

James Madison University
Department of Graduate Psychology
Psyc 663 Substance Abuse Counseling
3 credits

PSYC 663. Substance Abuse Counseling

A study of substance abuse to include related personal, social and physiological factors, and methods of rehabilitation and counseling for the chemically depende

Our Focus: This course serves as an introduction to the field of substance abuse counseling. The primary goals for the course are to deepen the student's understanding of substance use disorders (SUD), facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and increase the student's level of confidence relative to providing assessment and treatment services to diverse populations. Students will be introduced to different theoretical models of alcohol and other drug abuse and will explore a variety of current treatment approaches. The focus will be on learning effective treatment practices and building substance abuse counseling skills. An emphasis will be placed on learning and developing skills in the foundations of motivational interviewing (MI).

Expected Learning Outcomes: Competence in substance abuse counseling will be measured by active participation in classroom activities, completion of assignments, and integration of material. Students who successfully complete this course will demonstrate knowledge in the CACREP 2016 Standards identified in [Appendix A](#).

Course Objectives:

- Demonstrate knowledge of federal and state regulations concerning confidentiality as it relates to the treatment of substance use disorders.
- Understand the medical, neurobiological, developmental, and environmental factors and etiology of SUD and the potential for SUD to co-occur and/or mimic other disorders.
- List the classification, characteristic effects, and symptoms of intoxication and withdrawal from various substances including depressants, stimulants, and hallucinogens.
- Demonstrate knowledge of treatment modalities including individual and group psychotherapy, and preferred models of treatment such as motivational interviewing cognitive-behavioral therapy, family and couples therapy and 12 step facilitation groups.
- Learn about assessment, diagnosis and screening instruments in SUD treatment.

- Identify special issues affecting people from diverse cultures in the prevention, identification and treatment of substance use disorders.
- Identify special issues in the treatment of adolescents with substance use disorders.
- Learn, practice and demonstrate skills in applying motivational interviewing in SUD treatment.
- Demonstrate knowledge of group therapy in substance use disorder treatment and build MI/CBT group facilitation skills.

Required Texts:

Stevens, P., & Smith, R. (2018). *Substance Use Counseling: Theory and Practice, 6th ed.* Columbus, OH: Merrill/Pearson Publishing. (ISBN: 9780134055930)

The digital version of this text is fine – note that the author listing is different. The JMU Bookstore has information for both formats, so choose what will be best for you.

Essential Reference Materials:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Supplemental Readings and/or Materials

Multiple additional readings, films, and practice exercise may be assigned by the instructor. These will be included in the “Modules” section of Canvas each week.

Canvas

The Canvas platform and Zoom will be utilized for this course. Log on to Canvas at <https://canvas.jmu.edu> using your JMU username and password. Click on this course to access the syllabus, submit assignments and discussions, view grades, and view any announcements throughout the semester. Please remember to set notifications to ensure you receive all announcements.

To find the readings, videos, and supplemental materials for each week, please go to the modules section of Canvas. Each weekly meeting will have a designated module. Just start at the top and work your way down.

Course Requirements: Your performance will be evaluated in the following activities:

1. Participation & Discussion (150 points)

This class is designed to provide an overview of substance abuse counseling. Toward this end, critical thinking and meaningful dialogue are important. Please refer to the course outline, read chapters/readings assigned each week, and submit all assignments by their due

dates. Please note that participation will be assessed based on your involvement in our synchronous meetings as well as to occasional discussion posts on Canvas. Participation and discussion that reflect accurate understanding, critical thought, potential to apply learning to actual practice, and professional dispositions and behavior will receive full credit.

2. Chapter Quizzes (9 quizzes x 10 points each = 90 points)

There will be open book online quizzes that have ten multiple-choice, true/false, fill-in-the-blank, short-answer, and/or short-essay questions. Quizzes will be based on assigned textbook readings, supplemental readings, and videos. These questions reiterate the essential concepts in the materials and also offer practice for taking related questions in the NCE/NCMHC examinations.

Quizzes are posted online and are automatically graded upon completion. You will have 2 attempts offered for each chapter, and your best grade will count towards the final grade. Quizzes are due as noted. There will be no make-up quizzes.

3. Addiction Memoir review (100 points)

Please read one memoir from the list provided in class, or choose one that reflects your own interest and career goals. **Please let me know your choice prior to proceeding with the assignment.** If accessing a book online or via the library is difficult for you, let me know and we'll come up with alternative options.

