**AUBURN UNIVERSITY**

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

**SPRING SEMESTER 2025**

**Course Number: RSED 5340-001**

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

**Credit Hours: 3 Semester Hours**

**Class Time and Location: TR 12:30 – 1:45pm, 2352 Haley Center**

**Date Syllabus Prepared:** January 2025

Instructor: Abbey Holder, PhD, NCC

Email: [amh0033@auburn.edu](mailto:amh0033@auburn.edu) (I will respond to email within 1 business day generally)

Phone: 334-844-2875

Office Hours: By Appointment

Office Address: 1232-B Haley Center

**TEXTBOOK:**

Required:

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

**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:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

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.

**COURSE CONTENT AND SCHEDULE: SPRING 2025**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Assignment/Activities** | **Reading/Assignments** |
| 1 | 1/14  1/16 | Course overview and Syllabus Review  The Role of the Mental Health Professional in Prevention and Treatment | Chapter 1 |
| 2 | 1/21  1/23 | The Role of the Mental Health Professional in Prevention and Treatment  Classification of Drugs | Chapter 1  Chapter 2 **Abstinence contract** |
| 3 | 1/28  1/30 | Classification of Drugs  Models of Addiction | Chapter 2  Chapter 3  **Abstinence letter** |
| 4 | 2/4  2/6 | Confidentiality and Ethical Issues | Chapter 5  **Abstinence Project Journal #1** |
| 5 | 2/11  2/13 | Culturally and Ethnically Diverse Populations | Chapter 4 |
| 6 | 2/18  2/20 | Screening, Assessment, and Diagnosis | Chapter 6  **Abstinence Project Journal #2** |
| 7 | 2/25  2/27 | Motivational Interviewing and Brief Interventions | Chapter 7  Article (Miller, 2013). |
| 8 | 3/4  3/6 | Motivational Interviewing and Brief Interventions  **Midterm Exam – 3/6** | **Abstinence Project Journal #3** |
| 9 | 3/10 – 3/14 | **SPRING BREAK! Have fun and be safe!** 🌞 |  |
| 10 | 3/18  3/20 | Treatment of Alcohol and Other Drugs | Chapter 8  **Abstinence Project Journal #4** |
| 11 | 3/25  3/27 | Co-occurring Disorders & Other Special Populations | Chapter 9 |
| 12 | 4/1  4/3 | Twelve Step and Other Types of Support Groups | Chapter 11  **Abstinence Project Journal #5** |
| 13 | 4/8  4/10 | Relapse Prevention and Recovery | Chapter 10 |
| 14 | 4/15  4/17 | Children and Families | Chapter 12  **Abstinence Project Summary** |
| 15 | 4/22  4/24 | Adult Children and Codependency | Chapter 13  **Substance Use Disorder Issues Paper due** |
| 16 | 4/29  5/1 | Final review chapters 8-13  **Final Exam – 5/1** | **Round table paper discussions** |
| 17 | 5/4 – 5/9 | Official University Final Exam Week |  |

**COURSE REQUIREMENTS & STUDENT EVALUATION:**

|  |  |
| --- | --- |
| **Assignments:** | **Points** |
| 1. Participation | 10 |
| 2. Abstinence Project | 50 |
| 3. Midterm Exam | 25 |
| 4. Final Exam | 25 |
| 5. Film Critique/Review | 10 |
| 6. Substance Use Disorder Related Issues Paper/Presentation | 30 |
| **Total** | **150** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89.99 Points |
| C 70-79% | 70-79.99 Points |
| D 60-69% | 60-69.99 Points |
| F Below 60% | 59 or below Points |

**1. Participation (10 points):**

It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations and involved in class activities. Attendance, in-class assignments, and small group discussion on questions will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.

**2. 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: (5 pts)
     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)

**3. & 4. Midterm and Final Exam (25 pts each):**

There will be two exams through the semester.

**5. Film Critique/Review (10 pts):**

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, 2-3 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. Legal and/or ethical issues

**6. Substance Use Disorder Related Issues Paper/Presentation (30 pts):**

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 a small group in round table discussion format.**

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?

**CLASS POLICY STATEMENTS:**

**Attendance:** It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Auburn’s policy for further information on rules and regulations). Students may miss up to one class without penalty. Additional unexcused absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class

**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, death 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 an excused absence from this 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 such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

**Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook. will apply to this class. 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.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook for details of this policy.

**Emergency Contingency statement:** If normal class and/or 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.

**AI Policy: Not Permitted in this Course for Assignments**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

**Use of Electronics:** Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncaresLinks to an external site. for resources and support.

**Sexual Misconduct Resources Statement:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**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 in class or via email.