# AUBURN UNIVERSITY

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

**Fall Semester 2020**

**Course #: RSED 6340**

# Course Title: Foundations of Substance Abuse Counseling

Credit Hours: 3 Credit Hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Prepared: Fall 2020

**Instructor:** Dr. Hillary Ellerman, Ph.D., NCC Email: hpe0002@auburn.edu

Office Hours: By appointment

# Texts:

## Required:

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

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.

## 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

Aligned with the 2016 CACREP standards for professional counseling identity, clinical mental health counseling, clinical rehabilitation counseling, and school counseling, students will be able to demonstrate their knowledge of the following upon completion of the course:

* theories and etiology of addictions and addictive behaviors (CACREP 2016, II.F.3.d.)
* neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016, V.C.1.d.; CACREP 2016, V.D.1.e.)
* psychological tests and assessments specific to clinical mental health counseling (CACREP 2016, V.C.1.e.)
* potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016, V.C.2.e.; V.D.2.g.)
* techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016, V.C.3.b.)
* strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016, V.C.3.c.)
* signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016, V.G.2.i.)

**Course Format**

Due to the COVID19 circumstances, this course has been updated to a “blended” format. This means that the course will be offered in an online format with an opportunity for a face-to-face meeting should conditions improve in a safe manner. This meeting will be discussed at a later date pending conditions improve. The online format will consist of weekly lectures via zoom meetings/recordings, weekly readings, and class assignments. Although this format creates more flexibility in timing/pacing of the course, it is imperative that students are responsible for completing assignments on time and stay up-to-date with the course schedule.

# 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 absence. If you plan to be absent one week, save your absence for that week. Additional unexcused absences will result in a 10 pt. grade deduction. Attendance will be taken during each live zoom session and based off of the responses to discussion posts for the weeks lecture is recorded.

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.

a)   *Exams*: There will be 2 exams given: a midterm and a final. Exams will be conducted through CANVAS and will be worth 35 points a piece.

b)   *Film Critique*: Students 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

c)   *Abstinence Project*.

a.   Students will choose a substance to abstain from starting the 2nd week of the semester and lasting until the 7th week of the semester. Examples include: sugar, fried foods, alcohol, caffeine, etc. Students will then create and complete an abstinence contract. (10pts)

b.   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)

c.   Students will write a summary of their experience of abstaining throughout the semester using APA format. Students can reflect on their experience of the abstinence contract by finding a song, poem, or short story that represents their growing understanding of addiction and/or their experience of the abstinence contract. Summary should be 2-3 pages in length. (20pts)

d)   *Experiencing a 12-Step/Support Group*: 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. 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.

# Grading and Evaluation:

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| --- | --- | --- |
| **Assignment** | **Points** | **CACREP 2016 Standards** |
| Exams | 70 | II.F.3.d.; V.C.1.d.; V.C.1.e; |
|  |  | V.D.1.e.; V.C.2.e.; V.D.2.g.; |
|  |  | V.C.3.b.; V.C.3.c.; V.G.2.i. |
| Abstinence Project | 50 | II.F.3.d.; V.C.3.b. |
| Experiencing a 12-Step/Support Group | 30 | V.C.3.b. |
| Film Critique | 50 | V.C.3.b. |
| **Total** | **200** |  |

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 for](http://www.auburn.edu/studentpoliciesfor) more information on excused absences.

3. Absences due to COVID: Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

4.   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.

5. Zoom Policy: When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

6.   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 will](http://www.auburn.edu/studentpolicieswill) 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.

7.   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).

8.   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.

9.   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:

a.   Engage in responsible and ethical professional practices b.   Contribute to collaborative learning communities

c.   Demonstrate a commitment to diversity d.   Model and nurture intellectual vitality

10**.** 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** | **CACREP** |
|  | 1 | 8/20/20 | Introductions and overview of the course |  |  |  |
|  | 2 | 8/27/20 | Introduction to addiction | Ch. 1 & 2 | **Abstinence Contract Due****\*Live Zoom Session\*** | II.F.3.d. |
|  | 3 | 9/3/20 | Models of SUDs Introduction to Psychopharmacology | Ch. 3, 25, & 26 | **Abstinence Project Weekly Journal** | II.F.3.dV.C.1.dV.D.1.e |
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|  | 4 | 9/10/20 | AlcoholBarbituratesBenzodiazepinesMarijuana | Ch. 4, 5, 6, 7, 10 | **Abstinence Project Weekly Journal****\*Live Zoom Session\*** | II.F.3.dV.C.1.dV.D |
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|  | 5 | 9/17/20 | CNS StimulantsCocaine OpioidsHallucinogensInhalants | Ch. 8, 9, 11, 12, 13 | **Abstinence Project Weekly****Journal** | II.F.3.dV.C.1.dV.D.1.eV.C.2.eV.D.2.g |
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|  | 6 | 9/24/20 | Screening, Assessment, and Diagnosis | Ch. 27O’Brien (2011) | **Abstinence** | V.C.1e |
|  |  |  |  |  |  **Project** |  |
|  |  |  |  |  | **Weekly** |  |
|  |  |  |  |  | **Journal** |  |
|  | 7 | 10/1/20 | Interventions and Treatment | Ch. 28-31 | **Abstinence Project Weekly Journal** | V.C.3.b |
|  | 8 | 10/8/20 | Recovery and Relapse Prevention Support Groups | Ch. 33 & 34Sharma & Branscum (2010) | **Film Critique Due****\*Live Zoom Session\*** | V.C.3.bV.C.3.c |
|  | 9 | 10/15/20 | **MIDTERM EXAM** |  |  |  |
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|  | 10 | 10/22/20 | Co-occurring Disorders/Dual DiagnosisBehavioral Addictions | Ch. 24Karim & Chaudhri (2012) | **\*Live Zoom Session\*** | V.C.2.eV.D.2.g |
| 11 | 10/29/20 | SUD among Specific Populations | Ch. 18 & 19Wallace-Wells (2012) |  | V.C.3.c |
| 12 | 11/5/20 | Addiction and the Family | Ch. 22 & 23 | **Abstinence Project Summary due****\*Live Zoom Session\*** | V.G.2.i |
| 13 | 11/12/20 | Substance use by Children and AdolescentsSUD in College Students | Ch. 20 & 21\*Bransc um & Sharma (2010)\*Wesch sler &Nelson |  | V.G.2.i |
| 14 | 11/19/20 | Social issues related to addiction and substance use | Ch. 36 & 37 | **Experiencing 12-Step/Support Group due****\*Live Zoom Session\*** | V.C.3.c |
| 15 | 11/26/20 | **THANKSGIVING BREAK** |  |  |  |
| 16 | 12/3/20 | **FINAL EXAM** |  |  |  |

\* 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.