

COURSE DATASHEET

1. Details of the training program

1.1 Higher education institution	Babes-Bolyai University
1.2 Faculty	Faculty of Sociology and Social Work
1.3 Institute	Hungarian Institute of Sociology and Social Work
1.4 Specialization	Social work
1.5 Training level	MSW
1.6 Specialization / Qualification	Counseling in social services

2. Course information

2.1 Course	Theory and practice of counseling drug addicts						
2.2 Course teacher	Dr. Habil. Associate Professor László Csaba Dégi						
2.3 Seminar teacher	Dr. Habil. Associate Professor László Csaba Dégi						
2.4 Academic Year	I	2.5 Semester	2	2.6. Evaluation method	E	2.7 Course type	DS

3. Total estimated time per semester

3.1 Hours per week	3	3.2 Lecture	2	3.3 Seminar / lab	1
3.4 Total number of hours in the curriculum	36	3.5 Lecture	24	3.6 Seminar / lab	12
The study time consists of				$7 * 25 = 175$	hours
Studying textbooks, notes, literature or personal notes					35
Exploring electronic databases or further field work exploration					20
Seminars / labs and writing homework, portfolio, abstracts, essays					45
Individual skills training (tutoring)					14
Exams					5
Other activities:					-
3.7 Total number of hours for individual work		119			
3.8 Total number of hours per semester		175			
3.9 Credits		7			

4. Prerequisites (if any)

4.1 Curriculum	-
4.2 Competence-related	-

5. Conditions (if any)

5.1 Conditions for course management	-
5.2 Training conditions for seminar / lab	Video projector, internet connection

6. Specific competencies

Professional competencies	<p>C1 (C1.1, C1.3): 2 credits Identification, information gathering, documentation, assessment and recording, analysis, specific interventions on the individual, family, group, or community level to reduce social risks</p> <p>C2: 2 credit Development, implementation and evaluation of social projects, programs and policies for various vulnerable groups</p> <p>C4: 1 credit Exploration, analysis (explanation), and solving of social problems and conflicts in communities and organizations.</p>
Transversal competences	<p>CT1: 2 credits Professional, efficient, accurate and responsible work, in compliance with professional ethical standards.</p>

7. Course objectives

7.1 General objectives	The course introduces the concepts, definitions, theoretical perspectives and methods used in counseling addicts (TTM - transteoretical model, MI - motivational interview, TA transaction analysis, RET - rational-emotional therapy, ABC model and short interventions).
7.2 Specific objectives	In addition, the course describes the current status of addiction counseling services in Romania, with regard to individual, family, group and community counseling contexts. We also deal with the practical aspects of counseling addicts, like: the client folder, daily and regular professional reports, and recording of counseling sessions. During seminar activities, we work with specific details of counseling addicts, small group methods, skills training, role playing, case studies, audiovisual analyzes, and as well with invited professionals.

8. Course content

	Teaching methods	Obs.
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<p>1. Basic concepts of counseling addicts</p> <p>Németh, A., Gerevich, J. (2000). Addikciók (pp.). Budapest:Editura Medicina.</p> <p>2. Addiction counseling sessions, consultative meetings and processes</p> <p>Cavanagh, M.E. (1999). A konzultáció szakaszai. In: Márton, A. (szerk.), Szöveggyűjtemény a szenvedélybeteg-segítő középfokú képzéshez (pp. 74-103). Kecskemét:Magyar Karitás Szendélybeteg-segítő Intézmények Központja Kiadó.</p> <p>3. Evidence-based models and techniques of counseling addicts I. TTM - trans-theoretical model</p> <p>Urbán, R. (2007). Az egészségkárosító viselkedések klinikai egészségpszichológiai megközelítése. In: Kállai, J., Varga, J., Oláh, A. (szerk.), Egészségpszichológia a gyakorlatban (pp. 280-287). Budapest:Medicina Kiadó.</p> <p>4-5. Evidence-based models and techniques of counseling addicts II. MI - motivational interview</p> <p>Urbán, R. (2007). Az egészségkárosító viselkedések klinikai egészségpszichológiai megközelítése. In: Kállai, J., Varga, J., Oláh, A. (szerk.), Egészségpszichológia a gyakorlatban (pp. 287-289). Budapest:Medicina Kiadó.</p> <p>Miller, W.R., Rollnick, S., Butler, C.C. (2008). Motivational Interviewing. Principles and evidence. In: Motivational Interviewing in health care: Helping patients change behavior (pp. 1-10). Guilford Publications.</p> <p>6. Evidence-based models and techniques of counseling addicts III. TA - transactional analysis</p> <p>Berne, E. (1999). A tranzakcióanalízis elvei. In: Márton, A. (szerk.), Szöveggyűjtemény a szenvedélybeteg-segítő középfokú képzéshez (pp. 223-237). Kecskemét:Magyar Karitás Szendélybeteg-segítő Intézmények Központja Kiadó.</p> <p>7. Evidence-based models and techniques of counseling addicts IV. RET - rational-emotional therapy / ABC model</p> <p>Waters, V. (1982). Racionális Emocionális Terápia (RET) (ford: Katona Nóra) (pp.). New York:Wiley and Sons.</p> <p>8. Evidence-based models and techniques of counseling addicts V. Brief interventions</p> <p>Urbán, R. (2007). Az egészségkárosító viselkedések klinikai egészségpszichológiai megközelítése. In: Kállai, J., Varga, J., Oláh, A. (szerk.), Egészségpszichológia a gyakorlatban (pp. 289-292). Budapest:Medicina Kiadó.</p>	<p>presentations; presenting additional materials; lectures; group discussions; argumentation; interactive presentations; social assessments; lectures; additional presentations; presentations; group discussions; case studies; lectures; supplementary presentations; case studies; lectures; additional presentations; lectures; additional presentations; lectures; additional presentations; group discussions</p>	
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World Health Organization (2003). Brief intervention for substance use: a manual for use in primary care (pp. 1-27). Geneva:World Health Organization.

