# AUBURN UNIVERSITY

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

**Fall Semester 2021**

**Course #: COUN 7370**

# Course Title: Foundations of Substance Use Counseling

Credit Hours: 3 Credit Hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Revised: Fall 2021

**Instructor:** Dr. Lindsay Portela, Ph.D., LPC, Email: lkp0004@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.

## Recommended:

American Psychiatric Association. (2010). *Publication manual* (6th ed.). Washington DC: Author.

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: \* will be provided to you

## 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, and the changing landscape this course is being offered in person. We will observe Auburn University’s guidance and monitor the situation and adjust the syllabus regarding course format and delivery as needed.

# 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 throughout the semester.

2.   **Class attendance.** Students are allotted one un-excused absence. Additional unexcused absences without consulting with the instructor or deduction without proper documentation for excused absences will result in a 10 pt. grade. Attendance will be taken during class meeting.

**Course Assignments:** Course assignments are to be completed and turned in to the course instructor via Canvas *by the date and time indicated on the syllabus*. Late assignments will be deducted 10% of the total grade of the assignment per day late.

1. *Exams*: There will be 2 exams given: a midterm and a final. Exams will be proctored using the virtual proctoring service ProctorU via Canvas and will be worth 35 points apiece.
2. *Treatment Plan*: Students will select a character from a movie or TV series (with prior approval a character from a book will be considered) that reflects substance use and/or abuse. Students are to act as if they are the character’s counselor and develop a treatment plan based on the symptomology presented. Detailed information about the assignment can be found in Appendix A.
3. *Abstinence Project:* Students will choose a “substance” to abstain from starting the 2nd week of the

semester and lasting until the 9th week of the semester. Examples include: sugar, fried foods, alcohol, caffeine, etc. Students will be expected to process their experiences related to the Abstinence Project weekly by submitting weekly prompted journal reflections via Canvas. Lastly, students will write a summary of their experience of abstaining throughout the semester using APA format. Detailed information about the assignment can be found in Appendix B.

1. *Experiencing a 12-Step/Support Group*: Students are to experience attending a 12-Step Group or an AOD Support Group in a community or online 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). After attending both meetings, a final paper will consist of students responding with their overall impression of the group as it relates to the 12-step model and their future work as a counseling professional. Detailed information about the assignment can be found in Appendix C.
2. *Group Presentation:* Due by class time 11/11. In groups of 5 you will develop a 20 - 25 minute presentation on one of the 5 diverse cultures discussed in chapter 12 of your book. Detailed information about the assignment can be found in Appendix D.

# Grading and Evaluation:

|  |  |  |
| --- | --- | --- |
| **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 | 25 | V.C.3.b. |
| Treatment Plan  Group Presentation | 25  30 | V.C.3.b.  V.G.2.i. |
| **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 un-excused 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.

1. 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.
2. 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.
3. 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).
4. 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.
5. 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:
6. Engage in responsible and ethical professional practices
7. Contribute to collaborative learning communities

c.   Demonstrate a commitment to diversity

d.   Model and nurture intellectual vitality

1. Use of Electronics: Cell phones must be put on silent and stored during class times, unless

theinstructor 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.**

1. Face Masks/Coverings: The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

# 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 master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

# Course Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Class Date | Content | Readings | Assignments Due | CACREP |
| 1 \* | 8/19 | Introduction and Syllabus Review |  |  |  |
| 2 | 8/26 | Introduction to addiction | Chapters 1 & 2 | Abstinence Project Contract  **Due 8/29 by 11:59 PM CST** | II.F.3.d. |
| 3 | 9/2 | Models of SUDs Introduction to Psychopharmacology  &  Etiology of Substance Abuse | Chapters 3 & 4 | Abstinence Project  Weekly Journal #1  **Due 9/5 by 11:59 PM CST** | II.F.3.d  V.C.1.d  V.D.1.e  II.F.3.d  V.C.1.d  V.D |
| 4 | 9/9 | Assessment and Diagnosis | Chapter  5 | Abstinence Project  Weekly Journal #2  **Due 9/12 by 11:59 PM CST** | II.F.3.d  V.C.1.d  V.D.1.e |
| 5 | 9/16 | Treatment Settings and Treatment Planning | Chapter  6 | Abstinence Project  Weekly Journal #3  **Due 9/19 by 11:59 PM CST** | V.C.2.e  V.D.2.g  V.C.1e |
| 6 | 9/23 | Individual Treatment  &  Group Treatment  Midterm Exam Review | Chapters 7 & 8 | Abstinence Project  Weekly Journal #4  **Due 9/26 by 11:59 PM CST** | V.C.3.b  V.C.3.b  V.C.3.c |
| 7 \* | 9/30 | Midterm Exam  Will open Sunday 9/26 and close Sunday 10/3  **Must be submitted by 10/3 by 11:59 PM CST** | | Abstinence Project  Weekly Journal #5  **Due 10/3 by 11:59 PM CST** |  |
| 8 \* | 10/7 | NO CLASS – Fall Break | | | |
| 9 | 10/14 | Family Treatment  &  Retaining Sobriety: Relapse Prevention | Chapters 9 & 10 | **Abstinence Project Summary Due by 10/17 at 11:59 PM CST** | V.C.2.e  V.D.2.g  V.C.3.c |
| 10 \* | 10/21 | Work Day | | | |
| 11 | 10/28 | Selected Populations | Chapter 11 | **Treatment Plan Due Sunday 10/31 by 11:59 PM CST** | V.G.2.i |
| 12 \* | 11/4 | Work Day | | | |
| 13 | 11/11 | Working with Diverse Cultures | Chapter 12 | **Group Presentations** | V.C.3.c |
| 14 | 11/18 | Prevention  Final Exam Review | Chapter 13 | **12- Step/Support Group Experience Paper**  **Due by 11/21 at 11:59 PM CST**  \* can be submitted at any time before due date | V.G.2.i |
| 15 \* | 11/25 | NO CLASS – Thanksgiving Break | | |  |
| 16 | 12/2 | Final Exam  \* Will open on 11/21 and close 12/2  **Must be turned in on 12/2 by 11:59 PM CST to receive credit** | | | |
| Friday December 3, 2021 – CLASSES END | | | | | |

\* Notes optional reading.

