

PSYC 663-001
Substance Abuse Counseling: Fall 2018
Miller G35, 5:45-8:15 pm Wednesdays

Instructor:
Email:
Cell Phone:
Office Hours: By appointment

Course Description: 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 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 with field-based counseling practice experiences. Students who successfully complete this course will demonstrate knowledge in the following core content areas of the **CACREP 2016 Standards, Sections II.F.3.d & F.5.a, b, j, & k.**

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.

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

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CORE STANDARDS INCLUDED IN COURSE and KPI for CMH and SC

CACREP CORE STANDARDS INCLUDED IN KPI ASSIGNMENTS	2 a	2 h	3 d	3 e	3 g	5 a	5 b	5 j	5 k	6 f	7 d
5. KPI 5. Helping Relationships, Research Paper (CMH KPI, Reinforcement)	x	x	x	x	x	x	x	x	x	x	x

CLINICAL MENTAL HEALTH STANDARDS INCLUDED IN COURSE KPI for CMH

CACREP CORE STANDARDS INCLUDED IN KPI ASSIGNMENTS	Foundations	1 d	1 c	Contextual Dimensions	2 d	2 e	9
5. KPI 5. Helping Relationships, Research Paper (CMH KPI, Reinforcement)		x	x		x	x	x

How to Be Successful in This Class

Student Responsibility for Learning

Your effort will be the main determinant of success. Research shows that having a *growth mindset* is related to success in graduate school. That is, if you believe you can grow and change your abilities *through effort*, you tend to be more successful. In contrast, if you believe you have a *fixed ability* (e.g., “I’m not good at assessment”), you may find this course more challenging. Related to the philosophy of growth mindset, research also supports a *mastery goal orientation* as the most successful approach to learning. Specifically, if you put forth effort in mastering the material, as opposed to simply getting good grades, you will be more successful.

Take responsibility for your own learning. This means actively engaging in, spending time with, and thinking about the material. To be successful, you will need to be fully engaged in classroom discussions and exercises, and will most likely need to dedicate *at least 3 hours per week* to the course outside of class. Please consider carefully whether you are up for the challenge at the outset.

The class will be highly interactive and experiential in nature. You will learn skills in this class that can be applied across a wide range of counseling settings and behavioral health problems. Come to class ready to participate, practice and refine your counseling skills for the effective treatment of substance use disorders. Complete the out-of-class exercises *prior to* each class (e.g., readings, videos, assignments). If you become confused or don’t fully grasp a concept, ask for help. Use the stated course goals and objectives to guide your study time and check your

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progress. Know what is going on: keep up with email, course announcements, and the course schedule. Complete all course assignments by the scheduled due date.

Required Texts:

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

Essential Reference Materials:

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

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional readings as assigned by the instructor.

Supplemental Readings and/or Materials

Depending upon the classroom experience, questions that may arise, or the discretion of the instructor, students may be assigned supplemental readings and/or materials. In the event that such a requirement is made, adequate time will be allotted for the students to access such materials in order to use them as directed during the course.

Canvas

The Canvas online teaching tool will **NOT** be utilized for learning purposes for this course. The instructor will email or provide hard copies in class of any necessary material including any announcements, the syllabus, and Entry Ticket assignments.

Methods of Instruction

The format of this class will consist of lectures, in-class discussions of the assigned materials, and exercises designed to enhance your counselor skill development and to reinforce important concepts. I assume that all of the assigned readings and written work have been completed before class. In addition, there may be guest speakers invited to share their knowledge or experiences with psychopathology. You will be expected to listen and fully engage with the guest speakers by asking questions and seeking a deeper level of knowledge from their high levels of expertise in this area.

Attendance and Participation

I am looking forward to you being an active, contributing member of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, I expect

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you to contact me soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric:

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, which communicate disrespect or contempt for peers and the instructor.

Policy on Technology

Your cell phone (or other means of electronic communication) is not permitted and should be turned off/on silent mode and put away while in the classroom. Research suggests that cell phones impede learning and the learning of those around you. If you have a personal situation that necessitates cell phone access, please clear it with me before class.

