**AUBURN UNIVERSITY**

**SYLLABUS**

**Spring 2024**

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| **Course Number & Section:** | **RSED 5340-001** |
| **Class Location:** | Haley 2206 |
| **Class Meeting Times:** | T/TH 12:30-1:45 |
| **Course Title:** | Foundations of Substance Use Counseling |
| **Prerequisites:** | None |
| **Credit Hours:** | 3 semester hours credits |

**Instructor:**

Denise Bozek, M.A.Ed.&H, CRC

Counselor Education and Supervision Doctoral Candidate & Graduate Teaching Assistant

Email: [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu)

Office Hours:Monday **–** by appointment (in person or zoom)

***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.

***Required Textbook:***

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

***Other Readings:***

Stevens, P. & Smith, R.L. (2013). Substance abuse counseling: Theory and practice (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Miller, W.R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: The Guilford Press.

Lane, J. S. (2018). *An eight-step process for implementing social justice and advocacy interventions*. Counseling Today. Retrieved June 17, 2022, from <https://ct.counseling.org/2017/06/eight-step-process-implementing-social-justice-advocacy-interventions/>

Shook, M. (Producer). (2017, October 18). Justice and Advocacy in Counseling: A Conversation with Jonnie Seay Lane [Audio Podcast]. *The Thoughtful Counselor*. Retrieved from <https://wp.me/p7R6fn-gl>

***Assignments:***

*\* All due dates listed on Course Schedule and on Canvas\**

1. ***Abstinence Project:*** *(50 pts total)*
   1. Students will choose a substance or behavior to abstain from. Examples: sugar, fried foods, online shopping, caffeine, etc. Students will then create and complete an abstinence contract. (5pts)
   2. Students will write a letter to the substance/behavior from which they are abstaining. This is a 1-2 page paper written in first person (e.g. “sugar, you have always been there for me, but…”) and should cover at least the following areas: (5pts)
      1. Why they love the substance/behavior
      2. How the substance/behavior has been there for them
      3. What the substance/behavior has cost them
      4. Why they are abstaining from this substance/behavior
   3. Students will be expected to process their experiences related to the Abstinence Project weekly by submitting five journal reflections via Canvas throughout the semester. Areas to address include: (template in Canvas) (4pts each; 20pts total)
      1. Whether they remained successfully abstinent
      2. Difficulties they encountered
      3. Components of the experience that stood out for them
      4. What they are learning from the experience
   4. Students will write a summary of their experience of abstaining throughout the semester. Students can reflect on their experience of the abstinence contract by finding a song, poem, or short story that represents their growing understanding of addiction and/or their experience of the abstinence contract. Summary should be 2-3 pages in length using APA-format. (20pts)
2. ***Film Critique:***

Students will select a movie or TV series (with prior approval a book may be used as well) that reflects substance use and/or abuse. Students are to watch the film and discuss the following in an APA-formatted, 3-4 page paper that addresses the following.

* + - 1. Brief synopsis of the film/show/book
      2. Key demographic information related to the character portraying substance use/abuse
      3. Presenting issues (this will include the substance use but also all other key presenting issues such as family discourse, criminal history, etc)
      4. Assessment and Diagnosis (identify specific assessment measures you may use)
      5. Treatment plan (1-3 long term goals; 1-3 short term goals PER long term goal; one possible intervention per goal)
      6. Legal and/or ethical issues

1. ***Substance Use Disorder Related Issues Paper/Presentation:***

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. Students will briefly present their paper to the class.

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. ***Exams:***

There will be 2 exams: a midterm and a final.

***Grading:***

|  |  |
| --- | --- |
| Assignment | Points |
| Exams | 60 pts |
| Abstinence Project | 50 pts |
| Film Critique | 50 pts |
| Issues Paper/Presentation | 40 pts |
| Total | 200 pts |

***Grading Scale:***

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| --- |
| A = 90-100% |
| B = 80-89% |
| C = 70-79% |
| D = 69-60% |
| F = 59 - 0% |

