**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: RSED 5340-001

Course Title: Foundations of Substance Use Counseling

Credit Hours: 3 semester hours credits/Graded

Class Meeting Times: In-Person MWF 1:00 p.m.-1:50 p.m. **(first two weeks online)**

Class Location: Haley Center Room 3195

Instructor(s): Brittney Barnett, LPC, NCC

Office: No on-campus office

Office Hours: By appointment via Zoom

E-mail: brb0066@auburn.edu

**Course Description:**

This course provides knowledge of the nature of substance use disorder, the classification of drugs, models of addiction, assessment and diagnosis, treatment and issues in treatment and intervention, and associated issues surrounding substance use disorder commonly seen in families, society, as well as in cross-addictions.

**Course Objectives:**

1. To explore the role of mental health professionals, including rehabilitation counselors, in prevention and treatment of substance use disorder.
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 issues of substance use in culturally and ethnically diverse groups.
5. To gain knowledge and information regarding assessment and diagnosis of substance use disorder.
6. To gain knowledge and information regarding interviewing and brief interventions for substance use disorder.
7. To explore treatment options for substance use disorder.
8. To gain knowledge and information regarding issues of relapse, prevention, and recovery for substance use disorder.
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 disorder on families, children, and adult children.
11. To explore ethical issues and the role of confidentiality in substance and treatment.

**Text:**

Fisher, G. L., & Harris, T. C. (2018). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed). Boston, MA: Pearson.

**Course Assignments:**

1. **Examinations:** There will be two exams: a mid-term and a final.
2. **Abstinence/Replacement Habit Activity:** This Abstinence/Replacement Habit Activity is comprised of journal entries on two components: your experience with abstaining from a substance/activity and your experience with incorporating a replacement habit in its place.

You will be required to keep a daily journal of this experience (28 entries total). The daily journal is forself-monitoring and reflective purposes. The expectation is that you put your best effort into this project, but the extent and amount that you write on a daily basis isup to you. You will turn in your journal at the end of the four weeks to be graded.

Because preparation is an important step in the process of change, I’ve outlined the first week’s journal prompts to get you started. After your journey is underway, I want you to have the freedom to journal what you feel is most helpful.

It’s important to learn the formula first to be successful. It is why Days 1-7 are journal entries dedicated just to the planning process. You will begin abstaining from your substance/activity and incorporating your replacement habit on Day 8.

You will write a 3-4 page double-space reflective paper that describes this experience atthe end of the four-week time period. This paper should generally describe your chosensubstance/activity and replacement habit/reward and reflect what this experience was like for you. You should be able todescribe your experience as it may or may not relate to individuals with substance use disorder that you serve in light of their experiences with abstinence.

1. **Substance Use Disorder Related Issues Paper:** Students will be required to write a paper on a specific issue in the treatment of substance use disorder. Your paper should be in APA format and 4-5 pages double-space not including Title Page or References. You may include your text as a source, but in addition, provide at least 5-7 article citations. Your writing should be linked to current research (last 10 years) from scientific journal articles from rehabilitation, counseling, ethics, values, substance use disorder, substance use disorder treatment, etc. literature.

Your paper should include the following section headings: Introduction, Overview and Rationale, Treatment Options and Outcomes, Ethical, Legal, and Multicultural Considerations, and Conclusion. Introduce and conclude your paper as you deem appropriate. The additional headings should address the following:

*Overview and Rationale*
Give an overview of an issue caused by or related to substance use disorder (e.g., codependency, crime, abuse, neglect, detrimental effects on partners, etc.) and a rationale as to why this issue is important to address.

*Treatment Options and Outcomes*
Describe a treatment method mental health professionals can use, its outcomes, and its efficacy in the treatment of this issue.

*Ethical, Legal, and Multicultural Considerations*
What ethical, legal, and multicultural considerations are important for mental health professionals to be aware of when treating this issue?

1. **Twelve Step Group Experience Presentation:** Students will each be assigned an audio recording of a Twelve Step Group meeting and will each create PowerPoint slides to present on the following:

Describe the type of Twelve Step group you listened to.

Describe the content of the speaker.

Describe your overall impression of the meeting and its effectiveness as it relates to the Twelve Step model.

Describe your reaction to this experience as if you were the individual with substance use disorder and attendance at a Twelve Step group was a mandatory part of your recovery program.

Describe your experience as it relates to individuals with substance use disorder that you serve/may serve. Did listening to this Twelve Step group serve to reinforce or bust any myths or assumptions you had/have about people with substance use issues? Did this exercise impact how/what you might advise clients who need the support of a Twelve Step group?

After you process your recording, meet with your assigned group to discuss the themes that overlap in your recordings. You can use any of the journal questions from the Abstinence/Replacement Habit Activity as ideas for themes, but I want you to specifically listen for themes in change and sustain talk (which will be discussed in detail in the lecture on motivational interviewing).

When you present as a group, each group member will be expected to outline the above points on their assigned recording (with the exception of themes). You can decide as a group who you would like to present on the themes. You will need several PowerPoint slides on the themes your group discovered. Equal emphasis should be placed on this portion as the themes you find will help in understanding present patterns in the field for the conceptualization and treatment of clients.

