



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College
Department of Counseling and Human Services

COUN 5549
Substance Abuse Counseling

Syllabus

Course Information

Credit Hours

3 credit hours

Course Description and Purpose

This course will train counselors to work with individuals and families who have substance abuse disorders. The course will focus on the following areas of substance abuse: legal and ethical issues, physiology; psychological, cultural, and gender factors and issues; counseling techniques with individuals and families; and preventative measures for substance abuse.

Course goals

Students completing this course will gain a comprehensive overview of the substance abuse field and will begin to develop skills in substance abuse counseling. The course will facilitate and support reflective thinking as that is an important aspect of developing human beings. Cultural and gender differences and similarities are addressed within the context of substance abuse counseling. Assessment and diagnostic application are practiced.

Course Objectives

Based on 2009 CACREP Standards

As a result of successfully completing this course, students are expected to be able to:

- Apply basic knowledge of physiological and psychological effects of substance abuse, addiction theories, counseling theories, assessment, techniques with special populations, and relapse prevention with potential substance abuse clients (CMH C.2; MCF G.3) {12-step reflections, final case study}
- Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CMH A. 6.) {midterm exam, final paper}
- Define and distinguish the various theories of addiction including the disease concept and etiology of addiction and co-occurring disorders (CMH C.4.) {midterm exam, final case study}
- Identify and provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders, including applying and discussing the impact of co-occurring substance abuse disorders on medical and psychological disorders (CMH K.3; CMH D.8.) {final case study}
- Identify, critique, and apply standard screening and assessment instruments for substance use disorders, as well as determine the appropriate treatment modality and setting within a continuum of care (CMH G.4; H.4; H.3) {12-step reflections, final case study}
- Describe principles of addiction intervention, consultation, education, outreach, and for students in postsecondary education (CCSA C. 3) {12-step reflections}
- Describe the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse is occurring (SC G. 2) {final case study}

Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, and lecture will be used in our exploration of this topic.

Course Assignments and Evaluation

Textbooks and Readings

It is important that you complete all required reading prior to class. There is a significant amount of foundational material in the textbook that will not be covered in class meetings, and it is expected that you will come to class prepared to build on information from the text. This frees up our class time for discussion, critical exchange of ideas, and activities, so come to class prepared to start and engage in discussion about the required reading and other course materials.

Required texts:

Brooks, F., & McHenry, B. (2015). *A Contemporary Approach to Substance Use Disorders and Addiction Counseling*. (2nd Edition). American Counseling Association.

Maté, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. North Atlantic Books.

*Additional reading, audio/listening, and video viewing as assigned, including those noted on the course schedule. All reading, video viewing, and audio/listening homework assignments must be completed prior to class meetings.

Assignments

Attendance + Participation (10 points): Due to the experiential nature of this course, attendance is essential. If necessary, students may miss one class with a valid excuse and not face penalties related to their grade (*yet students are encouraged to save this absence for illness or emergencies that may arise*). Furthermore, the experiential nature of the course also requires active participation from all students. Class discussion, role-plays, experiential learning activities, and process groups will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation.

Mid-term Evaluation (50 points): Students will complete a mid-term evaluation on D2L. The evaluation will consist of multiple-choice, short answer, and essay responses pertaining to all lecture and reading material covered up to the date of the mid-term exam and will be open note and open book. Students may not take the exam together or seek outside help from classmates. Students will have 3 hours to complete the exam online once started. *Late examinations will not be accepted.*

Final Case Study Paper (100 points): Students will write a case-study paper based (i.e., a narrative account of your work with an addicted client) on a character from an approved movie (*Rachel Getting Married, 28 Days, Shattered Spirits, Country Strong, When a Man Loves a Woman, Half Nelson, The Fighter, Walk the Line, Rent, Ray*) or a novel pertaining to addiction, such as *Broken*, by William Cope Moyers. Students will address how they would work with their client using the knowledge obtained from the course. Papers will address areas such as the neurobiology of addiction, information on addictive substances, co-occurring disorders, a theoretical approach and treatment plan, level of treatment, stage of change, family counseling, and group/12-step treatment modalities. Pick a point in the book/movie in which you begin working with your client. Use at least 4 scholarly references (not including textbooks, yet you may include articles in supplemental reading for class). These references must be peer-reviewed (can find additional articles using library database (recommended: PsycINFO, Eric, SocIndex, Academic Search Complete). Use APA-style, 6th edition formatting throughout. Include title page (no abstract necessary) and references page. Consult your APA manual for correct formatting. Paper length is 7-9 pages (not including title page or references). Font must be 12-point with 1-inch margins. Do not use "I" language. Instead refer to yourself as "the counselor." For example, "As Cope's assessed stage of change is contemplation, the counselor will employ Motivational Interviewing techniques to facilitate treatment compliance." Paragraphs should be used rather than bullet points, tables, or lists. Please review the rubric for this assignment, found at the end of your syllabus and in the files section of D2L.

