



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 652 001: Introduction to Substance Abuse Counseling (3:3:0)

Spring 2015

Thursdays 7:20P – 10:00P

Thompson Hall 1018

Professor: Jennifer Maskell Carney, PhD, LPC

Office Hours: Mondays and Thursdays, by appointment

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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.

Expanded Course Description *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 about the nature of addiction, and its impact on individuals and their families. Classroom discussions will examine assessment methods, diagnosis, and treatment modalities for those struggling with substance abuse and addiction. Prevention strategies for those at risk for substance abuse will also be reviewed.

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 Texts:

Capuzzi, D., & Stauffer, M. (2012). Foundations of Addictions Counseling (2nd ed.). New York: Pearson

National Institute on Drug Abuse (2010). Principles of drug addiction treatment. Retrieved from:
<http://www.drugabuse.gov/publications/principles-drug-addiction-treatment>

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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

Assignments

Reaction Papers (30 points): You will be given two out-of-class experiential assignments to complete, with a reaction paper required for each. The paper should include a description of your experience, and the thoughts and awareness generated from the assignment. Specific questions may be provided or discussed in class. The length of the reaction is based on the assignment, but will likely be between 3-5 pages. Papers should be double-spaced, and utilize Times New Roman 12-point font. APA style writing is required.

Book Assignment (20 points): You will select one non-fiction book with addiction as a central theme (a list of approved books will be provided). You will then write a reaction paper of approximately 4-6 pages, to include a synopsis of the account, and most importantly, your thoughts, reactions, and opinions relating to the story, and how the work

fits/integrates material from the class. Papers should be double-spaced, and utilize Times New Roman 12-point font. APA style writing is required

Assessment Group Project (25 points): You will complete a summary assessment based on a case study, and present these findings to the class. The presentation should include the case study video clip, as well as complete assessment findings, developed from objective observations and a hypothetical clinical interview. You will also be required to provide a DSM-V diagnostic impression and recommendations for treatment intervention.

Midterm Check (15 points): The midterm check will be a brief multiple choice test based primarily on the textbook readings, as well as concepts covered in class.

Class participation/attendance (10 points): Class participation is both encouraged and expected. Class discussion and exercises will be held on a regular basis and engagement will significantly enhance your learning experience. Please alert the instructor if you will be missing class or significantly late. Only one unexcused absence is permitted, and excessive missed time may impact your grade. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. Laptops should be used for note-taking or class-related purposes only. Please do not check email, Facebook, etc. during class out of courtesy for your instructor and fellow students.

Grading Scale:

A	=	97-100
A-	=	92- 96
B+	=	87- 91
B	=	82- 86
C	=	75-81
F	=	Below 75

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

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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 (Optional Resource) – 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 (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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:

Class	Date	Topic	Due
1	1/22/15	<ul style="list-style-type: none"> • Introductions • Review of syllabus and expectations • History of substance abuse and addictions counseling • Models of addiction 	Review syllabus TXT Chapter 1
2	1/29/15	<ul style="list-style-type: none"> • Substance addictions • Overview of chemical substances 	TXT Chapter 2
3	2/5/15	<ul style="list-style-type: none"> • Process addictions 	TXT Chapter 3
4	2/12/15	<ul style="list-style-type: none"> • Professional issues • Ethics • Credentialing • Transtheoretical Model of Change 	TXT Chapter 4 Reaction Paper #1 DUE
5	2/19/15	<ul style="list-style-type: none"> • Introduction to assessment • Assessment and diagnosis 	TXT Chapters 5 & 6
6	2/26/15	<ul style="list-style-type: none"> • Assessment and diagnosis (cont.) • Motivational interviewing 	TXT Chapters 6 & 7 Book Assignment DUE
7	3/5/15	<ul style="list-style-type: none"> • Co-occurring disorders • Evidence-based practices 	TXT Chapters 8 & 9 Midterm Check
8	3/12/15	SPRING BREAK- No class	
9	3/19/15	<ul style="list-style-type: none"> • Group counseling • 12-step programs • www.facesandvoicesofrecovery.org 	TXT Chapters 10 & 12
10	3/26/15	<ul style="list-style-type: none"> • Psychopharmacology • Maintenance and relapse prevention • Relapse prevention model 	TXT Chapter 11 & 13 Reaction Paper # 2 DUE
11	4/2/15	<ul style="list-style-type: none"> • Substance abuse in families • Addicted family system • ACOA 	TXT Chapter 14
12	4/9/15	<ul style="list-style-type: none"> • Cultural influences on addiction • Gender and addiction 	TXT Chapters 17 & 18
13	4/16/15	<ul style="list-style-type: none"> • LGBT addiction treatment • Addictions among persons with disabilities 	TXT Chapters 15 & 19
14	4/23/15	<ul style="list-style-type: none"> • Substance abuse prevention programs Group Presentations	TXT Chapter 16
15	4/30/15	Group Presentations	
16	5/7/15	Group Presentations (if needed)	

Group Presentation/Case Study Assignment Rubric

Areas to be Evaluated	5 points	4-3-2	1-0
Client case study reflective of course focus	Thorough description of client presenting problem	Partial description of client's presenting problem associated with course focus	No correlation between case study and course topic
Potential contextual issues/sociocultural risk factors for client	All issues/risk factors identified	Partial issues/risk factors identified	No issues/risk factors identified
Assessment and diagnostic process	Assessment(s) and dx are provided, supported, and relevant to case study	Assessment(s) and dx provided, but not supported or relevant	Assessment(s) and dx are not provided or have little to no details
Comprehensive intervention and treatment plan	Intervention and tx plan is comprehensive	Intervention and tx plan is partially comprehensive	Intervention and tx plan have little to no details
Comprehensive and relevant resource guide/reference list provided	Comprehensive resource guide/reference list provided	Partial resource guide/reference list provided	No resource References provided

Total: _____

Group Members: _____

Topic: _____