University of North Texas

College of Education · Department of Counseling and Higher Education

Counseling Program

**COUN 5610 Addiction Counseling**

**Summer 2015**

Meeting Times: Tuesdays, 5:30pm- 9:20pm; Sage Hall, 230

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Teaching Assistants:

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1. **Catalogue description**: Principles and practices of drug and addiction education and abuse prevention with special application to the functions of counselors. Prerequisites: COUN 5680 and 5710. 3 hours.
2. **Goals of the Course**: This course is designed to provide an overview of addictive behaviors and effective substance abuse counseling methods. Students will be invited to learn about the impact of addictive substances and process addictions on the brain, co-occurring disorders, models of addiction, levels of treatment, assessments related to substance abuse/process addictions, and evidence-based practices in the field of addictions counseling including Motivational Interviewing. Students will familiarize themselves with the impact of addictions on the family, group work, interventions, and addiction among special populations. Additionally, students will have the opportunity to engage in experiential learning activities such as attending 12-step program meetings, completing an abstinence project, and role-plays to create knowledge pertaining to addictions counseling. This course serves to prepare students to work in addictions counseling settings as well as address the issue of addiction with clients in general practice settings.
3. **Tk20 Requirement:** This course requires one or more assignments that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for direction on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website: <http://www.coe.unt.edu/tk20>
4. **CACREP Standards Addressed in COUN 5610**

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| Core Curricular Experiences | CACREP |
| 1. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment
 | IIG3g |
| 1. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
 | IIG3f |
| 1. Essential interviewing and counseling skills
 | IIG5c |
| 1. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
 | IIG5d |

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| Outcomes | CACREP | Evaluation |
| 1. Discuss theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
 | IIG3g | Midterm evaluation (Key Assessment) |
| 1. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders
 | CHMC: A6 | Midterm evaluation (Key Assessment) |
| 1. Knows the disease concept and etiology of addiction and co-occurring disorders
 | CHMC: C4 | Midterm evaluation (Key Assessment) |
| 1. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders
 | CHMC: D8 | Final case study paper (Key Assessment) |
| 1. Identifies standard screening and assessment instruments for substance use disorders and process addictions
 | CHMC: G4 | Midterm evaluation (Key Assessment) |
| 1. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
 | CHMC: H3 | Final case study paper (Key Assessment) |
| 1. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care
 | CHMC: H4 | Midterm evaluation (Key Assessment), Final case study paper (Key Assessment) |
| 1. Knows the impact of co-occurring substance use disorders on medical and psychological disorders
 | CHMC: K3 | Final case study paper (Key Assessment) |
| 1. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education
 | SACC: C3 | Midterm evaluation (Key Assessment) |

1. **Methods of Instruction**: The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. Students will interact with course material through role-plays, an abstinence project, visiting 12-step program meetings, and receiving feedback with regard to a case study paper, mid-term, and in-class assignments.
2. **Required Texts**:

Miller, W. R., Forcehimes, A. A. & Zweben, A. (2011). *Treating addiction: A guide for professionals.* New York, NY: The Guildford Press.

Moyers, W. C. (2006). *Broken: My story of addiction and redemption*. NY, New York: Penguin Group.

 **Required Supplemental Reading: Available online at** <http://guides.library.unt.edu/coun5610> (click on the required readings tab)

Hagedorn, W. B., & Juhnke, G. A. (2005). Treating the sexually addicted client: Establishing a need for increased counselor awareness. *Journal of Addiction & Offender Counseling, 25,* 66-86.

Leshner, A. I. (2001). Addiction is a brain disease. *Issues in Science & Technology, 17,* 75-81.

Marlatt, G. A., & George, W. H. (1984). Relapse prevention: Introduction and overview of the model. *British Journal of Addiction, 79,* 261-273.

Miller, W. R., & Rollnick, S. (2009). Ten things motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37,* 129-140. doi: 10.1017/S1352465809005128

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist, 47*, 1102-1114.

