FOUNDATIONS OF ADDICTIONS COUNSELING

David Capuzzi
Walden University
Professor Emeritus, Portland State University

Mark D. Stauffer
Walden University
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
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
Contributors

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.

Melinda Haley, PhD, received her master’s in Counselor Education at Portland State University and her Doctorate in Counseling Psychology from New Mexico State University and was
Contributors

Assistant Professor at the University of Texas, El Paso, in the Counseling and Guidance Program for 5 years. Dr. Haley currently works as a core faculty member in the Counselor Education and Supervision Doctoral Program at Walden University. She has written numerous book chapters and journal articles on diverse topics related to counseling. She has extensive applied experience working with adults, adolescents, children, inmates, domestic violence offenders, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Dr. Haley’s research interests include multicultural issues in teaching and counseling, personality development over the lifespan, personality disorders, the psychology of criminal and serial offenders, trauma and posttraumatic stress disorder, bias and racism, and social justice issues.

Debra A. Harley, PhD, CRC, LPC, is Provost’s Distinguished Service Professor in the Department of Early Childhood, Special Education and Rehabilitation Counseling at the University of Kentucky. She completed her doctoral degree at Southern Illinois University at Carbondale. Dr. Harley has published several books, including Contemporary Mental Health Issues Among African Americans, Handbook of LGBT Elders: An Interdisciplinary Approach to Principles, Practices, and Policies, and Disability and Vocational Rehabilitation in Rural Settings: Challenges to Service Delivery. She is past editor of the Journal of Applied Rehabilitation Counseling and the Journal of Rehabilitation Administration. Dr. Harley’s research foci include substance abuse, cultural diversity, and gender issues.

Adrienne L. Johnson, PhD, LPCC-S, is an Associate Professor in the Clinical Mental Health Counseling program at Wright State University in Dayton, Ohio. She earned her Ph.D. in Counselor Education from the University of Arkansas-Fayetteville in 2007. Prior to entering academia full-time, she worked as a crisis counselor and community counselor, and dedicated part of her work to assessing the clinical and substance abuse treatment needs of non-English speaking refugees following Hurricane Katrina. She maintains memberships and holds leadership positions in various counseling and community advocacy organizations, and she has published and internationally presented on various topics related to best practices and approaches in clinical mental health counseling, higher education, and diversity inclusivity.

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
Contributors

psychology from Handong Global University in South Korea. His research interests include addiction problems such as substance abuse, gambling problems, and Internet addiction.

**Pamela S. Lassiter, PhD, LPCS, LCAS, LMFT, CCS,** is Professor in the Department of Counseling and Director of the Addictions Program at the University of North Carolina at Charlotte. She has more than 30 years of work experience as a counselor, clinical supervisor, and administrator in community mental health and substance abuse treatment settings. Her areas of research include multicultural counseling, addictions counseling, gay and lesbian issues, and women's issues in counseling. She is an active presenter at the national, regional, and state levels. Dr. Lassiter is the editor of two books: *Theory and Practice of Addiction Counseling* and *Annual Review of Addictions and Offender Counseling, Volume III: Best Practices*. She is currently the Editor-in-Chief of the *Journal of Addictions and Offender Counseling* and is Past President of the International Association of Addictions and Offender Counseling, a division of the ACA.

**John M. Laux, PhD, PCCs,** received his PhD from the University of Akron. He is Professor of Counselor Education and Associate Dean at the University of Toledo. He is an Ohio Licensed Professional Clinical Counselor (with supervisory endorsement), an Ohio Licensed Independent Chemical Dependency Counselor, and a psychologist. Dr. Laux’s areas of clinical and research interest include substance use disorders, personality disorders, counselor education, and personality assessment. He has clinical experience in a variety of treatment settings, including the Cincinnati Veterans Affairs Medical Center, a community mental health center, a campus counseling center, an inpatient chemical dependence treatment center, prison settings, and in private practice. Dr. Laux has published over 50 peer-reviewed articles and serves on the editorial boards of the *Journal of Addictions and Offender Counseling* and the *Journal of Counseling and Development*.

