**Auburn University**

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

**Summer Semester 2015**

1. **COURSE NUMBER: RSED 4970/7440/74466**

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

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisites:** None

**Monday and Wednesday, 1:00 – 2:55 p.m., Haley Center 2352**

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

**2. DATE SYLLABUS PREPARED:** May, 2005; reviewed May, 2007; reviewed May, 2008; reviewed May, 2010; May, 2015

**3. TEXT:**

***Required:***

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

*counselors, social workers, therapists, and counselors (3rd Edition).* Boston, MA: Allyn and Bacon.

***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, New Jersey: Pearson.

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

Inc., New York: NY.

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

**5. COURSE OBJECTIVES**:

1. To explore the role of mental health professionals in prevention and treatment of substance use.

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 in culturally and ethnically diverse groups.

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

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

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

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

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 on families, children, and adult children.

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

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

**6. COURSE CONTENT**

***Week Topic Reading Assignment***

May 18-20 Course Overview

**May 25 Memorial Day Holiday No Class**

May 27 Intro. to Foundations of Sub. Use Chapter 1

June 1-3 Classification of Drugs Chapter 2

**DUE – Reaction Analysis on Legalization of Marijuana**

June 8-10 Models of Addiction Chapter 3

June 15-17 Diverse Groups and SA Chapter 4

**DUE – Reaction Analysis on Diverse Groups and Substance Use**

June 22 -24 Assessment/Diagnosis Chapter 5

June 29 **Mid-term Test**

July 1 **Independence Day Weekend No Class**

July 6-8 Client Engagement Chapter 6, 7

 Treatment Options

July 13-15 Relapse, Prevention and Recovery Chapter 8

 12-Step and other support groups Chapter 9

July 20-22 Families Chapters 10

 HIV/AIDS and SA Chapter 11

 Other Addictions Chapter 13

**DUE – Abstinence Activity**

 **DUE – Experiencing a Group**

July 27 Ethical Issues Chapter 14

July 29 **Final Test and class evaluation**

**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.

* ***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.

1. **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 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.
1. **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 four (4) meetings of an approved 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. A final paper will consist of students responding with their overall impression of the group as it relates to the 12-step model.
* *Experiencing Group Dynamics* – After attending **each** group meeting (for a total of four consecutive meetings) of an approved group, students will journal their attendance at **each** meeting. Please pay attention to issues of confidentiality in both group attendance and journaling– do not refer to anyone by their full name, do not give identifying personal characteristics about the group or its members other than in response to the items below. The expectation is that journaling will be conducted after each group meeting and will be 1-2 type written pages of information that cover the following points: Please give the name of the group, the date of the meeting, and time frame of the group you attend.
	+ Describe the type of 12-step group you attend. What makes this group a support/12-step group?
	+ Describe the actual lay out of the room – how is seating arranged? Describe the format used for the group?
	+ Describe the group content for the group meeting you attend (give general content not necessarily specific information said by any one individual).
	+ Describe any group processes you experienced in the group. Give examples of both nonverbal behaviors and verbal behaviors seen in the group.
	+ How did the group leader (or group members in groups without a leader) handle conflict? Did you experience other group dynamics within the group other than conflict?
	+ Anything else you noted during your attendance.
* *Paper* – Students will write a short paper (3-5 pages) that describes their 12-step group attendance. Was this experience one that you expected from as 12-step group? What made it so? Did attending this 12-step group serve to reinforce or bust any myths or assumptions you had/have about people with substance abuse issues? Describe your reasoning here. If you were in a position where you needed to attend a 12-step group, how would this exercise impact your decision or choice of doing so? Did this exercise impact how/what you might advise consumers who need the support of a 12-step group? Describe your reasoning here.
1. **Reaction Analysis**

**Reaction Analysis: S**tudents will be required to provide two (2) short essays (3-5 pages each **of text [does not include cover page or abstract]**, using APA format) with Reference list of accompanying research articles (research articles are scientific journal articles from rehabilitation, counseling, ethics, values, substance abuse, substance treatment, etc. literature). A requirement of 5-7 articles is required for each Reaction Analysis topic.

**Students will identify articles of their choosing from the following list of topics:**

* Cultural and ethnic concerns influencing addictions/substance use
* Legalization of Marijuana

**Students will compose each Reaction Analysis (short essay of 3-5 pages text) of the topic based on the following:**

* Name, author, and reference citation for articles used
* A general synopsis of the contents of the articles – be brief and synthesize this information.
* Your reaction to the topic. (What was most relevant about this topic to you, especially in regard to what has been discussed in class and how it relates to information in your textbook? How and in what ways did the authors’ presentations of this topic tie into your own understanding and thinking of each issue? Does the information you found in your research cause you to reflect on current practices in the provision of services related to this issue – why or why not?)
* **No sharing of journal articles.**
* **Students must turn in assignments in class on the due dates. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.**

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

1. Examinations = 30 (15 mid-term; 15 final)
2. Abstinence Activity = 18 points (10 journal; 8 paper)
3. Experiencing a Group = 32 points ( 8 points each journal entry)
4. Reaction Analysis = 20 points (10 points each)

TOTAL = 100 points: Grade ranges are: 92-100 = A; 84-91 = B; 76-83 = C; 68-75 = D; Below 68 = 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. Please see the Tiger Cub for more information on excused absences.

**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 (Title XII) found in the Tiger Cub 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 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