**Auburn University**

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

**Summer Semester 2014**

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

**Title:** Foundations of Substance Abuse Counseling and Crisis Intervention 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 1212**

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

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**2. DATE SYLLABUS PREPARED:** May, 2005; reviewed May, 2007; reviewed May, 2008; reviewed May, 2010; reviewed May, 2011; reviewed May, 2013; revised, May, 2014.

**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.

Corey, G., Corey, M.S., & Callanan, P. (2011). *Issues and ethics in the helping professions (****8th Edition****).* United States: Brooks/Cole.

***Recommended but not required (substance abuse):***

*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.

***Recommended but not required (crisis intervention):***

Collins, B. G., & Collins, T. M. (2005). *Crisis and trauma: Developmental-ecological intervention*. Boston: Lahaska Press.

James, R. K., & Gilliland, B. E. (2013). *Crisis intervention strategies* (7th ed.).

Belmont, CA: Brooks/Cole.

Roberts, A., & Yeager, K. (2009). *Pocket guide to crisis intervention*. New York:

Oxford University Press.

**Articles:**

Hyldahl, R. S., & Richardson, B. (2011). Key Considerations for Using No-Harm Contracts with Clients Who Self-Injure. *Journal of Counseling & Development, 89*(1), 121-127.

Lewis, L. M. (2007). No-Harm Contracts: A Review of what we know. *Suicide & Life-Threatening Behavior, 37*(1), 50-57.

**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. Additionally, this course explores the skills and knowledge needed for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation.

**5. COURSE OBJECTIVES (substance abuse)**:

***CACREP:***

1. II.G.1.b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications.

2. II.G.1.d. Self-care strategies appropriate to the counselor role.

3. II.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

4. II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.

5. II.G.2.e. Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.

6. II.G.3.g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

7. II.G.4.d. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

8. II.G.5.a. An orientation to wellness and prevention as desired counseling goals.

9. II.G.5.b. Counselor characteristics and behaviors that influence helping processes.

10. II.G.5.c. Essential interviewing and counseling skills.

11. II.G.5.e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

12. II.G.7.f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

13. II.G.8.a. The importance of research in advancing the counseling profession.

14. II.G.8.e. The use of research to inform evidence-based practice.

***CORE & CMCH***

1. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (CMCH A.6)

2. Knows the disease concept and etiology of addiction and co-occurring disorders. (CMCH C.4)

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (CORE E.2 & CMCH C.3)

4. Understands the range of clinical rehabilitation/mental health service delivery – such as inpatient, outpatient, community-based care – and the clinical rehabilitation/mental health counseling services network. (CORE E.3 & CMCH C.5)

5. Recognizes the importance of family, social networks, and community in the provision of services for and treatment of people with disabilities. (CORE E.6 & CMCH C.8)

6. Understands professional issues relevant to the practice of clinical rehabilitation/mental health counseling. (CORE E.7 & CMHC C.9)

7. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders (CMHC D.8)

8. Demonstrates the ability to recognize his or her own limitations as a clinical rehabilitation/mental health counselor and to seek supervision or refer clients when appropriate. (CORE F.6 & CMHC D.9)

9. Understands current literature that outlines approaches, strategies, and techniques shown to be effective when working with specific populations of clients with disabilities. (CORE G.4 & CMHC E.3)

10. Understands basic classifications, indications, and contraindications of commonly prescribed medications including psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (CORE I.3 & CMHC G.3)

11. Identifies standard screening and assessment instruments that are psychometrically appropriate for people with disabilities and for substance use disorders and process addictions. (CORE I.4 & CMHC G.4)

12. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CMHC H.3)

13. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (CMHC H.4)

14. Knows the effect of co-occurring disabilities on the client and family. (CORE I.7)

15. Applies relevant research findings to inform the practice of clinical rehabilitation/mental health counseling. (CORE L.1 & CMHC J.1)

**COURSE OBJECTIVES (crisis intervention)**:

***CACREP***

1. Awareness of counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. (II.G.1.c)

2. Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (II.G.5.g)

3. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages. (II.G.3.c)

4. Awareness of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (II.G.3.f)

***CORE & CMHC***

5. Understands the impact of crises, disasters, and other trauma-causing events on people with disabilities. (CORE A.11)

6. Understands the operation of an emergency management system within rehabilitation agencies and in the community. (CORE A. 12)

7. Understand the impact of crises, disasters, and other trauma-causing events on people. (CMHC.A.9)

8. Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (CMHC.C.6)

9. Understands the range of rehabilitation service delivery—such as inpatient, outpatient, community-based care—and the rehabilitation counseling services network. (CORE E.3.)

