**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Fall Semester 2014**

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| **Course #:** | **COUN 7970-001** |
| **Course Title:** | **Special Topics: Clinical Mental Health Addictions Counseling** |
| Credit Hours: | 3 credit hours |
| Co/Prerequisites: | None |
| Corequisites: | None |
| Date Syllabus Prepared: | August 2012, revised 2013, 2014 |

**Instructor:** Melanie M. Scherer Iarussi, Ph.D., LPC

Email: miarussi@auburn.edu

Phone: (334) 844-2880

Office Hours: Thursday 3-4pm; By appointment

**Texts:**

***Required:***

Doweiko, H. E. (2015). *Concepts of chemical dependency* (9th ed.). Belmont, CA: Brooks/Cole.

American Psychiatric Association. (2010). *Publication manual* (6th ed.). Washington DC: Author.

***Recommended:***

DiClemente, C. C. (2003). *Addiction and change: How addictions develop and addicted people recover.* New York: Guilford.

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

Walters, S. T., & Rotgers, F. (2012). *Treating substance abuse: Theory and technique* (3rd ed.). New York: Guildford.

**Articles:**

***Required:***

Karim, R., & Chaudhri, P. (2012). Behavioral addictions: An overview. *Journal of Psychoactive Drugs, 44*, 5-17.

O’Brien, C. (2011). Addiction and dependence in DSM-V. *Addiction, 106*, 866-867.

Sharma, M., & Branscum, P. (2010). Is Alcoholics Anonymous effective? Editorial, *Journal of Alcohol & Drug Education,* 3-6.

Wallace-Wells, B. Girl on a “wire.” *Rolling Stone*, 46.

***Recommended:***

Branscum, P., & Sharma, M. (2010). A review of motivational interviewing-based interventions targeting problematic drinking among college students. *Alcoholism Treatment Quarterly, 28*(1), 63-77.

Grant, B. F., et al. (2004). Prevalence and co-occurrence of substance use disorders and independent mood and anxiety disorders: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. *Archives of General Psychiatry, 61,* 807-816.

Wechsler, H., & Nelson, T. F. (2008). What we have learned from the Harvard School of Public Health College Alcohol Study: Focusing attention on college student alcohol consumption and the environmental conditions that promote it. *Journal of Studies on Alcohol & Drugs, 69*, 481-490.

**Course Description**

This course provides information for the understanding of biological and psychological effects of various classifications of drugs of abuse on humans, and provides basic skills in assessment, diagnosis, and determination of appropriate level of care, intervention strategies, and treatment approaches of substance use disorders. Additionally, information regarding how substance abuse, dependency, and addiction may affect individuals, families, and diverse populations is discussed.

**Course Objectives**

In response to the 2009 CACREP core, school counseling, and clinical mental health counseling standards, upon completion of this course, students will be able to:

1. Know the theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment *(CACREP II.G.3.g)*.
2. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders *(CACREP CMHC A.6)*.
3. Know the disease concept and etiology of addiction and co-occurring disorders *(CACREP CMHC C.4)*.
4. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders *(CACREP CMHC D.8)*.
5. Identify standard screening and assessment instruments for substance use disorders and process addictions. *(CACREP CMHC G.4)*.
6. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders *(CACREP CMHC H.3)*.
7. Apply 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 *(CACREP CMHC H.4)*.
8. Know the impact of co-occurring substance use disorders on medical and psychological disorders *(CACREP CMHC K.3)*
9. Know the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs *(CACREP SC G.2)*

**Course Requirements**

1. **Class preparation and participation.** Students are expected to come to class having completed assigned readings (e.g., textbook, articles). Students are also expected to participate in in-class activities and assignments.
2. **Class attendance.** Students are allotted one excused absence. If you plan to be absent one week, save your absence for that week. Additional absences will result in a 10 pt. grade deduction.
3. **Course Assignments:** Course assignments are to be completed and turned in to the course instructor in person or via Canvas *by the start of class time on the due date*. Late assignments will be deducted 10% of the total grade of the assignment per day late.
4. *Quizzes*: Quizzes will be on assigned readings and class lectures and discussions. Quizzes will be in multiple choice and short-answer format and will be time-limited.
5. *Research Paper*: Students will investigate the scholarly literature on a particular current issue related to substance abuse or addictions counseling. Students will be required to include at least 8 original peer-reviewed scholarly references. The paper should clearly address and be organized according to the following areas: (a) specific issue or topic, (b) why it is an issue (e.g., reference prevalence data, other compelling evidence that demonstrates the problem exists), (c) an affected population (including issues of age, gender, culture), (d) recommended prevention and/or treatment interventions for professional counselors that address the specific needs of a given population, and (e) why you selected this topic and how you see yourself using this information in counseling practice. The paper length, including title and reference pages, should be between 8 and 12 pages. Papers must be in APA 6th edition format (see Grading Rubric in Appendix p. 8).
6. *Abstinence Project*.
	1. Students will complete the abstinence contract and write therapeutic letter to their substance or activity prior to starting their abstinence contact. Students will read and follow the suggestions of Hagedorn (2011) when writing their letter. (10pts)
	2. Students will be expected to process their experiences related to the Abstinence Project weekly by submitting weekly journal reflections via Canvas. Areas to address include whether or not they remained successfully abstinent, difficulties they encountered, components of the experience that stood out for them, and what they are learning from the experience. (20pts)
	3. Students will write a summary of their experience of abstaining throughout the semester (see Appendix p. 9 for paper requirements). (10pts)
	4. Students will reflect on their experience of the abstinence contract and find a song, poem, or short story that represents their growing understanding of addiction and/or their experience of the abstinence contract. Students will share and discuss the representation in class. (10pts)
7. *Self-help group meetings*. Students are expected to attend at least two self-help group meetings (e.g., AA, NA, etc.). At least one of the meetings must be specific to chemically dependent/addicted populations while the other may be specific to friends and family of alcoholics/addicts (e.g., Al-Anon). It is the students’ responsibility to make arrangements for attending these meetings and both meetings must be in-person (not on the internet). Students are expected to report their personal experiences and observation, as well as ideas and thoughts. Papers should be between 4 and 5 pages and must be in APA 6th edition format (see Appendix p. 10 for paper requirements) (30pts).
8. *Extra Credit*: Over the course of the semester, students will have the option to listen to seven podcasts related to addiction issues and post their reactions, reflections, and ideas for application related to the podcast on Canvas discussion boards. Students will be awarded one extra credit point when they listen to the podcast and post a meaningful response on the discussion board. Students must post on Canvas by the start of class on the due date for that podcast if they wish to be awarded an extra credit point.