**Taryne M. Mingo, PhD,** is Assistant Professor in the Department of Counseling at the University of North Carolina at Charlotte. She has a professional background in elementary school counseling, racial identity development, and advocating for social justice across P–16 settings. Dr. Mingo’s research interests at the K–12 level of education include supporting inclusive classrooms and schools, specifically for elementary-age students of color, and promoting an intersectional approach to address the academic, social, and emotional needs of diverse children. In addition, her research interests at the postsecondary level of education include incorporating womanist theory into counselor preparation programs and encouraging counselor educators to adopt an intersectional lens of mentoring women of color doctoral students.

**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.

**Regina R. Moro, PhD,** currently serves as Assistant Professor of Counselor Education at Boise State University. She received her PhD in Counseling from the University of North Carolina at Charlotte with an emphasis in Multicultural Counseling, a graduate certificate from UNC Charlotte in Substance Abuse Counseling, and an MS in Community Counseling from Syracuse University. Dr. Moro is a Licensed Professional Counselor (ID), Licensed Mental Health Counselor (FL), Licensed Clinical Addictions Specialist (NC), and National Certified Counselor. Her clinical passion involves work with crisis and trauma, including a focus on addiction with individuals and families.
Cynthia J. Osborn, PhD, LPCC-S, LICDC, is Professor of Counselor Education and Supervision at Kent State University in Ohio. Her clinical background focused on treating adults with co-occurring disorders (substance use disorders and mental illness). Her teaching, supervision, and scholarship focus on addictions counseling, particularly evidence-based practices such as motivational interviewing. Dr. Osborn is a member of the Motivational Interviewing Network of Trainers and has extensive experience in the clinical supervision of counselors-in-training and professional counselors. She is coauthor of three books: Introduction to Addictive Behaviors (with Dennis L. Thombs), Interviewing and Change Strategies for Helpers (with Sherry Cormier and Paula S. Nurius), and The Solution-Focused School Counselor (with Thomas E. Davis).

Mirang Park, MS, is a doctoral student in the Rehabilitation Counselor Education, Research, and Policy Program at the University of Wisconsin-Madison. She has a vocational rehabilitation master’s degree from Daegu University in the Republic of Korea (ROK) and also has work experience at a community center for the blind and disability research center in ROK. Her areas of interest and research are in the disability support system, vocational rehabilitation, and transition-age youth with disabilities.

Dilani M. Perera-Diltz, PhD, LPC, MAC, NCC, LCDC, is Counselor Educator at the University of Houston—Clear Lake. She is licensed in both Texas and Ohio as a Professional Clinical Counselor and Chemical Dependency Counselor. She is also a National Certified Counselor and Master Addictions Counselor. Prior to academia, Dr. Perera-Diltz worked as a substance abuse counselor at various locations in Ohio. Her current research interest centers around preservice counselor training. Her publications include psychometrics of a variety of psychological instruments, online teaching issues, and infusing multicultural aspects into training counselors. She is an editorial board member for the Journal of Addictions and Offender Counseling.

Jane E. Rheineck, Ph.D., LCPC, NCC, is Associate Professor in the Department of Counseling, Adult and Higher Education at Mount Mary University, where she has taught a variety of courses that include counseling skills, counseling ethics, multicultural counseling, and counseling LGBTQ individuals. She has an ongoing program of research and scholarship that focuses on LGBTQ issues in counseling. Dr. Rheineck is the author or coauthor of several articles published in regional and national journals. She has also published several book chapters with her work on lesbian health issues, being nationally recognized in the field of LGBT counseling practices.

Jennifer Rio, MA, is a PhD student at the University of Toledo in the Counselor Education and Supervision Program. She received her Master of Arts in Counseling with a specialization in Addictions from the University of Detroit Mercy in 2016. She has clinical experience working in both a prison-based residential setting and outpatient substance abuse and mental health settings. Her research interests include substance abuse, and co-occurring disorders, as well as exploring the needs of the offender population.

Jennifer L. Rogers, PhD, is Assistant Professor in the Department of Counseling at Wake Forest University. She received her PhD in Counseling and Counselor Education from Syracuse University, where she was a Doctoral Fellow. Dr. Rogers’s clinical and research interests include brief counseling interventions, clinical supervision, and relational approaches to counseling and counselor preparation across ecologically diverse practice contexts. Her current research focuses
Contributors

on how attachment and cognitive patterns among beginning counselors influence their experiences during clinical supervision.

