

George Mason University
College of Education and Human Development
Counseling Program

EDCD 652.001 – Introduction to Substance Abuse Counseling
3 Credits, Spring 2023
Tuesdays, 4:30 – 7:10 PM
Fairfax campus – Thompson Hall, Room L004

EDCD 652.002 – Introduction to Substance Abuse Counseling
3 Credits, Spring 2023
Tuesdays, 1:30 – 4:10 PM
Fairfax campus – Thompson Hall, Room L004

Faculty

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Prerequisites/Corequisites

Admission to the Counseling program and EDCE 603 or concurrent

University Catalog Course Description

Introduces substance abuse counseling. Covers addiction issues, diagnosis and treatment planning, and individual and group counseling strategies with diverse populations.

Course Overview

Introduction to Substance Abuse Counseling provides students with a survey of both historical and current use of alcohol, narcotics and other addictive substances and processes. Students will be taught about the nature of addiction, and its impact on individuals and their families. Special consideration will be given to the environmental, social, and cultural contexts of addiction. 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.

Course Delivery Method

This course will be delivered using a lecture format.

Course Objectives

This course is designed to enable students to do the following:

1. Understand the history and etiology of substance use disorders, including theories and models of addiction
2. Understand the neurobiological and medical foundations of addiction and co-occurring disorders (5.C.1.d.)
3. Examine one's own personal beliefs about individuals who struggle with addiction
4. Understand various environmental, social and cultural contexts of substance abuse

5. Develop culturally competent skills and methods for understanding and treating substance use concerns
6. Choose appropriate methods of assessment for various substance use problems, including co-occurring disorders (5.C.2.e.)
7. Initiate therapeutic approaches specific to substance abuse counseling, including motivational interviewing
8. Understand the role of counselors working with substance abusing clients and their families

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 5.C.1.d)	This Standard is part of Course Objective #2, which is addressed in Classes 2 and 3 on “Neurobiology of addiction” and “Process addictions”	Assigned readings that discuss this Standard include: Chapters 2 & 3 in <i>Foundations of addictions counseling</i>
potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5.C.2.e)	This Standard is part of Course Objective #6, which is addressed in Classes 5 and 7 on “Assessment and diagnosis”	Assigned readings that discuss this Standard include: Chapters 5, 6, 8, 9 in <i>Foundations of addictions counseling</i>

Additional professional standards addressed in this course:

- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Diagnosis and treatment of addictive disorders”

Required Texts

Capuzzi, D., & Stauffer, M. (2020). *Foundations of addictions counseling* (4th ed.). Pearson

National Institute on Drug Abuse. (2018). *Principles of drug addiction treatment: A research-based guide*. (3rd ed.). <http://www.drugabuse.gov/publications/principles-drug-addiction-treatment>

American Psychiatric Association (Ed.). (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. text revision). Author.

Additional Readings (Required)

Carlisle, K. L., Neukrug, E., Pribesh, S., & Krahwinkel, J. (2019). Personality, addiction, and internet gaming disorder: Conceptualizing the gamer. *Journal of Addictions and Offender Counseling, 40*, 107-122. doi: 10.1002/jaoc.12069

Frederick J., Bego, O. J., Briscoe, E., Dionna, P., Eli, J., Haley, E., Mckenzie, J., Simpson, K. (2021). *Copeology: Exploring coping techniques*. Available on Amazon.

Borsari, B., Hopkins, L. B., Manuel, J., Apodaca, T. R., Masroleo, N. R., Jackson, K. M., Magill,

M., Norona, J. C., & Carey, K. B. (2019). Improvement in therapist skills over sessions in brief motivational interventions predicts client language and alcohol use outcomes. *Psychology of Addictive Behaviors*, 33(5), 484-494. <https://doi.org/10.1037/adb0000470>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

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 should be between 3-4 pages (excluding title page). 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 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. The length of the paper should be between 4-5 pages (excluding title and reference page). Papers should be double-spaced, and utilize Times New Roman 12-point font. APA style writing is required.

Case Study Group Project (30 points): You will complete an assessment of an individual “client” with addiction who is represented in a movie or television show, and present these findings to the class. Examples of appropriate programs will be discussed in class, and the instructor must approve all chosen media. The presentation should include a representative video clip of your “client” that is between 5 and 7 minutes in length, as well as comprehensive assessment findings. Your assessment findings should be developed from objective observations of the video, a hypothetical clinical interview, and your knowledge of theory and etiology of addiction. You will be required to provide a DSM-V diagnostic impression and recommendations for treatment. A reference list of resources must be included. **CACREP Standard: 1**

Midterm Check (10 points): The midterm check will be a brief multiple choice quiz 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. The use of any electronic devices, to include lap tops, cell phones and tablets are not permitted during class. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. In general, my grading of class participation is determined as follows:

10: Attends all classes, arrives on-time, and actively participates in most classes

9: Attends all classes, arrives on-time, and moderately participates in most classes OR misses one class (unexcused), arrives on-time, and actively participates in most classes

8: Misses one class, arrives on-time, and moderately participates in most classes

7: Misses one class and/or several times late to class and/or low participation in most classes

6-below: Misses one class and/or chronic lateness and/or minimal participation in most classes

- **Other Requirements**

Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

APA Format: Students in Counseling program courses are expected to use APA style (7th Ed.) for written papers.

Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

- **Grading**
See assignments

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

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656

	<i>CMHC: 654, 652, 658</i> <i>SC: 613, 611, 626</i>
Intermediate (Practicum)	<i>Core: 608, 660, 628, 619, 610, 797</i>

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Class	Date	Topic	Due	Course Obj. #
1	1/24/23	<ul style="list-style-type: none"> • Introductions • Review of syllabus and expectations • History of substance abuse and addictions counseling • Models and theories of addiction 	Review syllabus TXT Chapter 1	1, 3, 4
2	1/31/23	<ul style="list-style-type: none"> • Substance addictions and current trends • Overview of chemical substances • Neurobiology of addiction 	TXT Chapter 2	2
3	2/7/23	<ul style="list-style-type: none"> • Process addictions 	TXT Chapter 3	1, 2
4	2/14/23	<ul style="list-style-type: none"> • Professional issues • Ethics • Credentialing • Transtheoretical Model of Change 	TXT Chapter 4 Reaction Paper #1 DUE	3
5	2/21/23 ASYNCH	<ul style="list-style-type: none"> • Introduction to assessment • Assessment and diagnosis 	TXT Chapters 5 & 6	6
6	2/28/23	<ul style="list-style-type: none"> • Assessment and diagnosis (cont.) • Motivational interviewing 	TXT Chapters 6 & 7 Book Assignment DUE	7
7	3/7/23	<ul style="list-style-type: none"> • Co-occurring disorders • Evidence-based practices • Levels of treatment • Introduction of Reaction Paper 2 	TXT Chapters 8 & 9 TXT Chapter 20 Midterm Check	6
8	3/14/23 ASYNCH	SPRING BREAK (NO CLASS)	TXT Chapter 14	
9	3/21/23	<ul style="list-style-type: none"> • Substance abuse in families • Addicted family system • ACOA 	TXT Chapter 14	8
10	3/28/23	<ul style="list-style-type: none"> • Group counseling • 12-step programs • Finalize groups for presentation 	TXT Chapters 10 & 12 Reaction Paper #2 Due	7
11	4/4/23	<ul style="list-style-type: none"> • Cultural influences on addiction • Gender and addiction • LGBTQ addiction treatment 	TXT Chapters 17, 18, 19	4, 5
12	4/11/23	<ul style="list-style-type: none"> • Maintenance and relapse prevention • Relapse prevention model • Substance abuse prevention programs 	TXT Chapters 13 & 16	7
13	4/18/23	Prepare for group presentations		
14	4/25/21	Group Presentations		
15	5/2/23	Group Presentations		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Group Presentation/Case Study Assignment Rubric

Topic: _____

Group Members: _____

Areas to be Evaluated	Below Expectations 0-1-2 points	Meets Expectations 3-4-5 points	Exceeds Expectations 6 points
Client case study is reflective of course focus	Little to no correlation between case study and course topic. No model or theory of addiction is presented.	Partial description of client's presenting problem associated with course focus. A model or theory of addiction is presented.	Thorough description of client presenting problem, with a clear connection to course focus. A relevant model or theory of addiction is explained. Video clip supports description.
Potential contextual issues/sociocultural client risk factors	0-2 issues/risk factors identified. No discussion in presentation.	Some issues/risk factors identified, but minimally discussed in presentation.	All issues/risk factors identified and thoroughly discussed in presentation.
Assessment and diagnostic process	Assessment and dx are not provided or have little to no details.	Assessment and dx provided, but not fully supported by client presentation. The client's stage of change is identified.	Assessment and dx are provided, supported, and appropriate to case study. The client's stage of change is fully explored.
Treatment recommendations	Recommendations are vague and/or inappropriate to presenting behaviors/problems.	Recommendations are appropriate and include level of tx, but exclude theory or adjunct/support services.	Recommendations include level of tx, theoretical approach, and adjunct/support services. Recommendations are appropriate and tied to the client's stage of change.
Resource guide/reference list	0-2 resources and/or references provided. May be unrelated to presenting problem.	Partial resource guide/reference list provided. Resources are related to the presenting problem.	Comprehensive resource guide/reference list provided in APA format, including web, print, and peer-reviewed resources.

Total: _____