**AUBURN UNIVERSITY**

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

**FALL SEMESTER 2020**

**Course Number:** RSED 5340

**Course Title:** Foundations of Substance Abuse Counseling

**Credit Hours:** 3 Semester Hours

**Class Time and Location:** Tuesday and Thursday 9:00-10:15am; Haley 3196

Zoom meetings will be held live as needed and recorded lectures as needed.

**Date Syllabus Revised:** Fall 2020

**Instructor:** Ashleigh Kerlin, M.S.

**Email:** adk0026@auburn.edu

**Office Hours:** By appointment

**Office Location:** Ramsay Hall 107

**Text(s):**

Fisher, G. L., Harrison, T. C. (2018). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th Ed.). New York, NY: Pearson. **(REQUIRED)**

Kuhn, C., Swartzwelder, S., & Wilson, W. (2008). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy* (3rd Ed.). New York, NY: W. W. Norton & Company, Inc.

\*Additional readings and videos will be posted on Canvas.

**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.

**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 substance use 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.

**Course Format:**

Course objectives will be achieved through assigned readings, lectures and discussions, and course assignments.

**Course Requirements & Grading:**

Please note: Course assignments are due on the dates specified. Late assignments are not accepted. If you feel that you may be late completing and submitting something for this course, please contact me to make arrangements on the matter. 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. Student’s final evaluation is based on these components.

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| --- | --- |
| **Assignments:** | Points |
| 1. Quizzes (5 at 2 points each) | 10 |
| 2. Discussion Posts (4 at 2 points each) | 8 |
| 3. Abstinence Project (activity, journal and reflection) | 30 |
| 4. Group Presentation | 12 |
| 5. Midterm and Final | 40 |
| **Total** | **100** |

**Grading Scale:**

|  |
| --- |
| A 90-100% |
| B 80-89% |
| C 70-79% |
| D 60-69% |
| F Below 60% |

**1. Quizzes (5 at 2 points each):**

Quizzes will be taken in class or online! There will be 5 quizzes given throughout the semester. If you have an excused absence for the day a quiz is given, you may take it during my office hours within a week of returning to class. Note: Quizzes may be announced or unannounced 😊

**2. Discussion posts (4 at 2 points each):**

The discussion topic/prompt/question will be posted on CANVAS and a due date will be provided. You must provide one original post and at least one response to a peer’s post. Pay attention to the entire prompt, as points will be given based on how well thought out and extensive your response is.

**3. Abstinence Project (30 points):**

Students are to choose a substance or activity and abstain from this substance or activity for at least four (4) weeks. The first thing that pops into your head and is rejected because it is too difficult is most likely the thing you should choose. For me, this would be drinking Cokes or shopping but for others it might be alcohol, coffee, chocolate, sugar, gambling, watching T.V., playing your favorite video or net game, tobacco, or even an illegal drug. You are to record your experience and the defense mechanisms used throughout this time period by keeping a daily journal/log. In other words, when you have the urge or craving to enjoy your chosen substance or activity, how did you deal with the experience? Did you cheat and how did you justify your choice? Did you truly abstain and how did you feel? How difficult is this activity for you? How meaningful is it in the insight you gain about what it might mean for someone to give up their “drug of choice?” How do you feel during the first week of the activity versus the fourth week if you have actually given up a substance or activity? You will also provide a reflection after the abstinence experience has been completed. In this reflection you must include information from class lectures or discussion posts. A full rubric for this project will be provided at a later date including detailing how points are distributed among the project components.

**4. Group Presentation (12 points):**

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. Each presentation should be 15-20 minutes in length (MAXIMUM). This is a presentation only; no paper required. (Rubric will be provided).

**Course Content and Tentative Course Schedule: Fall 2020**

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| --- | --- | --- | --- |
| Week | Date | Topic(s) | Assignments Due |
| 1 | 8/18– 8/20 | Introduction to course | -Read Chapters: 1 & 2 |
| 2 | 8/25 – 8/27 | The Role of the Mental Health Professional; Classification of Drugs | -Discussion post 1 (8/27) |
| 3 | 9/1 – 9/3 | Classification of Drugs;  Film; **Quiz 1**  \*Assign groups/Review presentation requirements | -Read Chapters 3 & 4 |
| 4 | 9/8 – 9/10 | Models of Addiction; Culturally and Ethically Diverse Groups |  |
| 5 | 9/15 – 9/17 | Presentation preparation \*No Class **(Tues/Thurs)** | - Discussion post 2 (9/17) |
| 6 | 9/22 – 9/24 | Group Presentations |  |
| 7 | 9/29 – 10/1 | Guest Speaker; **Quiz 2 (Tues);**  **\* Review & Course Catchup (Thurs)**  \*Discuss Abstinence Project |  |
| 8 | 10/6 – 10/8 | **\*Midterm Exam (Tues)**  **(Thurs)** Confidentiality and Ethical Issues;  Screening, Assessment and Diagnosis | -Read Chapters 5 & 6  -Read Chapters 7 & 8 |
| 9 | 10/13 - 10/15 | Motivational Interviewing and Brief Interventions;  Treatment of AOD Problems; **Quiz 3** | -Read Chapters 9 & 10 |
| 10 | 10/20 - 10/22 | Co-Occuring Disorders and Other Special Populations; Relapse Prevention and Recovery | -Read Chapter 11 |
| 11 | 10/27 - 10/29 | Twelve-Step & Other Types of Recovery;  Guest Speaker | -Read Chapter 12 & 13  -Discussion post 3 (10/29) |
| 12 | 11/13 – 11/5 | Children and Families;  Adult Children and Codependency | -Read Chapter 14 & 15 |
| 13 | 11/10 – 11/12 | HIV/AIDS;  Gambling and other Behavioral Addictions | -Read Chapter 6  -**Due: Abstinence Journal (11/12)** |
| 14 | 11/17 – 11/19 | Prevention | -**Due: Abstinence Reflection Paper (11/19)** |
| 15 | 11/24 - 11/26 | **\*Final Exam** | -  **\*Thanks Giving Break (11/25 – 11/27)** |
| 16 | 12/1 – 12/3 |  | -  **\*Dead Day (11/30 – 12/1)** |
| 17 | 12/8 |  | \*Final Exam Period (12/2 – 12/8) |

