GEORGE MASON UNIVERSITY  
College of Education and Human Development  
Counseling and Development Program

EDCD 797 (1 credit) —Advanced Counseling for Contemporary Issues: 
Substance Abuse Prevention for Youth

Spring, 2005  
Mondays 7:20 – 10:00 p.m.  
Robinson Hall A349

PROFESSOR:     David S. Anderson, Ph.D.  
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OFFICE HOURS:  Most days; call for appointment  
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COURSE DESCRIPTION:

A. Prerequisites: Admission in the Counseling & Development program or permission of the instructor.

B. Students are provided with an overview of substance abuse prevention among youth. This Special Topics course emphasizes the nature and scope of substance abuse among children and adolescents. Building upon this understanding, the primary focus is upon strategies appropriate for the school, community and family settings.

STUDENT OUTCOMES:

At the completion of this course, students should be able to:
1. Understand the nature of drug and alcohol use among children and adolescents.
2. Specify influences upon youth, resulting in substance abuse and helpful for prevention.
3. Identify alternatives to substance use.
4. Specify positive approaches by families, schools and communities for addressing substance abuse.
5. Identify and critically assess resources helpful for preventing substance abuse.
6. Provide insight and leadership in school and community settings.

READINGS:

Tenth Special Report to U.S. Congress on Alcohol and Health; U.S. Dept. of Health & Human Servcs, 2000
National Drug Control Strategy; Office of National Drug Control Policy, 2004
George Mason University [www.promprac.gmu.edu]

PROFESSIONAL DISPOSITIONS:

Professional Performance Criteria (Effective February 25, 2003).
The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the College of Education and Human Development, Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please see http://gse.gmu.edu/programs/descriptions/counseling.htm and http://gse.gmu.edu/facultystaffres/profdisp.htm.

EVALUATION:  
A  95-100 points  
B+  86-89 points  
B-  79-81 points  
A-  90-94 points  
B  82-85 points  
C  78 points and below
REQUIREMENTS:
Review of Web-based Resources 15 points
Menu of Applied Strategies (2 @ 15 points) 30 points
Class Participation 20 points
Class Presentation 15 points
Final Exam (Take-Home) 20 points

COURSE METHODOLOGY:
The breadth of content for this course is complemented by the range of approaches incorporated. Classes will be held with a variety of methodologies, including lecture, discussion, small group work, reading reactions, and entire class interaction. The range of assignments, and choices offered within the Menu of Applied Strategies, provides students with an opportunity for self-direction and expansion of standard approaches. The final examination addresses reading assignments and class content; participation in all aspects of the course is expected to gain the breadth of content and achieve course objectives.

Weekly Assignments:
To facilitate active preparation for each class period, specific assignments will be provided, including reading and occasional short written responses. These will serve as a foundation for discussion during class periods; grading is incorporated in the class participation segment.

Review of Web-Based Resources:
The increased emphasis upon the Internet provides a tremendous opportunity for identifying, critically assessing, and learning about resources helpful for substance abuse prevention. These include resources targeting youth, adults and other specific audiences. Identify at least 10 web sites with a similar audience (e.g., age grouping) and topic (e.g., tobacco, drugs, prevention). Rate each site using standardized criteria (these can be adapted from those provided in class). In the write-up, include the scoring and a descriptive narrative for each site; also provide an overall summary with findings, observations and recommendations.

Menu of Applied Strategies (Choose 2):
- Book Review
- Open Self-Help Group Meetings (minimum 2)
- Interviews of Youth-Serving Agency Professionals (minimum 3 professionals)
- Facilitate Focused Discussion with Group of Youth or Parents
- Critical Review of Targeted Videotapes, Training, CD-ROMs (minimum 3 resources)
- Critical Assessment of Public Service Announcements (minimum 10 PSAs)
- Professional Journal Articles Review (minimum 3 articles)
For each strategy chosen, prepare a written paper (3-8 pages) that incorporates at least the following items:
(1) Description of Methodology/Approach; (2) Summary of Observations/Findings; (3) Key Messages and Themes; (4) Critique; (5) Questions and Unresolved Issues; and (6) Recommendations and Applications.

Class Presentation:
Each student will participate in the preparation and delivery of a group presentation for the class. This will be approximately 15-20 minutes, and will focus on insights and applications on a specific topic/issue associated with youth substance abuse prevention. The presentation will be appropriate for an audience chosen by the student, such as parents, teachers, counselors, PTA/PTSA, students, local officials, etc. Incorporation of technological approaches and adult-learning strategies is strongly encouraged. Groups of 3-4 individuals will collaborate on each presentation. Groups should prepare information/resources for distribution (print and/or electronic) to all class participants.

Class Participation:
A critical component of this course is participation in class discussions. This includes completion of assigned readings, interaction with weekly discussions, and focused dialog during class time.
**SCHEDULE OF TOPICS AND ASSIGNMENTS**

**January 24**  Overview and Context  
Introduction and Course Overview  
Substance Abuse: Definitions of Substance; Use vs. Misuse vs. Abuse vs. Dependence  
Continuum of Care  
Societal Context: Nature and Scope of the Problem; Current Usage Patterns  
Historical Perspective  
Motivations for Use  
Resources  

**January 31**  Prevention  
Understanding Drugs, Alcohol, Tobacco, and Substances: Principles Defining Effects  
Risk Factors and Resiliency Factors  
Root Causes and The “Percolate Up” Model  
Principles of Prevention  
Health Communication  
Resources  

**February 7**  Applications  
The School Context  
The Community Context  
Resources  

**February 14**  Implementation  
Strategic Planning/Action Planning  
Force Field Analysis and Anticipating Obstacles and Challenges  
Pyramid of Success  
Resources  

**February 21**  Action Steps  
Information and Training  
Wrap-up  

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All students must abide by the following:  
- Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions.  
- Students must follow the guidelines of the University Honor Code. See [www.gmu.edu/catalog/apolicies](http://www.gmu.edu/catalog/apolicies) for the full honor code.  
- Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.  
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.