Abstinence Project:

Students will participate in an abstinence project for the duration of the course in which they abstain from something desirable and monitor their physical, social, emotional, psychological, and spiritual reactions. Students may consider an activity or substance that 1) is least in line with their wellness goals, 2) they use to cope or self-soothe, and/or 3) has produced negative or unwanted consequences in their lives. Examples include: alcohol, nicotine, caffeine, social media, sugar, television/Netflix, texting, swearing, internet, etc.) Students should choose two individuals (not from class) to serve as support people to help maintain abstinence goals.

Goodbye Letter (5 points): After determining the substance/activity that you will abstain from this semester, draft a 1-2 page blind letter (do not include your name and bring a copy to class) in which you say "goodbye." In the letter, describe your relationship with the substance/activity up to this point. Address what you like about your substance/activity; how you consider it a friend; what the substance/activity does for you; in what ways the substance/activity controls you; what using the substance or engaging in the activity has cost you; what you do not like about your substance/activity;

how you consider it an enemy; and a creative salutation at the end (example: *Sincerely Yours, Fed Up with Sugar*); remember, do not include your actual name. Your letter will be read by a peer in the class. This letter is due the 2nd week of the semester; you will also upload a copy to D2L.

Journal Entries (20 points, 2 points each):

Students are **required to keep a journal** in which they log their experiences during the project, with at least one entry per week [*about 1 paragraph; total of 10 entries*], but more entries are recommended. Students may choose from a variety of formats to capture their experiences; all entries need to be dated and will need to be turned in on D2L (photos/photocopies are acceptable) at the end of the semester.

Expressive Arts Presentation + Narrative OR Final Reflection (60 points): At the conclusion of the semester, students will review their journal entries, upload/scan the journal entries to D2L, and reflect on their experiences: including relapses (or urges to relapse), replacement activities/substances, salient emotions, thoughts, and behaviors related to their abstinence, response of others' in their lives to their abstinence (enabling or supporting), what they learned about themselves, and how this project has impacted their conceptualization of those with addiction. Think about how you came to the decision pertaining to what you would abstain from this semester, initial abstinence experiences, mid-semester abstinence experiences, end of semester abstinence experiences, and overall themes/patterns as you progressed through the project.

The culmination of this project will result in the students creating or engaging in an expressive arts project conceptualizing their experiences based on the above points. The project may be audiovisual, tactile, or photographic and is open to interpretation. Students must provide evidence of the project to the instructor for evaluation (anything turned in will not be returned), as well as a brief explanation (1 page) of the project's meaning and significance. This project will be evaluated on the depth of insight and evidence of integrating personal experience with class material in a meaningful way. Alternatively, students may choose to write a brief reflective paper (at least 3 pages and no more than 5 pages) exploring the above points.

12- Step Meeting Reflections (40 points = 20 points each): Students will attend three 12-step program meetings (*please read important information in the 'Additional Information and Rubrics' section towards the end of this syllabus*) over the duration of the semester. At least one meeting must be AA and one meeting must be AI-Anon. The final meeting can be of students' choosing and may include a second AA or AI-Anon, Narcotics Anonymous (NA), Nar-Anon, Overeaters Anonymous (OA), Gamblers Anonymous (GA), or non-12-step meetings (such as SMART Recovery). Students will write a 1-2 page reflection paper after two of the three meetings and by selecting a corresponding prompt below (do not use the same prompt for both reflections). For the third meeting, the student will need to provide proof of attendance (informational handout received from the meeting, a student-created sign in sheet, etc.). Reflection papers should include students' experience before, during, and after the meeting, as well as their response to the prompt. Reflection papers will be evaluated on depth of insight, quality of writing (and adherence to APA style), and evidence of integrating personal experience with class material.

