# AUBURN UNIVERSITY

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

**Fall Semester 2024**

**Course #:** **COUN 7370**

# Course Title: Foundations of Substance Abuse Counseling

Credit Hours: 3 Credit Hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Prepared: Fall 2024

**Instructor: Dixie Powers, PhD, LPC**

Email: daf0002@auburn.edu

Office Hours: By appointment

# Texts:

## Required:

Stevens, P. & Smith, R.L. (2017). Substance abuse counseling: Theory and practice (6th 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 2024 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 neurobiological etiology of addictions (CACREP 2024, 3.C.5)
* Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2024, 5.C.5.)
* Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (CACREP 5.C.1)
* Procedures to identify substance use, addictions, and co-occurring conditions (CACREP 2024 3.G.12)

**Course Format**

This course is designated as a digital delivery course that will utilize an asynchronous online format. Students will be provided course material in a variety of ways including that include recorded lectures, and class activities via Canvas. Course assessment includes Tevera, Canvas, Zoom, and any proctoring services (if applicable). All course assessments are FERPA and HIPAA compliant.

# 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.** This class instruction is asynchrous only, but students are required to watch and participate in all class assignments and lectures within seven days of date provided on syllabus calendar.

3.   **Course Assignments: (CACREP Standards 2024 met)**

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| --- |
| 3.C.5; 3.G.12; 5.C.1; 5.C.5 |

*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.*

1. *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.

C. **Abstinence Exercise and Paper :** This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice.  This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of **6 weeks (see dates at the end of this syllabus)**.  For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period. This assignment will be graded based upon the criteria found in the **Scoring Rubric for Abstinence Exercise**.

During this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) keep an **abstinence log** of your experiences, and (c) write a **summary paper** which will serve as the conclusion to the 6 week exercise. This assignment will have the following components:

**A “Letter to my Substance/Behavior”** – written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins (the content for this letter can be found toward the end of the syllabus) (worth **5 points**).

**An abstinence log** – This log will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, daily entries have been reported as most helpful by previous students. The log needs to be computer generated (**a minimum of half a page per entry**) and should have a ***minimum of three entries* per week**. There will be a minimum of eighteen entries in all (worth **10 points**).

**A summary paper** – This is to be a *minimum* two to three page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience (worth **10 points**).

D. ***Paper*: Counseling Orientation and Substance Use Counseling**

Students will investigate the scholarly literature on a current issue related to substance abuse or addictions counseling. Students will be required to include at least 8 original peer-reviewed scholarly references. The paper should clearly address and be organized according to the following areas: (a) specific issue or topic, (b) why it is an issue (e.g., reference prevalence data, other compelling evidence that demonstrates the problem exists), (c) an affected population (including issues of age, gender, culture), (d) recommended prevention and/or treatment interventions for professional counselors that address the specific needs of a given population, and (e) why you selected this topic and how you see yourself using this information in counseling practice in accordance with your counseling orientation. The paper length should be between 7-9 pages in length. Papers must be in APA 7th edition format (page length does not include reference page, abstract, or cover page).

# Grading and Evaluation:

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| --- | --- | --- |
| **Assignment** | **Points** |  |
| Abstinence Exercise Final Paper | 25 |  |
| Journals for Abstinence Project | 5 (x6) |  |
| Experiencing a 12-Step/Support Group | 30 |  |
| Orientation Paper | 60 |  |
| **Total** | **135** |  |

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 watch and participate in all class activities within 7 days of identified date on syllabus calendar with discussion board and recorded lectures.

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.

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.   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.

6.   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).

7.   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.

8.   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

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**Digital Delivery Policy**

Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

o If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.

o Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.

o Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.

o Students can turn off their cameras briefly if needed (e.g., break). These pauses should be short. Having students on camera provides a higher level of engagement for all participants.

o If you have questions during class, you can raise your hand (in real time or via Zoom).

o Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.

· Although you may be participating from your domicile, our Zoom meetings are professional interactions.

o You should dress and behave as you would in a normal F2F classroom.

o Please minimize distractions in the background as much as possible.

o Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.

· Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:

o Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)

· Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).

· Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. In areas such as supervision this may not be possible.

o You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.

o As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.

o 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 so we can discuss if accommodations are possible.

**Diversity Statement**

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.

