Fourth Edition

FOUNDATIONS OF ADDICTIONS COUNSELING

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PREFACE

Whether you are entering the field of addictions counseling or are a counselor who wants to be prepared for the screening, assessment, and treatment of addiction in your practice, this text provides a foundational basis. *Foundations of Addictions Counseling* addresses real-life clinical concerns while providing the necessary information to keep up to date with trends. It also addresses the evolving standards of professional organizations, accrediting bodies, licensure boards, and graduate programs and departments. Counselors in school, mental health, rehabilitation, hospital, private practice, and a variety of other settings must be thoroughly prepared to support clients in their quest to be healthy and unimpaired. As the addictions profession has matured, more and more emphasis has been placed on the importance of preparing counselors to work holistically and synthesize knowledge domains from mental health, developmental, and addiction perspectives. The authors provide this knowledge in support of your work on behalf of various clients and diverse communities.

Counselors can expect some of their clients to want to address concerns connected with the use of substances and the development of addictive behavior. This book draws on the specialized knowledge for each contributed chapter. It is written for use in graduate-level preparation programs for counselors. Because of the clarity of the writing and the use of case studies, it may also be adopted in some undergraduate and community college courses. Requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and other certification associations have led most university programs in counselor education to require an addictions course for all students, regardless of specialization (school, community, rehabilitation, couples, marriage and family, student personnel, etc.). Addictions counseling is also being offered for CADC I and II certifications, which require undergraduate coursework related to addictions counseling.

NEW TO THIS EDITION

- Extended discussion in the chapters dedicated to substance and process addictions (Chapters 2 and 3, respectively)
- Another major revision of Chapter 16 so that prevention across the lifespan is more comprehensively addressed in this edition
- Additional case studies throughout to further illustrate points and enliven class discussion
- Additional informational sidebars to encourage the visual learner and reader contemplation
- A newly written chapter 13 on maintenance and relapse prevention
- Restructuring of the chapters on professional issues (Chapter 4), assessment and diagnosis (Chapter 6), treatment of comorbid disorders (Chapter 9), addiction pharmacotherapy (Chapter 11), and lesbian, gay, bisexual, transgender, and queer (LGBTQ) affirmative addictions treatment (Chapter 19)
- A new chapter on substance use and families
- Integration of updated and current research from the field’s peer-reviewed journals
- A revised instructor’s manual that includes updated journaling exercises, group work, and experiential exercises for the online as well as face-to-face classroom.
It is our hope that this fourth edition of *Foundations of Addictions Counseling* will provide the beginning student counselor with the basics needed for follow-up courses and supervised practice in the arena of addictions counseling.

Although the text addresses the history, theories, and research related to addictions counseling, at least half of the book’s emphasis is on techniques and skills needed by the practitioner. In addition, guidelines for addictions counseling in family, rehabilitation, and school settings are addressed, as are topics connected with cross-cultural counseling and addictions. Some of the topics that make the text engaging and of high interest to readers are:

- Concrete reference to assessment tools
- Outpatient and inpatient treatment
- Maintenance and relapse prevention
- Counseling with addicted/recovering clients
- Counseling couples and families that are coping with addictions issues
- Addictions prevention programs for children, adolescents, and college students

Writers experienced in addictions counseling were asked to contribute so that the reader is provided with not only theory and research but also with those applications so pertinent to the role of the practicing, licensed, and certified addictions counselor. This text also reflects the view of the editors that counselors must be prepared in a holistic manner, since addiction issues are so often the reason clients seek the assistance of a professional counselor.

The book is designed for students taking a preliminary course in addictions counseling. It presents a comprehensive overview of the foundations of addictions counseling, the skills and techniques needed for addictions counseling, and addictions counseling in specific settings. As editors, we know that one text cannot adequately address all the complex and holistic factors involved in assisting clients who present with issues related to addictive behavior. We have, however, attempted to provide our readers with a broad perspective based on current professional literature and the rapidly changing world we live in at this juncture of the new millennium. The following overview highlights the major features of the text.

