**Auburn University**

**Department of Rehabilitation, Special Education and Counseling**

**Summer Semester 2013**

1. **COURSE NUMBER: RSED 5340/6340/6346**

**Title:** Foundations of Substance Abuse Counseling in Rehabilitation

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisites:** None

***On-campus class takes place:***  **Monday and Wednesday, 1:00-3:00 p.m., HC 3104**

**Instructor: Dr. Rebecca Curtis, 334-844-7676,** [**curtirs@auburn.edu**](mailto:curtirs@auburn.edu)**, 1224D Haley Center**

**2. DATE SYLLABUS PREPARED:** May, 2005; reviewed May, 2007; reviewed May, 2008; reviewed May, 2010; reviewed May, 2011; reviewed May, 2013.

**3. TEXT:**

***Required:***

Fisher, G. L., & Harris, T. C. (2013). *Substance abuse: Information for school*

*counselors, social workers, therapists, and counselors* ***(5th Edition)****.* Upper Saddle River, NJ: Pearson Education, Inc.

***Recommended but not required:***

*Alcoholics Anonymous: The Big Book: the basic text for Alcoholics Anonymous (3rd ed.)*

(1976). Alcoholics Anonymous World Services, Inc. New York: NY.

Gladding, S. T. (2003). *Groups: A counseling specialty (5th Edition).*  Upper Saddle

River, NJ: Pearson.

*Twelve Steps and Twelve Traditions* (1952). Alcoholics Anonymous World Services,

Inc., New York: NY.

**NOTE: Additional readings may be added to the Syllabus as reading assignments. These will consist of journal/web articles that are specific to content areas detailed in the Syllabus.**

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

**5. COURSE OBJECTIVES**:

1. To explore the role of mental health professionals, including rehabilitation counselors, in prevention and treatment of substance abuse.

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/abuse in culturally and ethnically diverse groups.

5. To gain knowledge and information regarding assessment and diagnosis of substance abuse.

6. To gain knowledge and information regarding interviewing and brief interventions in substance abuse.

7. To explore treatment options for substance abuse of alcohol and other drugs.

8. To gain knowledge and information regarding issues of relapse, prevention, and recovery in s substance abuse.

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 abuse on families, children, and adult children.

11. To gain knowledge and information regarding substance and the relationship of HIV/AIDS and other communicable diseases.

12. To explore ethical issues and the role of confidentiality in substance and treatment.

**6. COURSE CONTENT**

***Week Topic Reading Assignment***

May 20 Course Overview **DE Week**

May 22 Intro. to SA Chapters 1 and 2

May 27 **Memorial Day Holiday No Class**

May 29 Classification of Drugs Chapter 2

June 3 Classification of Drugs, cont’d Chapter 2

*YLF-Masters on-campus students*

June 5 Continued Chapter 2

*YLF-Masters on-campus students*

June 10 Models of Addiction Chapter 3

June 12 Diverse Groups and SA Chapter 4 and 5

Confidentiality and Ethical Issues

June 17 Screening, Assessment and Diagnosis Chapter 6

June 19 **Mid-term Mid-term Exam**

June 24 Motivational Interviewing Chapters 7

June 26 Treatment Chapter 8

July 1 Relapse Prevention and Recovery Chapter 9

**DUE – Analysis Paper**

July 4 **Independence Day Holiday No Class**

(observed)

July 8 Children and Families Chapter 11

July 10 Adult Children Chapter 12

July 15 12-Step and other Support Groups **DUE – Experiencing a Group**

**(3 Group write-ups and Reflective Paper)**

July 17 Continued Chapter 10

July 22 HIV/AIDS and SA Chapter 13

July 24 Other Addictions Chapter 14 **DUE – Abstinence Activity**

**(Journal and Reflective Paper)**

July 29 **Final Final Exam**

**(Scheduled exam time is 4:00-6:00 p.m. this day)**

**7. COURSE REQUIREMENTS:**

General Course Requirements

Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

Course Assignments:

**A.**  **Participation:** It is expected that each person will have readings and materials prepared before each class. Students are expected to attend (or review via video) class. If you must be absent, please notify the instructor (see Class Policy Statements below).

* ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor (see Class Policy Statements below).***

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

**C. Abstinence Activity:**

* 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.
* **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.**
* In-class students must turn in assignments in class on the due date. Distance education students must send assignments as an e-mail attachment by 5:00 p.m. on the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

**D. Experiencing a 12-Step Group or a Support Group:**

* 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 journal entry 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.**

**E. GRADUATE STUDENTS ONLY**

**REACTION ANALYSIS:**

**Graduate students will be required to write an analysis paper (5-7 pages of text [does not include cover page or abstract], using APA format) with accompanying research articles (research articles are scientific journal articles from rehabilitation, counseling, ethics, values, substance abuse, substance treatment, etc. literature).**

**Students will (1) respond to the topic of discussion based on articles and references provided; and,**

**(2) provide and utilize 5 additional references in this paper that support your position on the subject.**

**Students will respond based on the following:**

* Your analysis and reaction to this topic (including what has been discussed in class, how it relates to information in your textbook and your vocational/personal experiences). How and in what ways does this topic tie into your own understanding and thinking of the issue? Does the information you’ve read and provided cause you to reflect on current practices in the provision of services related to this issue – why or why not; does it cause you to reflect on the consumers you serve (or hope to serve) – in what ways? Do you agree or not with the premise of this topic – give the reasoning for your argument/what is your view based upon?)
* **No sharing of journal articles.**
* **In-class students must turn in assignments in class on the due date. Distance education students must send assignments as an e-mail attachment by 5:00 p.m. on the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.**

E. **Grading and Evaluation:** Final grades will be based on the following:

*Undergraduate Students*

* Examinations = 35 (15 mid-term; 20 final)
* Abstinence Activity = 35 points (10 journal; 15 paper)
* Experiencing a Group = 30 points (3 write-ups 15, 15 paper)
  + TOTAL Undergraduate = 100 points

*Graduate Students*

* Examinations = 35 points (15 mid-term; 20 final)
* Abstinence Activity = 35 points (10 journal; 15 paper)
* Experiencing a Group = 30 points (3 write-ups 15; 15 paper)
* Analysis Paper = 20 points
  + TOTAL Graduate = 120

The undergraduate grade ranges are: 92-100 = A; 84-91 = B; 76-83 = C; 68-75 = D; Below 68 = F

The graduate grade ranges are: 112-120 = A; 104-111 = B; 96-103 = C; 88-95 = D; Below 88 = F

**8. CLASS POLICY STATEMENTS**:

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an 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, the 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 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:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term 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 circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

**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 not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code 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.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Accessibility Office (formerly the Program for Students with Disabilities), 1288 Haley Center, 844-2096 (V/TT).

**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.

**Distance Learning Students:** 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.

**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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality