Coun-2970-001

**SYLLABUS | Fall 2020**

Monday| 5:00 – 5:50 | Haley Center 3124

**Course Information:**

Instructors: Eric C Smith & Lauren Clinton

Office: Suite 1206 AU Student Center

Office Hours Eric Thursday 8-9am; Lauren: 8-10am Wednesdays

Phone: 844-1528

Email: ecs0012@auburn.edu & lzc0060@tigermail.auburn.edu

**Texts and Materials:**

* REQUIRED TEXT:
	+ Recovery Freedom Our Addictions, Russel Brand
	+ Braving the Wilderness, Brene Brown

**Course Format:**

This course is being offered as a blended course. Much of the course will be in person assuming that circumstances are conducive to doing so and offered using both synchronous (Zoom) and asynchronous online formats (Canvas). Since this is a small group class, you are permitted to participate online if appropriate while the class meets in person.

Face-coverings are required for all in person class meetings. Additionally, you are required to complete Guide Safe Health Screeners before attending all in person activities.

**Course Description:**

A successful recovery from a substance use disorder requires a complete lifestyle change. This course is an intensive study of the issues involved in both addiction and recovery. This course is designed to build upon the basics of recovery, as covered in the course *Thriving Through Transitions*. Topics of emphasis will include addressing relapse, finding/utilizing mental health resources, healthy vs. avoidant coping, loneliness and confusion in sobriety, and building independence & self-efficacy.

**Covid-19 Alternative Operations:**

If normal class activities are disrupted due to illness, emergency, or crisis situation (such as a COVID-19 outbreak), 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.

**Learning Outcomes:**

1. To gain a more nuanced, but overarching definition of recovery.
2. Students will become familiar with applying the 4 C’s in their daily lives
3. To demonstrate knowledge of the problem of relapse and generate techniques for preventing its occurrence.
4. To strengthen all areas of recovery focusing on key principles such as mental-health care, healthy coping, tackling loneliness, and building self-efficacy.
5. To develop a personalized relapse prevention plan, identify triggers unique to each students’ recovery, and develop self-care plan in the event of relapse.

**4 C’s**

1. Clean, Sober, and Healthy
2. Connected in the Community
3. Committed in Academics
4. Civility in Relationships

**Course Requirements:**

* Discussion Questions
* Service Project
* Self-Care Reflection
* Relapse Prevention Plan & Reflection
* In Class Engagement: Students will be expected to attend and participate in class.
* Final Exam: The final exam will be given on the final day of class at the regularly scheduled seminar time and will consist of a personal reflection essay.

**Attendance Policy:**

Attendance is taken at the beginning of each class period. The student is expected to attend all classes, except in the case of a University-approved excused absence (see the Student Policy eHandbook: www.auburn.edu/studentpolicies). In the case of an *expected* absence, advance notice should be provided to the instructor as soon as such absence is known. Except in the case of a University-excused absence, it is the instructor’s prerogative to deem an absence excused or unexcused. In the case of a University-excused absence, all assignments will be due at the beginning of the next class attended. TWO UNEXCUSED ABSENCES WILL BE ALLOWED. EACH ADDITIONAL ABSENCE MAY RESULT IN A LETTER GRADE REDUCTION (from the final grade) PER ABSENCE. Each instance of tardiness may count as one-half of an unexcused absence.

Given the ever-changing landscape of COVID-19 we intend to be flexible regarding attendance. You are permitted to attend from home ZOOM and the most important aspect of attendance is quality communication.

**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).

**Academic Honesty:**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is available in the Student Policy eHandbook (www.auburn.edu/studentpolicies) and contains a list of those actions that are considered cheating and the possible consequences they carry. Violations of the Academic Honesty Code will NOT be tolerated in this course.

**Grading Policy:**

Self-Care Plan: 20 pts

Weekly Discussion Questions: 10@ 25 pts: 250

Service Project: 250

Relapse Prevention Plan: 200

In Class Engagement: 140 (10 pts per class)

Self-Care Reflection: 40 pts

Final Exam: 100

Final Grade (of 1000 possible points)

A 900+ points

B 800-899 points

C 700-799 points

D 600-699 points

F 599 or fewer points

**SELF-CARE PLAN:**

Self-care is an imperative part of recovery, and general health and wellness. For this assignment, you will select **three** specific, self-care behaviors, each in a different dimension of wellness (ex: Yoga = physical wellness, Therapy = emotional wellness, Meeting attendance = recovery wellness). You will set a SMART (Specific, Measurable, Attainable, Relevant, and Timely) goal for each behavior and keep track of your progress throughout the semester. First, you will turn in a 1-page paper on what your goals are, why you chose them, how you plan to accomplish them. Be sure to make your self-care behaviors reasonable and attainable! At the end of the semester, you will write a 1-page reflection on how successful your self-care plan was: Did you meet your goals? What facilitated reaching them? What was the experience like? What barriers prevented them from being accomplished?

