# AUBURN UNIVERSITY

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

**Fall Semester 2025**

**Course: COUN 7370-001**

# Course Title: Foundations of Substance Use Counseling

Credit Hours: 3 Credit Hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Prepared: Fall 2020; Revised Summer 2022, Summer 2024, Summer 2025

**Instructor:** Dr. Jamie Carney

Email: carnejs@auburn.edu

Office Hours: Students can schedule meetings via zoom – Instructor will respond to email within 48 hrs. during the workweek.

Co-Instructor: Courtney Maier

Email: [cim0004@auburn.edu](mailto:cim0004@auburn.edu)

Office Hours: Students can schedule meetings via zoom – Instructor will respond to email within 48 hrs. during the workweek.

Texts:

## Required:

Stevens, P. & Smith, R.L. (2013). Substance abuse counseling: Theory and practice (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Walters, S. T., & Rotgers, F. (2012). *Treating substance abuse: Theory and technique* (3rd ed.). New York: Guildford.

## Recommended:

DiClemente, C. C. (2003). *Addiction and change: How addictions develop and addicted people recover.* New York: Guilford.

Glasmer-Edwards, S. (2015). *The addiction recovery skills workbook*. New Harbinger Publications.

Lewis, J., Dana, R., & Blevins, G. (2018). *Substance Abuse Counseling* (6th ed.).

Cengage Learning

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals.* New York: Guilford.

# Articles:

## Required:

Karim, R., & Chaudhri, P. (2012). Behavioral addictions: An overview. *Journal of Psychoactive Drugs, 44*, 5-17.

O’Brien, C. (2011). Addiction and dependence in DSM-V. *Addiction, 106*, 866-867.

Sharma, M., & Branscum, P. (2010). Is Alcoholics Anonymous effective? Editorial, *Journal of Alcohol & Drug Education,* 3-6.

## Recommended:

Branscum, P., & Sharma, M. (2010). A review of motivational interviewing-based interventions targeting problematic drinking among college students. *Alcoholism Treatment Quarterly, 28*(1), 63-77.

Grant, B. F., et al. (2004). Prevalence and co-occurrence of substance use disorders and independent mood and anxiety disorders: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. *Archives of General Psychiatry, 61,* 807-816.

Wechsler, H., & Nelson, T. F. (2008). What we have learned from the Harvard School of Public Health College Alcohol Study: Focusing attention on college student alcohol consumption and the environmental conditions that promote it. *Journal of Studies on Alcohol & Drugs, 69*, 481- 490.

# Course Description

This course provides information for the understanding of biological and psychological effects of various classifications of drugs of use on humans, and provides basic skills in assessment, diagnosis, and determination of appropriate level of care, intervention strategies, and treatment approaches of substance use disorders. Additionally, information regarding how substance abuse, dependency, and addiction may affect individuals, families, and diverse populations is discussed.

# Course Objectives

Aligned with the 2024 CACREP standards for professional counseling identity, clinical mental health counseling, clinical rehabilitation counseling, and school counseling, students will be able to demonstrate their knowledge of the following upon completion of the course:

* Theories and neurobiological etiology of addictions (CACREP 2024, 3.C.5)
* Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (CACREP 2024, 5.C.1)
* Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2024, 5.C.5.)
* Procedures to identify substance use, addictions, and co-occurring conditions (CACREP 2024 3.G.12)

**Course Format**

This course is offered via an asynchronous online format. This means that the course will be offered in an online format with lectures being posted to the course Canvas page. There will be no live meetings unless scheduled between student and instructor(s).

**Course Requirements**

1. **Class preparation and participation.** This is an asynchronous online course for which content is developmental and builds upon prior content and assignments. Thus, the course lectures, readings, and assignments are structured to be reviewed and completed on a weekly scheduled basis.
2. **Submission of Course Assignments:** 
   1. Course assignments are to be completed and turned into the course instructor via Canvas *by the date and time listed on the syllabus*.
   2. Assignments submitted late will result in a 10% deduction in points per day. After 5 days the assignment will no longer be accepted (please refer to the policy statements below concerning approved delays).
   3. ***Course Discussion Board responses will not be accepted after the due date.***

**Course Assignments:** Please refer to course schedule for due dates. Students are encouraged to work on assignments in advance of due dates – however assignments will only be evaluated ***on the corresponding due dates.***

1. **Discussion Boards (20 Points)**Students will participate in **5 discussion boards** to engage with course content, reflect on assigned readings, and connect theory to practice. Prompts will be posted on Canvas. Students are required to post their initial response to the discussion board by the following **Sunday at 11:59 p.m**. (as outlined in the syllabus). Posts should be thoughtful, well-written, and demonstrate engagement with the material.

You will also be required **to respond to at least one student’s post per week**. ***These are due no later than 2 days after the posting due date*** (see syllabus).

Participation in discussion boards is a required component of the course and will be factored into the final grade based on the quality, clarity, and consistency of responses.