**Appendix A**

Treatment Plan

25 points

Students will select a character from a movie or TV series (with prior approval a character from a book will be considered) that reflects substance use and/or abuse. Students are to act as if they are the character’s counselor and develop a treatment plan based on the symptomology presented.

Treatment plans will need to be in APA format (excluding the actual treatment plan). The paper will need to be 3 – 5 pages (excluding title page) double spaced using headings for each specific section.

The following information will need to be included in your treatment plan:

1. Introduction to your client (character)
2. Key demographic information related to the client (character) portraying substance use/abuse (age, race/ethnicity, SES, relationship status, etc.)
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

* Long term goal
  + 3 short term goals (that relate to/support your long-term goal)
  + 2 – 3 interventions (what you and the client will do together in session) per each short-term goal

1. Potential roadblocks/barriers to treatment and how you would plan for or overcome them.

This assignment is due Sunday November 7th by 11:59 PM CST in order to receive full credit.

**Appendix B**Abstinence Project

50 Points

This assignment has 3 parts

1. Abstinence Contract (worth 5 points)
2. 5 Weekly Journals (worth 5 points apiece for a total of 25 points)
3. Summary paper (worth 20 points)

Part One:

Students will complete and sign the abstinence contract located in the files tab on CANVAS.

Part Two:

Students will be expected to process their experiences related to the abstinence project and the “substance” they are abstaining from by submitting weekly journal reflections via Canvas. The weekly reflection worksheet can be found in the files tab on CANVAS. The worksheet will have prompts for students to reflect on and respond to. Student responses need to be in complete sentences and thorough in order to receive full credit.

\* The worksheets will come in handy when completing the last part of the assignment.

Part Three:

Students will write a summary (2 -3 pages, APA format) of their experience of abstaining throughout the semester using APA format. Students will reflect on their experience of the abstinence contract being sure to address the following:

* Briefly discuss overall reaction to the experience.
* Were you able to remain abstinent? (why or why not)
* How has this experience impacted how you look at substance use issues?
* What is something you learned from this experience that will help you as a counselor in your chosen field?

You are not limited to these questions, but you must provide responses to the above questions.

You may choose to strengthen your reflection by finding a song, poem, or short story that represents their growing understanding of addiction and/or their experience of the abstinence contract and explain the connection.

**Appendix C**

12- Step Support Group Experience

25 Points

Students will experience attending a 12-Step Group (Alcoholics Anonymous [AA]/ Narcotics Anonymous [NA]) or an AOD Support Group in a community or online environment. A list of resources can be found on CANVAS but google is your friend here to search for relevant meetings. The group must be identified as an OPEN group in order for you to attend.

Students will be required to attend two (2) meetings of an approved group (of their choosing) in their community and will journal (for their own reference) their attendance after each meeting (paying attention and adhering to confidentiality requirements of the group).

After attending both meetings, a final paper will consist of students responding with their overall impression of the group as it relates to the 12-step model and their future work as a counseling professional.

Below are some journaling prompts for you to respond to for the final paper:

* ¨ 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 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

**Reflection Paper** – Students will write a short paper (3-5 pages OF TEXT) that describe their 12-step group attendance. The paper will need to be in APA format. Create headings to keep your content concise and easy to follow.

In addition to including the information from above be sure to include the following:

Was this experience one that you expected from as 12-step group? What made it so? If not, what was different from your expectations?

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.

Did this exercise impact how/what you might advise consumers/clients who need the support of a 12-step group? Describe your reasoning here.

**Appendix D**Group Presentation

30 Points

In groups of 5 students will develop a 20 - 25-minute presentation on one of the 4 diverse cultures discussed in chapter 12 of your book.

The cultures to be discussed are:

American Indians & Alaskan Natives

Asian Americans

African Americans

Hispanics

Presentations will cover the following:

* An overview of the population being presented on
* Specific statistics as they relate to the specific population and substance use and/or abuse
* Cultural values & norms
* Risk factors
* Prevention & Intervention
* Find or develop an intervention that is specific to this population and combating substance use/abuse (this can be an activity that you do with the class or one that you teach the class to add to their intervention toolbox)

You may use your book as a resource but be sure to utilize more up-to-date statistics whenever possible. Bringing in outside resources will only strengthen your presentation. Feel free to use media resources to add to your content.

Power points and any additional materials should be emailed to the instructor prior to class in order for them to be uploaded to CANVAS for the class to access.

\* Please note: In addition to the presentation, each group member will fill out an evaluation sheet of their group members. 5 points of your presentation grade will come from the average (ranging from 0 – 5 points) score given to you by your other 4 group members based on your participation in the development of the presentation and contribution to the project.