**RELAPSE PREVENTION PLAN:**

Relapse is a thing. It happens to the best of the best, even when recovery has been sustained for long periods. In addition to planning ways to keep recovery alive, rather than stagnant, it is important to explore what steps can be taken in the event of a relapse ahead of time. For this assignment, you will reflect on A) What do YOU define as a relapse? Is it of all substances? Emotional relapse? What do *you personally* constitute a deviation from recovery? B) Triggers, or perceived possible barriers to your sustained recovery, C) Steps that can be taken to navigate barriers/triggers, D) what options are available to you should a relapse occur, and E) lay out a specific, relevant plan for what to do in the event of a relapse. This is a highly personalized, confidential assignment and will only be reviewed by Eric & Lauren. Moreover, should the assignment bring up concerns, questions, or reactions, please feel free to use office hours or set up an appointment with your Emotional Point Person Coordinator ☺ (Lauren)

**Weekly Discussion Question:**

Weekly Discussion questions are due **24 hours** prior to the class period. Each student is required to submit, via Canvas, one discussion question based on the week’s assigned readings or topic. The instructor will use these questions to spark thoughtful classroom discussion. Student submissions will be used in classroom discussion without identifying the student who submitted the question. Each set of weekly discussion questions will be worth 25 points each and are awarded based upon completion. *There are 12 opportunities to submit weekly questions, but students only need to submit 10*.

When answering the questions please keep in mind these two points:

* Personal reflection on how the topic relates to their own recovery and personal experience
* How they plan on using the information in their own lives to improve this aspect of their recovery

**Service Project:**

Service is an integral part of recovery; students are encouraged to be of service in their home group, in ARC, and in our local community. The seminar class will plan, execute and attend a service project as a group before Thanksgiving Break. The project must be approved before October 2nd and will be discussed routinely in class.

**Class Participation Policies:**

Learning cannot take place if the learner is not present. Therefore, the student must come to class on time and be prepared to contribute to the classroom learning experience. It is important to recognize that one should share his/her thoughts and ideas in a thoughtful and respectful way. In order for this to be a positive learning experience for everyone, it is imperative that everyone arrives with an open mind and prepared to engage in classroom discussions and group activities.

Reading assignments may occasionally be made from the course textbook or other ancillary media. If such an assignment is made, it is expected that the student will be prepared to discuss the reading assignment in class.

**Exam:**

One final exam will be given in this class, and it will be administered in class. The exam will cover assigned readings, class discussions, and guest presentations. The exam will require your analysis and reflection on the entire course.

**Late Assignments, Make-Up Assignments and Exams:**

Late work will be evaluated according to the policies established in this syllabus for the particular assignment. Arrangements for make-up assignments and exams must be made in advance unless due to emergency, and will be subject to the policies as outlined in the Student Policy eHandbook (www.auburn.edu/studentpolicies) and this syllabus. No make-up work will be accepted for unexcused absences.

**Professionalism:**

As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined the in the College’s conceptual framework. These professional commitments or dispositions are listed below:

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

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Revised 18 August 2020

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| **Week** | **Date** | **Class Topic(s)** | **Due** |
| **1** | Aug 17 | Introductions & Syllabus |  |
| **2** | Aug 24 | Brand: Intro/12 Steps  | Self-Care Plan |
| **3** | Aug 31 | Brown: Everywhere and NowhereBrand: Step 1Identity in Recovery | Discussion Questions |
| **4** | Sept 14 | Relapse Prevention Brand: Step 2Brown: High Lonesome | Discussion Questions |
| **5** |  Sept 21 | Relapse Prevention Brand: Step 3 | Discussion Questions |
| **6** | Sept 28 | Healthy Coping vs. Avoidant Coping Brown: Speak Truth to Bullsh\*\*Brand: Step 4 | Relapse Prevention Plan |
| **7** | Oct 5 | Mental Health ResourcesSCPS PanelBrand: Step 5 & 6 | Discussion Questions |
| **8** | Oct. 12 | Loneliness/Estrangement from ‘Normies’Brown: People are Hard to Hate Close UpBrand: Step 7 | Discussion Questions |
| **9** | Oct 16 | Building Meaningful Relationships in SobrietyBrown: Hold Hands. With Strangers. Brand: Step 8 | Discussion Questions  |
| **10** | Oct 19 | Body Positive Workshop Brand: Step 9 | Discussion Questions |
| **11** | Oct 26 | Sponsorship Panel Brand: Step 10 | Discussion Questions |
| **12** | Nov 2 | Service Project Brand: Step 11 | Discussion Questions |
| **13** | Nov 13 | Putting it All TogetherBrand: Step 12 | Self-Care Reflection  |
| **14** | Nov 20 | Final Exam | Final Exam |

*The Instructor reserves the right to make any necessary changes to this schedule.*