**OVERVIEW**

The format for the co-edited text is based on the contributions of authors who are recognized for their expertise, research, and publications. With few exceptions, each chapter contains case studies illustrating practical applications of the concepts presented. Most chapters refer the reader to Websites containing supplemental information.

The text is divided into the following four parts, with the rehabilitation chapter capping the textbook: (1) Introduction to Addictions Counseling; (2) The Treatment of Addictions; (3) Addictions in Family Therapy, Rehabilitation, and School Settings; and (4) Cross-Cultural Counseling in Addictions.

**PART 1 Introduction to Addictions Counseling** (Chapters 1–6) begins with information on the historical perspectives and etiological models that serve as the foundation for current approaches to addictions counseling and provides the reader with the contextual background needed to assimilate subsequent chapters. Chapters focused on substance and process addictions, professional issues, an introduction to assessment, and assessment and diagnosis of addictions are included as well.
PART 2  The Treatment of Addictions (Chapters 7–13) presents information about motivational interviewing, other psychotherapeutic approaches, comorbid disorders, group work, pharmacotherapy, 12-step programs, and maintenance and relapse prevention. All chapters provide overviews and introduce readers to the skills and techniques used in the addictions counseling process.

PART 3  Addictions and Family Therapy, Rehabilitation, and School Settings (Chapters 14–16), presents information relative to addiction and families; persons with disabilities; and children, adolescents, and college students. These chapters highlight information that has relevance and application to diverse contexts.

PART 4  Cross-Cultural Counseling in Addictions (Chapters 17–19) discusses ethnic diversity; gender and addictions; and LGBTQ affirmative addictions treatment.

EPILOGUE  Some Additional Perspectives consists of a revised chapter 20 on inpatient and outpatient rehabilitation provides the readership with even more information than in the third edition of the text.

We think the additional case studies included in this fourth edition along with the use of sidebars enliven the content and make the text even more user friendly and practitioner oriented. Every attempt has been made by the editors and contributors to provide the reader with current information in each of the 20 areas of focus. It is our hope that this fourth edition of Foundations of Addictions Counseling will provide the beginning student counselor with the basics needed for follow-up courses and supervised practice in the arena of addictions counseling with clients.

ALSO AVAILABLE WITH MYLAB COUNSELING

This title is also available with MyLab Counseling, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

Learning Outcomes and Standards measure student results. My Lab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.

Video- and Case-based Exercises develop decision-making skills. Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client–therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.

Licensure Quizzes help students prepare for certification. Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.
**Video Library offers a wealth of observation opportunities.** The Video Library provides more than 400 video clips of actual client–therapist sessions and high-quality role-plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson’s extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

**ACKNOWLEDGMENTS**

We would like to thank the authors who contributed their expertise, knowledge, and experience in the development of this book. We would also like to thank our families, who provided us with the freedom and encouragement to make this endeavor possible. Our thanks are also directed to members of the Pearson production team for their encouragement and assistance with copyediting and, ultimately, the publication of the text.

Special thanks are extended to Cass Dykeman, Professor of Counselor Education at Oregon State University, and Mita Johnson, core faculty in Mental Health Counseling in the School of Counseling at Walden University, for their suggestions on content areas included in this text. Thanks to their input, readers of *Foundations of Addictions Counseling* will benefit from a more comprehensive overview of counseling with clients experiencing addictions issues.

Finally, we would like to thank the reviewers of our manuscript for their comments and insights: Daniel Bishop, Concordia University Chicago; Joanne Munro, California State University, Fullerton; Robert Pace, University of Houston–Clear Lake; Cristen Wathen, Montana State University; and Tricia Witte, The University of Alabama in Huntsville.
MEET THE EDITORS

David Capuzzi, PhD, NCC, LPC, is a counselor educator and senior core faculty in Community Mental Health Counseling Program at Walden University and Professor Emeritus at Portland State University. Previously, he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at Pennsylvania State University and Scholar in Residence in counselor education at Johns Hopkins University. He is past president of the American Counseling Association (ACA), formerly the American Association for Counseling and Development, and past Chair of both the ACA Foundation and the ACA Insurance Trust.


