# AUBURN UNIVERSITY

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

**Fall Semester 2024**

**Course #: COUN 7370-001**

# Course Title: Foundations of Substance Abuse Counseling

Credit Hours: 3 Credit Hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Prepared: Fall 2020; Revised Summer 2022, Summer 2024, Fall 2024

Location: Haley 1212

**Instructor:** Dr. Jennifer Guffin, Ph.D., LPC, NCC

Email: jcp0099@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:

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.

# 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**

This course is offered in person. Students enrolled in the in-person section are required to attend all classes in person unless otherwise specified.

# 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 class activities and assignments.

2.   **Course Assignments:** Course assignments are to be completed and turned into the course instructor via Canvas *by the date and time listed on the syllabus*. 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 posted on Canvas on their assigned opening date. Each exam will be worth 35 points. The exams **must** be completed and submitted into Canvas by their due date for credit.

 b) *Case Studies:* Students will review two case studies throughout the semester and create a Treatment Plan for each to outline potential treatment goals for the client described in each case study. This assignment will help students practice applying conceptualization skills that include tenants from their theory of practice, as well as consideration of how substance use plays a part in treatment goals and planning. Each case study is worth 10 points. Submission of the case study assignments should include:

1. Outlined presenting issues (this will include the substance use but also all other key presenting issues such as symptomology, family discourse, criminal history, etc.)

2. Treatment plan (1-3 long-term goals; 1-3 short-term goals PER long-term goal; one possible intervention per goal)

c)   *Film Critique*: Students will select a movie or TV series (with prior approval a book may be used as well) that reflects substance use and/or abuse (50 pts total). 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

d)   *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. (5pts)

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 they remained successfully abstinent, difficulties they encountered, components of the experience that stood out for them, and what they are learning from the experience (template in Canvas; 30pts total).

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. The summary should be 2-3 pages in length. (25pts)

e) *Intervention demonstration*: Working in groups of 3-4, students will demonstrate a mock addiction intervention. The presentation should include a) a PowerPoint overview of the intervention, including research support (i.e., supporting its effectiveness) from at least two scholarly sources (textbooks, journal articles, etc.), multicultural considerations, target populations, contraindications/limitations, and expected outcomes & b) a live demonstration of the intervention. The total time of this presentation (PowerPoint + demonstration) should be between 45 and 60 minutes. Part of the planning for this assignment will include a meeting outside of class time between each group and the class instructor to discuss thoughts/plan/concerns and to receive feedback from the instructor before the group delivers the presentation to class.

\*Each group must provide the citations for TWO scholarly sources published since 2000 (can be two sources you use to create the PowerPoint) to the instructor at least one week before the date of the group’s presentation. These will be provided to the rest of the class in advance of the presentation as part of the required readings for that week.

# 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  Case Studies | 80  30 | II.F.3.d.; V.C.3.b.  V.C.3.b. |
| Film Critique  Intervention Demonstration | 50  25 | V.C.3.b.  II.F.3.d.; V.C.3.b. |
| **Total** | **255** |  |

The following scale will be used: 90-100% = A

80-89.99% = B

70-79.99% = C

60-69.99% = D

Below 60% = F

# Class Policy Statements

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 assignments or exams will be accepted after the date of the final exam.
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:

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

# Policy Related to the Use of AI for Classroom Assignments

# Preamble:

# The Counselor Education Program takes the ethical and professional stance that all professional counselors (students and faculty alike) should generate their own written work (e.g., classroom assignments, publications, presentations, etc.) and to cite all professional references that are used in that work. Not only is this academically and professionally honest (giving credit to where it is due), it (a) develops strong writers, which in turn develops strong clinical minds and (b) leads to protecting the clients and students we serve (as it ensures that all interventions are ground in the professional literature). This is aligned with the ACA Code of Ethics (2014) Section G.5.

# As it relates to use of AI-generated content (e.g., ChatGPT) [hereafter referred to as “AI”], the Counselor Education Program asserts that:

# AI-generated content (as well as any other outside sources) should never be used in insight/reflection/reaction papers or discussion posts. The Program ascribes to the value of counselors being “reflective-practitioners”: the only way to grow in that area is to develop the ability to “reflect” without assistance from outside parties.

# If a course instructor allows for the use of AI-generated content in the completion of classroom assignments (e.g., research papers, presentations, etc.), then that content will need to be cited (and the content verified by the professional literature) as would any other source. Paraphrases and direct quotes from AI-generated content would need to follow APA formatting guidelines. Course instructors will indicate in the syllabus whether AI-generated content can be used in their class and students are responsible for both checking the syllabus and abiding by course policies.