Chelsea W. Sharpe, PhD, LPC, NCC, CCTP, MAC, received her doctorate in Counselor Education and Supervision with a Specialization in Trauma and Crisis from Walden University. She is a Licensed Professional Counselor, National Certified Counselor, Certified Clinical Trauma Professional and Master Addictions Counselor, reflecting the broad base of her expertise. Dr. Sharpe is in private practice and is a mobile crisis counselor in Georgia. Dr. Sharpe is certified in working with victims of trauma, commercial and sexual exploitation of children and youth, and mental health first aid. Her clinical work, local and national presentations, and writing focus on her interest areas: childhood sexual abuse, at-risk youth, substance abuse, aggression, veteran mental health, grief and loss, and parenting styles.

Deena Shelton, MA, LPC-S, NCC, is a doctoral candidate in the Counselor Education and Supervision Program at Walden University. She received her Master of Arts in Community Counseling from Stephen F. Austin State University and is a Licensed Professional Counselor Supervisor in Texas. She has experience with individual, couples, and family counseling, community advocacy, nonprofit management, and foster/adoptive families. She has served as adjunct faculty for 8 years at LeTourneau University and has a passion for both online and traditional classroom settings. Her research interests include adoption and foster/adoptive family systems, adoptive parent experiences, parent education, first-generation college student experiences, and counseling supervision.

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.
BRIEF CONTENTS

PART 1 INTRODUCTION TO ADDICTIONS COUNSELING

Chapter 1 History and Etiological Models of Addiction 1
Chapter 2 Substance Addictions 23
Chapter 3 Process Addictions 51
Chapter 4 Professional Issues in Addictions Counseling 71
Chapter 5 Introduction to Assessment 94
Chapter 6 Assessment and Diagnosis of Substance-Related and Addictive Disorders 118

PART 2 THE TREATMENT OF ADDICTIONS

Chapter 7 Motivational Interviewing 137
Chapter 8 Psychotherapeutic Approaches 158
Chapter 9 Treatment of Comorbid Disorders 185
Chapter 10 Group Counseling for Treatment of Addictions 208
Chapter 11 Addiction Pharmacotherapy 231
Chapter 12 12-Step Facilitation of Treatment 252
Chapter 13 Maintenance and Relapse Prevention 274

PART 3 ADDICTIONS AND FAMILY THERAPY, REHABILITATION, AND SCHOOL SETTINGS

Chapter 14 Substance Addiction and Families 296
Chapter 15 Persons with Disabilities and Substance-Related and Addictive Disorders 318
Chapter 16 Substance Addiction Prevention Programs Across the Lifespan 339

PART 4 CROSS-CULTURAL COUNSELING IN ADDICTIONS

Chapter 17 Cross-Cultural Counseling: Engaging Ethnic Diversity 365
Chapter 18 Gender, Sex, and Addictions 386
Chapter 19 Lesbian, Gay, Bisexual, Transgender, and Queer Affirmative Addictions Treatment 409

EPILOGUE SOME ADDITIONAL PERSPECTIVES

Chapter 20 Inpatient and Outpatient Addiction Treatment 433
CONTENTS

PART 1 INTRODUCTION TO ADDICTIONS COUNSELING

Chapter 1 History and Etiological Models of Addiction  1
  by David Capuzzi, Mark D. Stauffer and Chelsea W. Sharpe
  Approaches to the Prevention of Addiction in the United States  2
    Current Policies Influencing Prevention  5
  Models for Explaining the Etiology of Addiction  7
    The Moral Model  8
    Psychological Models  8
    Family Models  10
    The Disease Model  11
    The Public Health Model  12
    The Developmental Model  13
    Biological Models  13
    Sociocultural Models  14
    Multicausal Models  16
    Summary and Some Final Notations  17
    • Useful Websites  18 • References  19

Chapter 2 Substance Addictions  23
  by Elizabeth H. Shilling, Laura J. Veach, Jennifer L. Rogers and Regina R. Moro
  Substances of Addiction  24
    Depressants  24
    Opioids  30
    Stimulants  33
    Cannabinoids  37
    Hallucinogens and Other Psychedelics  38
  Neurobiology and the Physiology of Addiction  39
    Neurobiological Components of Addiction: Understanding the Reward Pathway  40
    Neurobiological Research: Understanding Loss of Control and Continued Use  43
Chapter 3  Process Addictions  51  
by Regina R. Moro, Laura J. Veach, Jennifer L. Rogers and Elizabeth H. Schilling
Gambling Addiction  53  
Technology Addiction  56  
Internet Gaming Disorder  57  
Sexual Addiction  58  
Work Addiction  60  
Compulsive Buying  64  
Food Addiction and Disordered Eating  65
Summary and Some Final Notations  67  
Useful Websites  67  References  68