In addition to this textbook, Dr. Capuzzi and Dr. Stauffer have published Career Counseling: Foundations, Perspectives, and Applications (2006, 2012); Foundations of Couples, Marriage and Family Counseling (2015); Human Growth and Development Across the Life Span: Applications for Counselors (2016); and Counseling and Psychotherapy: Theories and Interventions (2016).

Other texts are Approaches to Group Work: A Handbook for Practitioners (2003), Suicide across the Life Span (2006), and Sexuality Issues in Counseling, the last coauthored and edited with Larry Burlew. He has authored or coauthored articles in a number of ACA-related journals.

A frequent speaker and keynoter at professional conferences and institutes, he has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk and grief and loss; and serves as an invited adjunct faculty member at other universities as time permits.

An ACA fellow, Dr. Capuzzi is the first recipient of ACA’s Kitty Cole Human Rights Award and also a recipient of the Leona Tyler Award in Oregon. In 2010, he received ACA’s Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person. In 2011, he was named a Distinguished Alumni of the College of Education at Florida State University and, in 2016, he received the Locke/Paisley Mentorship award from the Association for Counselor Education and Supervision. In 2018 he received the Mary Smith Arnold Anti-Oppression Award from the Counselors for Social Justice, a division of ACA, as well as the U.S. President’s Lifetime Achievement Award.

Mark D. Stauffer, PhD, NCC, is core faculty in the Community Mental Health Counseling Program at Walden University. He specialized in couples, marriage, and family counseling during his graduate work in the Counselor Education Program at Portland State University where he
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As a clinician, Dr. Stauffer has worked in the Portland Metro Area in Oregon at crises centers and other non-profit organizations working with low income individuals, couples, and families. He has studied and trained in the Zen tradition, and presents locally and nationally on meditation and mindfulness-based therapies in counseling.

Dr. Stauffer is a member of the International Association of Addiction and Offender Counseling. He was a Chi Sigma Iota International fellow and was awarded the ACA’s Emerging Leaders Training Grant as well as the U.S. President’s Volunteer Service Award. He is past co-chair of the American Counseling Association International Committee and served as President of the Association for Humanistic Counseling (2018–2019).

MEET THE CONTRIBUTORS

**Kelly Aissen, PhD, LPC,** earned her PhD in Counselor Education in Mental Health Counseling from the University of Florida. She is a Licensed Mental Health Counselor and a Qualified Clinical Supervisor in Florida. Dr. Aissen is also Counseling Adjunct Faculty at Northwestern University, teaching courses in substance abuse and addiction, lifespan development, diagnosis and treatment, and adolescent counseling. She presents at local, regional, and national conferences on impaired professionals in recovery, addiction treatment strategies, concept mapping, and communication skill development. Her current clinical, teaching, and research interests encompass women’s issues, the family disease of addiction, life & work transitions, and interpersonal relationships. Additionally, Dr. Aissen has developed corporate trainings for workplace communication and team-building skills; counseled in inpatient/outpatient psychiatric and substance abuse treatment programs; counseled developmentally delayed adults in residential group homes; and has taught independent living skills to foster care children and teens.

**Lisa Langfuss Aasheim, PhD, LPC,** is Associate Professor in the Counselor Education Department at Portland State University and served as Director of the Community Counseling Clinic and Coordinator of the School Counseling Program at PSU for over a decade. She is a renowned specialist in clinical supervision and is the author of *Practical Clinical Supervision for Counselors: An Experiential Guide* (Springer). Dr. Aasheim specializes in couples and family counseling, addictions counseling, and school counseling and has written textbook chapters and articles on motivational interviewing, counselor development, ethics in the work settings, the therapeutic alliance, family counseling in the schools, and addictions in the school, home, and workplace.

