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Instructor's Manual
to accompany

Foundations of Addictions Counseling **3rd Edition**

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Instructors of classes using Capuzzi and Stauffer's *Foundations of Addiction Counseling, 2nd Edition*, may reproduce material from the instructor's resource manual for classroom use.

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NOTES TO INSTRUCTORS

The Instructors Manual to accompany **Foundations of Addictions Counseling** encourages journaling, group exercises, and class experiential exercises.

There is also a test bank for creating mid-term and final exams. These exercises and test items were generated from the context of each chapter. There are fifteen test items for each chapter. Please note that the answer keys for all chapters are on pages 59 through 77 of this booklet.

It is the intent and hope of the authors that these exercises and test items will be helpful to those utilizing this text. The authors appreciate the contributions made by the writers of individual chapters.

CHAPTER 1

HISTORY AND ETIOLOGICAL MODELS OF ADDICTION

Journaling Exercises:

- (1) As you read about the history of drugs in this country, you will note that attitudes about use changed as time passed and that attitudes and biases changed over the decades. Take some time to do a short life review and describe time periods in your life that impacted your attitudes about the use of illicit drugs. What was happening in your personal life that impacted how you felt?
- (2) Describe how attitudes in your family of origin have affected your current attitudes about the consumption of alcohol.
- (3) Is the philosophy of Alcoholics Anonymous congruent or incongruent with your values and beliefs? Why or why not?

Discussion Exercises:

- (1) Interview some professional counselors and ask them what they believe to be the causes of addictive behavior. Share your findings with members of the class.
- (2) Ask five or six individuals who are not members of this class or connected in any way with the profession of counseling what they think about the possibility of legalizing the use of marijuana. Report the results of your interviews with members of the class.
- (3) Do you think enough time, effort, and money is being spent on the prevention of addictive behavior? What are your best guesses about the most effective approaches to prevention?

Group Exercises:

- (1) Divide the class into several groups and assign each group one of the models used to explain the etiology of addiction. Ask each group to outline a tentative treatment plan that would be congruent with the model under consideration.
- (2) Divide the class into several groups and assign each group one or more of the web sites listed at the end of chapter one. Have each group explain to the rest of the class what they learned from exploration of each web site.
- (3) Organize a panel composed of students who represent different cultural, ethnic, and racial groups. Ask them to share their thoughts and feelings about the applicability of the models used to explain the etiology of addiction in cross and multi-cultural situations. Encourage class interaction with panelists as the presentations of panel members are made.

TEST ITEMS

True and False:

1. In 1926, the United States Congress passed the Purity in Food and Drug Act designed to control addiction by requiring labels on drugs contained in products including opium, morphine, and heroin.
 - a. True
 - b. False
2. A small minority of juvenile offenders (2 out of every 1000) will be offered Juvenile Drug Court (JDC) diversionary programs as an option to prison sentences.
 - a. True
 - b. False
3. Cognitive-behavioral models suggest a variety of motivations and reinforcers for taking drugs. One explanation suggests that people take drugs to experience variety.
 - a. True
 - b. False
4. The disease model of etiology, addiction is viewed as a primary disease rather than being secondary to another condition.
 - a. True
 - b. False
5. According to the moral model, addiction is incurable.
 - a. True
 - b. False

Multiple Choice:

1. Which U.S. Act required drugs to be classified according to their medical use, potential for abuse, and possibility of creating dependence:
 - a. Anti-Drug Abuse Prevention Act.
 - b. Harrison Act.
 - c. Controlled Substance Act.
 - d. None of the above.
2. Which etiological theory of addictions assumes that addicts are constitutionally predisposed to develop dependence on drugs:
 - a. Disease model.
 - b. Family systems model.
 - c. Biophysiological model.
 - d. Supracultural model.

3. Which etiology model explains addiction as a consequence of personal choice and, individuals, who are engaging in addictive behaviors, are viewed as being capable of making alternative choices:
 - a. Learning theory model.
 - b. Disease model.
 - c. Cognitive behavioral model.
 - d. None of the above.
4. According to this chapter, which of the following is NOT a psychological model of addiction etiology:
 - a. Psychodynamic.
 - b. Learning theory.
 - c. Personality theory.
 - d. Family Disease.
5. According to the syndrome model of Addictions, there are multiple and interacting antecedents of addiction that can be organized in at least three primary areas. Which of the following is NOT a primary area:
 - a. Shared neuro-biological antecedents.
 - b. Shared psychosocial antecedents.
 - c. Shared spiritual antecedents.
 - d. Shared experiences and consequences.

Matching:

1. _____ Integral model
 2. _____ Learning model
 3. _____ Supracultural model
 4. _____ Disease model
 5. _____ Biological model
- a. Influenced by B.F. Bales
 - b. Addiction is caused by genetics.
 - c. Influenced by E. M. Jellinek's work.
 - d. Influenced by A. Bandura's work.
 - e. A multi-causal model of addiction.

ANSWER KEY TO TEST QUESTIONS

CHAPTER 1

True/False

- 1) b
- 2) a
- 3) a
- 4) a

5) b

Multiple Choice

1) c

2) c

3) d

4) d

5) c

Matching

1) e

2) d

3) a

4) c

5) b