### Auburn University

**Department of Special Education, Rehabilitation and Counseling**

**Fall Semester 2018**

1. **COURSE NUMBER: RSED 6340**

**Title:** Foundations of Substance Use Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisites:** None

**Instructor: Dr. Dixie Powers; Email:** [**daf0002@auburn.edu**](mailto:daf0002@auburn.edu)

**Office Hours by apppointment**

***On-campus class:***  Thursday, 4:00-6:50; HC 2334

**2. DATE SYLLABUS PREPARED:** May, 2005; reviewed May, 2007; reviewed May, 2008; reviewed May, 2010; May, 2015; May, 2016; May, 2018, Revised September 2018.

**3. TEXT:**

***Required:***

Fisher, G. L., & Harris, T. C. (2013). *Substance abuse: Information for school*

*counselors, social workers, therapists, and counselors (5th ed).* Boston, MA: Pearson.

*Outside reading articles will be provided and are considered required reading.*

***Recommended but not required:***

*Alcoholics Anonymous: The Big Book: The basic text for Alcoholics Anonymous (3rd*

*ed.)* (1976). Alcoholics Anonymous World Services, Inc. New York: NY.

Gladding, S. T. (2003). *Groups: A counseling specialty (5th Edition).*  Upper Saddle

River, New Jersey: Pearson.

*Twelve Steps and Twelve Traditions* (1952). Alcoholics Anonymous World Services,

Inc., New York: NY.

**4. COURSE DESCRIPTION:** The aim of this course is to provide knowledge of the nature of substance use, the classification of drugs, models of addiction, assessment and diagnosis of substance use, treatment and issues in treatment and intervention, and associated issues surrounding substance use commonly seen in families, society, as well as in cross-addictions.

**5. COURSE OBJECTIVES**:

1. To explore the role of mental health professionals in prevention and treatment of substance use.

2. To gain knowledge and information regarding the classification of drugs.

3. To gain knowledge and information on various models of addiction.

4. To gain knowledge and information on issues of substance in culturally and ethnically diverse groups.

5. To gain knowledge and information regarding assessment and diagnosis of substance use.

6. To gain knowledge and information regarding interviewing and brief interventions in substance use.

7. To explore treatment options for substance use of alcohol and other drugs.

8. To gain knowledge and information regarding issues of relapse, prevention, and recovery in substance use.

9. To explore and gain knowledge of twelve-step programs and other types of support groups.

10. To gain knowledge and information regarding the impact of substance use on families, children, and adult children.

11. To gain knowledge and information regarding substance use and the relationship of HIV/AIDS and other communicable diseases.

12. To explore ethical issues and the role of confidentiality in substance use and treatment.

***6. COURSE CONTENT***

***Week Topic Reading/Assignment***

|  |  |  |
| --- | --- | --- |
| Aug. 23 | Course Overview and Introduction | Reading:  Chapter 1 |
| Aug. 30 | Classification of Drugs | Chapter 2  Drug Schedules and Drug classifications |
| Sept. 6 | Classification of Drugs | Chapter 2 (cont’d) |
| Sept. 13 | Models of Addiction | Chapter 3 |
| Sept. 20 | 12-Step and other support groups | Chapter 10  Discussion of 12 Step Assignment  Outside Reading – article provided |
| Sept. 27 | 12-Step and other support groups  Assessment/Diagnosis | Chapter 10 (contd)  Outside Reading – article provided (cont’d)  Chapter 6 |
| Oct 4. | Assessment/Diagnosis  Diverse Populations  Confidentiality/Ethics | Chapter 6 (cont’d)  Chapter 4  Chapter 5  ***DUE: Position Paper: Legalization of Marijuana*** |
| Oct. 11 | **Fall Break** | ***No Class*** |
| Oct.18 | Motivational Interviewing  Treatment Options | Chapter 7  Chapter 8 |
| Oct. 25 | Treatment Options  Relapse, Prevention and Recovery | Chapter 8 (cont’d)  Chapter 9  Outside Reading – article provided  ***DUE: Assignment on Experiencing a 12-Step Support Group*** |
| Nov. 1 | Relapse, Prevention & Recovery | Chapter 9 (cont’d)  Outside Reading – article provided (cont’d) |
| Nov. 8 | Families | Chapter 11 |
| Nov. 15 | Adult Children | Chapter 12 |
| Nov. 22 | **Holiday** | **Holiday** |
| Nov. 29 | HIV/AIDS | Chapter 13 |
| Dec. 6 | Other Addictions | Chapter 14  ***DUE: Paper: Counseling Orientation and Substance Use Treatment*** |

**7. COURSE REQUIREMENTS:**

General Course Requirements

Each student will be held responsible for all information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed prior to class meetings.