***COURSE CONTENT***

***Week*** ***Topic*** ***Reading/Assignment***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Content** | | | **Readings** | **Assignments Due** | **CACREP** |
| 8/21 | Introductions and overview of the course | | | Ch. 1 | **Watch Johann Hari Ted Talk on Canvas** |  |
| 8/28 | Ethics | | | Ch 2 |  | II.F.3.d. |
| 9/4 | Classification of Drugs and Effects on the Body | | | Ch. 3 & 4 | **Identify Focus of Abstinence Project**  **Watch Ted Talk Video on Harm Reduction** | II.F.3.d  V.C.1.d  V.D.1.e |
|  |  | | |  |  |  |
| 9/11 | Alcohol  Barbiturates  Benzodiazepines  Marijuana | | |  | **Abstinence Project Weekly Journal**  Discussion Board Activity | II.F.3.d  V.C.1.d  V.D |
|  |  | | |  |  |  |
| 9/18 | CNS Stimulants  Cocaine Opioids  Hallucinogens  Inhalants | | |  | **Abstinence Project Weekly**  **Journal**  **Discussion Board Activity** | II.F.3.d  V.C.1.d  V.D.1.e  V.C.2.e  V.D.2.g |
|  |  | | |  |  |  |
| 9/25 | Screening, Assessment, and Diagnosis | | | Ch. 5 | **Abstinence Project Weekly Journal**  **Practice Assessments in Class** | V.C.1e |
| 10/2 | Interventions and Treatment | | | Ch 6,7, & 8 | **Abstinence Project Weekly Journal** | V.C.3.b |
| 10/9 | Recovery and Relapse Prevention Support Groups | | | Ch. 10 | **Abstinence Project Weekly Journal** | V.C.3.b  V.C.3.c |
| 10/16 | SUD among Specific Populations | | | Ch. 11 & 12 | **Abstinence Project Weekly Journal** | V.C.2.e  V.D.2.g |
| 10/23 | | Behavioral Addictions | Ch. 14 | |  | V.C.3.c |
| 10/30 | | Addiction and the Family | Ch. 9 | | **Abstinence Project Summary due** | V.G.2.i |
| 11/6 | | Substance use by Children and Adolescents | Ch. 11 | |  | V.G.2.i |
| 11/13 | | Social issues related to addiction and substance use |  | | **Experiencing 12-Step/Support Group due** | V.C.3.c |
| 11/20/ | | Social issues related to addiction and substance use |  | |  | V.C.3.c. |
| 11/27 | | **THANKSGIVING BREAK** |  | |  |  |
| 12/4/ | | No lecture |  | | **Substance Use and Orientation Paper Due** |  |

\* 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, 2016). 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.

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| --- | --- | --- |
| **12-Step Attendance Reaction Paper Rubric (50pts)** | | |
| Criterion | Possible Points | Points Earned |
| Document Formatted in APA Style (Include title page) | 3 |  |
| * Spelling & grammar are correct * Sentences are complete, clear, and concise * Paragraphs contain appropriately-varied sentence structures | 3 |  |
| Date, time, type of meeting | 3 |  |
| Description of each meeting. (format, atmosphere, etc.) | 3 |  |
| Description of the similarities and differences between the two meetings | 4 |  |
| Description of the physical setting | 3 |  |
| Description of how you were greeted | 3 |  |
| Description of personal comfort | 3 |  |
| Topic of meetings | 3 |  |
| Description of participation of group members | 3 |  |
| Description of your emotional response to the meetings | 4 |  |
| Description of your interaction with others | 3 |  |
| Recommendation to recovering individuals | 4 |  |
| Description of helpful and least helpful aspects of each meeting | 4 |  |
| Description of the implications for your practice as a counselor | 4 |  |

\*\*\*Failure to attend two meeting will result in a zero for this project. See syllabus for description of acceptable meetings.

|  |  |  |  |
| --- | --- | --- | --- |
| **Final Paper Rubric** | | | |
|  | **High Mastery** | **Medium Mastery** | **Low Mastery** |
| **Specific issue or topic is chose and is supported by relevant literature (i.e., why it is an issue)**  **(10)** | A current issue related to substance abuse or addiction counseling is chosen. Compelling data/evidence is presented to demonstrate the importance of the issue chosen. | A current issue related to substance abuse or addiction counseling is chosen. Some data/evidence is presented to demonstrate the importance of the issue chosen. | A topic is chosen that is not an issue related to substance abuse or addiction counseling. Minimal or no data/evidence is presented to demonstrate the importance of the issue chosen. |
| **Description of an affected population (including issues of age, gender, culture) (10)** | Populations affected by the issue chosen are described in detail, with support from relevant scholarly literature. | Populations affected by the issue chosen are somewhat described, with some support from relevant scholarly literature. | Populations affected by the issue chosen are minimally or not described, with no support from relevant scholarly literature. |
| **Recommended prevention and/or treatment interventions for professional counselors that address the specific needs of a given population**  **(15)** | A thorough, yet concise summary of prevention and/or treatment methods for specific populations is presented with support from relevant scholarly literature. | A somewhat thorough of a summary of prevention and/or treatment methods for specific populations is presented with some support from relevant scholarly literature. | A minimal summary of prevention and/or treatment methods are presented with minimal or no support from relevant scholarly literature. The methods are not described for specific populations. |
| **Explanation of why this topic was selected and how students might use this information in counseling practice in accordance with their counseling orientation (15)** | A thoughtful explanation of topic choice is presented. Meaningful implications for counselor practice are described. | An explanation of topic choice is presented minimally. Implications for counselor practice are described somewhat. | An explanation of topic choice is not presented. Implications for counselor practice are lacking. |
| **The paper length; APA format**  **(10)** | The paper length, including title and reference pages, is between 8 and 12 pages. At least 8 scholarly references. APA 7th edition format is used. | The paper length is outside of 8-12 pages. Fewer than 8 scholarly references used. Some APA formatting errors. | The paper length is outside of 8-12 pages. Fewer than 5 scholarly references used. Major APA formatting errors. |

**Letter to my Substance/Behavior**

This 1 – 2 page (minimum) paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning…”) and should cover the following 5 areas:

1. How my addictive substance/behavior is loved and is considered a “friend”
2. How my addictive substance/behavior is sensual (appeals to my senses)
3. How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
4. How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
5. How my addictive substance/behavior is hated – what it has “cost” me