1. 12- Step Meeting Reflection Paper Prompt 1: Describe the cultural composition of the group you attended (i.e., age, race, ethnicity, ability status, social class, gender, sexual/affectual orientation, religion/spirituality, etc.). Now consider what we have learned about how privilege and oppression affects substance use and access to treatment. In 1-2 pages, describe your understanding of the effect of oppression on addiction and addiction treatment, as well as pertinent cultural considerations when working with clients with substance use disorders (this goes beyond 12-step programs, but consider addictions treatment as a whole).
2. 12- Step Meeting Reflection Paper Prompt 2: Describe spiritual or religious components of the 12-step meeting you attended. Now consider what you have learned about the intersectionality

between religion, spirituality, and substance use. In 1-2 pages, describe how the religious/spiritual cultural identity of a counselor may affect the counseling relationship with an addicted client. How can you ensure ethical practice? How does the religious/spiritual cultural identity of the client affect their experience of addictions treatment and 12-step programs? What can you as the counselor do to work within the client’s frame of reference?

3. 12- Step Meeting Reflection Paper Prompt 3: 12-step support groups are valuable, yet very distinct from group counseling. In 1-2 pages, describe the primary differences between support groups and group counseling, using examples from your meeting as well as information learning from class lecture and your textbook.

Please note: you will only complete two of the three prompts but you are expected to provide a sign in sheet for the prompt you choose not to complete. Note: Failure to provide a third proof of attendance may result in a deduction of up to 10 points.

Grading

<u>Requirement</u>	<u>Points</u>
Attendance and Participation	10
Goodbye Letter	5
Mid-term Evaluation	50
Final Case Study Paper	100
Abstinence Project Final Reflection	50
Abstinence Project Journals	20
<u>12-Step Meeting Reflections</u>	<u>40</u>
Total Possible Points	275

Grading Scale

A	258-275	A-	247-257	B+	239-246	B	231-238
B-	220-230	C+	211-229	C	203-210	F	Below 203

Grading Policies

A = A grade of A is earned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one’s goal of being a counselor or student affairs professional. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as “A” level work. Written work is thoughtful and complete, but lacks the same level of synthesis as “A” work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revise.

Class Policies

Attendance

Students are required to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to consult with your colleagues about the missed class content. If you need to miss more than one class, your final course grade (i.e., does not include extra credit points) will drop by one-third letter grade for each additional class missed (e.g., A to an A-; A- to a B+; B+ to a B; etc.). Please be aware that significant and/or repeated late arrivals and early departures from class do count toward missed class time.

Assignments

Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students (i.e. may be changed to a later date). It is the student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments can be submitted, for reduced points, to me in person or to the designated Dropbox folder. Ten percent will be deducted for any portion of each 24-hour period an assignment is late. Please contact the instructor with any questions regarding assignments.

Email

Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use proper grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

Group Project Policy: Please note that, for any group work (projects, presentations, etc.), any of the following may apply: your group members will provide me feedback on your level of participation/effort; and/or I will observe your level of participation/effort; and/or you will be required to evaluate your own participation/effort. You will be assigned an individual grade. Your individual grade may correspond to your partner or group member's grades, but lack of participation or effort will result in a grade reduction. It is possible to fail a group project individually while the group receives a passing grade.

Professionalism and Class Norms

Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity and being cognizant of the words you use (e.g. inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate please contact the instructor.

As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, colorism, heterosexism, classism, ageism, genderism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your

peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g. text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to “silent;” otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

ETSU Polices

Academic Conduct

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero (‘0’) for the exercise or examination, or to assign an ‘F’ in the course” (2015-2016 Graduate Catalog, “Academic and Classroom Misconduct”).

Candidates with Disabilities

East Tennessee State University recognizes its responsibility for creating an institutional climate in which candidates with disabilities can thrive. Students with any type of disability that requires special accommodations to promote learning in class is to contact the Disability Services office on campus at 423-439-8346 and subsequently schedule an appointment with the instructor as soon as possible.

University E-Mail

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

Campus Services and Resources

Bucky’s Food Pantry: If you find it difficult to afford food, please consider visiting Bucky’s Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky’s Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center: This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women's Resource Center, SafeZone, and additional resource links. See: <http://www.etsu.edu/equity/default.aspx>

ETSU Services Quick Links

Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>