Riordan, R. J., & Walsh, L. (1994). Guidelines for professional referral to Alcoholics Anonymous and other twelve step groups. *Journal of Counseling and Development, 72,* 351-355.

Smock, S. A., Froerer, A. S., Blakeslee, S. E. (2011). Systemic interventions in substance-abuse treatment: Past, present, and future. *Journal of Family Psychotherapy, 22*, 177-192. doi: 10.1080/08975353.2011.602613

Tatarsky, A., & Marlatt, G. A. (2010). State of the art in harm reduction pyschotherapy: An emerging treatment for substance misuse. *Journal of Clinical Psychology: In Session, 66*, 117-122.doi: 10.1002/jclp.20672

1. **Grades**:

Mid-term Evaluation (60 points)

Case Study Paper (60 points)

Course Reflection Journal Assignment (50 points)

**Total = 170 points**

A: 152.5-170 points; B:135.5 -152.4 points; C: 118.5-135.4 points; F: 118.4 and below

1. **Assignments**:

**Mid-term evaluation** (60 points): Students will complete a mid-term evaluation in-class. The evaluation will consist of multiple-choice, short answer, and essay responses pertaining to all lecture and reading material covered up to the date of the mid-term exam.

**Case Study Paper** (60 points): Students will write a case-study paper based on a character from an approved movie (*Rachel Getting Married, 28 Days, Shattered Spirits, Country Strong, When a Man Loves a Woman, Half Nelson, Walk the Line*) or the novel, *Broken*, by William Cope Moyers. Students will address how they would work with their client using the knowledge obtained from the course. Papers will address models of addiction, information on addictive substances, co-occurring disorders, a theoretical approach and treatment plan, level of treatment, stage of chance, and the counselor’s work with the client, the family, and group/12-step treatment modalities. All papers will be written in APA format (6th edition). Length is 7-9

pages not including title page or references (abstract not necessary). The complete rubric for the case study paper is available on Blackboard Learn under Course Assignments.

**Course Reflection Journals** (50 points): Experiential learning theory highlights the importance of reflection in the formation of new knowledge. One way to promote continued reflection of course material, experiential activities, and personal reactions, is through journaling. Each week, students will write and upload a journal entry addressing three components: 1) Abstinence project prompt, 2) Reactions to the readings, and 3) 12-step program meeting reflections (when appropriate). Each journal entry will be read by the instructor and/or teaching assistant and given personalized feedback as well as a score ranging from zero to five. Journals entries must be uploaded to Blackboard Learn by **5pm on the Monday before class**. Late journals will result in the loss of points. Journals may be submitted up to one week after the due date (see late assignments section of the syllabus). Entries must be free from spelling/grammar errors, but may be written in a personal, casual tone (no citations required). Historically, journal entries have been between 1-3 pages in length. Students will compose 10 journal entries over the course of the semester for 50 possible points.

Each journal will address:

 1) Abstinence project prompt: Students will engage in an abstinence project in which they will agree to "give up" something meaningful for the duration of the course. In the past students have given up various items, behaviors, activities (such as alcohol, smoking, social media, swearing, use of cell-phones, meat, soda, use of Ipads, sweets, etc.) in order to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students are to select 1-2 individuals outside of class who will support them in their project. Additionally, students will brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. In each weekly journal entry, students are to address the abstinence project prompt provided on the course schedule. It is also a place for you to describe your experience with the abstinence project in general (thus you are not limited to only addressing the prompt).

 2) Reactions to the reading: Each week students are required to read from the course text (Miller et al., 2011), *Broken* by William Cope Moyers, and supplemental readings located on the library course page. Completing the readings is a vital part of building competence regarding addictions counseling. Therefore, journal entries must contain a section in which students report their reactions to the readings. This does not have to be an exhaustive list of reactions, yet must demonstrate completion of the readings and thoughtful reflection. Due to the condensed nature of the summer session, there are substantial reading requirements each week. Students must allow sufficient time to complete the readings and write a quality journal entry before Monday at 5pm.