Chapter 4  Professional Issues in Addictions Counseling  71  
by Melinda Haley and Deena Shelton
Counselor Competence  71  
Comorbidity  71  
Specific Populations  72  
Clinical Knowledge of Polysubstance Disorder  73  
Knowledge of Theory, Treatment, and Recovery Models  74  
Boundary Violation Issues  75  
Multiculturalism  76  
Education  76  
Counselors in Recovery  77  
Counselors Who Have Never Been Users  79  
Self-Care  80  
Continuing Education  80  
Credentialing  81  
Certification  81  
Licensure  83  
Accreditation  84
Chapter 5 Introduction to Assessment  
by Mark D. Stauffer, David Capuzzi and Kelly Aissen

Philosophical Foundations of Addictions Counseling  95
  Hope  95
  Strengths-Based Approaches  96
  Holistic Approaches: Assessing the Whole Person  97
  Client Collaboration in Addictions Counseling  102
  Multidisciplinary Approach  102

The Role of an Addictions Assessor  102

Key Points About Human Assessment  103
  Motivation  103
  Internal and External Triggers  104
  Internal Consequences of Addiction  104
  External Consequences of Addiction  105
  Negative and Positive Consequences of Addiction  105
  Expectancy  105
  Empathic Connection and Rapport  106

Assessment Across the Treatment Process  106
  Original Instrument Design and Purpose  106
  Communicating Procedures and Results Clearly  107

Addictions Assessment Process  107
  Structured, Semi-structured, and Unstructured Interviews  107
  Gathering Background and Contextual Information  108
  Client Presentation and Functioning  109
  Current and Past Use and Addictive Behaviors  111
  First and Historical Exposure  112
  Prior Addiction and Mental Health Treatments  112
Chapter 6 Assessment and Diagnosis of Substance-Related and Addictive Disorders 118

by John M. Laux, Dilani M. Perera-Diltz, Stephanie A. Calmes, Malvika Behl, Bethany M. Morgan and Jennifer Rio

Diagnosing Using DSM-5 120
  Substance-Related Disorders (SUDs) 120
  Gambling Disorder (GD) 121

Why Use Standardized Assessments? 122

Philosophical Underpinning of Instrument Construction 123

How to know which Screen to Use 123
  Sensitivity and Specificity 123
  Reliability and Validity 124
  Time/Cost Efficiency 124

Substance Use Disorder Instruments 124
  Self-Administered, Stand-Alone Screening Instruments 124
  Counselor-Initiated Comprehensive Substance Abuse Assessment 127
  Instruments Designed to Assess Alcohol Misuse During Pregnancy 128
  Summary of Substance Use Disorder Screens 129

Gambling Disorder Instruments 130

Other Process Addiction Instruments 132

PART 2 THE TREATMENT OF ADDICTIONS

Chapter 7 Motivational Interviewing 137

by Lisa Langfuss Aasheim

Overview: Motivational Interviewing 137

The Stages-of-Change Model 138

Change and Resistance 142
  Change 142
  Resistance 142

Motivational Interviewing: Helping Clients Achieve Change 143
  The Primary Principles of Motivational Interviewing 144
Motivational Interviewing Techniques: Early in the Change Process 145

The Role of Resistance in the Change Process 149

Guiding the Change Process: More Motivational Interviewing Techniques 153

Advantages and Disadvantages of Motivational Interviewing 154

Summary and Some Final Notations 155

Useful Websites 156

References 156

Chapter 8 Psychotherapeutic Approaches 158

by Cynthia J. Osborn

Counselor Beliefs and Behaviors 158

Empirically Supported Treatment Approaches 160

Behavioral and Cognitive-Behavioral Assumptions and Practices 161

Functional Analysis 162

Cognitive-Behavioral Interventions that Target Triggers 163

Contingency Management and Behavior Contracting 165

Community Reinforcement Approach 166

Mindfulness-Based Approaches 167

Brief Interventions 168

Solution-Focused Counseling 169

SFC Research and Application to Addictions Treatment 170

Solution-Focused Integration 170

Solution-Focused Assumptions and Practices Useful in Addictions Counseling 171

Harm Reduction 176

Summary and Some Final Notations 179

Useful Websites 179

References 180

Chapter 9 Treatment of Comorbid Disorders 185

by Scott E. Gillig and Pamela A. Cingel

How Mental Health Systems have Adapted to Clients with Co-Occurring Disorders 185