If you will be using a computer in class, please be mindful that to not block the view of others. Computers may only be used for class purposes only (i.e. no checking email, Facebook, etc.)

Course Requirements: You will be evaluated as to your behavior in the following activities:

1. Class Attendance, Reading and Participation (30 points):

There can be no substitute for attendance in this class. You will be developing specific, effective SUD treatment skills during class time. Please come to class on time having read the text assignment, and prepared to discuss the material and practice skills. You will be evaluated on your participation in the discussions of the information on substance abuse counseling and on your engagement in the practice exercises.

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

CACREP SC Standards Covered in Assignment:

2i

2. **Entry Tickets (20 points):** Your weekly entry tickets will be brief, written assignments in which you will demonstrate skillful responses to a client statement. **They will be due by 11:00 pm on the MONDAY before class.** There will be no make-up entry tickets, but you can skip two and still get full credit.

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

CACREP SC Standards Covered in Assignment:

2i

3. **Attendance at two open meetings of AA/NA (or other 12-Step group meetings) and submission of a 2-3 page reflection paper (10 points).**

CACREP Core Standards Covered in Assignment:

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

You will be required to **attend two (2) open meetings of self-help support/recovery groups** (or two meetings in addition to your home meeting if you are a person in recovery). Examples include Alcoholics Anonymous, Narcotics Anonymous, Al-Anon (for family and friends concerned about a family member's problematic use), or another group meeting, which has as its primary purpose the support of persons attempting to manage problematic *substance use* and/or process addiction. A maximum of one (1) of these groups can be online. This assignment is designed to provide students with an opportunity to demonstrate an understanding of the role that various commonly referenced support groups and self-help approaches play in recovery from substance use/addictive disorders.

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

- 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)

Reflection paper:

- Identify the meetings that you attended (type, location, day/time)
- Discuss what the experience was like for you.
- Highlight what you have learned from this experience.
- Relate your observations and experiences directly to material we have discussed in class, any additional readings you can identify, and your own identity as a developing counselor.

4. Special Populations Research Paper (40 points):

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

CACREP SC Standards Covered in Assignment:

2i

Write an 8 to 10-page research paper that explores the impact of addiction on special populations (40 points). Create an infographic to share with your classmates based on your paper findings.

In chapters 11 & 12, the authors explore substance use disorders in special populations, including women, the elderly, immigrants, GSM (gender and sexual minority individuals), African Americans, Native Americans, Asian Americans and Hispanics, to name just a few.

In the paper, demonstrate an awareness of and ability to articulate the impact of substance use disorders in a special population. 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 ten outside references must be cited. You will be asked to summarize the key points in your paper during class.*

Papers must meet APA style guidelines and 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, as well as factors related to co-occurrence
- Substance use patterns and signs/symptoms of addiction are 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

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- Special treatment needs
- Strategies for engaging and retaining the substance abuser in treatment
- For school counseling students, must document how to recognize 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, as related to your topic

Written Work

All written work must be typed, double-spaced, and follow APA format. Every document you submit needs to include a title page.

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.)*. You may visit <http://www.apastyle.org/> for more information. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.

Grading Table

<u>Assignments</u>	<u>Points</u>	<u>Final Grade</u>
Class attendance and participation	30	A= 100-90 points “given for excellent work”
Entry Tickets	20	B= 89-80 points “meets Graduate College expectations”
12-Step Reaction Paper	10	C= 79-70 “work below Graduate College expectations”
Special Populations Research Paper	40	D= 69-60 “work significantly below average quality and indicates that the course must be retaken”
		F= 59 and below “indicates failure and means the class must be taken again with a passing grade before credit is allowed”
	100 Total Points	Your Total Points = Grade

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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.

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.