# Should it be determined that AI-generated content has been used in such a way that violates the above stipulations, this would be considered a form of plagiarism, which is a violation of academic honesty. This would result in such consequences as a failing grade on the assignment, a failing grade in the class, and/or dismissal from the Counselor Education Program.

# Course Schedule

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| Week | Date | Content | Readings | Assignments Due | CACREP |
| 1 | 8/22 | Introduction and overview of the course  Introduction to addiction | Chapters 1 & 2 |  | II.F.3.d. |
| 2 | 8/29 | Models of SUDs Introduction to Psychopharmacology  &  Etiology of Substance Abuse | Chapters 3 & 4 | Abstinence Project Contract  **Due 8/29 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 |
| 3 | 9/5 | Assessment and Diagnosis  &  Treatment Settings and Treatment Planning | Chapters 5 & 6 | 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  V.C.2.e  V.D.2.g  V.C.1e |
| 4 | 9/12 | Individual Treatment  &  Group Treatment | Chapters 7 & 8 | Abstinence Project Weekly Journal #2 **Due 9/12 by 11:59 PM CST** | V.C.3.b  V.C.3.b  V.C.3.c |
| 5 | 9/19 | Family Treatment  &  Retaining Sobriety: Relapse Prevention  Midterm Exam Review | Chapters 9 & 10 | Abstinence Project Weekly Journal #3 **Due 9/19 by 11:59 PM CST** | V.C.2.e  V.D.2.g  V.C.3.c |
| 6 | 9/26 | Midterm Exam (no class) |  | Will Open on 9/26 and close 10/2  \* **Must be completed by 11:59 PM CST on 10/2** |  |
| 7 | 10/3 | Selected Populations & Working with Diverse Cultures | Chapter 11 & Chapters 20 & 21  \*Branscum & Sharma (2010)  \*Weschsler & Nelson | Abstinence Project Weekly Journal #4 **Due 10/3 by 11:59 PM CST**  Case Study Treatment Plan Practice 1 **Due 10/3 by 11:59 CST** | V.G.2.i |

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| 8 | 10/10 | FALL BREAK – NO CLASS |  |  |  |
| 9 | 10/17 | Prevention | Chapters 36 & 37 | Abstinence Project Weekly Journal #5 **Due 10/17 by 11:59 PM CST** | V.G.2.i |
| 10 | 10/24 | NO CLASS – Each group will schedule a Zoom consultation with the course instructor to discuss the intervention demonstration assignment | None | Abstinence Project Weekly Journal #6 **Due 10/24 by 11:59 PM CST** |  |
| 11 | 10/31 | Intervention Demonstration:  Groups A & B | TBD: Readings will be provided by each group scheduled to present this week | **Abstinence Project Summary Due by 11/1 at 11:59 PM CST** | V.C.3.c |
| 12 | 11/7 | Intervention Demonstration:  Groups C & D | TBD: Readings will be provided by each group scheduled to present this week |  |  |
| 13 | 11/14 | Intervention Demonstration:  Groups E & F | TBD: Readings will be provided by each group scheduled to present this week | Case Study Treatment Plan Practice 2 **Due 11/14 by 11:59 PM CST** | V.G.2.i |
| 14 | 11/21 | Intervention Demonstration:  Groups G & H  ALL STUDENTS WILL MEET ON **ZOOM** THIS WEEK | TBD: Readings will be provided by each group scheduled to present this week |  |  |
| 15 | 11/28 | THANKSGIVING  (no class) |  |  |  |
| 16 | 12/5 | Final Exam (no class)  \*Will open on 11/28 and remain open until 12/5  **Must be submitted by or on 12/5 by 11:59 PM CST for any credit** |  | **Film critique Due 12/5 by 11:59 PM CST**  \* can be submitted at any time before due date | V.G.2.i |

\* Notes optional reading.

**Counselor Education Diversity, Equity, and Inclusion Statement**

**(CACREP 2024 Standard 1.N.6)**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement.

# These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

# 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 a Canvas announcement 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.

**Covid-19 Policies:** This course will follow all University-wide policies. As the Covid-19 Pandemic is a dynamic situation, please continue to monitor both AU e-mail and <https://auburn.edu/covid-resource-center/policies/> for updates to this policy.