**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 3309

**Date Syllabus Revised:** Spring 2020

**Instructor:** Leslie Wofford, PhD, ALC, CRC

**Email:** law0038@auburn.edu

**Office Hours:** \*\*Because I teach adjunct, I do not have a designated office at the university. If ever you need to meet individually with me outside of class, we will both need to be flexible and creative with where and when we meet. Please, reach out to me if you would like to request a meeting, as I will do my best to accommodate you!

**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 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.

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| **Assignments:** | Points |
| 1. Class Participation | 40 |
| 2. Experiencing a Group (3 write-ups 15pts ; Paper 15pts) | 30 |
| 3. Abstinence Project (Journal 35 pts ; Paper 15 pts) | 50 |
| 4. Exams (Midterm & Final) (15 pt each) | 30 |
| 5. Group Presentation | 15 |
| **Total** | **165** |

**Grading Scale:**

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

**1. Class Participation/Attendance (40 points):**

There will be various class activities this semester in which you will have the ability to **earn up to 40** class participation points. **These will be unannounced, and the weight of each activity will vary. Your attendance directly ties into your grade.** Please plan to be present in class and participating. Without a proper university approved excuse, class participation activities cannot be made up and count against your grade.

* Kahoot quizzes
* Mini group discussions
* Critical thinking responses

**2. Abstinence Activity (50 points)(Journal 35 pts; Paper 15pts):**

Students are to choose a substance or activity and abstain from this substance or activity for 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 television, 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 journal/diary. 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 the substance or activity?

* Students will be required to keep a daily journal/diary of this experience. The daily journal is for self-monitoring and reflective purposes. The extent and amount that you write on a daily basis is truly up to you, but you do need to put your best effort into this project and let that be reflected in your journaling. You will be graded accordingly. You will be expected to turn in your journal/diary of the entire 4 weeks. (You will submit this via hardcopy in class.)
* **Students will write a short reflective paper (3-4 pages of text) that describes this experience at the end of the four-week time period. This paper should generally describe your chosen abstinence activity and reflect what this experience was like for you. You should be able to describe your experience as it may or may not relate to individuals with substance abuse issues that you serve in light of their experiences with abstinence.**

**3. Experiencing a 12-Step Group or a Support Group (30 points)(3 write-ups 15 pts; Paper 15pts):**

Students are to experience attending a 12-Step Group or an AOD Support Group in a community environment. Students will be required to attend three (3) meetings of an approved 12-step group (of their choosing) in their community and will journal their attendance at each meeting (paying strict attention and adhering to confidentiality requirements of the group). This journaling will consist of each group attendance being described in a 1-2 page write-up and needs to be focused primarily on the content of the group. Students are expected to respond with their overall impression of the group as it relates to the 12-step model and respond to the following:

* Describe the type of 12-step group or AOD group you attend.
* Describe the actual lay-out of the room/group.
* Describe the group content for the group meeting you attend.
* Describe the group interaction, including any emotional conflicts, arguments, etc. that arise in the group or by those in attendance.
* Describe your overall impression of each of the 3 group meetings and its effectiveness as it relates to the 12-step model.
* **Students will write a short reflective paper (3-4 pages) that describes this experience after attending 3 meetings of a 12-step group. This paper should generally describe your experience and your reflective response to this experience. You should be able to describe your experience as it relates to individuals with substance abuse issues that you serve or will serve in your future work. Additionally, describe your reaction to this experience as if you were the individual with a substance abuse issue and attendance at a 12-step group was a mandatory part of your recovery program.**

**4. Examinations (15 points each):** There will be two exams; a mid-term and final.

**5. Group Presentations (15 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: Spring 2020**

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| Week | Date | Topic(s) | Assignments Due |
| 1 | 1/8 – 1/10 | Introduction to course (W)  \*No class- Reading Day (F)  \*Assign groups/Review presentation requirements (F) | Read Chapters :  The Role of the Mental Health Professional  Classification of Drugs |
| 2 | 1/13 – 1/17 | The Role of the Mental Health Professional  Classification of Drugs  \*No class/presentation preparation (F) |  |
| 3 | 1/20 – 1/24 | 1/20-No class for MLK Jr. Day (M)  Film (W)  In-class presentation preparation (F)  \*Discuss 12-Step Experience Project (F) |  |
| 4 | 1/27 – 1/31 | Group Presentations |  |
| 5 | 2/3 – 2/7 | Group Presentations |  |
| 6 | 2/10 – 2/14 | Group Presentations | Read Chapter:  Models of Addiction |
| 7 | 2/17 – 2/21 | Models of Addiction  \*Discuss Abstinence Project (M)  Culturally Diverse Populations | Read Chapter:  Culturally Diverse Populations  **Due: 12-Step Experience Journal 1 (Monday; February 17th) (in Canvas)** |
| 8 | 2/24 – 2/28 | Midterm Review (M)  \*No class-Test Prep (W)  **\*Midterm Exam (F) (in-class)** | Read Chapter:  Confidentiality; Ethical Issues |
| 9 | 3/2 – 3/6 | Confidentiality; Ethical Issues | Read Chapter:  Screening, Assessment, and Diagnosis |
| 10 | 3/9 – 3/13 | **No Class – SPRING BREAK** |  |
| 11 | 3/16 – 3/20 | Screening, Assessment, and Diagnosis  Motivational Interviewing & Brief Interventions; Treatment of AOD  \*No class-Reading day (F) | Read Chapters:  Co-occurring Disorders; Relapse Prevention and Recovery; 12 Steps/Other Support Groups  **Due: 12-Step Experience Journal 2 (Monday; March 16) (in Canvas)** |
| 12 | 3/23 – 3/27 | Co-occurring Disorders  Relapse Prevention and Recovery  12 Steps/Other Support Groups | Read Chapters:  Children & Families; Codependency  **Due: Abstinence Activity (Journal-in class; Paper in Canvas) (Monday; March 23)** |
| 13 | 3/30 – 4/3 | Children & Families  Codependency | Read Chapters:  HIV/AIDS ; Gambling & Other Addictions  **Due: 12-Step Experience Journal 3 (in Canvas)** |
| 14 | 4/6 – 4/10 | HIV/AIDS  Gambling & Other Addictions | Read Chapter:  Prevention |
| 15 | 4/13 – 4/17 | Prevention |  |
| 16 | 4/20 – 4/24 | Final Exam Review (M)  No class/Test Prep (W)  **\*Final Exam (F) (In-class)** | **Due: 12-Step Experience Paper (Monday; April 20) (in Canvas)** |

**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 all class activities.

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.