complete Evaluations Due Week 14 (10 points)

- Complete the self-evaluation worksheet to create a final, written self-evaluation including a suggested grade with a rationale for it based on the syllabus and grading system. Using the

syllabus and the self-evaluation worksheet, write about the significant areas of learning, challenge, risk, and future work.

- Write an evaluation of your reading partner and group members- email all on 1 page to the professor and email each paragraph to the person it is about.
- In addition, write a brief evaluation of the course & instructor on a separate sheet of paper. Email these to the professor at cuetzpalin@aol.com (best), Lnieto@stmartin.edu

9. Student's Professionalism (10 points).

Please refer to the Student's Professionalism Evaluation form at the end of your syllabus. Do a self-assessment at the start and at the end of class.

10. Person of the Counselor (10 points).

Please refer to the Person of the Counselor Evaluation form at the end of your syllabus. Do a self-assessment at the start and at the end of class.

Levels of Learning (please try to use levels 4, 5, and 6 as much as possible).

1. I did it (i.e. completed the assignment)/I didn't do it.
2. I liked it/I didn't like it. I can react with attraction or repulsion to the material but cannot substantiate my opinions.
3. I can personally relate to it by noticing what it reminds me of in my personal life or by noticing emotions that come up for me.
4. I can make a thoughtful statement about it. I can use critical thinking skills to engage meaningfully with the material. I can use a quotation from the text and use it to support or contrast with my argument. I can integrate feelings and opinions with observations about what is valuable in the material.
5. I can show comprehension of the material. In my own words, I can synthesize the main points or key ideas in the material. I can use examples, metaphors, and illustrations to effectively explain the content to someone else.
6. I can demonstrate mastery of the material. I am able to elicit the biases and theoretical principles in the material and apply them to other course content. For example, I can use one theory to analyze another theory.

Be aware that unethical, inappropriate, or other behavior unbecoming to the person of the counselor will also be considered in assessing the grade. Also, the following will have a definite and significant impact on final grades:

- Whether work is submitted in a timely manner – submitting work late (after due date).
- Failure to check SMU email (be aware that you can arrange for email to be forwarded)
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially with non-excused absences
- Involvement in out-of-class events (such as dyad meetings, group participation, Moodle)
- Degree of promptness to class either at the beginning of class or coming back from breaks, etc.
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions
- Degree to which work is edited, proofread, free of style errors, and fully meets the standards of a graduate program.

SMU AND MAC POLICIES

GRADE REQUIREMENT

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

CONFIDENTIALITY POLICY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

IN CASE OF EMERGENCY OR SCHOOL CLOSURE

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/Moodle. In case of inclement weather or school closure emergency – please review status on the university website.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, dss.testing@stmartin.edu, or smu.dss@stmartin.edu. DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY POLICY

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

ATTENDANCE POLICY

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that

absences, even “legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

POLICY ON BABIES IN CLASS

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby you can leave class to tend to the baby when needed.

SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING

Saint Martin’s University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin’s include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin’s University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

CENTER FOR LEARNING, WRITING, & ADVISING

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin’s students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University’s Early Alert Program — a referral system that supports student success. Saint Martin’s Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.