**Class Policy Statements:**

1. Attendance and Participation: Students are expected to attend and participate in class lectures and activities. Each student will be held responsible for all of the information in the textbook readings assigned for thecourse. The student should read assigned material prior to classmeetings. If you must be absent, pleasenotify the instructor (see Excused Absences and Late Assignments and Exams in this section and COVID-19 Policy Statements in the next section).
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](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies/> 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.
4. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).
5. Course Contingency: If normal course engagement is 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. Extra Credit Opportunities: The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in-person or online. You should have received an email from the SONA administrator asking that you login to the system and create a password. If you are having problems, please email sona@auburn.edu.

For every SONA credit you earn, you earn 2 bonus points. No more than 6 bonus points can be applied to an assignment through SONA. If you have questions about how these bonus points are applied, please email me. If you have questions about participating in studies, please email sona@auburn.edu.

Additionally, for 10 bonus points, you can choose a documentary (not a movie) on substance use disorder, and write a 2-page double-space reflection giving a general overview of the documentary and how it added to your current understanding and thinking of substance use disorder. Does the information provided cause you to reflect on current practices in the provision of services related to this issue? Does it cause you to reflect on the clients you serve or hope to serve? Do you agree or not with the approach used in this documentary? Give the reasoning for your argument. What is your view based upon?

1. Late Assignments and Exams: Students are expected to upload course assignments to Canvas by the assigned due date. **Assignments are deducted 20% for every day late. Late exams will not be accepted.** It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Assignments later than 5 days will not be accepted, graded, or counted toward the student’s grade unless arrangements to alter an assignment due date have been made between the student and instructor.

# COVID-19 Policy Statements:

# Health and Participation in Class: You are expected to complete your Healthcheck screener daily.Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.Please do the following in the event of an illness or COVID-related absence:

# Notify me in advance of your absence, if possible

# Provide me with medical documentation, if possible

# Keep up with coursework as much as possible

# Participate in class activities and submit assignments remotely as much as possible

# Notify me if you require a modification to the deadline of an assignment or examFinally, 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

1. Health and Well-Being Resources: These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:
* COVID Response Team (<https://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>).

1. A Healthier U Campus Community Expectations: We are all responsible for protecting ourselves and our community. Please read about student expectations for spring semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

1. Course Expectations Related to COVID-19:
* Face Coverings: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.
* You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on [face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn [University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them.**Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Spring 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

1. Course Delivery Expectations Related to COVID-19: Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet.

# Grading and Evaluation Procedures:

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| --- | --- |
| Examinations (100 mid-term; 100 final) | 200 |
| Abstinence/Replacement Habit Activity (50 journal; 40 paper) | 90 |
| Substance Use Disorder Related Issues Paper Twelve Step Group Experience Presentation | 7040 |
| **Total** |  **400** |

The following scale will be used:

 358-400 =A

 318-357 =B

 278-317 =C

 238-277 =D

 Below 238 =F

**Class Calendar and Topics:**

*Subject to change. Any changes will be communicated, and syllabus will be updated as necessary.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Reading** | **Assignments Due** |
| 11/11-1/15 | Introduction to the Course and Syllabus Review | Syllabus  | **1/16-Begin journaling for your Abstinence/Replacement Habit Activity** |
| 21/18-1/22(No class on 1/18-M.L. King Jr. Day) | The Role of the Mental Health Professional in Prevention and Treatment | Chapter 1 |  |
| 31/25-1/29(Guest Speaker-AU Health Promotion and Wellness Services on 1/25 and 1/27) | Classification of Drugs | Chapter 2 |  |
| 42/1-2/5 | Models of Addiction | Chapter 3 |  |
| 52/8-2/12 | Culturally and Ethnically Diverse Populations | Chapter 4 |  |
| 62/15-2/19 | Confidentiality and Ethical Issues | Chapter 5 | **2/19-Abstinence/Replacement Habit Activity due by 11:59 p.m.** |
| 72/22-2/26 | Screening, Assessment, and Diagnosis | Chapter 6 |  |
| 83/1-3/5(No class on 3/5-Mid-Term Exam) | Motivational Interviewing and Brief Interventions | Chapter 7 | **3/5-Mid-Term Exam due by 11:59 p.m.**  |
| 93/8-3/12(No class on 3/10-Wellness Day) | Treatment of Alcohol and Other Drugs (AOD) | Chapter 8 |  |
| 103/15-3/19 | Co-occurring Disorders and Other Special Populations  | Chapter 9 | **3/19-Substance Use Disorder Related Issues Paper due by 11:59 p.m.** |
| 113/22-3/26(Guest Speaker-John Bayles from Recovery Resource Center) | Relapse Prevention and Recovery | Chapter 10 |  |
| 123/29-4/2(Guest Speaker TBD-AU Campus Recovery Community) | Twelve Step and Other Types of Support Groups | Chapter 11 |  |
| 134/5-4/9 | Children and Families | Chapter 12 |  |
| 144/12-4/16 | Adult Children and Codependency  | Chapter 13 | **4/16-Twelve Step Group Experience Presentation due by 11:59 p.m.**  |
| 154/19-4/21 (Last day of class on 4/21) | Twelve Step Group Experience Presentations |  | **4/22-Bonus Reflection on a Substance Use Disorder Documentary due by 11:59 p.m. (optional)** |
| 164/26-4/30(No class-Final Exam period) |  |  | **4/30-Final Exam due by 11:59 p.m.**  |