Prevalence of Comorbidity 186

Assessment 189

Cultural Issues Related to Assessment 190
Contents xxiii

Treatment and Care Needs 192
Comorbid Treatment Models 193
  Disease Concept Model 193
  Alternative Models 195
Other Treatment Issues 196
Multidisciplinary Treatment Team 196
A Brief Description of the Counseling Process that Leads to Treatment Planning 197
Issues-Based Diagnostic Summary 203
  Client Strengths 203
  Client Issues 203
Treatment Plan: Priority Goals (Other goals are put on the back burner for the time being.) 203
Specific Issues 203
Treatment Objectives 204
Treatment Strategies 204
Treatment Techniques (Give as assignments and use timelines here as well.) 204
  Summary and Some Final Notations 204
  • Useful Websites 205 • References 205

Chapter 10 Group Counseling for Treatment of Addictions 208
  by Laura R. Haddock and Donna S. Sheperis
Theory Behind Group Work 208
Group Treatment of Addiction 209
An Overview of Types of Groups 210
  Psychoeducational Groups 210
  Psychotherapeutic Groups 211
  Self-Help Groups 213
Ethical and Legal Issues with Groups 215
  Competence of the Leader 215
  Screening of Participant 216
  Informed Consent 216
  Confidentiality 216
  Voluntary versus Involuntary Participation 217
Group Conflict 218
Managing Diversity in Group Settings 218
  Ethnicity 219
  Gender 219
  Sexuality 220
  Type of Addiction 221
Group Counseling for Family Members of Addicts 222
  Considerations for Psychoeducation Group Leaders 223
  Issues Commonly Addressed in Group Counseling 224
  Diversity Considerations for Group Leaders 226
Strategies for Effective Group Treatment 227
  Summary and Some Final Notations 227
  • Useful Websites 228 • References 228

Chapter 11 Addiction Pharmacotherapy 231
  by Cass Dykeman
  Rationale for a Chapter on Pharmacotherapy of Addiction 231
  Terms and Concepts 232
  • Key Pharmacotherapy Terms 232
  Key Concepts of Neurology in Pharmacotherapy 233
  Diversity and Pharmacotherapy 234
  Key Concepts of Neurotransmitters in Pharmacotherapy 235
  Key Concepts of Pharmacokinetics in Pharmacotherapy 236
  Key Concepts of Pharmacodynamics in Pharmacotherapy 236
  A Biological Theory of Craving 237
  The Professional Counselor’s Role in Addiction Pharmacotherapy 238
  Application Example: Pharmacotherapy of Alcohol Use Disorder 239
  • Alcohol Withdrawal Pharmacotherapy 240
  • Alcohol Use Disorder: Mainline Pharmacotherapy 241
  • Alcohol Use Disorder: Comparative Efficacy of Pharmacotherapies 243
  • Alcohol Use Disorder: Alternative Health Pharmacotherapy 244
Glossary of Pharmacotherapy Terms 244
  • Summary and Some Final Notations 247
  • Useful Websites 247 • References 247

Chapter 12 12-Step Facilitation of Treatment 252
  by Adrianne L. Johnson
  History: Development of 12-Step Groups 253
  Alcoholics Anonymous 253
  Other Groups 253
PART 3 ADDICTIONS IN FAMILY THERAPY, REHABILITATION, AND SCHOOL SETTINGS