***Course Schedule:***

|  |  |  |
| --- | --- | --- |
| Week 1 | | |
| 1/11 | Course Overview | Syllabus |
| Week 2 | | |
| 1/16 & 1/18 | The Role of the Mental Health Professional in Prevention and Treatment | Chapter 1 (Fisher & Harris).  **Abstinence contract** |
| Week 3 | | |
| 1/23 & 1/25 | Classification of Drugs | Chapter 2 (Fisher & Harris).  **Abstinence letter** |
| Week 4 | | |
| 1/30 & 2/1 | Models of Addiction | Chapter 3 (Fisher & Harris).  **Abstinence Project Journal #1** |
| Week 5 | | |
| 2/6 & 2/8 | Culturally and Ethnically Diverse Populations | Chapter 4 (Fisher & Harris).  Ch. 12 (Stevens & Smith, 2013).  Article (Lane, 2018). |
| Week 6 | | |
| 2/13 & 2/15 | Confidentiality and Ethical Issues | Chapter 5 (Fisher & Harris).  **Abstinence Project Journal #2** |
| Week 7 | | |
| 2/20 & 2/22 | Screening, Assessment, and Diagnosis | Chapter 6 (Fisher & Harris).  Chapter 5 (Stevens & Smith, 2013).  **Film Critique** |
| Week 8 | | |
| 2/27 & 2/29 | Motivational Interviewing and Brief Interventions  **MIDTERM** | Chapter 7 (Fisher & Harris).  Article (Miller, 2013).  **Abstinence Project Journal #3** |
| Week 9 | | |
| 3/5 & 3/7 | **SPRING BREAK** |  |
| Week 10 | | |
| 3/12 & 3/14 | Treatment of Alcohol and Other Drugs | Chapter 8 (Fisher & Harris).  **Abstinence Project Journal #4** |
| Week 11 | | |
| 3/19 & 3/21 | Co-occurring Disorders & Other Special Populations | Chapter 9 (Fisher & Harris). |
| Week 12 | | |
| 3/26 & 3/28 | Twelve Step and Other Types of Support Groups | Chapter 11 (Fisher & Harris).  Chapters 7-8 (Stevens & Smith, 2013).  **Abstinence Project Journal #5** |
| Week 13 | | |
| 4/2 & 4/4 | Relapse Prevention and Recovery | Chapter 10 (Fisher & Harris). |
| Week 14 | | |
| 4/9 & 4/11 | Children and Families | Chapter 12 (Fisher & Harris).  **Abstinence Project Summary** |
| Week 15 | | |
| 4/16 & 4/18 | Adult Children and Codependency | Chapter 13 (Fisher & Harris).  **Substance Use Disorder Issues Paper** |
| Week 16 | | |
| 4/23 & 4/25 | Presentations & Review | **FINAL** |

***Class Policy Statements:***

1. **Communication:** All students should use their Auburn email to communicate with me. **Please allow me 48 hours to respond to an email.** Please remember to use proper email etiquette.
2. **Attendance Policy:** When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Additionally, it is the expectation that students will complete missed assignments and submit them for grading within the time frame of two weeks upon missing course deadlines (or within a timeline agreed upon by the course instructor and student).

**University Approved Excuses:** According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events.
4. Religious holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

1. **Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. *It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will deducted points each day it is late and after one week the assignment will receive a zero, unless prior arrangements have been made with the instructor.*
2. **Make-up:** Arrangement to make up a missed major examination (e.g., mid-term/final 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 unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged the last three days before the final exam period begins.
3. **All Access:** [http://aub.ie/allaccess](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faub.ie%2Fallaccess&data=05%7C02%7Cdcb0065%40auburn.edu%7C78b769a6227d4d475e1408dc11461d42%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638404240082659418%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WmLnIPi6wTt%2FGZ7GiomE3wHA%2FthQpF8VEt4eFSCKI5I%3D&reserved=0) **All Access is the Bookstore’s inclusive access program, which converts previously physical course materials into digital content. This material is ready and waiting for you on the first day of class and is free until drop/add day (for the fall and spring semesters, that's two weeks free).**

The cost of All Access materials has been negotiated to offer you the best price available. The All Access Program also eliminates the stress of finding the exact course materials for your class and the strain of carrying bulky, physical textbooks, all while saving you money. It’s all of the text without the book.

1. **Distance Learning:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified, and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.
2. **Student academic grievance policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”
3. **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).
4. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/student\_info/student\_policies/](http://www.auburn.edu/student_info/student_policies/)
5. **Diversity/Name/Pronoun Policy:**  It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, please let me know in class or through email at any time. If at any point I am mispronouncing your name, please correct me as soon as possible in class or through email. All people have the right to be addressed and referred to with the gender pronoun they are most comfortable with. If you feel open to do so, please let me know with which gender pronoun you would like to be addressed at any time. In order to have a safe and respectful classroom, I will do my best to address and refer to all students by their preferred pronoun and will support classmates in doing so as well.

1. **Plagiarism:** Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonesty and occurs when you accidentally or purposefully do any of the following in an assignment:
   1. Use somebody else’s words/evidence/line of thinking/idea either verbatim or almost verbatim without attribution
   2. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a readymade paper, or hiring somebody to write the paper for you.
   3. Turn in previously submitted work as new work without instructor approval.

Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

1. **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.

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

1. **COVID-19 Policy:** 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:

* 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 exam
* Finally, 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](mailto:ahealthieru@auburn.edu). 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 (ahealthieru.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](http://aucares.auburn.edu/))