10. Understands the principles of crisis intervention for people with disabilities during crises, disasters, and other trauma-causing events. (CORE E.4.)

11. Applies effective strategies to promote client understanding of and access to a variety of community-based resources. (CORE F.3.)

12. Demonstrates the ability to use procedures for assessing dangerousness and developing a safety plan. (CORE F.4.)

13. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (CMHC.K.5)

14. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CMHC.L.3)

15. Demonstrate the ability to use procedures for assessing and managing suicide risk. (CMHC.D.6)

16. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CMHC.F.3.)

17. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CMHC.H.3.)

18. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. (CORE I.9.)

19. Screens for danger to self and/or others, as well as co-occurring disabilities (e.g., intellectual disability and major depression; addiction and Hepatitis C). (CORE J.3.)

20. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CORE J.6.)

**6. COURSE CONTENT**

***Week Topic Reading Assignment***

May 19 Course Overview Fisher & Harrison,

Chapters 1 & 2

May 21 Intro. to SA Fisher & Harrison,

Classification of Drugs Chapters 1 & 2

May 26 **Memorial Day Holiday No Class**

May 28 Classification of Drugs (cont’d) Fisher & Harrison, Chapter 2

June 2 Models of Addiction Fisher & Harrison, Chapter 3

*YLF practicum-Masters on-campus students*

June 4 12-Step and other Support Groups Fisher & Harrison, Chapter 10

*YLF practicum-Masters on-campus students*

June 9 Screening, Assessment and Diagnosis Fisher & Harrison, Chapter 6

June 11 Client Engagement, Ambivalence, Fisher & Harrison, Chapter 7

 Stages of Change

June 16 Treatment Fisher & Harrison, Chapter 8

June 18 **Mid-term Mid-term Exam**

June 23 Relapse, Prevention, and Recovery Fisher & Harrison, Chapter 9

June 25 Children and Families Fisher & Harrison, Chapter 11

June 30 Adult Children Fisher & Harrison, Chapter 12

 *GRADUATE STUDENTS ONLY :*

**DUE – Position Paper**

July 2 The Counselor as a Person Corey, Chapter 2 and as a Professional

July 7 Other Addictions Fisher & Harrison, Chapter 14

July 9 HIV/AIDS and SA Fisher & Harrison, Chapter 13

July 14 Confidentiality: Ethical and Legal Issues Corey, Chapter 6

 **DUE – Abstinence Activity**

**(Journal and Reflective Paper)**

July 16 Confidentiality and Ethical Issues Fisher & Harrison, Chapter 5

 **DUE – Experiencing a Group**

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

July 21 Emergency Preparedness **DUE – Case Study: Client Suicide**

July 23 Catch-up Day ***LAST DAY FOR ALL***

***WRITTEN MATEIALS TO BE TURNED IN***

***FOR GRADING***

July 28 **Final Final Exam**

**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 the same approved 12-step group 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. Case Study Response: Client Suicide**

Students will read the Case of Emmanuel (Corey, pages 249-250) and respond to the case study being guided by the questions posed on page 250 and materials covered in class (counselor wellness and wellbeing, suicide prevention tactics, issues of confidentiality, etc.). This response should consist of a 3-4 page paper (text) cover page, and reference page, using APA formatting and appropriate references that support your responses (3-5 references).

**F. GRADUATE STUDENTS ONLY**

**POSITION PAPER:**

**Graduate students will be required to write a Position Paper (3-5 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 5-7 articles and research materials; and,**

 **(2) provide an analysis of the subject that supports your position on the subject.**

**Students will state their position to the topic of *the issue of legalizing marijuana in this country*. You may use the following as a guideline for your position:**

* 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.**

G. **Grading and Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with **no assignments accepted more than 1 week past the due date.** Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements.

Final grades will be based on the following:

 *Undergraduate Students*

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

*Graduate Students*

* Examinations = 30 points (15 mid-term; 15 final)
* Abstinence Activity = 35 points (10 journal; 15 paper)
* Experiencing a Group = 20 points (3 write-ups 10; 10 paper)
* Case Study Response = 15 points
* Position 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