

George Mason University Graduate School of Education

College of Education and Human Development

EDCD 652 - Introduction to Substance Abuse Counseling (3 credits) – Spring 2010

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Class Location: Robinson Hall A349
Office Hours: By Appointment
Office Address: SUB I, Room 224 (Office of Diversity Programs and Services)

Description: Prerequisite or co-requisites: admission to the counseling and development program and EDCE 603. Introduces substance abuse counseling. Covers topics such as addiction issues, diagnosis and treatment planning, and individual and group counseling strategies with diverse populations.

Course Outcomes:

1. Construct the established diagnostic criteria for substance abuse disorders and describe treatment modalities and placement criteria within the continuum of care.
2. Determine treatment services appropriate to the personal and cultural identity, and language of the client.
3. Establish a helping a relationship with the client characterized by warmth, respect, genuineness, concreteness and empathy.
4. Recognize and identify stages of change.
5. Facilitate the client's engagement in the treatment and recovery process utilizing Motivational Interviewing principles.
6. Design treatment strategies from accepted and culturally appropriate models for group counseling with clients with substance abuse disorders.
7. Generate group growth within the established ground rules and movement toward group and individual goals by using methods consistent with group type.
8. Summarize the characteristics and dynamics of families, couples and significant others affected by substance abuse.
9. Distinguish strategies and behaviors that sustain recovery and maintain healthy relationships for families, couples and significant others.

Required Reading:

Miller, G. (2004). *Learning the language of addiction counseling*. Hoboken, NJ: Wiley

Miller, W.R. & Rollnick, S. (2002). *Motivational interviewing : Preparing people for change* (2nd ed.). New York: The Guilford Press

Recommended Reading:

Fisher, G. & Harrison, T.C. (2008). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (4th ed.). Allyn & Bacon

Relationship of Courses to Program Goals and Professional Organizations

EDCD 652 orients students to the roles and responsibilities of addictions counselor through both classroom and field experiences. Participation in EDCE 652 allows students to move effectively assume the duties of an addictions counselor.

EDCD 652 addresses requirements of the following professional organizations :

- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete substance abuse counseling course work addressing fundamentals of substance abuse counseling.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) area standards for community counseling programs.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that make students aware of the ethical responsibilities and standards of the profession.

Course Requirements and Assignments:

Each student will:

- Attend each class and complete reading assignments for class. As a graduate student, you are expected to arrive on time and stay for the entire class period.
 - Participate in class discussions and activities.
 - Type all assignments and follow APA format when appropriate.
1. Reaction Papers. Each student is responsible for writing **two** reaction papers after visiting two **different** 12 – step meetings (AA, NA, ALANON). Papers should not exceed 4 pages each, double spaced, 12 pt font.
 2. Group Class Presentations. Students will divide in groups of four or five, and select a specific clinical population to present to class utilizing Motivational Interviewing. Class presentations will be 40 minutes in length and will be creative, interactive and informative. A typed hand-out should be provided to the class and instructor.
 - a. Group grades will be based on:
 - i. Assessment of clinical population
 - ii. Presentation of case including written summary
 - iii. Quality of group teamwork demonstrated
 3. Research Paper. Each student is responsible for writing a 7-10 page, double –spaced, 12 pt font, APA formatted paper on a topic about substance abuse. The paper topic should be identified and approved by the instructor by the fourth week of class. This is a reading based research paper (10 scholarly references required) on a substance abuse topic not covered in the textbook. For example, public policy, drug use in the work place, treatment of the homeless, HIV/AIDS and drug use and codependency.

Grading

Assignments	Points	Grading
Attendance/Class Participation/Technology	50	A 380-400
In-Class Skill Work	50	A- 360-379
Reaction Papers (2 @ 40 pts each)	80	B+ 345-359
Group Presentation	100	B 328-344
Research Paper	120	B- 316-327
TOTAL	400	C 315 points and below

Grading on written work will take into account the following factors: Quality of written work, knowledge of content area, and adherence to the requirements of assignment. It is expected that all work will be submitted on time – late work will be penalized.

Course Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. The following excerpt is taken directly from GMU's Honor Code website regarding plagiarism. Please read it carefully to ensure thorough understanding of this issue:

“Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citations, footnotes and endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent to intellectual robbery and cannot be tolerated in any academic setting.”

- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Class Schedule

Date	Reading(s)	Assignments
January 21	Introduction and Course Overview	
January 28	G. Miller - Chapters 1 & 2 Theories of Addition and Counseling	

February 4	Fisher Chapters 1-3 On Blackboard <ul style="list-style-type: none"> • Role of mental health professionals • Classification of Drugs & Models of Addiction 	
February 11	G. Miller Chapter 3 Assessment & Diagnosis	Research Topic Approval Due via email
February 18	G. Miller Chapter 5 Treatment	
February 25	G. Miller Chapter 8 Group Interventions Miller Chapter 1 Fundamentals of Motivational Interviewing	Reaction Paper #1 Due Paper Copy
March 4	Miller Chapters 2-4 Fundamentals of Motivational Interviewing (cont.)	
March 11	Spring Break	
March 18	Miller Chapters 5-7 Phase I	Reaction Paper #2 Due Paper Copy
March 25	Miller Chapters 10 & 11 (skim) & 15 Phase II and Stages of Change	Groups #1, #2 and #3 Presentation
April 1	G. Miller Chapter 7 Relapse Prevention Miller Chapters 18 (p273-280) & 20 (p.313-end) Behavioral Interventions & Compliance	Groups #4, #5 and #6 Presentation
April 8	No Class G. Miller Chapter 4 Assessment and Dual Diagnosis Miller Chapter 24 Dual Diagnosis	Work on Research Paper
April 15	G. Miller Chapter 10	
April 22	G. Miller Chapter 11 & 12 Professional Development & Credentialing	Research Paper Due Paper Copy
April 29 (last day of class)		Wrap - Up