**General Class Policy Statements:**

1. Class Participation: The format of the class is designed to maximize discussion and to facilitate the expansion of knowledge about substance use and its treatment. Participation during lectures is an essential element of this course. It is expected that you will complete any reading assignments given, ask questions, and participate in discussion boards on Canvas. Attendance will not be taken during class, but there will be many things stated in lecture that will be on the quizzes, so it is in your best interest to come to class. Also, there will be opportunities for extra credit given only during class time. Therefore, there are no points given for participation since it is expected, but if you are obviously not paying attention (i.e. online shopping or excessively using your devices when it is not time to take notes) when we take our extra credit quizzes, then you will not receive your points.

2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx 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.

3. Students with Disabilities Statement Disability 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 alternative 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).

4. General Counsel Policies: General Counsel now maintains a single website that serves as the collection of all University Policies: https://sites.auburn.edu/admin/universitypolicies/default.aspx. This replaces the previous Tiger Cub policies.

5. 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.

6. 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

7. Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix).

**SYLLABUS DISCLAIMER:**

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 via an email.

**Attendance for students**: Two policies inform us for the fall semester in regard to class attendance.

1. University Policy on Class Attendance:  Specific policies regarding class attendance are the prerogative of individual faculty members.
2. University Attendance Policy for Fall 2020: For fall 2020, classes will be offered in a variety of formats – in person, online, blended, or HyFlex. Students will have the choice to remain home and participate in online courses or join the residential campus experience. Every student should make an informed decision on whether to enroll in the online option or take classes in-person. There are heightened and unpredictable health risks associated with the COVID-19 pandemic. Risks include exposure to asymptomatic carriers of the virus, as well as virus transfer through face-to-face communications and sharing spaces with others. In some cases, Auburn may recommend that students seriously consider the full online learning option. Ultimately, the final decision resides with the individual student and their health care provider.

Students who choose to return to campus for fall 2020 but have concerns about an underlying medical condition should contact the Office of Accessibility to discuss their on-campus living or learning environments. Students in this category include those who by diagnosis are immunosuppressed or those who, because of a medical treatment plan, including medication, may have a suppressed immune system. Students requesting a modification to their learning or living environment may be required to provide medical documentation that reflects current status, diagnosis, treatment plan and prescribed current medications.

SERC Recommendation on Attendance: The prevailing value in SERC is to be student-centered. Be proactive and communicate course format to students soon and request students contact you if meeting (per your course schedule) is of concern. If there is concern, work with the student(s) to identify a reasonable solution if possible. Possibilities include: deferring to the policy above that requires the student going to the Office of Accessibility, simply permitting the student to not meet in-person and meet the requirement by alternate means (participate online via Zoom, watch recorded lecture, modified experiential assignment). If such strategies are not feasible for your class, another possibility is for students to modify their course schedule. If questions/situations arise that do not seem reflected in policy or do not fit the information provided here, please reach out to me (or your faculty supervisor if a GTA or adjunct) to address these.

**Syllabus Suggestions for Blended Courses:**

1. Include a notation that all learning outcomes in the course are equivalent to the face-to-face (F2F) version of the course.

2.    Possible Statement - This course is being offered in a “blended” format. Much of the course will be offered using both synchronous (Zoom) and asynchronous online formats (Canvas). However, we will also meet in-person later in the course (insert tentative date(s) or see course schedule) assuming that circumstances are conducive to doing so.

Please modify this statement as it fits your circumstance. Possibilities include, but are not limited to:

-          You can choose to make the in-person meeting optional.

-          If your course enrollment is too big for the assigned classroom, you can choose to meet with the students in smaller groups for different class meetings.

-          You could space out individual or small group “check-ins” during the semester.

-          You can meet at the beginning of the semester.

-          Other ideas that are better than these!