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**Editor’s Notes:**

Thank you for this opportunity to edit your document. It was my pleasure to read through the sample from your dissertation

The sample has been corrected for punctuation, spelling, transitional phrasing, continuity/flow of thoughts, and support of statements.

There were some changes throughout the text for spelling, tenses, and some alterations to punctuation. A few sentences were also simplified and reworked for clarity.

Some additional spacing was also removed throughout the document, and the first line indent was added to create a standard format. You are of course welcome to say that you do not want any formatting changes if you decide to do it yourself.

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Level 2 Technical Editing includes all of Level 1 Standard Editing plus formatting of citations, references and footnotes according to your requested style guide / manual (APA, MLA, Chicago, etc.). Level 2 Technical Editing also provides professional comments and feedback regarding overall writing style, flow of presentation and initial impressions by the reader. Technical editing is ideal for manuals, dissertations, theses, journals, research, non-fiction and other documented writing.

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This ensures a smooth presentation with consistent plot/character elements. Additionally, you will receive a professional editorial review of your writing’s overall substance, organization, and presentation.

Your text is quite good, but Level 2 Technical Editing will tidy it up substantially.

It looks like you have put a lot of effort into this piece of work. It would be great to help you see it through to completion. Feel free to request me as your preferred editor. In any case, I wish you all the best with your project.

**PRIMARY EDITOR: Nick**

Should you have ANY questions regarding this editing or your order, please do not hesitate to **contact our office:**

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**Instructions from client:**

Dissertation, final stage, trying to get approved five chapter TAD for defense

**Our EDITED version: page: 1**

This literature review began with studies about addiction and the approaches counselors use to help patients.  However, little could be found on the unique challenges of college counselors charged with helping substance abusing college students, and the approaches these counselors find effective.  The history on addiction, and various paradigms or treatment approaches available for use by college counselors were reviewed. Analysis of the available counseling approaches is useful in creating a dialogue with college counselors on what they view as effective based on their lived experiences in the field. It may also serve to enhance the quality of care given by college counselors to substance abusing college students, giving them a better chance to succeed in college.

This article will describe a phenomenological application to the working relationship between college counselors and the substance abusing college students they encounter. The literature review, and the research problem will also be described in detail. The literature review entails a brief history of addiction, but focuses mainly on working relationships between college counselors and substance abusing college students. Various paradigms and treatment approaches will be introduced, and this serves as a means to begin a productive dialogue. The emergent dialogue with college counselors on their experiences with substance abusing college students will elucidate which approaches the counselors view as effective.

Conceptual Framework: Constructionism

The most useful way of looking at phenomenology and constructivism in reference to the proposed study is to view them in an intertwined and cyclical fashion. In other words, using phenomenology as a research design tool may contribute in a social constructivist way to the research and learning acquired during that research. Additionally, using the social constructivist way of soliciting and analyzing participant counselors' experiences, as described during the semi-structured interviews, may serve to form social constructs. Finally, these constructs may inspire or inform better care or further research in the future.

Reviewing literature with phenomenology in mind will assist in the exploration and description of the experiences of college counselors in helping substance abusing college students. Further, it is hoped that information gained using a social constructivist perspective will help to build meaning for college counselors of today, and inform the college counselors of tomorrow.

According to Jones and Brader-Araje (2002), education has placed a strong emphasis upon social constructivist philosophy applied to teaching in the last 25 years. The social constructivist perspective stresses student learning. This is a change from behaviorist leanings in education dominant since the 1960s. Education, through decades of trial and error, had learned that the teaching-learning process was more dynamic and less predictable than behaviorists had believed. Social constructivism takes into account the complexity of the teaching-learning process, and places emphasis on knowing (Jones and Brader-Araje, 2002).

Though the epistemology of constructivism as a theory is multi-faceted, the focus here

is social constructivism as a guiding philosophy for phenomenological research

(Vygtosky, 1978). According to von Glasersfield (1995), knowledge is in the minds of

individuals, and these individuals construct what they know based on their own experiences. In

contrast to behaviorism and passive learning styles, constructivism is focused on the ways

individuals make meanings from their experiences. Constructivism sees knowledge as more a

process than a product (Jones and Brader-Araje, 2002). Therefore, constructivist theory becomes a useful tool to examine the ways in which college counselors may make meaning of their

experiences with substance abusing college students. This is particularly the case because a

college counselor may provide care for substance abusing college students who may need that

counselor's expertise to succeed in college. Bearing this in mind, a careful review of addiction

in its past and present, along with some discussion of relevant approaches or techniques, may

describe and explore the meaning college counselors find in their own experiences. Vgotsky

(1978) stressed the role of the individual within their social context.

Vgotsky (1978) also argued that all mental functions were impacted by culture and

society, and were social in origin (Jones and Brader-Areje, 2002). Dialogue with college

counselors may also contribute meaning to aspiring college counselors who work with substance abusing college students in this way. Indeed, even member checking and reflexive journaling

are consistent with Vgotsky's premise and social constructivism. For instance, each of these

validity mechanisms to check meanings and understandings with participants also secures

viability of the ideas presented within a study (Jones and Brader-Araje, 2002).

