**AUBURN UNIVERSITY**

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

**SPRING SEMESTER 2019**

**Course Number:** RSED5340

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

**Credit Hours:** 3 Semester Hours

**Class Time and Location:** MWF 1:00-1:50pm; Haley 3220

**Date Syllabus Revised:** Spring 2018

**Instructor:** Morgan Jenkins, PhD, NCC, LPC

**Email:** mft0001@auburn.edu

**Office Hours:** Mondays & Wednesdays 11:00-12:45pm

**Office Location:** Thach 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.

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 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 & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past due. 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.

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Quizzes (5 at 20 points each) | 100 |
| 2. Discussion Posts (12) | 120 |
| 3. Abstinence Project | 60 |
| 4. Book Report Project & Presentation | 200 |
| **Total** | **500** |

**Grading Scale:**

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

**1. Quizzes (5 at 20 points each):**

 You will be assigned a code name and quizzes will be taken in class on Kahoot! (You can use any device to take the quizzes.) There will be 6 quizzes given throughout the semester, but only your top 5 will count toward your grade. 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.

**2. Discussion posts (12 at 10 points each):**

 The discussion topic/prompt/question will be posted before Wednesdays at midnight and you will have until that Friday at the end of class time to respond (unless otherwise stated on Canvas). 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. There will be 14 opportunities for discussion posts, which means you can either skip two without harming your grade, or complete all 14 and only your top 12 will count.

**3. Abstinence Project (60 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. 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.

**4. Book Report & Presentation (200 points):**

Choose a memoir/autobiography about substance use and read it IN ITS ENTIRETY. You must get approval from the instructor for your book. You will be presenting to the class the information and new knowledge from the book with either one or two of your peers. The time requirement for the in-class presentation will be decided on at a later date, based on how many groups we end up with. Beyond the presentation, each member will provide a description of what they contributed to the group project, as well as a reflection of their personal feelings toward the material. A full rubric for this project will be provided separately.

**Course Content and Tentative Course Schedule: Spring 2018**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | Topic(s) | Assignments Due |
| 1 | 1/9 – 1/11 | Introduction to course | -Discussion post 1 (1/11) |
| 2 | 1/14 – 1/18 | The Role of the Mental Health Professional; Classification of Drugs; Nicotine, Caffeine, | -Discussion post 2 (1/18) |
| 3 | 1/21 – 1/25 | No class for MLK Jr. Day (M); Steroids, Alcohol; **Quiz 1 (W)** | -Discussion post 3 (1/25) |
| 4 | 1/28 – 2/1 | Marijuana, Ecstasy; **Quiz 2 (W)**; Hallucinogens, Inhalants | -Discussion post 4 (2/1) |
| 5 | 2/4 – 2/8 | *Organize group projects (M)*; Opiates | -Approval of book and group for project (2/4)-Discussion post 5 (2/8) |
| 6 | 2/11 – 2/15 | Opiates cont.; Sedatives, Stimulants | -Discussion post 6 (2/15) |
| 7 | 2/18 – 2/22 | **Quiz 3 (M)**; Models of Addiction | -Discussion post 7 (2/22) |
| 8 | 2/25 – 3/1 | Culturally Diverse Populations; Ethics  | -Discussion post 8 (3/1) |
| 9 | 3/4 – 3/8 | Screening, Assessment; **Quiz 4 (W)**; Diagnosis; Co-Occurring Disorders |  |
| 10 | 3/11 – 3/15 | **No Class – SPRING BREAK** |  |
| 11 | 3/18 – 3/22 | Motivational Interviewing & Brief Interventions; Treatment | -Discussion post 9 (3/22)-Sign up for group presentation time |
| 12 | 3/25 – 3/29 | Relapse Prevention and Recovery; 12 Steps; Support Groups | -Discussion post 10 (3/29) |
| 13 | 4/1 – 4/5 | **Quiz 5 (M)**; Children & Families; Codependency | -Discussion post 11 (4/5) |
| 14 | 4/8 – 4/12 | HIV/AIDS; Prevention; Other Addictions | -Discussion post 12 (4/12) |
| 15 | 4/15 – 4/19 | Group Presentations | -Discussion post 13 (4/19)-Abstinence Project (4/21) |
| 16 | 4/22 – 4/26 | Group Presentations  | -Discussion post 14 (4/26)-Book Report Reflection (5/3) |
| 17 | 4/30 | **\*FINAL at 12:00pm** |  |

**\*The final is optional and can used to replace your lowest quiz grade. More info regarding the final will be given at a later date.**

**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.