

George Mason University  
College of Education and Human Development  
Counseling and Development Program

EDCD 652.001 Introduction to Substance Abuse Counseling

Spring 2112

Course Meets:       Thursdays 4:30 – 7:10p.m.

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Office Hours:       By appointment

**Course Description**

EDCD 652: *Introduction to Substance Abuse Counseling*, provides students with a survey of both historical and current use of narcotics and dangerous drugs. Students will be taught identification and classifications of such drugs and emphasizes the symptoms and effects of their users. Classroom discussions will examine assessment methods, treatment modalities, and procedures utilized in counseling/law enforcement efforts against illicit

**Nature of Course Delivery**

This course is designed to enable students to develop their own learning goals. A variety of reading material and experiential activities will be provided during this 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 semester and tailor each of the assignments to explore the focus.

**Learner Outcomes this is designed to enable students to:**

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 substance abusing clients and their families

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

EDCD 652 meets the requirements that all Masters Students take credits in Substance Abuse Counseling course work. This 3-credit course will contribute to the counseling student's knowledge of a particular population of clients.

EDCD 652 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.

**Required Text:** Perkinson, Robert. Chemical Dependency Counseling, A Practical Guide, 4<sup>th</sup> edition Sage Publications, 2012

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### **Course Requirements, Performance-Based Assessment, and Evaluation Criteria:**

#### Assignments

- 1. Behavior Observation** **Course Points 20**  
 Students will pick a behavior or habit to be observed over a 2 week period of time. The instructor will outline how that behavior is to be observed and at the conclusion of this observation, each student will submit a 2 page paper. **(Due March 28<sup>th</sup>)**
- 2. Case Study Papers** **Course Points 30**  
 Students will write a 1 page paper answering the questions pertaining to the specific case presented and bring to class for discussion. **(Due each week)**
- 3. Individual Papers** **Course Points 30**  
 Students will select a counseling theory for working with substance abuse clients, resulting in a well thought out organized 3-5 page paper. This will include description of counseling theory, how you would apply this approach, and why you chose this particular theory, and the research to support your approach, and minimum of three references. (Sign-up sheet will be available with due dates). Be prepared to discuss in class.
- 4. Attendance and Class Participation** **Course Points 10**  
 Students will be expected to attend class and provide meaningful participation in class discussions and lectures. Attendance will be taken weekly. Students are expected to stay for the full class. At the start of the semester students are asked to address any issues that conflict with class times with the instructor. Students who have more than one excused absence will receive no credit for the course. Documentation should be provided for excused absences and should be brought to the attention of the instructor as soon as possible
- 5. Final Examination** **Course Points 10**  
 The final examination will include all material covered in the text and class discussions.

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

A	96 - 100	points
A-	91 - 95	points
B+	87 - 90	points
B	80 - 86	points
C	79 – 75	points
F	74 and below	points

**COURSE SCHEDULE/ASSIGNMENTS:**

<b>Jan 24</b>	<b>COURSE INTRODUCTION</b> <b>College policies and procedures</b> <b>Review/discussion of syllabus and course content</b> <b>Instructor/student expectations of the course</b> <b>Discussion of assignments</b>
<b>Jan 31</b>	<b>Reading: Chapter 1</b> <b>Lecture: First contact</b> <b>Classroom exercise</b>
<b>Feb 7</b>	<b>Reading: Chapter 2</b> <b>Lecture: The Drugs</b> <b>Video: polysubstance abuse</b>
<b>Feb 14</b>	<b>Reading: Chapter 4</b> <b>Lecture: The Biopsychosocial Interview</b> <b>Role play</b>
<b>Feb 21</b>	<b>Reading: Chapter 5</b> <b>Lecture: The treatment plan</b> <b>Classroom exercise</b>
<b>March 7</b>	<b>Reading: Chapter 6</b> <b>Lecture Individual Treatment/Therapeutic Techniques</b> <b>Video (treatment program)</b>
<b>March 14</b>	<b>Spring Break</b>
<b>March 21</b>	<b>Reading: Chapter 7</b> <b>Lecture: Group Therapy</b> <b>Role play</b>
<b>March 28</b>	<b>Reading: Chapter 8 and 9</b> <b>Lecture: Recovery skills and 12Step support groups</b> <b>Behavior papers due</b>

- April 4**                    **Reading: Chapter 10**  
                                 **Lecture: The disease model**  
                                 **Book Review, Under the Influence**
- April 11**                    **Reading: Chapter 12**  
                                 **Lecture: Adolescent Treatment**
- April 18**                    **Reading: Chapter 13**  
                                 **Lecture: Recovery Family Program**
- April 25**                    **Readings: Chapter 14**  
                                 **Lecture: The clinical staff**
- May 2**                      **Reading: Chapter 15**  
                                 **Lecture: Discharge planning**
- May 9**                      **Final Exam**

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

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*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

*The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>*

For additional information on the College of Education and Human Development, Graduate School of education, please visit our website [See <http://gse.gmu.edu/>].