9. Practice of addiction counseling I.

Individual counseling. The role of stress-reducing techniques in counseling addicts

Bagdy, E. (2007). Vitalitásgenerátorok. Szubjektív jóllétérzésünk erősítésének és egészséggondozásunk természetes eszközei. In: Kállai, J., Varga, J., Oláh, A. (szerk.), *Egészségpszichológia a gyakorlatban* (pp. 239-273). Budapest:Medicina Kiadó.

10. Family counseling. Characteristics of drug users and dependent parents and their impact on children

Buda, B. (1999). Az alkoholizmus családi háttere és családi kezelése. In: Márton, A. (szerk.), *Szöveggyűjtemény a szenvedélybeteg-segítő közép fokú képzéshez* (pp. 144-207). Kecskemét:Magyar Karitás Szendélybeteg-segítő Intézmények Központja Kiadó.

11-12. Group and community counseling for drug addicts

U.S. Department of Health and Human Services (2005). Types of groups commonly used in substance abuse treatment. In: *Substance abuse treatment: Group therapy. A treatment improvement protocol* (pp. 9-36). <http://ncadi.samhsa.gov/>.

Bodrogi, A., Gordos, E., Bulyáki, T. (CD). *Közösségi modell az alkohol betegek gyógykezelésében* (pp.1-29). Psychiatria Hungarica.

13. Practical aspects of counseling for addicts: customer folder, daily and regular professional reports, recording of counseling sessions

14. Counseling services for drug addicts in Romania

Dégi, L. Cs. (2009). A review of drug prevention system development in Romania and its impact on youth drug consumption trends, 1995-2005. *Drug and Alcohol Review* 6(1):17-34.

Bibliography

1. Németh, A., Gerevich, J. (2000). *Addikciók* (pp.). Budapest:Editura Medicina.
2. Cavanagh, M.E. (1999). A konzultáció szakaszai. In: Márton, A. (szerk.), *Szöveggyűjtemény a szenvedélybeteg-segítő közép fokú képzéshez* (pp. 74-103). Kecskemét:Magyar Karitás Szendélybeteg-segítő Intézmények Központja Kiadó.
3. Urbán, R. (2007). Az egészségkárosító viselkedések klinikai egészségpszichológiai megközelítése. In: Kállai, J., Varga, J., Oláh, A. (szerk.), *Egészségpszichológia a gyakorlatban* (pp. 278-301). Budapest:Medicina Kiadó.
4. Miller, W.R., Rollnick, S., Butler, C.C. (2008). *Motivational Interviewing. Principles and evidence*. In: *Motivational Interviewing in health care: Helping patients change behavior* (pp. 1-10). Guilford Publications.
5. Berne, E. (1999). A tranzakcióanalízis elvei. In: Márton, A. (szerk.), *Szöveggyűjtemény a szenvedélybeteg-segítő közép fokú képzéshez* (pp. 223-237). Kecskemét:Magyar Karitás Szendélybeteg-segítő Intézmények Központja Kiadó.