Attendance: Students are expected to attend every class. If you are unable to attend class due to an unforeseen emergency, contact the professor immediately. It is your responsibility to initiate a discussion concerning what supplemental assignments can be completed to make up for the absence and to obtain any material distributed during the class. Two absences will result in a five percent grade reduction (e.g., 90 to 85%, 85 to 80%, etc.).

Class Conduct: It is important that you are an active participant in the course. Additionally, expressing views and opinions as relevant to the text are encouraged as long as the rationale for the linkage to the course material is clear. With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. Points will be deducted when cell phones are used for other purposes (for example, social communication).

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

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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, sirockyam@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 the instructor is via email. If an email has not been answered in 2 business days, or if it is of an urgent nature, please send a follow-up email as a friendly reminder.

Tentative Schedule

Week	Date	Topic	Readings (<i>Complete the reading prior to the date listed</i>)	Due
1	8/29/18	Introduction - The Role of the Mental Health Professional in Prevention and Treatment		
2	9/5/18	Intro to Substance Counseling; Confidentiality and Ethical Issues	Chapters 1 & 2	Entry Ticket 1
3	9/12/18	Major Substances of Use & Effect on Brain and Body –	Chapter 3	Entry Ticket 2

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4	9/19/18	Etiology & Models of Addiction	Chapter 4	Entry Ticket 3
5	9/26/18	Screening, Assessment and Diagnosis	Chapter 5	Entry Ticket 4
6	10/3/18	Treatment planning and treatment settings; Medical treatment for SUD	Chapter 6	Entry Ticket 5
7	10/10/18	Individual and Group Treatment for SUD	Chapter 7 & 8	Entry Ticket 6
8	10/17/18	Family Counseling	Chapter 9	Entry Ticket 7
9	10/24/18	Retaining sobriety: Relapse Prevention and Recovery	Chapter 10	Entry Ticket 8
10	10/31/18	Working with Special Populations: Treatment issues and Characteristics	Chapter 11	Entry Ticket 9
11	11/7/18	Working with Diverse Cultures, Advocacy Strategies, Trends	Chapter 12	Entry Ticket 10
12	11/14/18	Prevention	Chapters 13	Entry Ticket 11 12-Step Reaction Paper Due
13	11/21/18	Thanksgiving Break	No class!	
14	11/28/18	Behavioral Addictions/non-substance-related disorders	Chapter 14	Entry Ticket 12
15	12/5/18	Topic TBD – Wrap-up	TBD	Special Populations Paper Due

Assignment Rubric: Special Populations Paper



Special Populations Paper					
Criteria	Ratings				Points
Introduction	Strongly and clearly introduces and explores topic. Strong thesis statement. Successfully demonstrates an awareness of and ability to articulate the key questions and concepts central to topic. 8 pts	Clearly delineates subtopics to be reviewed. General thesis statement. Strong introduction of topic's key question(s), terms. 6 pts	Describes subtopics to be reviewed. General thesis statement. Conveys topic and key question(s). 4 pts	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement. Conveys topic but not key question(s). 1 pt	8 pts
Sequencing view longer description	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. 8 pts	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. 6 pts	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions. 2 pts	Little evidence material is logically organized into topic, subtopics, or related topic. Many transitions are unclear or nonexistent. 1 pt	8 pts
Topics for Paper	All topics assigned are discussed. 8 pts	Most topics assigned are discussed. 6 pts	Few of the topics assigned are discussed. 4 pts	None of the topics assigned are discussed. 1 pt	8 pts
Grammar & Mechanics	The paper is free of grammatical, spelling & punctuation errors. 8 pts	Grammatical, spelling or punctuation errors are rare and do not detract from the paper. 6 pts	Very few grammatical, spelling or punctuation errors interfere with reading the paper. 2 pts	Grammatical, spelling or punctuation errors substantially detract from the paper. 1 pt	8 pts
APA Style & Communication	No errors in APA style. Scholarly style. Writing is flowing and easy to follow. 8 pts	Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages. 4 pts	Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages. 2 pts	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. 1 pt	8 pts
Total Points: 40					

