

*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.

# CONTRIBUTORS

## 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.

From 1980 to 1984, Dr. Capuzzi was editor of *The School Counselor*. He has authored several textbook chapters and monographs on the topic of preventing adolescent suicide and is coeditor and author with Dr. Larry Golden of *Helping Families Help Children: Family Interventions with School Related Problems* (1986) and *Preventing Adolescent Suicide* (1988). He coauthored and edited with Douglas R. Gross *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (1989, 1996, 2000, 2004, 2008, 2014, and 2019); *Introduction to the Counseling Profession* (1991, 1995, 1997, 2001, 2005, 2009, and 2013); *Introduction to Group Work* (1992, 1998, 2002, 2006, and 2010); and *Counseling and Psychotherapy: Theories and Interventions* (1995, 1999, 2003, 2007, and 2011).

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

received his master's degree. He received his doctoral degree from Oregon State University, Department of Teacher and Counselor Education.

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.

**Amy L. Barth, PhD, LPC**, is Assistant Professor in the Department of Counselor Education at the University of Wisconsin–Whitewater, where she has taught courses in clinical skills, counseling theories, diagnosis, marriage and family counseling, lifespan development, and practicum and internship. Her research interests include personal guiding theory development, counselor identity development, and supervision. Dr. Barth holds counseling licenses in both Illinois and Wisconsin. She has over 15 years of counseling experience, working with individuals, families, and groups in both agency and university settings. Additionally, she provides clinical supervision to postgraduate counselor trainees.

**Malvika Behl, PhD, NCC**, received her doctoral degree in Counselor Education and Supervision from the University of Toledo, Ohio. Currently she is Assistant Professor and School Counseling



Program Chair at West Texas A&M University (WTAMU). She currently teaches graduate courses in counseling at WTAMU. Dr. Behl is a Licensed School Counselor (Ohio), Nationally Certified Counselor, and a Licensed Professional Counselor – Intern (Texas). She is currently working as an intern at the counseling center at WTAMU. Her research interests include behavioral supervision, substance abuse counseling in school systems, diagnosing qualification for school counselors, embedded therapy, and trauma-focused cognitive-behavioral therapy.

**Cynthia A. Briggs, PhD, LPC, NCC**, completed her BS in Psychology at Guilford College, her MAEd in Community Counseling at Wake Forest University, and her PhD in Counseling at Oregon State University. Her first experiences as a counselor were in the addictions field. She observed gaps in treatment, particularly for female clients, that led her to become an advocate and leader in the field. She coauthored a textbook on women and addiction, and has presented on addictions issues with adolescent girls and in the veteran population.

**Stephanie A. Calmes, PhD, LPCC-S, LICDC-CS**, is the Clinical Director of SUD/Dual Services at Harbor Behavioral Health in Toledo, Ohio. With 15 years of experience in detox, residential, outpatient, and intensive outpatient treatment of individuals with substance use and mental health disorders, she currently directs and supervises all substance use disorder programming and clinical staff. Dr. Calmes obtained her bachelor's in Psychology from Miami University (Oxford, OH), and both her masters in Community Counseling and Doctorate in Counselor Education and Supervision from the University of Toledo.

**Richard J. Cicchetti, PhD, LCPC, CRC, SAT-P**, is core faculty in the Clinical Mental Health Counseling Program at Walden University. He graduated from Old Dominion University with a doctorate in Counselor Education and Supervision and a Master's degree in counseling with a specialization in rehabilitation counseling from Northeastern Illinois University and completed training in the treatment of sexual addictions at Mid America Nazarene University. Dr. Cicchetti has served in leadership positions in academia as well as in counseling associations. He has published articles and book chapters on counseling, sexual addictions, substance abuse, process addictions, and issues related to grief education and training. Dr. Cicchetti has presented at national and state conferences. He has held faculty positions at Adler School of Professional Psychology, the Chicago School of Professional Psychology, and Grand Canyon University. He also has a private practice in Chicago.

**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.

**Cass Dykeman, PhD**, is Associate Professor in the College of Education at Oregon State University. He received a masters in counseling from the University of Washington and a doctorate in counselor education from the University of Virginia. He served as Principal Investigator for a \$1.5 million federal school-to-work research project. In addition, he is the author of numerous books, book chapters, and scholarly journal articles. Dr. Dykeman is past president of both the

Washington State Association for Counselor Education and Supervision and the Western Association for Counselor Education and Supervision. His current research interests include math anxiety and corpus linguistics.

**Abbé Finn, PhD**, is Program Director for the Clinical Mental Health Counseling Programs in the Marieb College of Health and Human Services at Florida Gulf Coast University. She has a PhD from the University of New Orleans Counselor Education Program, has an MA in Counseling from Loyola University in New Orleans, an MEd in Early Childhood Education from Tulane University, and a bachelor's degree in Speech Pathology and Audiology from Tulane University. Dr. Finn has been a university faculty member since 1998. She teaches a variety of courses including addictions, lifespan development, counseling techniques, appraisal, and legal and ethical issues in counseling. She has worked extensively in the mental health field working with individuals as well as groups in counseling. Before joining the university faculty full time, Dr. Finn was an Employee Assistance Counselor with the U.S. Postal Service Employees Assistance Program and worked at a residential treatment facility. She specialized in working with groups in crisis response, survivors of childhood sexual trauma, and with clients in addiction recovery. Dr. Finn volunteers with organizations such as the Red Cross responding to natural and man-made disasters. These include the September 11, 2001, attack on the World Trade Center; the earthquake in Haiti; and Hurricanes Katrina and Rita. Her areas of research include counseling people with addictions, suicide prevention, workplace and school violence prevention, and addiction prevention.

**Scott E. Gillig, PhD**, earned his doctoral degree from the University of Toledo in 1988. He has been a full-time professor for 28 years. He has over 20 years of clinical experience as a counselor. He has worked with chemically dependent adolescents and adults in a dual-diagnosis chemical dependency treatment residential unit. Dr. Gillig is currently Professor and Director of the Educational Leadership Master's Program at St. Thomas University in Miami, Florida. He teaches undergraduate, masters' and doctoral courses. His research interests include counseling outcomes, depression, chemical dependency, treatment planning, and student mentoring. Dr. Gillig has served as chair on two dozen successful dissertation committees. He is currently coauthoring a book on Puerto Rican student hurricane survival narratives and coauthoring a study on using computer technology for student learning and engagement. He developed and teaches a course in photo psychology both domestically and in Italy.

**Laura R. Haddock, PhD**, received her doctoral degree in Counselor Education and Supervision from the University of Mississippi and currently serves as a clinical faculty member at Southern New Hampshire University. She has been a counseling professional for over 25 years in both clinical and academic settings. Dr. Haddock is a licensed professional counselor-supervisor, national certified counselor, and approved clinical supervisor. She is an active counseling professional and has served on the Mississippi Licensed Professional Counselors Board of Examiners and the executive boards for the Mississippi Counseling Association and Mississippi Licensed Professional Counselors Association. Dr. Haddock maintains an active research agenda and was the 2017 recipient of the Association of Counselor Education and Supervision Distinguished Service Award—Counselor Educator. Her research interests include counselor wellness and secondary trauma, gatekeeping, sexuality, cultural diversity, and supervision.

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**Mita M. Johnson, EdD, NCC, LPC, LMFT, ACS, LAC, MAC, SAP**, is an AAMFT-approved clinical supervisor and core faculty in Walden University's School of Counseling Program. In addition to her primary work of teaching, she maintains a private practice where she provides clinical supervision, counseling, and consultation. She is a Past President of the Colorado Association of Addiction Professionals and currently acts as Ethics Chair and Treasurer for the National Association of Alcohol and Drug Abuse Counselors, where she will serve as President in 2020. Dr. Johnson speaks and trains regionally, nationally, and internationally on topics specific to substance use disorders, counseling, ethics, supervision, and treatment. She was appointed by the Governor of Colorado to two committees working on behavioral health integration, is a consultant to the state regulatory agency, and is a consultant and committee member for public and private professional organizations. Dr. Johnson's passion is empowering students, supervisees, and clinicians to be effective and confident helpers.

**Byung Jin Kim, MS**, is a doctoral student in the Rehabilitation Counselor Education, Research, and Policy Program at the University of Kentucky. He has published in the areas of counseling, substance abuse and addictions and rural rehabilitation. He received his master's degree in counseling

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**Bethany M. Morgan** is a second-year counseling student at the University of Houston–Clear Lake. She received a bachelor's degree in psychology from John Brown University. She is interested in the third-cultural population, addictions counseling, and counseling minors.

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