 3) 12-step program meeting reflections: Students will attend three 12-step program meetings over the duration of the summer. These may include AA, NA, Al-Anon, Nar-Anon, OA, SAA, GA, or EPR (UNT's Eagle Peer Recovery program) meetings. At least one meeting must be AA and one meeting must be Al-Anon. The final meeting can be of students' choosing. On the days designated on the course schedule, students will reflect upon their experience at the 12-step program meeting in their weekly journals. Students may comment on their feelings prior to attending the meeting (include type and location of meeting), meaningful moments during the meeting (and links to course material), and subsequent thoughts after attending (insight, self-awareness, increased empathy, etc.).

Weekly journals will be evaluated according to the following rubric:

5: Excellent entry: Addresses all components thoroughly; demonstrates much insight and understanding; willingness to self-reflect in meaningful way.

4: Good entry: Addresses all components; demonstrates insight and understanding (some strong sections, some that could be strengthened); willingness to self-reflect, yet reflection was not substantially meaningful.

3: Fair entry: Addresses some/all components; demonstrates insight and understanding inconsistently (many sections could be strengthened); some self-reflection.

2: Needs improvement: Addresses some components but not all; demonstrates little insight and understanding; some self-reflection

1: Poor entry: Majority of necessary components missing; minimal insight and understanding; minimal self-reflection

0: No journal entry submitted

Late journals will result in a loss of 1/2 a point for each day after the deadline (beginning Monday at 5pm)

1. **Course Expectations**:

 *Attendance*: Due to the experiential nature of this course, attendance is essential. If necessary, students may miss one class with a valid excuse and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. Journal entries are still required. A second absence will result in a loss of 10 points from the total grade. In the event that a student misses three classes, he or she will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. University policy will be followed for attendance problems. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student’s responsibility to drop this course, if necessary.

 *Readings and Assignments*: It is the students’ responsibility to complete all required readings prior to coming to class. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due at the beginning of class on the date specified on the syllabus. A five percent grade reduction will occur for each day the assignment is late (including weekdays and weekends). Late assignments will only be accepted up to one week after the due date. After one week, the student will not receive points for the assignment. Extensions will be granted at the discretion of the instructor if requested by the student prior to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date.

 *Participation*: The experiential nature of the course requires participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

 *Electronic devices*: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade.

 *Confidentiality limitations:* An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

 *Professionalism*: At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see *Master’s Student Handbook*), engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to UNT’s Academic Integrity Policy. As professionals, students also are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies. The chart below serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if ALL indicators are met. However, one need only have ONE area in which s/he is below expectations to necessitate remediation.

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| ***Meets professional expectations*** | ***Below professional expectations*** | ***Significantly below expectations*** |
| * 0 – 1 absences
* Rarely tardy or late from break
* Contributes more days than not
* Contributions reflect routine, careful preparation for class
* Attentive and respectful toward others when not contributing directly
* No concerns regarding personal characteristics
* Shows ethical integrity and adheres to *ACA Code of Ethics*
* No concerns regarding academic integrity
 | * 2 absences\* (see below)
* Frequent, minor tardiness (~5 minutes)
* Rarely contributes to class
* Contributions reflect only occasional preparation for class
* Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, surfing, sidebars in class)
* Occasional or minor personal characteristic concerns
* If ethical violation present, concern is minor and student takes immediate action to remedy
* Minor, unintentional or uninformed violations of academic integrity
 | * 3 + absences
* Persistent, minor tardiness
* Recurrent, major tardiness
* Contributions are rare or not productive
* Contributions reflect consistent lack of preparation for class
* Behaviors detract from safe, scholarly learning environment
* Serious concerns regarding personal characteristics
* Major ethical violation OR inability to understand ethical concerns/implications
* Intentional violations of Academic Integrity Policy
 |
| *No grade adjustment. Indicators show potential for continued success in graduate school and beyond.* | *Grade adjustment of ½ - 1 letters, conference with instructor, and/or competency concern report filed with Counseling Program.* | *Grade adjustment of 1-2 letters, conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.* |