**Grading and Evaluation**

Quizzes 50 points

Abstinence Project 50 points

Self-Help Group Meetings 30 points

Research Paper 70 points

Total Possible Points 200 points

The following scale will be used:

 90-100% = A

 80-89.9% = B

 70-79.9% = C

 60-69.9% = D

 Below 60% = F

**Class Policy Statements**

1. Attendance: Students are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one absence. Each additional absence will result in a 10 pt. deduction from the student’s overall grade.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**Course Schedule**

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| **Class** | **Date** | **Content** | **Readings**  | **Assignments Due** |
| 1 | 8/21/14 | Introductions and overview of the courseIntroduction to addiction | Ch. 1 & 2 |  |
| 2 | 8/28/14 | Models of SUDsIntroduction to Psychopharmacology | Ch. 3, 25, & 26 | **Abstinence Contract and Therapeutic Letter** |
| 3 | 9/4/14 | Alcohol BarbituratesBenzodiazepines Marijuana | Ch. 4, 5, 6, 7, & 10 | **Quiz 1: Ch. 2, 3, 25, & 26****Abstinence Project Weekly Journal**EC Podcast: *New survey* |
| 4 | 9/11/14 | CNS Stimulants CocaineOpioidsHallucinogensInhalants | Ch. 8, 9, 11, 12, & 13 | **Abstinence Project Weekly Journal**EC Podcast: *Designer drugs* |
| 5 | 9/18/14 | GenderSpecific populations Drugs and crimeLegalization of drugs | Ch. 18, 19, 36, & 37Wallace-Wells (2012)  | **Quiz 2: Ch. 4 – 13****Abstinence Project Weekly Journal**EC Podcast: *Intelligence and its relation to addiction* |
| 6 | 9/25/14 | College students *Guest speaker:* Eric Smith | Ch. 21Branscum & Sharma (2010)\*Weschsler & Nelson (2008)\* | **Abstinence Project Weekly Journal** |
| 7 | 10/2/14 | Behavioral Addictions *Guest speaker:* Rev. Roger Olsen | Karim & Chaudhri (2012) | **Abstinence Project Weekly Journal**EC Podcast: *Behavioral addictions: Is everyone addicted?* |
| 8 | 10/9/14 | Children & Adolescents Co-occurring Disorders/Dual Diagnosis **SACES Conference** | Ch. 20 & 24Grant et al. (2004)\* | **Quiz 3: Ch. 18, 19, 21, 36, 37 & Behavioral Addictions****Abstinence Project Weekly Journal**EC Podcast: *Social media, substance abuse, and suicide*  |
| 9 | 10/16/14 | **FALL BREAK** |  |  |
| 10 | 10/23/14 | Co-occurring Disorders/Dual Diagnosis *Guest speaker:* Dr. Buckhalt, alcohol and sleep disordersAddiction and the Family | Ch. 22 & 23 | **Abstinence Project Weekly Journal** |
| 11 | 10/30/14 | Screening, Assessment, and Diagnosis  | Ch. 27 O’Brien (2011) | **Abstinence Project Weekly Journal** |
| 12 | 11/6/14 | Interventions and Treatment | Ch. 28-31 | **Quiz 4: Ch. 20, 22-24, 27****Abstinence Project Weekly Journal**EC Podcast: *New report: Addiction treatment in America* |
| 13 | 11/13/14 | TreatmentRecovery and Relapse PreventionSupport Groups | Ch. 32, 33, & 34 | **Research Paper due****Abstinence Project Weekly Journal**EC Podcast: *Yoga as part of treatment* |
| 14 | 11/20/14 | Recovery and Relapse PreventionSupport Groups**ALCA Conference** | Sharma & Branscum (2010) | **Abstinence Project Weekly Journal** |
| 15 | 11/27/14 | **Thanksgiving Break – No class** |  |  |
| 16 | 12/4/14 | Final Class Wrap-up |  | **Quiz 5: Ch. 28 – 34****Summary of Abstinence Project and Creative Representation** **Self-help Group Meeting Paper** |

\* Notes optional reading.

**SYLLABUS DISCLAIMER:**

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Justification for Graduate Credit:**

This course includes advanced content in addiction counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.