**Auburn University**

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

**Fall Semester 2019**

1. **COURSE NUMBER: RSED 6340**

**Title:** Foundations of Substance Use Counseling in Rehabilitation

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisites:** None

**Instructor: Dr. Bethany Lanier bal0014@auburn.edu**

***On-campus class:***  Thursday, 4:00-6:30pm, Haley 3220

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

**3. TEXT:**

***Required:***

Stevens, P. & Smith, R.L. (2013). *Substance abuse counseling: Theory and practice* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

***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.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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***

|  |  |  |
| --- | --- | --- |
| August 22 | Course Overview and Introduction | **Pick groups (6 groups max)** |
| August 29 | Introduction to Substance Abuse Role of the Counselor | **Chapter 1 Empathy Journal 1 due** |
| September 5 | Ethical/Legal Issues in Substance Abuse Counseling | **Chapter 2 Empathy Journal 2 due** |
| September 12 | Major Substances of Abuse and the Body  Etiology of Substance Abuse: Why People Use | **Chapters 3- 4**  **Student Presentations**  **Empathy Journal 3 due** |
| September 19 | Assessment and Diagnosis | **Chapter 5**  **Empathy Journal 4 due** |
| September 26 | Treatment and Treatment Planning | **Chapter 6**  **Empathy Journal 5 due**  **Film Critique Due and Discussion in Class** |
| October 3 | **Midterm** | **Mid-term Exam (1, 2, 3, 4, 5, 6)**  **Empathy Journal 6 due** |
| October 10 | **Fall Break** | **Empathy Journal 7 due** |
| October 17 | Individual Treatment  Group Treatment | **Chapter 7-8**  **Empathy Journal 8 Due** |
| October 24 | Family Treatment | **Chapter 9**  **Assignment on Experiencing a 12-Step Support Group DUE and Discussion in Class** |
| October 31 **Online** | Retaining Sobriety: Relapse Prevention Strategies | **Chapter 10** |
| November 7 | Working with Selected Populations | **Chapter 11** |
| November 14 | Working with Diverse Cultures | **Chapter 12** |
| November 21 |  | **Final Exam (7, 8, 9, 10, 11, 12)** |

**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. **Examinations:** There will be two exams; a mid-term and final. These exams will be completed on Canvas. These exams will be taken in the LRC and be proctored. There is a 60 minute time limit and once you open the exam, you must finish it in that sitting.
2. **In-class Presentation**

**Each group (3-4 students) will prepare a PowerPoint presentation to present to the class. Each presentation will be uploaded onto Canvas to ensure every student has access to this information as they prepare for their midterm exam. The presentation will be of the student’s choosing detailing information on a substance or drug, a brief history, its uses, abuses, associated medical and vocational implications, diagnosis and best treatment options. You may use your textbook for basic information and *must use an additional 5-7 references* to support other information presented. Students will include a Reference page with references using APA format. Each presentation should be 15-20 minutes in length (MAXIMUM). This is a presentation only; no paper required.**

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? 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 OF TEXT) 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.

**E. Film Critique (20 points):** Either individually or with a class member, you will select a movie or TV series that reflects substance use and/or abuse. Students are to watch the film and discuss the following in an APA-formatted, 3-4 page paper that addresses the following:

1. Brief synopsis of the film
2. Key demographic information related to the character portraying substance use/abuse
3. Presenting issues (this will include the substance use but also all other key presenting issues such as family discourse, criminal history, etc)
4. Assessment and Diagnosis (identify specific assessment measures you may use)
5. Treatment plan (1-3 long term goals; 1-3 short term goals PER long term goal; one possible intervention per goal)
6. Legal and/or ethical issues

## Empathy Exercise (80 points): Each student will choose one substance (excluding prescribed medication) and abstain from the substance from the second week of class (August 25) through the ninth week of class (October 19th). Substances may be sugar, caffeine, nicotine, chocolate, over the counter medication, prescribed medication, alcohol, illegal drugs.

* + 1. The student will develop a **“journal” related to their experience during the “abstinence empathy exercise” with a minimum of one (1) entry each week during this time. The student will submit the journal to the instructor “each week” in Canvas. All journals must be submitted by Saturday of the corresponding week. For example, journal 1 will start on August 25th and be due August 31st. Each journal entry must be at least 2 pages in length (double spaced). Journals will not be accepted late.**

## The “Journal” submission must address the following:

* + - * 1. The student’s “abstinence experience” including difficulties, defense mechanisms, and feelings that arise as a result of giving up the substance or activity;
        2. The student’s experience in seeking out the support of others to prevent a “relapse” as necessary, and a discussion of any reactions that surfaced as a result of that;
        3. The student’s experience in choosing a “sponsor” from among their classmates to provide support during the abstinence process. The student should contact their sponsor (in person, by phone, online etc.) as needed to support their abstinence and the contact with their sponsor should be documented in the weekly journal entries.
        4. The journal entries are confidential and will be seen only by the instructor.

G. **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 points 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:

* Examinations = 60 points (30 mid-term; 30 final)
* In-class Presentation = 25 points (PowerPoint = 15, presentation = 10)
* Experiencing a Group = 25 points (2 write-ups 7.5 each; 10 paper)
* Film Critique = 20 points
* Empathy Journals = 80 points (10 points per journal)
  + TOTAL Graduate = 210

**8. CLASS POLICY STATEMENTS**:

**Technology:** There will be no use of technology in this course. You will not be permitted to use your computer. Lectures will be posted prior to the start of class. You are encouraged to print the lectures to take notes. Cellphones must remain out of sight unless discussed with the instructor prior to class (ie. if you are on call for work, please discuss with the instructor prior to class to be excused to have your phone on your desk). Use of computer, phone, or any other technology in class will result in dismissal from that class meeting and loss of points available for that day.

**Attendance:** Although attendance is not required, 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.*** ***Journals are not accepted late.***

**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