1. **College Information**:

*Academic Integrity and Academic Dishonesty:* Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

*EagleConnect:* All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Disability Accommodation:* The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](https://webmail.unt.edu/OWA/redir.aspx?C=YUGO8pbq1EOOALhrfxCQqwybdgkkl88IAc8VFxSJdhTz5mYzMQ-8uOZ0tdH1iTZ3RxgThOO2UN4.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940.565.4323.

*Observation of Religious Holy Days:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Student Behavior in the Classroom:* Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).

Tentative Course Schedule

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| --- | --- | --- | --- |
| Date | Topics Covered | Readings &Assignments (bold) | Journal Requirements (Due: Mon. 5pm) |
| 6/9 | SyllabusCounselor AttitudesDrug Classifications | Miller: 1, 2, 3*Riordan & Walsh, 1994***View introductory PowerPoint on Blackboard**  | 1. From what are you choosing to abstain? How did you arrive at this decision? Who are your support persons? What substitutions will you employ this semester? What are your initial thoughts/feelings about the project?2. Reactions to readings |
| 6/16 | Models of AddictionPG- Abstinence | Miller: 4Moyers: Prologue-2*Leshner, 2001**Tatarsky & Marlatt, 2010***Goodbye Letter Due (2 copies)** | 1. What obstacles do you anticipate arising over the semester that may interfere with your goal of abstinence? How might you respond to these obstacles? 2. Reactions to readings |
| 6/23 | Levels of TreatmentStages of ChangeAssessment/ScreeningPG- 12-step  | Miller: 5, 6, 7Moyers: 3-4 *Prochaska, DiClemente, & Norcross, 1992* | 1. What triggers your craving for the substance/activity from which you are abstaining (consider internal triggers such as negative emotions or specific thoughts, as well as external triggers such as commercials, locations, and/or times of day)?2. Reactions to readings**3. 12-step program meeting reflection** |
| 6/30 | Co-occurring DisordersCollegiate PopulationPreventionPG- Broken  | Miller: 18, 23Moyers: Chapters 5-7 | 1. What emotions have come up since you began the abstinence project (pride, disappointment, fear, anger, etc.)? To whom/what are those feelings directed (professor, friends who were not abstaining, self, support system, etc.)?2. Reactions to readings |
| 7/7 | Motivational InterviewingPG- Abstinence | Miller: 10, 16, 17Moyers: 8-10*Miller & Rollnick, 2009* | 1. How is abstaining impacting your life (consider your thought life, emotions, social life, physiology, spirituality/existential experience, relationships, etc.)?2. Reactions to readings |
| 7/14 | Diversity**Midterm**PG- 12-step | Moyers: 11-13 | 1. How are others in your life responding to your abstinence project? Are they helpful? Supportive? Minimizing? Do they aid in rationalizing "use"?2. Reactions to readings**3. 12-step program meeting reflection** |
| 7/21 | Relapse PreventionSupport GroupsPG- Abstinence | Miller: 12, 14, 19, 21Moyers: 14-15*Marlatt & George, 1984* | 1. Have you been tempted to ignore your abstinence contract? If you have "relapsed," describe what the experience was like for you (circumstances leading up to it, repercussions afterwards, emotions, thoughts, etc.). If you have not, in what ways have you maintained abstinence in light of cravings and/or opportunities to "relapse"?2. Reactions to readings |
| 7/28 | Group CounselingFamily CounselingAdolescentsPG-Broken | Miller: 11, 13, 20Moyers: 16-epilogue*Smock, Froerer, Blakeslee, 2011* | 1. How is your abstinence project impacting your empathy for those who are struggling with addiction? This project is for 10 weeks, what it may be like for a client who is trying to abstain without an "end date"?2. Reactions to readings |
| 8/4 | Professional EthicsPharmacologyEating Disorders PG- 12-step | Miller: 15, 22 | 1. What is in your "bag of tricks" regarding this abstinence project? Which defense mechanism have you noticed yourself employing this semester (i.e., rationalization, blaming, justification, minimization, isolation, denial, etc.)? Examples?2. Reactions to readings**3. 12-step program meeting reflection** |
| 8/11 | Process Addictions PG- Abstinence | *Hagedorn & Juhnke, 2005***Final Case Study****SETE Completed** | 1. There is no way to emulate true recovery from addiction, however, the abstinence project is one way people can begin to build empathy for the struggle of remaining abstinent from something desirable. For this journal, summarize the most notable aspects of this process for you personally. What was the most meaningful learning aspect? What are your plans moving forward with your substance/activity now that the project is over?2. Reactions to readings |

**12-step Program Meetings**

To find an AA or NA meeting:

1. Go to www.aadallas.org
2. Click on the tab “Meetings” and “Meeting Search”
3. Under Meeting Criteria, set Meeting Type to **Open**
4. Type in your zip code and distance you are willing to travel
5. Select a group and read the “details” link to find more information
6. Internet information is not always up-to-date. Students are encouraged to call the AA central office in their area to confirm information.

 To find an Al-Anon meeting go to http://www.dallasal-anon.org/meeting\_list.php

When attending 12-step meetings, it is imperative that you respect the members of the group. You may identify yourself as a “guest” or someone who is “here to learn.” The point of this experience is to expose yourself to a resource that you may use as a referral in the future.

When approached by AA members, be respectful and appreciative. You can share that you wanted to learn more about AA as you think it is a great resource but you know little about it...or perhaps there are people in your life who struggle with addiction. Do not lie, but do not advertise that you are a student or "here for a class" as that may minimize the experience of other members. If you go with someone from class, please limit it to only one other person so as to respect the members of the meeting. As a reminder—you represent the counseling program as well as UNT in your activities outside of class. Any conduct that does not adhere to the standards of the Department or UNT will be dealt with according to University and Departmental policy.

**Abstinence Project**

Purpose: To gain insight and cultivate empathy pertaining to the physical, psychological, social, and spiritual experience of being without something desirable.

Direction: Spend the next week monitoring what you turn to or rely upon to feel better, comfort/soothe yourself, and/or cope (i.e., mood altering substances/activities). Select a substance or activity that is least conducive to your personal wellness goals that you will abstain from for the duration of the course (examples include alcohol, nicotine, sugar, caffeine, video/computer games, texting, cell phone usage, internet usage, Facebook, Twitter, watching TV, gambling, swearing, etc.).

Support person(s): Select 1-2 individuals to support you in this process. There will be times when you experience cravings for your substance/activity. Choose individuals who will assist you during these times and encourage you to maintain abstinence.

Substitutions: Removing a substance/activity from your life will undoubtedly leave a void. Contemplate healthy alternatives that you will turn to when you desire the substance/activity from which you are choosing to abstain. Examples include, healthy food options, exercise, spiritual/meditative practices, new or continued hobby or leisure activity, positive social interactions, etc.

**Goodbye Letter**

After determining the substance/activity that you will abstain from this semester, draft a 1-2 page letter in which you say "goodbye." In the letter, describe your relationship with the substance/activity up to this point. Address what you like about your substance/activity; how you consider it a friend; what the substance/activity does for you; in what ways the substance/activity controls you; what using the substance or engaging in the activity has cost you; what you do not like about your substance/activity; and how you consider it an enemy.

Bring 2 copies of your letter to class on 6/16. One copy should have your name on it (to be turned in) and one copy should have no identifying information (the blind-copy letter will be read by a peer).