6. Waters, V. (1982). *Racionális Emocionális Terápia (RET)* (ford: Katona Nóra) (pp.). New York:Wiley and Sons.
7. World Health Organization (2003). *Brief intervention for substance use: a manual for use in primary care* (pp. 1-27). Geneva:World Health Organization.
8. Bagdy, E. (2007). Vitalitásgenerátorok. Szubjektív jóllétérzésünk erősítésének és egészséggondozásunk természetes eszközei. In: Kállai, J., Varga, J., Oláh, A. (szerk.), *Egészségpszichológia a gyakorlatban* (pp. 239-273). Budapest:Medicina Kiadó.
9. Buda, B. (1999). Az alkoholizmus családi háttere és családi kezelése. In: Márton, A. (szerk.), *Szöveggyűjtemény a szenvedélybeteg-segítő középfokú képzéshez* (pp. 144-207). Kecskemét:Magyar Karitás Szendélybeteg-segítő Intézmények Központja Kiadó.
10. U.S. Department of Health and Human Services (2005). Types of groups commonly used in substance abuse treatment. In: *Substance abuse treatment: Group therapy. A treatment improvement protocol* (pp. 9-36). <http://ncadi.samhsa.gov/>.
11. Dégi, L. Cs. (2009). A review of drug prevention system development in Romania and its impact on youth drug consumption trends, 1995-2005. *Drug and Alcohol Review* 6(1):17-34.

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YouTube playlist: <https://goo.gl/x2p3Tq>

8.2 Seminar / Labor	Teaching methods	Obs.
The topics are those presented in section 8.1	group discussions; interactive exercises; sharing experiences; interactive exercises; sharing experiences; interactive exercises; sharing experiences; interactive exercises; sharing experiences; interactive exercises; sharing experiences; interactive exercises; group discussions	

Bibliography

- Daley, D.C. (2000). Dual disorders recovery counseling. In: *Approaches to drug abuse counseling* (pp. 5-21). Bethesda:National Institute on Drug Abuse.
- Gonet, M.M. (1994). Family counseling. In: *Counseling the adolescent substance abuser* (pp. 179-198). London:Sage Publications.
- Gonet, M.M. (1994). Small group counseling. In: *Counseling the adolescent substance abuser* (pp. 160-178). London:Sage Publications.
- Hoffman, J.A., Jones, B., Caudill, B.D., Mayo, D.W., Mack, K.A. (2000). The living in balance counseling approach. In: *Approaches to drug abuse counseling* (pp. 35-55). Bethesda:National Institute on Drug Abuse.
- <http://pubs.niaaa.nih.gov/publications/Social/main.html>,
<http://pubs.niaaa.nih.gov/publications/Social/Module6Motivation&Treatment/Module%206%20Motivation%20&%20Treatment.ppt>
- Lajkó, K. (2008). *A viselkedésváltoztatás elmélete és gyakorlata*. Budapest:Editura Medicina.

Miller, W.R. (2000). Motivational enhancement therapy: Description of counseling approach. In: Approaches to drug abuse counseling (pp. 89-93). Bethesda:National Institute on Drug Abuse.

National Institute on Alcohol Abuse and Alcoholism (2005). Motivation and Treatment Interventions (modul 6). In: Social Work Curriculum on Alcohol Use Disorders. NIAAA.

RÁCZ, J. (1999) Addiktológia. Tünettan és intervenciók. Budapest:HIETE.

Sipe, F. (2000). A counseling approach. In: Approaches to drug abuse counseling (pp. 111-120). Bethesda:National Institute on Drug Abuse.

Sjaak, M., Cernica, T., Faragau, V. (2008). Formare de bază în domeniul adicțiilor. Modelul De Hoop (pp. 170-173). Cluj Napoca.

www.addiktologia.hu

www.motivationalinterview.org/

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YouTube playlist: <https://goo.gl/x2p3Tq>

9. Integrating expectations from representatives of the epistemic communities, professional associations and representative employers

Course participants will be able to identify specific concepts and elements used in counseling addicts, and to present the framework, steps, structure and processes of addiction counseling, and to integrate theoretical models, practical situations and previous counseling experiences.

10. Grades and evaluation

Activity type	10.1 Evaluation criteria	10.2 Assessment methods	10.3 Proportion in the final evaluation
10.4 Presentation	Written exam	Final exam	50%
	Reading portfolio	Continuous evaluation	25%
10.5 Seminar / Labor	Specific topics on counseling drug addicts	Continuous evaluation	25%

10.6 Minimum performance requirements

At least 70% attendance is recommended. Participation in seminars is 80%. Full completion of the seminar obligations is the sole condition to applying for final examination. There is no substitution for attendance; except for sickness, disability, and certified educational paths.

In the case of plagiarism, the student will lose the full credits of the given task and activity. Fraud in the exam means immediate exclusion and disqualification. Any evaluation related inquiry will be received by email or personally, during office hours, within 48 hours of posting examination results.