1. **Abstinence Project (20 Pts)**
   1. **Abstinence Contract:** Students will choose a substance to abstain from starting the 2nd week of the semester and lasting until the 7th week of the semester. Examples include: sugar, fried foods, alcohol, caffeine, etc. Students will then create and complete an abstinence contract.
   2. **Abstinence Journal:** Students will be expected to process their experiences related to the Abstinence Project weekly by submitting weekly journal reflections via Canvas. Areas to address include whether or not they remained successfully abstinent, difficulties they encountered, components of the experience that stood out for them, and what they are learning from the experience (template in Canvas; 10 pts total).
   3. **Abstinence Final Reflection:** Students will write a summary of their experience of abstaining throughout the semester using APA format. 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. The summary should be 2-3 pages in length. (10 pts)
2. **Midterm (15 pts) and Final Exams (15 pts)**

There will be two exams. These exams will be posted in Canvas and you will have a week to complete the exam. The exams are open book and will be submitted in Canvas.

1. **Substance Abuse Counseling Intervention Development Project (30 Points)**

The purpose of this assignment is to help you develop a **Counselor’s Toolbox** for use with working with Consumers/Clients with substance use issues.

You are asked to select a character from a Book or Movie to use for this project. This will be a character with a substance use issue.

**Client/Consumer Assessment: (1-3 pages)**

1. **Intro**: Develop a short paragraph describing your client/consumer. This should include the behaviors or issues that indicate that they may be appropriate for substance use counseling:
   1. **Background:** Behaviors and issues related to substance use and reasons for seeking counseling
   2. **Family and Personal Background:** Identify any issues that may contribute to or be related to substance use issues
   3. **Treatment History:** Discuss any previous counseling treatment and outcomes
2. **Assessment:** Identify the DSM-V Diagnosis for your Client/Consumer.
3. **Strengths/Limitations:** Identify any strengths the client/consumer may have that will help them in treatment and any limitations or challenges that may impact outcomes in counseling

**Counseling Treatment Plan: (3-5 pages and references)**

1. **Theory:** Describe and discuss the theory(ies) that will be the foundation of your counseling approach with this client/consumer. This should include a review of research that describes the major components of the theory(ies) and provide a rationale for why it is appropriate or recommended for substance use counseling and/or this client/consumer’s issues.
2. **Interventions:** Identify at least 5 interventions for use with this client/consumer, linked to the theory foundation.
   1. Define and describe the intervention
   2. Discuss any considerations related to the application of theory
   3. Identify the goal/outcome that would be linked to the use of this intervention
3. **Reference Page**

**Resource Guide: (2-4 pages)**

**Guide:** Develop a guide that includes resources for counseling clients/consumers with the specific issues linked to your client/consumer. This should be in addition to sources listed in your reference page and may contain:

1. Cited online videos or resources
2. Assessment resources
3. Research Article
4. Book or workbooks linked to the topic

**Grading and Evaluation:**

**List of assignments and overview of points:**  CACREP Standards

Weekly Discussion Boards (5 total) 20 Points 3.C.5., 5.C.1., 5.C.5., 3.G.12

Abstinence Project 20 Points 3.C.5., 5.C.1., 5.C.5., 3.G.12

Midterm 15 Points 3.C.5., 5.C.1., 5.C.5., 3.G.12

Final 15 Points 3.C.5., 5.C.1., 5.C.5., 3.G.12

Substance Abuse Counseling

Intervention Development Project 30 Points 3.C.5., 5.C.1., 5.C.5., 3.G.12

**Total                  100 Points**

**Grading Scale:**

A = 90% to 100%

B = 80% to 89.99%

C = 70% to 79.99%

F < 70%.

**Course Calendar**

* Any changes to this calendar will be announced in class as well as on the Canvas course website. Students are responsible for checking their Auburn email and Canvas accounts regularly.
* **Discussion Boards** are listed for the week they are assigned (Mondays of class weeks). **They are due no later than the following Sunday at 11:59 p.m.**
* **Other Assignments:** Please refer to the course schedule for these due dates. **These assignments are to be submitted no later than 5 p.m. on the date they are due.**
* **Readings are to be completed prior to the class session for which they are listed.**

**Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | Content | Readings | Assignments | CACREP Standards (2024) |
| Week 1 – Aug 18th | Introduction and overview of the course  (JS) |  |  |  |
| Week 2 – Aug 25th | Introduction to addiction Models of SUDs  Introduction to Psychopharmacology  (CM) | Stevens & Smith 1&2 | **Discussion Board 1**  **(Course Introduction)**  **Due: Sunday Aug 24 -11:59 pm**  **Response to Discussion Board Due no later than Aug 26th – 11:59 pm** | 3.C.5., 5.C.1., 5.C.5., 3.G.12 |
| Week 3 – Sept 1st (Labor Day) | Introduction to Psychopharmacology  Ethical and Legal Issues  (CM) | Stevens & Smith 1&2  Chaudhri, P. (2012). Behavioral addictions: An overview. *Journal of Psychoactive Drugs, 44*, 5-17. | **Abstinence Contract Due Sept 2 – 11:59** | 3.C.5., 5.C.1., 5.C.5., 3.G.12 |
| Week 4 – Sept 8th | Diagnosis  & Assessment  Etiology of Substance Abuse  (JS) | Stevens & Smith 3&4  O’Brien, C. (2011). Addiction and dependence in DSM-V. *Addiction, 106*, 866-867. | **Discussion Board 2 (Challenges) Due:**  **Sunday Sept. 7th – 11:59 pm**  **Response to Discussion Board Due no later than Sept 9th – 11:59 pm**  **Abstinence Journal 1 – Sept 8 – 11:59** | 3.C.5., 3.G.12 |
| Week 5 – Sept 15th | Treatment Settings and Treatment Planning  Behavioral Addictions  (JS) | Stevens & Smith 5&6 | **Abstinence Journal 2 – Sept 15 – 11:59** | 3.C.5., 3.G.12 |
| Week 6 – Sept 22nd | Working Sessions (students can schedule consultation with Instructors) |  | **Midterm Posted Sept 22nd**  **Abstinence Journal 3 – Sept 22 – 11:59** | 5.C.1, 5.C.5., 5.C.6. |
| Week 7 – Sept 29th  (Midterm) | Individual Treatment- Motivational Interviewing  (CM) | Stevens & Smith 7&8 | **Midterm Due Sept 29 – 11:59 pm**  **Abstinence Journal 4 -Sept 29th - 11:59** | 3.C.5., 5.C.1., 5.C.5. |
| Week 8 – Oct 6th (Fall break 9-10th) | Group Treatment  (JS) | Stevens & Smith 7&8  Sharma, M., & Branscum, P. (2010). Is Alcoholics Anonymous effective? Editorial, *Journal of Alcohol & Drug Education,* 3-6. | **Discussion Board 3 (Character for Counseling Intervention Project):**  **Due Sunday Oct 5th – 11:59 pm**  **Response to Discussion Board Due no later than Oct 8th– 11:59 pm**  **Abstinence Journal 5 -Oct 6th - 11:59** | 3.C.5., 5.C.1., 5.C.5., 3.G.12 |
| Week 9 – Oct 13th | Working Session (students can schedule consultation with Instructors) |  | **Abstinence Journal 6 -Oct 13th - 11:59** |  |
| Week 10 – Oct 20th | Special Populations and Settings | Stevens & Smith 11&12 | **Discussion Board 4 (Abstinence Project) Due: Oct 19th – 11:59 pm**  **Response to Discussion Board Due no later than Oct 21st – 11:59 pm**  **Abstinence Journal 7 -Oct 20th - 11:59** | 3.C.5., 5.C.1., 5.C.5., 3.G.12 |
| Week 11- Oct 27th | Family Treatment  (JS) | Stevens & Smith 9 |  | 3.C.5., 5.C.1., 5.C.5., 3.G.12 |
| Week 12 – Nov 3rd | Working Session (students can schedule consultation with Instructors) |  | **Abstinence Final Reflection Due Nov 3 – 11:59** |  |
| Week 13 – Nov 10th | Retaining Sobriety: Relapse Prevention  (JS) | Stevens & Smith 10 &13 | **Substance Abuse Counseling Intervention Development Project Due Nov 10th -11:59 pm**  **Final Posted Nov 10th** | 3.C.5., 5.C.1., 5.C.5. |
| Week 14 – Nov 17th | Prevention Strategies and Methods  (JS) | Lewis et al-  7 & 9 | **Discussion Board 5 (Intervention from Project) Due:**  **Nov 16th – 11:59 pm**  **Response to Discussion Board Due no later than Nov 18th – 11:59 pm** | 3.C.5., 5.C.1., 5.C.5. |
| Thanksgiving Break |  |  |  |  |
| Week 15 – Dec 1 |  |  | **Final Due Dec 1 – 11:59** | 3.C.5., 5.C.1., 5.C.5. |
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**Course Policies:**

# Class Policy Statements

1. Make-Up Policy: Arrangement to make up a missed assignment (e.g., reflections) 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).
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy Handbook [www.auburn.edu/studentpolicies will](http://www.auburn.edu/studentpolicieswill) 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.
3. Instructor(s) Contact: Students will be provided with instructor contact information (email - included in the syllabus). The course Instructor(s) will work to respond to emails within 48 hrs. during the workweek. In addition, while there will be specific class sessions/times established for consultation with the instructor(s) students will also always have the opportunity to reach out through email (the AU recognized method for instructor and student communication) and schedule a time to meet via zoom.
4. 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.
5. Course Format Policy: This course is offered in an asynchronous online format. While the course does not have specific scheduled class times it does have specific outlined weekly course lectures, assignments and readings. These are outlined in the Course Schedule and students are responsible for meeting these requirements as specified in the schedule.
6. 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.
7. Justification for Graduate Credit: This course includes advanced content in addiction counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.
8. SYLLABUS DISCLAIMER: Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. If changes are deemed necessary, the instructor will inform students at the earliest date possible in a Canvas announcement or via email.

**Counselor Education Course Statements and Policies**

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI) as outlined in the **CED Program Handbook**. As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the **CED Programs Handbook** for the full AI policy.

**Counselor Education Diversity Statement** – As required by CACREP (2024)

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic 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. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.