Course Assignments:

A. **Participation:** It is expected that each person will have readings and materials prepared before each class.

* ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor (see Class Policy Statements below). These exceptions should be of an emergency nature, typically unexpected, and infrequent in nature.***

1. **Experiencing a 12-Step/Support Group:**

* **Step 1:** Students are to experience attending a 12-Step Group or an AOD Support Group in a community environment. Students will be required to attend two (2) meetings of an approved group (of their choosing) in their community and will journal their attendance at each meeting (paying attention and adhering to confidentiality requirements of the group). This journaling will consist of each group attendance being described in a 1-½ to 2 page journal entry.
* **Step 2:** A final paper will consist of students responding with their overall impression of the group as it relates to the 12-step model.
* *Step 1 - Experiencing Group Dynamics* – After attending **each** of the group meetings ***of an approved group,*** students will journal their attendance at **each** meeting. Please pay attention to issues of confidentiality in both group attendance and journaling– do not refer to anyone by their full name, do not give identifying personal characteristics about the group or its members other than in response to the items below. The expectation is that journaling will be conducted after each group meeting and will be 1 and ½ to 2 type-written pages of information that cover the following points:
  + Give the name of the group, the date of the meeting, and time frame of the group you attend.
  + Describe the type of 12-step group you attend. What makes this group a support/12-step group?
  + Describe the actual lay out of the room – how is seating arranged? What was the atmosphere? Describe the format used for the group?
  + Describe the group content for the group meeting you attend (give general content not necessarily specific information said by any one individual).
  + Describe any group processes you experienced in the group. Give examples of both nonverbal behaviors and verbal behaviors seen in the group.
  + How did the group leader (or group members in groups without a leader) handle conflict? Did you experience other group dynamics within the group other than conflict?
  + Anything else you noted during your attendance
  + *Step 2 – Reflection Paper* – Students will write a short paper (3-5 pages) that describe their 12-step group attendance. Was this experience one that you expected from as 12-step group? What made it so? Did attending this 12-step group serve to reinforce or bust any myths or assumptions you had/have about people with substance use issues? Describe your reasoning here. If you were in a position where you needed to attend a 12-step group, how would this exercise impact your decision or choice of doing so? Did this exercise impact how/what you might advise consumers who need the support of a 12-step group? Describe your reasoning here.

**D. *Position paper:* The Legalization of Marijuana.**

**Students will be required to write a Position Paper (4-5 pages of text [does not include cover page or abstract or References], using APA format) with accompanying research articles (research articles are scientific journal articles from rehabilitation, counseling, ethics, values, substance abuse, substance treatment, etc. literature).**

**Students will (1) respond to the topic of discussion based on 5-7 articles and research materials; and,**

**(2) provide an analysis and detail their unique position on the subject on the 1:00-2:00.**

**Students will state their position to the topic of *The Legalization of Marijuana in the United States*. You may use the following as a guideline for your position:**

* Your analysis and position on this topic (including what has been discussed in class, how it relates to information in your textbook and your vocational/personal experiences). How and in what ways does this topic tie into your own understanding and thinking of the issue of substance use? Does the information you’ve read and provided cause you to reflect on current practices in the provision of services related to this issue – why or why not; does it cause you to reflect on the consumers you serve (or hope to serve) – in what ways? Do you agree or not with the premise of this topic – give the reasoning for your argument/what is your view based upon?)
* **No sharing of journal articles.**

**E.  *Paper*: Counseling Orientation and Substance Use Counseling**

Students will investigate the scholarly literature on a 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 in accordance with your counseling orientation. The paper length should be between 8-10. Papers must be in APA 6th edition format (page length does not include reference page, abstract, or cover page).

F. **Grading and Evaluation:**

**Please note:** Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with **no assignments accepted more than 1 week past the due date.** Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements.

Final grades will be based on the following:

* Experiencing a Group = 50 points
* Position Paper = 25 points
* Counseling Orientation and Substance Use = 60 points
  + TOTAL = 135 points

**8. CLASS POLICY STATEMENTS**:

**Attendance:** Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**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, the death 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 an excused absence 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 such notification occur more than one week after the

**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 unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

**Assignments**: All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub 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.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Office of Accessibility, 1288 Haley Center, 844-2096 (V/TT).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, 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.

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**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:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality