

EDCD 652: Introduction to Substance Abuse Counseling
(3 Credits)
Spring, 2005
Mondays 7:20-10:00 pm

Instructor: Dr. Joseph Bullock, Ed.D
Director of Substance Abuse Services
Arlington County Department of Human Services
1725 N. George Mason Drive
Arlington, VA 22205
Phone: 703-228-4974
E-mail: Bull47@aol.com

Location: Enterprise Hall Room 275
Office Hours: By appointment as needed

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 and small group exercises, in class demonstrations by the instructor and triad practice by students. Outside of class, students will be asked 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. Analyze common reasons why people use mood altering chemicals.
4. Facilitate the client's engagement in the treatment and recovery process.
5. Evaluate the research on the genetic origins of addictions, alcoholism, and chemical dependency disorders.
6. Analyze factors that influence recreational drug use.
7. Describe the impact of the "hidden faces" of chemical dependency among the elderly, women, homosexuals, the disabled, and ethnic minorities.
8. Identify and properly use the basic terminology used in substance abuse treatment.

Required Text:

Stevens, P., & Smith, RL. (2005) *Substance Abuse Counseling: Theory and Practice. (3rd ed.)* Upper Saddle River; New Jersey: Merrill Prentice Hall, ISBN#: 0131133233.

Recommended Texts:

Berg, I. K., & Miller, S. D., (1992). *Working with the problem drinker*. Milwaukee, Wisconsin: W.W. Norton & Company.

Doweiko, H. E. (1999). *Concepts of chemical dependency (4th edition)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Fisher, G. L. & Harrison, T.C. (2000). *Substance abuse: Information for school counselors, social workers, therapists, and counselors (2nd ed.)*. New Heights, Massachusetts: Allyn Bacon

Gahlinger, P. M. (2001). *Illegal drugs: A complete guide to their history, chemistry, use and abuse*. Salt Lake City, Utah: Sagebrush Press.

Johnson, V. E. (1980). *I'll quit tomorrow: A practical guide to alcoholism treatment*. New York: Harper-Collins

Kaufman, E. & Kaufman, P. *Family therapy of drug and alcohol abuse. (2nd ed.)*. Boston: Allyn & Bacon. ISBN#: 0205134300

Landry, M. J. (1994). *Understanding drugs of abuse: The process of addiction, treatment, and recovery*. Washington, DC: American

Psychiatric Press.

Lewis, J. A., Dana, R. Q., & Blevins, G. A. (1994). *Substance abuse counseling: An individualized approach*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Websites:

Alcoholics Anonymous <http://www.aa.org>
 Al-Anon & Alateen <http://al-anon-alateen.org>
 Audio recordings; testimony and information <http://liston.to/recovery> <http://www.xa-speakers.org/>
 Brown University Center for Alcohol and Addictions Study <http://center.butler.brown.edu>
 Center for Substance Abuse Treatment http://www.samhsa.gov/centers/csat2002/csat_frame.html
 Midwest Addiction Technology Transfer Center <http://www.mattc.org>
 Narcotics Anonymous <http://www.na.org>
 National Center on Addiction and Substance Abuse at Columbia University <http://www.casacolumbia.org/>
 National Addiction Technology Transfer Center <http://www.nattc.org>
 National Institute on Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>
 National Institute on Drug Abuse <http://www.nida.nih.gov>
 Substance Abuse and Mental Health Services Administration <http://www.samhsa.gov>
 National Council on Alcoholism & Drug Dependence <http://www.ncsdd.org>

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) Class Participation [10 points]

Attend each class and complete all reading assignments from required text. It is expected that each student will come to each class session prepared and that he/she will participate in discussions generated through class activities and discussions. **ATTENDANCE:** Given the amount of learning involved in class, your attendance is crucial and critical to successful completion of the course. Students **will not** receive credit for the course if they have more than 1 unexcused absence or miss 2 classes during the semester.

2) Self-help Group Orientation [10 Points]

Each student will attend two open AA meetings *and* one additional NA twelve-step program open meeting and will submit a 5-page narrative indicating his/her impressions and significance of each. Each student should 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? In addition to attending the three 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 let me know so I can assist you.

3) Weekly Reaction Paper [Class Participation]

Each student will submit a 1-page reaction paper each week in which he/she will:

- a. Comment on and/or request clarification of previous class discussion, and;
- b. Comment on and/or request clarification of current week's reading assignment.

4) Class Presentation [15 Points]

Students will select a topic relating to substance abuse not covered in the course and do a thorough class presentation. Some suggested topics are listed below.