Constructivism and phenomenology have similarities and differences. In

phenomenology reduction occurs when information is treated by bracketing, or put into

various categories. This is done to increase understanding prior to moving into the second part

of phenomenology. The second part is edetic deduction, or the process of capturing the essence

of an experience. Essences may change over time or situations. Phenomenology helps to bring

hidden meanings out of ambiguity, by describing and exploring phenomena. According to

Rockmore (2011), phenomenology is a form of constructivism, though other philosophers on the subject may have their own ways of characterizing it which are viewed as more inclusive. This

way of examining and interpreting is a useful lens directed toward college counselors and the

substance abusing college students they serve.

A lack of consensus exists among addiction professionals about what addiction is, and what it is not.  There is also discrepancy on best practice.  This poses a significant gap in the literature, and a worthy research problem.  That is especially the case for college counselors who work with substance abusing college students.  College counselors who work with substance abusing college students could benefit from being asked about their lived experiences working within that population.

According to Kohn (2012), drug use by ages 12 and older was 8.9%.  By 2007, the costs of crime, health care, and lost productivity related to drug abuse and reported cases was $193 billion.  Approximately 40% of attrition rates, or students who withdraw from college, is due to substance abuse issues, according to Sullivan and Risler (2002).  Those college students who do leave college generally do so after the first year, allowing college counselors only a narrow window of opportunity to address particular problems (Sullivan and Risler, 2002).

**The unedited version:**

This literature review began with studies about addiction and the approaches counselors use to help patients.  However, little could be found on the unique challenges of college counselors charged with helping substance-abusing college students and the approaches these counselors find effective.  The history on addiction, and various paradigms or treatment approaches available for use by college counselors, were reviewed. Analysis of the available counseling approaches is useful in creating a dialogue with college counselors on what they view as effective based on their lived experiences in the field. It may also serve to enhance the quality of care given by college counselors to substance-abusing college students, giving them a better chance to succeed in college.

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Reviewing literature with phenomenology in mind will assist in the exploration and description of the experiences of college counselors in helping substance-abusing college students. Further, it is hoped that information gained using a social constructivist perspective will help to build meaning for college counselors of today and inform the college counselors of tomorrow.

According to Jones and Brader-Araje (2002), education has placed a strong emphasis upon social constructivist philosophy applied to teaching in the last 25 years. The social constructivist perspective stresses student learning. This is a change from behaviorist leanings in education dominant since the 1960s. Educators, through decades of trial and error, had learned that the teaching–learning process was more dynamic and less predictable than behaviorists had believed. Social constructivism takes into account the complexity of the teaching–learning process and places emphasis on knowing (Jones and Brader-Araje, 2002).

Though the epistemology of constructivism as a theory is multi-faceted, the focus here is social constructivism as a guiding philosophy for phenomenological research (Vygtosky, 1978). According to von Glasersfield (1995), knowledge is in the minds of individuals, and these individuals construct what they know based on their own experiences. In contrast to behaviorism and passive learning styles, constructivism is focused on the ways individuals make meaning from their experiences. Constructivism sees knowledge as more of a process than a product (Jones and Brader-Araje, 2002). Therefore, constructivist theory becomes a useful tool to examine the ways in which college counselors may make meaning of their experiences with substance-abusing college students. This is particularly the case because a college counselor may provide care for substance-abusing college students who may need that counselor's expertise to succeed in college. Bearing this in mind, a careful review of addiction in its past and present, along with some discussion of relevant approaches or techniques, may describe and explore the meaning college counselors find in their own experiences. Vgotsky (1978) stressed the role of the individual within their social context.

Vgotsky (1978) also argued that all mental functions were impacted by culture and  society and were social in origin (Jones and Brader-Areje, 2002). Dialogue with college  counselors may also contribute meaning to aspiring college counselors who work with substance-abusing college students in this way. Indeed, even member checking and reflexive journaling  are consistent with Vgotsky's premise and social constructivism. For instance, each of these  validity mechanisms to check meanings and understandings with participants also secures  viability of the ideas presented within a study (Jones and Brader-Araje, 2002).  Constructivism and phenomenology have similarities and differences. In  Phenomenology, reduction occurs when information is put into  various categories. This is done to increase understanding prior to moving into the second part  of phenomenology. The second part is edetic deduction, or the process of capturing the essence  of an experience. Essences may change over time or situations. Phenomenology helps to bring  hidden meanings out of ambiguity by describing and exploring phenomena. According to  Rockmore (2011), phenomenology is a form of constructivism, though other philosophers on the subject may have their own ways of characterizing it that are viewed as more inclusive. This  way of examining and interpreting is a useful lens to direct toward college counselors and the  substance-abusing college students they serve.

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