

**EDCD 797: Advanced Counseling I**  
**Counseling Families Impacted by Adolescence and Substance Abuse**

Course Meets: Tuesdays 7:20 – 10:00p.m.  
Office Phone: (703) 517-5920  
E-mail: [Sandrasale56@yahoo.com](mailto:Sandrasale56@yahoo.com)  
Office Hours: By appointment

**Course Description**

Special Topics course, EDCE 797: *Counseling Families Impacted by Adolescence and Substance Abuse*, provides students with an overview of the issues facing families with adolescent substance abuse.

**Course Objectives**

1. Understand the impact on the family system
2. Examine your own and others beliefs about students with substance abuse issues
3. Gain an understanding counseling approaches to initiate behavioral changes
4. Gain and understanding of the impact substance abuse has on students educational experience
5. Understand the role of counselors working with the adolescents and their families

**Relationship to Course and Program Goals and Professional Organizations**

EDCE 797 is a special topics course and meets the requirements that all Masters students take credits in special topic course work. This 1-credit course will contribute to the counseling students knowledge of a particular population of clients.

EDCE 797 fulfills the requirements of the following professional organizations:

- Virginia department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- American Counseling Association Code of Ethics requirement that counselors establish education and training programs that integrate academic study and supervised practice.

**Suggested Reading:**

Monti, P., Colby, S., and O'Leary, T., (2001). *Adolescents, Alcohol, and Substance Abuse*. The Guilford Press

**Professional Dispositions:  
Professional Performance Criteria**

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 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 refer to the dispositions found on the C & D Homepage at:

[http://gse.gmu.edu/programs/counseling/professional\\_performance.htm](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

**The Graduate School of Education (GSE) expects that all students abide by the following:**

Students are expected to exhibit professional behavior and dispositions: See <http://www.gse.gmu.edu> for a list of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for full honor code.

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.

**Course Structure:**

Students are responsible for developing their own learning goals for this course. A variety of reading material and experiential activities will be provided during the five weeks of the course. Students should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, small group work, experiential exercises, and videos. Each student will provide a case study as a focus for exploration during the five weeks of the semester and tailor each of the assignments to explore the focus.

**Course Requirements:**

Students are expected to:

1. Attend all scheduled class meetings.
2. Participate actively in class discussions/activities. (25 points)
3. Write a 3-5 page case summary. Include an overview of case, diagnostic criteria for teen substance abuse, educational and counseling strategies/theory, and relevant resources. (50 points)
4. Presentation to the class. The presentation will be 10 minutes in length on the last night of class concerning your case. Students will prepare a 1 page handout, or trifold, that includes a summary of the case, resources, and references. Suggested format for the handout: include your name, brief description of case, summary of information relevant to the case, references; and reading/internet resources. Bring copies of the handout for each classmate and include the handout in the packet you turn into instructor. (25 points)

**Summary of Grading System & Course Requirements**

Attendance and Participation	25 points
Individual projects	50 points
<u>Project presentation &amp; handout</u>	<u>25 points</u>
<b>TOTAL:</b>	<b>100 points</b>

**Attendance**

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss ~~any class all or part of two classes~~ will not be permitted to complete the class. Exceptions will only be made for those with extenuating circumstances (e.g., serious illness, etc.).

**NOTE:** 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. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, speaking, or hearing. If you need course adaptations or accommodations because of a disability please inform your instructor at the beginning of the semester, or as soon as possible, so that arrangements can be made. Please call the Disability resource Center (703) 993-2474 for information and the required documentation.

In accordance with George Mason University Grading Policy, the following grades may be achieved:

A	95-100	points
A-	90-94	points
B+	85-89	points
B	80-84	points

**Course Agenda**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
8/31/10	Orientation: Introductions Syllabus Overview of Adolescent Substance Abuse Choosing a Case Study	
9/7/10	Overview of substance abuse assessment approaches Video, "Straight Talk About Alcohol and Other Drugs"	Due: Draft of Case Study selection
9/14/10	Topic: Integrative Behavioral and Family Therapy: Cognitive Behavioral Models	Due: Outline of case study paper
9/21/10	Topic: Tools for working with adolescent substance abusers and their families Group Experiential	Worksheet: completed in class
9/28/10	Student Sharing/Presentations	Due: Presentation Case study & Essay