

George Mason University  
College of Education and Human Development  
Graduate School of Education  
Counseling and Development  
EDCD 652.001  
Introduction to Substance Abuse Counseling  
3 Credits Spring 2014  
Thursdays 7:20 – 10:00p.m.

Professor:  
Sandi Sale  
Office Hours: by appointment  
Office Location: West 1004, Fairfax Campus  
Office Phone: (703) 517-5920  
E-mail: [Sandrasale56@yahoo.com](mailto:Sandrasale56@yahoo.com)

**Course Description**

EDCD 652: Prerequisite(s): Admission to the Counseling and Development program and EDCE 603 or concurrent

Corequisite(s): EDCE 603

**University Catalog Course Description** Introduces substance abuse counseling. Covers addiction issues, diagnosis and treatment planning, and individual and group counseling strategies with diverse populations. *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

## **Professional Standards**

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.

**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 15**

**Each student 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 2-3 page paper, typed, and double spaced.**

##### **2. Mid-Term**

**Course Points 25**

**The mid-term exam will include all material covered in the text and classroom discussions. It will consist of short answers and essay questions.**

##### **3. Individual Papers**

**Course Points 30**

**Students will select a case study to work on through the semester, resulting in a well thought out organized 3-5 page paper. This will include case history, assessment tool, counseling theory, and analysis of case study. The case study will be assessed based on the assessment rubric included in your syllabus and the course performance based assessment.**

#### 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 20

The final examination will include all material covered in the text and class discussions. It will consist of short answer and essay questions.

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

### TASKSTREAM REQUIREMENTS

Every student registered for any College of Education and Human Development Graduate School of Education course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission., the IN will convert to an F nine weeks into the following semester.

### GMU POLICIES AND RESOURCES FOR STUDENTS

Students must adhere to the guidelines of the George Mason University Honor Code. See <http://oal.gmu.edu/honor-code>

Students must follow the university policy for Responsible Use of Computing. See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing>

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 solely through their Mason email account.

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/>)

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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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/>].

### **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **CORE VALUES COMMITMENT**

The college of Education & Human Development is committed to 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/>].

### **COURSE SCHEDULE/ASSIGNMENTS:**

#### **Session/Date:**

<b>Jan 23</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 30</b>	<b>Reading: Chapter 1</b> <b>Lecture First Contact/Role play</b>
<b>Feb 6</b>	<b>Reading: Chapter 2</b> <b>Lecture Drugs/video</b>
<b>Feb 13</b>	<b>Reading: Chapter 3</b>

	<b>Lecture First Hours of Treatment/Role play</b>
<b>Feb 20</b>	<b>Individual Projects</b>
<b>Feb 27</b>	<b>Reading: Chapter 4</b> <b>Lecture Biopsychosocial Interview/Experiential exercise</b>
<b>March 6</b>	<b>Reading: Chapter 6</b> <b>Lecture Individual Treatment/Therapeutic Techniques</b>
<b>March 13</b>	<b>Spring Break</b>
<b>March 20</b>	<b>Reading: Chapter 7</b> <b>Lecture Group Therapy/Experiential exercise</b> <b>Mid term</b>
<b>March 27</b>	<b>Reading: Chapter 8 and 9</b> <b>Lecture Recovery skills and the Steps/Role play</b>
<b>April 3</b>	<b>Reading: Chapter 10</b> <b>Lecture Treatment Topics/Small group discussion</b>
<b>April 10</b>	<b>Reading: Chapter 12</b> <b>Lecture Adolescent Treatment/Experiential worksheet</b>
<b>April 17</b>	<b>Readings: Chapter 13</b> <b>Lecture The Family Program/Small group discussion</b>
<b>April 24</b>	<b>Reading: Chapter 14</b> <b>Lecture Clinical Staff/Role play</b>
<b>May 1</b>	<b>Reading: Chapter 15</b> <b>Lecture Discharge planning/Experiential worksheet</b>
<b>May 8</b>	<b>Final Exam</b>

### Individual Case Study Assignment Rubric

<b>Areas to be evaluated</b>	<b>5 points</b>	<b>4-3</b>	<b>2-1</b>
<b>Client case Study reflective of course focus (5 points)</b>	<b>Thorough description of client presenting problem</b>	<b>Partial description of clients presenting problem associated with course focus</b>	<b>No correlation between case study and course topic</b>
<b>Potential Issues/sociocultural risk factors for client case study (5 points)</b>	<b>All issues/risk factors identified</b>	<b>Partial issues/risk factors identified</b>	<b>No issues/risk factors identified</b>
<b>Comprehensive treatment plan/intervention plan/treatment for client case study (5 points)</b>	<b>Treatment plan is comprehensive</b>	<b>Treatment plan/intervention plan is partially comprehensive</b>	<b>Treatment plan/intervention plan has little to no details</b>
<b>Comprehensive resource guide/reference list provided (5 points)</b>	<b>Comprehensive resource guide/reference list provided</b>	<b>Partial resource guide/reference list provided</b>	<b>No resource References provided</b>