

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

EDCD 652.001 and 652.002 – Introduction to Substance Abuse Counseling
3 Credits, Spring 2020

Section 001 - Thursdays 7:20 – 10:00 PM Krug Hall Room 107 – Fairfax

Section 002 – Thursdays 4:30 – 7:10 PM Krug Hall Room 107 - Fairfax

Faculty

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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 alcohol, narcotics and other addictive substances and processes. Students will be taught about the nature of addiction, and its impact on individuals and their families. Special consideration will be given to the environmental, social, and cultural contexts of addiction. 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

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, class discussion, small group work, experiential exercises, student presentations, and videos. Students will also hear directly from individuals currently in recovery and have opportunities to ask questions and participate in discussion.

CACREP/Learner Outcomes or Objectives

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

1. Understand the history and etiology of substance use disorders, including theories and models of addiction (2.F.3.d.)
2. Understand the neurobiological and medical foundations of addiction and co-occurring disorders (5.C.1.d.)
3. Examine one's own personal beliefs about individuals who struggle with addiction
4. Understand various environmental, social and cultural contexts of substance abuse

5. Develop culturally competent skills and methods for understanding and treating substance use concerns
6. Choose appropriate methods of assessment for various substance use problems, including co-occurring disorders (5.C.2.e.)
7. Initiate therapeutic approaches specific to substance abuse counseling, including motivational interviewing
8. Understand the role of counselors working with substance abusing clients and their families

Professional Standards (CACREP)

Required Texts

Capuzzi, D., & Stauffer, M. (2020). *Foundations of Addictions Counseling* (4th ed.). New York: Pearson

National Institute on Drug Abuse. (2018). *Principles of drug addiction treatment: A research-based guide*. (3rd ed.). Retrieved from: <http://www.drugabuse.gov/publications/principles-drug-addiction-treatment>

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

Other Required Reading

Carlisle, K. L., Neukrug, E., Pribesh, S., & Krahwinkel, J. (2019). Personality, addiction, and internet gaming disorder: Conceptualizing the gamer. *Journal of Addictions and Offender Counseling, 40*, 107-122. doi: 10.1002/jaoc.12069

Borsari, B., Hopkins, L. B., Manuel, J., Apodaca, T. R., Masroleo, N. R., Jackson, K. M., Magill, M., Norona, J. C., & Carey, K. B. (2019). Improvement in therapist skills over sessions in brief motivational interventions predicts client language and alcohol use outcomes. *Psychology of Addictive Behaviors, 33* (5), 484-494. doi: 10.1037/adb0000470

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).

- **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 “client” 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 of your “client” that is between 5 and 7 minutes in length, as well as comprehensive assessment findings. Your assessment findings should be developed from objective observations of the video, a hypothetical clinical interview, and your knowledge of theory and etiology of addiction. You will be required to provide a DSM-V diagnostic impression and recommendations for treatment. A reference list of resources must be included. **CACREP Standard: 1**

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. The use of any electronic devices, to include lap tops, cell phones and tablets are not permitted during class. Unless there is an emergency, it is expected that all cell phones will be turned off during class time. 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 Scale:

A = 97-100

A- = 94- 96

B+ = 91- 93

B = 87- 90

B- = 84-86

C = 80-83

F = 79 and below

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

COURSE SCHEDULE/ASSIGNMENTS

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

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

13	4/16/20	<ul style="list-style-type: none"> Group Presentation preparation 		
14	4/23/20	Group Presentations		
15	4/30/19	Group Presentations		

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should

be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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
Client case study is reflective of course focus	Little to no correlation between case study and course topic. No model or theory of addiction is presented.	Partial description of client's presenting problem associated with course focus. A model or theory of addiction is presented.	Thorough description of client presenting problem, with a clear connection to course focus. A relevant model or theory of addiction is explained. Video clip supports description.
Potential contextual issues/sociocultural client risk factors	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.
Assessment and diagnostic process	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.
Treatment recommendations	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.
Resource guide/reference list	0-2 resources and/or 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: _____