Chapter 14 Substance Addiction and Families 296
by Krista D. Speicher and Kristin A. Vincenzes
Addiction and the Family 297
Family Counseling 297
Stages in Addicted Family Systems 300
Parenting in an Addicted Family System 301
Substance Use and Addiction and the Couple 302
The Impact of Substance Addiction on Couple Relationships 302
Substance Use and Addiction and Children 306
Behavioral Outcomes 307
Psychosocial Outcomes 307
Counseling Addicted Family Systems 309
Efficacy of Couples and Family Counseling 309
Assessment of Addicted Family Systems 310
Treatment Approaches for Addicted Family Systems 311
Summary and Some Final Notations 313
Useful Websites 313 References 313

Chapter 15 Persons with Disabilities and Substance-Related and Addictive Disorders 318
by Debra A. Harley, Mirang Park and Byung Jin Kim
Characteristics and Status of People with Disabilities and Addictions 321
Risk Factors for Persons with Disabilities 325
Health and Medical Risk Factors 325
Psychological Risk Factors 326
Interpersonal and Social Risk Factors 326
Economic and Employment Risk Factors 327
Access Risk Factors 327
Sociocultural Factors 329
Exposure to Trauma 330
Treatment Utilization and Outcomes 331
Summary and Some Final Notations 335
Useful Websites 336 References 336
### Chapter 16  Substance Addiction Prevention Programs Across the Lifespan  339

*by Abbé Finn*

- Evidence-Based Prevention Programs  340
  - Prevention Research  340
  - Program Needs Assessment  342
- Substance Use and Addiction by the Numbers  343
- Prevention Programs Targeting Children and Adolescents  345
  - Opioid Prevention  345
  - Early Treatment for Adolescents with a Co-occurring Psychiatric Disorder  346
  - Juvenile Court Diversionary Programs  346
  - Prevention Programs Targeting Schools  347
  - Operation Prevention  349
- Prevention Programs Targeting Higher Education  350
  - Harm-Reduction Programs  351
  - Brief Alcohol Screening and Intervention for College Students  352
  - Prevention Programs Focused on Mass-Media Campaigns Targeting Young Adult Populations  352
  - Collegiate Recovery Community  353
- Prevention and Treatment Programs for Pregnant Adolescents and Adults  353
  - Home Visitation Programs  354
- Prevention Programs Targeting the Military and their Families  355
  - Military Personnel  356
  - Veterans and Their Families  356
- Prevention Programs Targeting Older Adults  357
  - Summary and Some Final Notations  359
  - Useful Websites  359
  - References  360

### PART 4  CROSS-CULTURAL COUNSELING IN ADDICTIONS

### Chapter 17  Cross-Cultural Counseling: Engaging Ethnic Diversity  365

*by Jane E. Rheineck and Amy L. Barth*

- Why Does Culture Matter in Substance Addiction Treatment?  366
- Definitions  367
  - How Did We Get to This Point?  367
Contents

Treatment Needs and Issues for Racial and Ethnic Minorities 368
Disparities in use and Access to Treatment 369
Racial and Ethnic Minorities 369
Theoretical Frameworks 375
Racial and Cultural Identity Models 375
Multicultural and Social Justice Competencies 375
Summary and Some Final Notations 382
Useful Websites 382 • References 382

Chapter 18 Gender, Sex, and Addictions 386
by Cynthia A. Briggs
Gender and Addiction in the United States 387
Women and Addiction 390
Biological Considerations 390
Psychological Considerations 392
Social Considerations 393
Special Considerations for Addicted Women 393
Men and Addiction 395
Biological Considerations 395
Psychological Considerations 396
Social Considerations 397
Treatment Considerations 398
Treatment Overview and History 398
Gender-Specific Treatment Needs: Women 399
Gender-Specific Treatment Needs: Men 401
Gender-Specific Treatment Needs: Transgender Clients 402
Gender-Specific Treatment Needs: Clients with Disorders of Sex Development (DSD) 404
Treatment Outcomes and Relapse Prevention 404
Summary and Some Final Notations 405
Useful Websites 405 • References 406

Chapter 19 Lesbian, Gay, Bisexual, Transgender, and Queer Affirmative Addictions Treatment 409
by Anneliese A. Singh, Pamela S. Lassiter
and Joshua D. Smith
Common Terms for and Myths about LGBTQ People 411
Coming Out, Cultural Differences, and Addiction 412
I have found this textbook to be the best to provide a Master’s level of understanding for future clinicians in the addictions field. Students have reported their appreciation for the overall information and ease of reading/understanding.

Kent B. Provost, Argosy University, Chicago.