5) Research Paper [25 Points]

Each student will select a topic relating to substance abuse and write an eight-page research paper. The paper must include a minimum of 6 refereed journal articles written within the last 6 years. Articles taken from the internet will not be accepted. The paper must be written in APA

style. The topic must be different from the topic you choose for your class presentation. The title page and the reference page are NOT included in the 8 pages. Points will be taken off for papers that are less than 8 pages.

6) Four Quizzes [40 Points]

A total of four quizzes will be administered throughout the semester. Each quiz will be worth 10 points. **THERE WILL BE NO MAKE-UP QUIZZES.**

The due date for the research paper is Monday, March 28th

Grading Procedures:

Participation	10%
Recovery Paper	10%
Class Presentation	15%
Research Paper	25%
Quizzes (4)	40%
 Total:	 100%

Grading

1. Scale

Grade	Score Range	Quality Points
A	100-94	4.00
A-	93-90	3.67
B+	89-86	3.33
B	85-80	3.00
B-	79-74	2.67
C+	73-72	2.33
C	71-70	2.00
F	Below 69	0.00

Suggested Topics for Presentations and Research Paper

1. Cultural Rituals and the Use of Illegal Drugs
2. Substance Abuse among Religious Groups
3. Gender and Cultural Differences and Substance Abuse
4. Coping with Transition: International College Students and Substance Abuse
5. Comparing Substance Abuse among Native Born and American Born Japanese, Korean, or Chinese College Students
6. Comparing Substance Abuse among Native Born and American Born Mexican, Puerto Rico, and Cuban College Students
7. Native Americans and Substance Abuse
8. African Americans and Substance Abuse
9. Acupuncture and Substance Abuse Treatment
10. Assessing and Diagnosing Substance Abuse Disorders
11. Substance Use and Abuse among the Elderly Population
12. Substance Use among Lesbian, Gay and Transgender Population
13. Evidenced Based Practices for Substance Abuse Treatment

14. Psychotropic Medications and the Mentally Ill
15. Substance Abuse among the Physically Challenged Population
16. Adolescents and Substance Abuse
17. Treatment Programs: Are They Really Effective?
18. Legalization of Marijuana
19. Adult Children of Alcoholics
20. Co-Occurring Disorders: Diagnosis and Treatment

Tentative Course Schedule:

DATE	TOPIC	ASSIGNMENT
1/24	Class introduction/Review Syllabus Lecture: Historical Overview of substance abuse counseling (Terminology, Addiction Process)	Text: Chap. 1,3
1/31	Lecture: Prevention & Intervention Strategies, Therapeutic Approaches,	Text: Chap. 2,11
2/7	Guest Speaker from 12-step community, Lecture: major substances of abuse	Text: Chap. 2,11
2/14	Quiz #1; Lecture: Major substance of abuse cont'd., Assessing substance abuse	Text: Chap. 4, Surrender vs. Compliance Article
2/21	Class Presentations Begin (Groups 1 & 2), Recovery Paper Due	
2/28	Lecture: Assessment and Diagnosis, Treatment Planning, Individual and Group Therapy	Text: Chap. 5,6
3/7	Quiz #2 Class Presentations (Groups 3 & 4)	
3/14	Spring Break	
3/21	Lecture: Understanding Family Dynamics, Relapse and Recovery	7 & 10
3/28	Quiz #3, Class Presentations (Groups 5 & 6) Research Papers Due	
4/4	Lecture: Working with Culturally Diverse Groups	Text: Chap. 9
4/11	Quiz #4, Class Presentations (Groups 7 & 8)	
4/18	Lecture: Special Populations/ Guest Speaker	Text: Chap. 8
4/25	Class Presentations (Groups 9 & 10)	
5/2	Pulling it all together	

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.

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).

NOTE: All written work submitted in the C&D program courses *must conform to APA standards.* Students are expected to purchase the APA manual (5th edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: <http://linguistics.byu.edu/faculty/henrichsen/apa/apa01.html>.

TECHNOLOGY USE

GMU students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

PROFESSIONAL DISPOSITIONS

GMU students are expected to exhibit professional behavior and dispositions. See: www.gse.gmu.edu for a listing of these dispositions. As counselor trainees, you have additional professional performance standards: **C&D's Professional Performance Criteria (Effective February 25, 2003)**. The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the **Professional Performance Criteria, found on C&D's homepage: <http://gse.gmu.edu/programs/counseling/policies.htm>**