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Pamela A. Cingel, PhD, earned her doctoral degree from the University of Toledo in 1992. She has been a full-time counselor educator and psychology instructor for 28 years. She has over 16 years of clinical experience as a counselor. Dr. Cingel was the manager of an inpatient chemical dependency unit for adolescents and provided clinical supervision to various community agencies. She is currently Dean of Biscayne College and Professor in the Psychology Program, Director of a Faculty and Student Research Center, and Director of Dual Enrollment at St. Thomas University. Her research interests include emotional intelligence, adolescents, and gender studies.

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**Donna S. Sheperis, PhD, LPC, NCC,** earned her doctoral degree in Counselor Education from the University of Mississippi. An Associate Professor Remote in the Mental Health and Marriage, Couple, and Family Counseling Programs at Palo Alto University, she is a Licensed Professional Counselor, National Certified Counselor, Certified Clinical Mental Health Counselor, and Approved Clinical Supervisor with over 25 years of experience in clinical mental health counseling settings. A counselor educator for over 15 years, Dr. Sheperis is actively involved in clinical assessment and research and has served as President of the Association for Assessment and Research in Counseling, a division of ACA.

**Elizabeth H. Shilling, PhD, LPC,** received her Masters of Arts in Counseling degree from Wake Forest University and her PhD in Counseling and Counselor Education from the University of North Carolina at Greensboro. She has held previous appointments as an adjunct Assistant Professor at Wake Forest University in the Department of Counseling where she taught clinical courses in practicum and internship for more than 3 years and as an Instructor in the Family and Community Medicine Department at Baylor College of Medicine in Houston, Texas. As an integral part of a Substance Abuse and Mental Health Services Administration–funded research team at Baylor, Dr. Shilling brought expertise in motivational interviewing and substance abuse treatment to the grant, which trained more than 400 medical residents on screening, brief intervention, and referral to treatment for substance use problems over the course of 4 years. In addition to her instructor position, Dr. Shilling was Program Director at the Grief Resource Center in The Woodlands, Texas. She has over 8 years of experience in substance abuse treatment and research and more than 9 years of experience in clinical research and graduate-level education.
Anneliese A. Singh, PhD, LPC, is Professor and Associate Dean for Diversity, Equity, and Inclusion in the College of Education at the University of Georgia. She has contributed to many counseling and psychological practice guidelines and competencies, including the recent revision of the ACA Multicultural and Social Justice Counseling Competencies, the ASGW Multicultural and Social Justice Principles for Group Workers, and the ACA Competencies for Counseling Transgender People. Dr. Singh is highly prolific and has written over 100 peer-reviewed articles and chapters and four books in the areas of social justice counseling and LGBTQQ+ counseling, including the Queer and Trans Resilience Workbook and the upcoming Healing from Racism Workbook. She is a Past President of the Association of LGBT Issues in Counseling. In 2009, Dr. Singh co-founded the Georgia Safe Schools Coalition to work on the intersection of heterosexism, racism, sexism, and other oppressions in Georgia schools. She also founded the Trans Resilience Project to translate findings from her 15 years of research on the resilience that trans and non-binary people develop across the lifespan and across multiple identities to navigate societal oppression. Dr. Singh is Principal Investigator for the first National Institutes of Health–funded longitudinal study of transgender and non-binary people with study sites in Atlanta, New York, and San Francisco.

Joshua D. Smith, MA, NCC, LPCA, LCASA, is a doctoral student in the Department of Counseling at the University of North Carolina at Charlotte. He is a licensed professional counselor associate and licensed clinical addiction specialist associate in North Carolina. He has prior work experience in mental health, medication-assisted treatment, integrated care, and addiction settings. His research interests include addictions counseling, counselor development/training, supervision, and cross-cultural counseling.

