

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 652.001 – Introduction to Substance Abuse Counseling  
3 Credits, Spring 2017  
Thursdays 4:30 – 7:10 PM Thompson Hall Room L013 – Fairfax

**Faculty**

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Office Location: Krug Hall Room 201D  
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**Prerequisites/Corequisites**

Admission to the Counseling and Development 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 narcotics and dangerous drugs. Students will be taught about the nature of addiction, and its impact on individuals and their families. 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 is designed to enable students to develop their own learning goals. A variety of reading material and experiential activities will be provided during this course. Students should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, small group work, experiential exercises, and videos. Each student will provide a case study as a focus for exploration during the semester and tailor each of the assignments to explore the focus.

**Learner Outcomes or Objectives**

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

1. Understand the impact on the family system
2. Examine your own and others beliefs about students with substance abuse issues
3. Gain an understanding counseling approaches to initiate behavioral changes
4. Gain and understanding of the impact substance abuse has on students educational experience
5. Understand the role of counselors working with substance abusing clients and their families

## Professional Standards

EDCD 652 meets the requirements that all Masters students take credits in Substance Abuse Counseling course work. This 3-credit course will contribute to the counseling student's knowledge of a particular population of clients.

EDCD 652 fulfills the requirements of the following professional organizations:

- Virginia department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- American Counseling Association Code of Ethics requirement that counselors establish education and training programs that integrate academic study and supervised practice.

## Required Texts

Capuzzi, D., & Stauffer, M. (2016). *Foundations of Addictions Counseling* (3<sup>rd</sup> ed.). New York: Pearson

Adler, M. W., Brady, K., Brigham, G., Carroll, K. M., Clayton, R. R., Cottler, L. B., Friedman, P., Jones, R. T., Mello, N. K., Miller, W. R., O'Brien, C. P., Selzer, J., Simon, E. J., Szapocznik, J., and Woody, G. (Editors). (2010) National Institute on Drug Abuse. *Principles of drug addiction treatment: A research-based guide*. (3<sup>rd</sup> ed.). Retrieved from:  
<http://www.drugabuse.gov/publications/principles-drug-addiction-treatment>

American Psychiatric Association (Ed.). (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Arlington: American Psychiatric Association Publishing

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Late assignments will not be accepted unless prior arrangements are made with the instructor, subject to approval by the instructor. **All assignments must be submitted on Blackboard unless otherwise specified by the instructor.**

- **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 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, as well as assessment findings, developed from objective observations of the video and a hypothetical clinical interview. You will also be required to provide a DSM-V diagnostic impression and recommendations for treatment. A reference list of resources must be included.

**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. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. Laptops should be used for note-taking or class-related purposes only. Please do not check email, Facebook, etc. during class out of courtesy for your instructor and fellow students. 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**

NA

- **Grading**

See assignments

- **Grading Policies**

**Grading Scale:**

A = 97-100

A- = 94- 96

B+ = 91- 93

B = 87- 90

B- = 84-86

C = 80-83

F = 79 and below

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### COURSE SCHEDULE/ASSIGNMENTS

Class	Date	Topic	Due
1	1/26/17	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review of syllabus and expectations</li> <li>• History of substance abuse and addictions counseling</li> <li>• Models of addiction</li> </ul>	Review syllabus TXT Chapter 1
2	2/2/17	<ul style="list-style-type: none"> <li>• Substance addictions</li> <li>• Overview of chemical substances</li> </ul>	TXT Chapter 2
3	2/9/17	<ul style="list-style-type: none"> <li>• Process addictions</li> </ul>	TXT Chapter 3
4	2/16/17	<ul style="list-style-type: none"> <li>• Professional issues</li> <li>• Ethics</li> <li>• Credentialing</li> <li>• Transtheoretical Model of Change</li> </ul>	TXT Chapter 4 <b>Reaction Paper #1 DUE</b>
5	2/18/17	<ul style="list-style-type: none"> <li>• Introduction to assessment</li> <li>• Assessment and diagnosis</li> </ul>	TXT Chapters 5 & 6
6	2/23/17	<ul style="list-style-type: none"> <li>• Assessment and diagnosis (cont.)</li> <li>• Motivational interviewing</li> </ul>	TXT Chapters 6 & 7 <b>Book Assignment DUE</b>
7	3/2/17	<ul style="list-style-type: none"> <li>• Co-occurring disorders</li> <li>• Evidence-based practices</li> <li>• Introduction of Reaction Paper 2</li> </ul>	TXT Chapters 8 & 9 <b>Midterm Check</b>
8	3/9/17	<ul style="list-style-type: none"> <li>• Levels of treatment</li> <li>• Maintenance and relapse prevention</li> <li>• Relapse prevention model</li> </ul>	TXT Chapter 13 & 20
9	3/16/17	Spring Break- NO CLASS	
10	3/23/17	<ul style="list-style-type: none"> <li>• Group counseling</li> <li>• 12-step programs</li> </ul>	TXT Chapters 10 & 12 <b>Reaction Paper #2 Due</b>
11	3/30/17	<ul style="list-style-type: none"> <li>• Substance abuse in families</li> <li>• Addicted family system</li> <li>• ACOA</li> </ul>	TXT Chapter 14
12	4/6/17	<ul style="list-style-type: none"> <li>• Cultural influences on addiction</li> <li>• Gender and addiction</li> </ul>	TXT Chapters 17 & 18
13	4/13/17	<ul style="list-style-type: none"> <li>• LGBT addiction treatment</li> <li>• Substance abuse prevention programs</li> </ul>	TXT Chapters 16 & 19
14	4/20/17	<ul style="list-style-type: none"> <li>• Group Presentation preparation</li> </ul>	
14	4/27/17	<b>Group Presentations</b>	
15	5/3/17	<b>Group Presentations</b>	

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

## 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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

### 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
<b>Client case study reflective of course focus</b>	Little to no correlation between case study and course topic.	Partial description of client's presenting problem associated with course focus.	Thorough description of client presenting problem, with a clear connection to course focus. Video clip supports description.
<b>Potential contextual issues/sociocultural client risk factors</b>	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.
<b>Assessment and diagnostic process</b>	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.
<b>Treatment recommendations</b>	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.
<b>Resource guide/reference list</b>	0-2 resource 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: \_\_\_\_\_