

George Mason University

College of Education and Human Development Counseling and Development Program

EDCD 652.001 Introduction to Substance Abuse Counseling, Spring 2013

Dr. Ali K. Wolf

Course Meets: Mondays, 7:20pm – 10pm

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Office Hours: By Appointment

Required Text

Smith, R. & Stevens, S. (2009). *Substance Abuse Counseling: Theory and Practice (4thed.)*. New Jersey, Merrill.

Additional readings may be assigned throughout the semester.

Course Description

EDCD 652: *Introduction to Substance Abuse Counseling*, provides students with a survey of both historical and current understanding of addictions. This course examines the etiology, risk factors, assessment, counseling approaches, and treatment of alcoholism and other addictions. Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to psychological factors, personal traits, family dynamics, treatment methods, and implications for schools and communities.

It is essential for professionals in the counseling field to have a clear understanding of their own beliefs about addiction and their attitudes toward individuals with addictions. This course will allow you to start this process by exploring the process of addiction to substances (and some process addictions), causality, risk factors, biological, psychological, social manifestations, and treatment modalities. Thus, this course will focus primarily on increasing future counseling professionals' knowledge and self-awareness of the addictive process.

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.

Learner Outcomes this is designed to enable students to:

- Understand the impact of addiction on the family system
- Examine your own and others beliefs about individuals with addiction issues
- Gain an understanding counseling approaches to initiate behavioral changes and treat addictions
- Gain and understanding of the impact substance abuse has on students educational experience
- Understand the role of counselors working with clients that have addictions and their families

- To enhance understanding of several models of addictions and their clinical applications
- To acquire knowledge in order to facilitate diagnosis/treatment of addictive disorders
- To be able to recognize the presence of dual disorders and understand when referral for additional professional support are needed
- To enhance knowledge of the physiological mechanism underlying addiction
- To understand the continuum of treatment services for addictions and the different theories of recovery
- To understand the process of relapse and relapse prevention
- To learn about prevention strategies and current research in the field of addiction
- To be able to formulate a plan for relapse prevention taking into account environmental variables
- To investigate influence of multicultural factors when assessing/treating addictive disorders
- To assess personal biases towards individuals suffering from addictions
- To understand the behaviors which are labeled “process addictions”

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 students 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.

Course Policies:

Assignments are due when specified in the syllabus. Late assignments are discouraged. One point for the assignment per calendar day will be subtracted for late assignment unless prior approval by the instructor has been secured. Extensions will be granted for emergencies only. All written work must be typed and double-spaced. Title pages do not contribute to the assignment length. All assignments must be

turned in via email and saved with your last name in the title of the document. **All written assignments must be in APA format.**

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center – 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/>].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]. Professional Dispositions 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 George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/programs/counseling/resources>. Plagiarism Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that

person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Course Requirements

1. Class Attendance and Participation: Read assigned chapters and additional reading according to the course schedule. Participate actively in class discussions and activities. You will be asked to integrate and apply the ideas expressed in the required reading and class discussions. Participation includes asking questions and making appropriate comments pertaining to the subject matter, supporting or refuting class lectures based on your research and reading, expressing personal and vicarious experiences to support your arguments, and contributing to an overall positive class atmosphere. Both the quality and quantity of your in-class participation will affect your final course grade.

One absence is allowed. A half of a letter grade will be deducted for any absence past one. Students are expected to engage in discussions about reading and other assignments. **For excused emergencies, students must notify the professor before the scheduled class and obtain prior approval to miss the class.**

2. Think-Pair-Share: Students will be required to think critically about each reading assignment. Upon arrival to class, students will split off in pairs and discuss the given topic of the week (topics will be assigned randomly based on the readings). After a 15-minute conversation, each pair will be asked to share their thoughts with the group.

3. Major Abstinence Project Experiential Exercise (15%): Students will engage in a 3-week (21 days) period of complete abstinence from a mood-altering substance (except prescribed medication[s]). Mood-altering substances include but not limited to caffeine in any form, alcohol, narcotics, stimulants (including nicotine), and/or marijuana. Self-identified compulsive behaviors may also to be eliminated for this three- week period (please discuss with professor). Students are to complete journal entries **each day**

during the stated period. Entries should include struggles, successes, thoughts, feeling, physical reactions, sleep changes, and implications for counseling. Entries are to be typed and double-spaced. **This project should begin around Feb 1 or 2nd and is to continue until Feb 22 or 23. March 4- journal is due.**

3. 12- Step Meetings/Support Group Attendance Reaction Paper (15%): This assignment is designed to help you explore the field of addictions treatment outside the classroom. Student will attend a minimum of three *different* 12-step based and/or support group meetings. Students are to complete a **brief** reaction paper to each meeting or support group (no more than 2-3 pages!) and share insights gained, feelings, thoughts, reactions, and comfort level. Begin each paper with a paragraph describing the meeting or support group attended. **Attendance and write-up of the meetings are to be completed by April 29th** . Students should wait until after February to begin attending meetings to insure that they have a better understanding of addiction. It is also advised that you allow some time between meetings so that you can synthesize your experience over time.

4. Treatment Plan (15%): Students will be asked to choose a movie from the given list and, with a partner, develop a treatment plan for one of the characters in the movie. Focus will be on thoroughly completing all sections and critically thinking about how to provide treatment. Layout template will be provided. Due April 8th.

5. Examinations (15% each) Two examinations will be given to assess the students' ability to integrate and apply knowledge obtained from class discussions, readings, and lectures. These examinations will consist of multiple choice, short answer and T/F. They will be open book; however, you will not have enough time to look everything up so a solid understanding of the material is needed prior to engaging in the exams.

Course Evaluation

Percentage

Attendance & Participation 15%

Think Pare Share 10%

Major Abstinence Project 15%

Exam 1 15%

12 Step Meeting/Support Group Reaction Paper 15%

Exam 2 15%

Treatment plan 15%

A= 94-100%, A- = 90 – 93.9% B+ = 87- 89.9%, B = 83 -86.9%, B- = 80 -82.9% C+ = 77 – 79.9%, C = 73 - 76.9%, C- = 70 -72.9% F Below 70

PROPOSED COURSE SCHEDULE

Class #	Date	Topic	Reading(s)	Assignment(s)
1	1/28/13	Introduction to Addictions Counseling		
2	2/4/13	The Brain/ Controlled Substances/ Depressants	S&S Chpts 1 & 2	
3	2/11/13	Etiology	S& S Chpt 3	
4	2/18/13	Other Addictions	Selected Readings	
5	2/25/13	Assessment & Diagnosis	S&S Chpt 4	
6	3/4/13	Treatment Setting & Planning	S&S Chpt 5	Abstinence Paper Due
7	3/11/13	SPRING BREAK		
8	3/18/13	Individual Treatment	S&S Chpt 6	
9	3/25/13	Group Treatment	S& S Chpt 7	
10	4/1/13	Family Treatment	S&S Chpt 8	
11	4/8/13	Relapse Prevention	S&S Chpt 9	Treatment Plan Due
12	4/15/13	Select Populations & Diverse Cultures	S&S Chpt 10 & 11	
13	4/22/13	NO CLASS - Time Given to attend AA/NA/OA meetings		
14	4/29/13	Prevention	Chpt 12	12-step Paper Due
15	5/6/13	Ethical & Legal Issues		