Krista D. Speicher, PhD, LMFT, LSW, CAC III, is an AAMFT-approved supervisor. She earned her doctorate in Marriage and Family Therapy from Argosy University and her Masters in Social Work from Columbia University’s School of Social Work. She has practiced in community and private practice settings with children, adolescents, and families and provides clinical supervision and consultation. Currently, in addition to Dr. Speicher’s role as Program Director at Denver Family Institute, she also serves as Board President for the Colorado Association for Marriage and Family Therapy. Her research interests include adolescents and mentor relationships, sibling relationships and life cycle trends, intergenerational inheritance, substance abuse and family process, and grief and loss.

G. Michael Szirony, PhD, NCC, CRC, is a core faculty member in the Clinical Mental Health Counseling Program at Walden University. Having graduated from Kent State University with a doctorate in counseling and human development and a master’s degree in rehabilitation counseling, he completed his training in medical hypnoanalysis at Northeast Ohio Medical University and his doctoral internship at Western Reserve Psychiatric Hospital in Sagamore Hills, Ohio. Dr. Szirony is a recipient of the National Rehabilitation Associations JPD Research Award and has served in leadership positions in academia as well as in counseling associations. In addition, he is a member of the American Counseling Association and the Association for Humanistic Counseling and studied at the Gestalt Institute of Cleveland. Dr. Szirony has published articles and book chapters on counseling, rehabilitation, neuropsychology, and distance education; has presented at national and state conferences; and serves on the editorial board of the journal Work. He has held faculty positions at Kent State University, Ohio University, and the University of Arkansas. He also managed a private practice for several years.
Laura J. Veach, PhD, LCAS, LPC, CCS, Professor at Wake Forest School of Medicine in Surgery-Trauma, has her PhD in Counselor Education and Supervision from the University of New Orleans. She serves as the Wake Forest Baptist Health Director of Specialized Counseling Intervention and Training, conducting research and clinical services with over 36 years of work in counseling and supervision, especially in counseling individuals impacted by substance use disorders. Dr. Veach served as Co-Principal Investigator for a Robert Wood Johnson Foundation Grant examining alcohol screening and brief counseling interventions in a prospective clinical trial comparing two counseling interventions. Additional research funding from the Childress Institute for Pediatric Trauma led her to conduct ATV safety interventions with pediatric trauma patients and also violence intervention research with violently injured youth in hospital trauma centers at Wake Forest and Carolinas Medical Center. She is also Founding Director of the M.S. Addiction Research and Clinical Health graduate program.

Kristin A. Vincenzes, PhD, is Assistant Professor and Director of Lock Haven University’s 100% Online Master of Science in Clinical Mental Health Counseling Program. She graduated from Walden University with her doctorate in Counselor Education and Supervision specializing in trauma and crisis. She is a licensed professional counselor in Pennsylvania, a National Certified Counselor, and an Approved Clinical Supervisor. Dr. Vincenzes maintains a private practice where she also provides pro bono counseling for veterans and their families through the Give an Hour program. She continues to publish and present at local, regional, and national conferences focusing on veterans and their families, addictions, wellness, online education, and supervision.
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Link addiction to ego deficiencies, inadequate parenting, attachment disorders, hostility, homosexuality, masturbation, etc. Difficult to research. Etiology - 1. sub. abuse can be viewed as symptomatic of a more basic psychopathology. The entire family has a disorder or disease and must all enter counseling for improvement to occur within the addicted family member. The Disease Model. E.M. Jellinek - late 1930's early 1940's. Addiction is viewed as a primary disease rather than being secondary to another condition. Progressive stages of the disease of alcoholism (prodromal, middle or crucial, and chronic) were thought to be progressive and not reversible.

COUN 536 Addictions Counseling Capstone (3 credits). Merges theoretical components of addiction treatment with practical applications. Students practice counseling skills through role plays of client issues. Practice domains include individual and group counseling skills, counseling diverse populations, and working with co-occurring disorders. Participants will: Increase development of a working understanding of group and individual counseling techniques. Increase understanding of similarities and differences between individual and group therapy. Increase ability to apply counseling skills in