Provide your reflections regarding 1) potential contributing factors for the individual's addiction; 2) the individual's success and remission processes; and 3) observations or questions regarding any treatment interventions the individual encountered.

Suggestions for readings that may help you develop a grounded and meaningful reflection prior to completing this assignment:

- Concepts of Chemical Dependency, Chapter 35
- The Big Book, the Basic Text for Alcoholics Anonymous, Chapter 5: How It Works (www.alcoholics-anonymous.org)
- Narcotics Anonymous Basic Text, 6th edition, Chapters 1-3 (www.na.org)

4. Specific Populations Research (CMHC 5: Reinforcement) (140 points):

In chapters 11 and 12 our textbook outlines the hidden faces of chemical dependency. The authors explore alcoholism/drug addiction in special populations, including women, the elderly, African Americans, and other minoritized individuals.

Develop a narrated powerpoint presentation to help us understand that impact of addiction on a particular population. In your presentation, demonstrate an awareness of and ability to articulate the impact of substance use disorders on this specific population group. You may use the text, additional required readings, and other material distributed in class as resources.

However, you must demonstrate that you conducted outside research to complete this assignment. *A minimum of four outside references must be cited.*

Presentations should include, at a minimum, the following information related to addiction and special populations:

- Scope of the problem. Statistical information about the prevalence of substance use disorders for this population
- Substance use patterns and signs/symptoms of addiction specific to this population
- Factors that influence the rate of substance use disorders in this population
- Barriers to identification and treatment of substance use disorders
- Special treatment needs
- Strategies for engaging and retaining the substance abuser in treatment

CACREP Core Standards Covered in Assignment:

2a, 2h, 3d, 3e, 3g, 5a, 5b, 5j, 5k, 6f, 7d

CACREP CMH Standards Covered in Assignment:

1d, 2d, 2e, CMHC 9

CACREP SC Standards Covered in Assignment:

2i

Written Work

All references must follow APA format. The guide for the style is the *Publication Manual of the American Psychological Association, (7th ed.)*. You may visit <http://www.apastyle.org/> for more information. Be sure to carefully proofread and edit all work before submitting it.

Evaluation and Grading

Assignments	Points	Due Date
Class Participation	150	Throughout the semester, discussion prompts as noted on course schedule
Quizzes	90	As noted on course schedule (9 quizzes)
Addiction Memoir Review	100	12/2/20
Specific Populations Research	140	12/9/20
Grading Scale		
A: 480 – 432 points		
B: 431 – 384 points		
C: 381 and below		

Late Assignments: Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.”

Students can view assignment due dates in the syllabus itinerary, as well as the course web site.

Academic Integrity: Please refer to the JMU academic honor code: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. Students are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty. Students are also expected to follow the American Counseling Association (ACA) Code of Ethics. Violation of the JMU Honor System or the ACA Code of Ethics is grounds for course failure and expulsion from the counseling program.

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/spring_comp.shtml.

Participation: Active engagement is an essential component of the learning process. Participation in online courses includes active reading and discussion within online forums and activities during the week in which the class is engaged with the same content. Students are expected to log into the course, monitor course discussions, and engage as appropriate for the course several times a session (e.g., typically a session lasts one week). It is unlikely that students can fully engage with the knowledge construction within the online context if they log in only once or twice a week (e.g., only on weekends). Please notify the instructor in the case that you are not able to participate in a session at the designated time. See the Grading and Evaluation section of this syllabus for the weighting assigned to course participation when determining the course grade.

Disability Accommodations: JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Religious Accommodations: Reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. As the instructor, I will determine what accommodations are appropriate for his/her course. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Inclement Weather: The University may close or limit its services based on inclement weather. Please consult JMU's cancellation policy (<http://www.jmu.edu/JMUpolicy/1309.shtml>.) Cancellation of classes will be announced on the university homepage and Weather Line (540) 433-5300.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Contacting the Instructor

The best method to contact me is via email. If an email has not been answered in 24 hours, or if your message is urgent, please feel free to text me.

Appendix A - CACREP Standards 2016

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources

6. GROUP COUNSELING AND GROUP WORK

- f. types of groups and other considerations that affect conducting groups in varied settings

7. ASSESSMENT AND TESTING

- d. procedures for identifying trauma and abuse and for reporting abuse

CMHC Foundations

- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

CMHC Contextual Dimensions

- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

9. JMU Counseling Program Key CMHC Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

School Counseling Contextual Dimensions

- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs