**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: RSED 5340-D01

Course Title: Foundations of Substance Use Counseling

Credit Hours: 3 semester hours credits/Graded

Class Location: Online

Instructor: Brittney Barnett, LPC, NCC

Office: No on-campus office

Office Hours: By appointment via Zoom

E-mail: [brb0066@auburn.edu](mailto: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 and 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:**  
  
**Flipgrid Introduction and Check-Ins:** Using the link provided in Canvas, you will create a video introducing yourself to the class. You will then respond in the comments section to two of your classmates using video responses. Further instructions are listed on Canvas. At four additional points in the semester, using the Flipgrid link provided in Canvas, you will create a video answering the prompt provided. You will then respond to two of your classmates in the comments section using video responses. Further instructions are listed on Canvas.

**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. “We are motivated by pain or wisdom (patterns of behavior of others). Look at your pain. Pain is a signal that something is wrong, and pain is a really good teacher if we don’t self-medicate it.”-Dr. Cloud For this reflective paper, reflect on the painful parts of this process (e.g., struggles to abstain, lapses/relapses). Examine your patterns of behavior that led to these struggles and lapses/relapses. Did you course correct (change streets) during your journey when you had the awareness of these patterns? If not, what would you have done differently? Describe 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.

**Examinations:** There will be two exams: a mid-term and a final.

**Substance Use Disorder Related Issues Paper:** You 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?

**Twelve Step Group Experience Presentation:** Each group will be assigned an audio recording of a Twelve Step Group meeting and will create PowerPoint slides and a Zoom recording presenting those slides on the following:   
  
**Part 1**1. Describe the content of the speaker.  
  
2. Describe your overall impression of the meeting and its effectiveness as it relates to the Twelve Step model.  
  
3. 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.  
  
4. 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 you might advise clients who need the support of a Twelve Step group?

**Part 2**  
1. Use the journal questions from the Abstinence and Replacement Habit Activity as ideas to look for similarities between your experience and theirs. For example, did they have a replacement habit of some sort, urges/cravings, etc.? You won't need to share about your own abstinence experience.

2. I want you to specifically listen for change and sustain talk, and share examples you heard from your recording. You will also need to list which type of change talk it was from the acronym DARN-CAT. See the “Change & Sustain Talk” document in Canvas🡪Files for examples.  
  
Each group member will need to present on some portion of this. **You can decide which one recording your group wants to use from the two options I give your group. There may be language that is offensive in these recordings. Please let me know if this is the case, and I will find a different recording for your group.**

**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](http://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](http://sona@auburn.edu).

Additionally, for 5 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?

**Class Policy Statements:**

Attendance: All lectures are pre-recorded and uploaded each week on Canvas by Monday at 11:59pm for students to view for the assigned week.

Exams: Exams will be administered online. The exam will consist of multiple choice items. Exams will be given at the mid-term and final exam period.

Make-up Exams: If students miss a mid-term or final exam due to a university approved absence, students will be allowed to make up the exam only if they have made arrangements with the course instructor before the day of the exam. Students who attempt to make arrangements for a make-up exam after the examination period has passed will not be allowed to make up the exam even if they have a university approved absence.

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](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

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/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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.

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 email. 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.

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.

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

Technology and Assignments:

1. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course.
2. Students are expected to upload course assignments to Canvas by the assigned due dates listed on Canvas. Assignments are deducted 20% for every day late.
3. If you are having an issue submitting to Canvas, if you email me before the deadline with the assignment attached, I will accept it. I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.

# Grading and Evaluation Procedures:

# Flipgrid Introduction and Check-Ins 25

|  |  |
| --- | --- |
| Abstinence/Replacement Habit Activity  (40 journal; 40 paper) | 80 |
| Examinations (100 mid-term; 100 final) | 200 |
| Substance Use Disorder Related Issues Paper  Twelve Step Group Experience Presentation | 55 40 |
| **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** |
| 1  1/12 | Introduction to the Course and Syllabus Review | Syllabus | **1/16-Begin journaling for your Abstinence/Replacement Habit Activity** |
| 2  1/17 **(No class - M.L. King Jr. Day)** |  |  | **1/23-Flipgrid Introduction due by 11:59 p.m.** |
| 3  1/24 | The Role of the Mental Health Professional in Prevention and Treatment | Chapter 1 | **1/30-Flipgrid Check-In #1 due at 11:59 p.m.** |
| 4  1/31 | Classification of Drugs | Chapter 2 |  |
| 5  2/7 | Models of Addiction | Chapter 3 | **2/13-Flipgrid Check-In #2 due at 11:59 p.m.** |
| 6  2/14 | Confidentiality and Ethical Issues | Chapter 5 | **2/20-Abstinence/Replacement Habit Activity due by 11:59 p.m.** |
| 7  2/21 | Screening, Assessment, and Diagnosis | Chapter 6 |  |
| 8  2/28 **(No class - Mid-Term Exam)** |  |  | **3/6-Mid-Term Exam due by 11:59 p.m.** |
| 9 3/7 **(No class - Spring Break)** |  |  |  |
| 10 3/14 | Motivational Interviewing and Brief Interventions | Chapter 7 | **3/20-Substance Use Disorder Related Issues Paper due by 11:59 p.m.** |
| 11  3/21 | Treatment of Alcohol and Other Drugs (AOD) | Chapter 8 | **3/27-Flipgrid Check-In #3 due at 11:59 p.m.** |
| 12 3/28 | Co-occurring Disorders and Other Special Populations | Chapter 9 |  |
| 13  4/4 | Relapse Prevention and Recovery | Chapter 10 |  |
| 14  4/11 | Twelve Step and Other Types of Support Groups | Chapter 11 | **4/17-Twelve Step Group Experience Presentation due by 11:59 p.m.** |
| 15 4/18 | Children and Families | Chapter 12 | **4/24-Flipgrid Check-In #4 due at 11:59 p.m.**  **4/24-Optional Bonus Reflection on a Substance Use Disorder Documentary due by 11:59 p.m.** |
| 16 4/25 | Culturally and Ethnically Diverse Populations | Chapter 4 |  |
| 17  5/2  **(No class - Final Exam)** |  |  | **5/6-Final Exam due by 11:59 p.m.** |