Phone: 703-823-9800
E-mail: dkaplan@counseling.org
Location: Krug Hall room 242
Office Hours: Mondays, 10:00-11:00pm (after class) and gladly by appointment at ACA headquarters (let me give you the grand tour!)

Catalog Description:
Prerequisite: Admission to the counseling and development program and EDCD 603; or permission of the instructor.
Provides an overview of substance abuse counseling. Covers topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

Instructional Methods:
Class will involve a combination of lecture, case study presentations of clients that the instructor has seen in his practice, small group exercises, in class demonstrations by the instructor and triad practice by students. Outside of class, students will be asked to abstain from a drug of choice for six weeks and to visit twelve step program open meetings.

Student Outcomes:
At the end of this course, students should be able to:
1. Construct the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
2. Determine treatment services appropriate to the personal and cultural identity and language of the client.
3. Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness and empathy.
4. Facilitate the client's engagement in the treatment and recovery process.
5. Design treatment strategies from accepted and culturally appropriate models for group counseling with clients with substance use disorders.
6. Generate group growth within the established ground roles and movement toward group and individual goals by using methods consistent with group type.
7. Summarize the characteristics and dynamics of families, couples and significant others affected by substance use.
8. Distinguish strategies and behaviors that sustain recovery and maintain healthy relationships for families couples and significant others.

Required Text:

Recommended Text:

Documents:
The AMCD multicultural competencies
The ACA advocacy competencies
Relationship of Courses to Program Goals and Professional Organizations:
EDCD 652 orients students to the roles and responsibilities of the addictions counselor through both classroom and field experiences. Participation in EDCD 652 allows students to more effectively assume the duties of an addictions counselor.
EDCD 652 addresses requirements of the following professional organizations:
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete substance abuse counseling course work addressing fundamentals of substance abuse counseling.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) area standards for community counseling programs.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that make students aware of the ethical responsibilities and standards of the profession.

Course Requirements and Assignments:
1) The Basics.
   - Attend each class and complete all reading assignments. Given the amount of learning involved in class, your attendance is crucial and critical to successful completion of the course. Although it is possible to have one excused absence and possibly receive a grade of “A”, two or more absences will, at the instructor’s discretion, result in a grade at or below “B”.
   - Actively participate and contribute to class discussions/activities.
   - Please type your reflection paper.

2) Exams:
   There will be a midterm examination and a final examination. Both tests will be short answer and essay, with the short answer questions focusing on the readings and the essay questions focusing on class lecture and discussion. The final will be cumulative with an emphasis on material covered after the midterm exam. Both exams will be graded on writing ability as well as content.

3) Reflection Paper:
   To prepare for the reflection paper, students will complete three activities: a) visit and thoroughly explore five or more of the websites listed above; b) choose a drug of choice (e.g. tobacco, caffeine, alcohol) and abstain from this drug for the second through the eighth week of class; c) attend two open AA meetings and two additional twelve-step program open meetings of your choice (e.g. Al-Anon, Alateen, NA, ACOA, OA, Gam-Anon). In addition to attending the four meetings, you should also briefly speak with at least one member at each group attended. A number of twelve step meeting locations and times can be found at: http://dmoz.org/Society/Support_Groups/Twelve_Step/ You can also locate meetings by doing a google search, checking the telephone book, or calling any substance abuse treatment facility or community mental health center. If you have trouble locating meetings, please give me a call so I can assist you.
   After completing a, b, and c above, students will write a twelve page (give or take) reflection paper. This paper will have both a cognitive and an affective component. The cognitive component will focus on the information you found on the websites. The affective component will focus on your emotional reactions to the abstinence from a drug of choice and your twelve-step program attendance. Specifically, please focus your paper on the following:
   * In approximately three pages, rank order the websites you visited based on content of information. Discuss how you determined your ranking. Be specific and show knowledge of each of the websites you discuss.
   * In approximately three pages, please share your emotional reaction to giving up a drug of choice for six weeks. Please use the BASIC ID (Behavior, Affect, Sensations, Imagery, Cognition, Interpersonal Relationships, and Drugs/Biology) as a reference for this section. Were you surprised in any way by your reaction in any of the BASIC ID areas?
   * In approximately three pages, describe your emotional reaction to attending the twelve step meetings and talking to twelve-step members. Which meetings did you emotionally react to most positively and which did you emotionally react to most negatively? Why?
For each of the above requirements, students will be evaluated against the question “How would a reasonable graduate student in counseling perform?” This instructor will use his 15+ years of experience in grading graduate counseling students to answer that question.

Points will then be assigned as follows:

- Outstanding (A): 93%-100% of the assigned points
- Well above a reasonable level – just short of outstanding (A-): 90%-92% of the assigned points
- Above a reasonable level – more than satisfactory (B+): 85%-89% of the assigned points
- At a reasonable level – satisfactory (B): 80%-84% of the assigned points
- Below a reasonable level – Unsatisfactory (C): 70%-79% of the assigned points
- Extremely serious deficit – Very Unsatisfactory (F): 30%-69% of the assigned points

Final Grades will then be based on the following total accumulations (the maximum possible is 480):

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>446-480</td>
</tr>
<tr>
<td>A-</td>
<td>432-445</td>
</tr>
<tr>
<td>B+</td>
<td>408-431</td>
</tr>
<tr>
<td>B</td>
<td>384-407</td>
</tr>
<tr>
<td>C</td>
<td>336-383</td>
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<tr>
<td>F</td>
<td>less than 336</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>3/15</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>3/22, 3/29, &amp; 4/05</td>
<td>Selecting substance abuse interventions</td>
</tr>
<tr>
<td>4/12</td>
<td>Assessing substance abuse interventions</td>
</tr>
<tr>
<td>4/19</td>
<td>Closure considerations with substance abuse clients</td>
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<tr>
<td>4/26</td>
<td>Applications of the multicultural and advocacy competencies to substance abuse counseling</td>
</tr>
<tr>
<td>5/10</td>
<td>Final Exam @ 7:30-10:15 pm</td>
</tr>
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**Honor Code:**
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university Catalog or Website at [www.gmu.edu](http://www.gmu.edu).

**Disabilities Policy:**
This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. **If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester** so arrangements can be made. Please call the Disabilities Resource Center for required documentation (703-993-2474).