

Fourth Edition

FOUNDATIONS OF ADDICTIONS COUNSELING

David Capuzzi

Walden University

Professor Emeritus, Portland State University

Mark D. Stauffer

Walden University



Director and Publisher: Kevin M. Davis
Portfolio Manager: Rebecca Fox-Gieg
Content Producer: Pamela D. Bennett
Digital Studio Producer: Lauren Carlson
Portfolio Management Assistant: Maria Feliberty
Executive Field Marketing Manager: Krista Clark
Executive Product Marketing Manager: Christopher Barry
Procurement Specialist: Deidra Headlee

Cover Designer: Carie Keller
Cover Photo: Heaven's Gift xxx89/Moment/Getty Images
Full Service Vendor: Pearson CSC
Full Service Project Management: Pearson CSC, Emma Rama and Rajakumar Venkatesan
Composition: Pearson CSC
Printer/Binder: LSC Communications, Inc.
Cover Printer: Phoenix Color/Hagerstown
Text Font: Albertina MT Pro

Copyright © 2020, 2016, 2012 by Pearson Education, Inc. 221 River Street, Hoboken, NJ 07030. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. To obtain permission(s) to use material from this work, please visit <http://www.pearsoned.com/permissions/>

Acknowledgments of third party content appear on the page within the text, which constitute an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Capuzzi, Dave, editor. | Stauffer, Mark D., editor.

Title: Foundations of addictions counseling / [edited by] David Capuzzi,

Walden University, Professor Emeritus, Portland

State University, Mark D. Stauffer, Walden University.

Description: Fourth edition. | Hoboken, New Jersey : Pearson Education,

[2020] | Includes bibliographical references.

Identifiers: LCCN 2018054354 | ISBN 9780135166932 | ISBN 0135166934

Subjects: LCSH: Drug abuse counseling.

Classification: LCC RC564 .F69 2020 | DDC 362.29/186--dc23 LC record available at <https://lccn.loc.gov/2018054354>

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.

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

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

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

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

Physiological Components of Addiction 44

Summary and Some Final Notations 45

• Useful Websites 46 • References 46

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

Treatment and Research Issues 85

Managed Care, Treatment Funding, and Provider Reimbursement 85

Measuring Outcomes and Efficacy of Treatment 86

Future Trends 88

Positive Psychology 88

Unity Among Self-Help Groups 88

Changes in U.S. Drug Laws 88

Summary and Some Final Notations 88

• *Useful Websites 89* • *References 89*

Chapter 5 Introduction to Assessment 94

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

Family Systems, and Peer Relationships 112

Summary and Final Notations 113

• *Useful Websites 113* • *References 114*

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

Summary and Some Final Notations 134

• *Useful Websites 135* • *References 135*

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

Five Techniques to Use Early and Often 145

The Role of Resistance in the Change Process 149

The Many Forms of Resistance 149

Reducing Resistance 150

Guiding the Change Process: More Motivational Interviewing Techniques 153

Enhancing Confidence 153

Strengthening Commitment 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

| | |
|--|------------|
| 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 |
| <i>Summary and Some Final Notations</i> | <i>204</i> |
| • <i>Useful Websites</i> | <i>205</i> |
| • <i>References</i> | <i>205</i> |

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 Adrienne L. Johnson

History: Development of 12-Step Groups 253
 Alcoholics Anonymous 253
 Other Groups 253

| | |
|--|------------|
| The Group Process: How 12-Step Groups Work | 256 |
| Goals | 256 |
| The Twelve Steps and Twelve Traditions | 256 |
| Group Dynamics as Applied to 12-Step Groups | 258 |
| The Role of Sponsors in Recovery | 258 |
| Do 12-Step Programs Really Work? | 259 |
| Specific Advantages and Disadvantages of 12-Step Groups | 260 |
| Advantages | 260 |
| Disadvantages | 261 |
| Addressing Spirituality in 12-Step Groups | 262 |
| Using the 12-Step Group as Part of Treatment | 263 |
| The Role of the Counselor | 264 |
| How Can I Learn More About Groups? | 268 |
| Consult | 268 |
| Research | 268 |
| Get Involved | 268 |
| <i>Summary and Some Final Notations</i> | 269 |
| • <i>Useful Websites</i> | 270 |
| • <i>References</i> | 270 |

Chapter 13 Maintenance and Relapse Prevention 274

by Mita M. Johnson

Maintenance 274

| | |
|---|-----|
| Continuum of Care | 274 |
| Goals of Early Recovery and Maintenance | 275 |
| Pharmacotherapy and Medication Management | 276 |

Lapses and Relapses 277

| | |
|------------------------------|-----|
| Conceptualization of Relapse | 279 |
| Stages of Relapse | 282 |

Relapse Prevention 283

| | |
|-----------------------------------|-----|
| Relapse Prevention Considerations | 285 |
| Developing a Management Plan | 288 |

Cognitive-Behavioral Therapy 289

| | |
|----------------------|-----|
| Mindfulness Training | 291 |
|----------------------|-----|

Peer Recovery Support Specialists 291

Technology-Assisted Recovery and RP 292

| | |
|---|-----|
| <i>Summary and Some Final Notations</i> | 293 |
| • <i>Useful Websites</i> | 293 |
| • <i>References</i> | 294 |

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

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

LGBTQ-Affirmative Addictions Treatment and Assessment 415

- LGBTQ-Specific Assessment of Addiction 417
- LGBTQ-Specific Treatment of Addiction 420
- Modality Issues 420
- Relapse Prevention 421
- Role of Addictions Counselors Working with LGBTQ Clients 423
- Creating a Safe Environment for LGBTQ People 423
- How to Be an Advocate for LGBTQ-Affirmative Treatment 424
 - Summary and Some Final Notations 427*
 - Useful Websites 428 • References 428*

EPILOGUE SOME ADDITIONAL PERSPECTIVES**Chapter 20 Inpatient and Outpatient Addiction Treatment 433**

by G. Michael Szirony and Richard J. Cicchetti

Inpatient Treatment 434

- Levels of Care 434
- Assessment Dimensions 435
- Types of Inpatient Services 436
- Clinician Determination of Inpatient Treatment 437
- Use of Motivational Interviewing to Assess Readiness to Change 438
- Challenges Facing Rehabilitation Centers 439
- Client Inpatient Experience 440

Outpatient Treatment 442

- Types of Outpatient Drug Treatment 442
- Drug and Alcohol Legislation Affecting Treatment 443
- Residential Substance Use Disorder Programs 446
- Drug Courts 448
- Cost to Society 448
- Advocacy 449
 - Summary and Some Final Notations 450*
 - Useful Websites 450 • References 451*

INDEX 453

This item: Foundations of Addictions Counseling (3rd Edition) by David Capuzzi Paperback \$108.14. In stock. Ships from and sold by PNCER. "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.