

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

EDCD 652.001 Introduction to Substance Abuse Counseling

Spring 2112

Course Meets: Thursdays 4:30 – 7:10p.m.

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Office Hours: By appointment

Course Description

EDCD 652: *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 identification and classifications of such drugs and emphasizes the symptoms and effects of their users. Classroom discussions will examine assessment methods, treatment modalities, and procedures utilized in counseling/law enforcement efforts against illicit

Nature of Course Delivery

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 this is designed to enable students to:

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

Relationship to Course and Program Goals and Professional Organizations

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 students 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 Text: Perkinson, Robert. **Chemical Dependency Counseling, A Practical Guide, 4th edition** Sage Publications, 2012

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Course Requirements, Performance-Based Assessment, and Evaluation Criteria:

Assignments

1. Behavior Observation (March 8th) Course Points 20

Each student will pick a behavior or habit to be observed over a 2 week period of time. The instructor will outline how that behavior is to be observed and at the conclusion of this observation, each student will submit a 2-3 page paper, typed, and double spaced.

2. Mid-Term (March 8th) Course Points 10

The mid-term exam will include all material covered in the text and classroom discussions. It will consist of short answers and essay questions.

3. Individual Papers (April 26th) Course Points 50

Students will select a case study to work on through the semester, resulting in a well thought out organized 3-5 page paper. This will include case history, assessment tool, counseling theory, and analysis of case study. The case study will be assessed based on the assessment rubric included in your syllabus and the course performance based assessment.

4. Attendance and Class Participation Course Points 10

Students will be expected to attend class and provide meaningful participation in class discussions and lectures. Attendance will be taken weekly. Students are expected to stay for the full class. At the start of the semester students are asked to address any issues that conflict with class times with the instructor. Students who have more than one excused absence will receive no credit for the course. Documentation should be provided for excused absences and should be brought to the attention of the instructor as soon as possible

5. Final Examination (May 10th) Course Points 10

The final examination will include all material covered in the text and class discussions. It will consist of short answer and essay questions.

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

A	96 - 100	points
A-	91 - 95	points
B+	87 - 90	points
B	80 - 86	points
C	79 – 75	points
F	74 and below	points

COURSE SCHEDULE/ASSIGNMENTS:

Session/Date:

Jan 26	COURSE INTRODUCTION College policies and procedures Review/discussion of syllabus and course content Instructor/student expectations of the course Discussion of assignments
Feb 2	Reading: Chapter 1 Lecture First Contact/Role play
Feb 9	Reading: Chapter 2 Lecture Drugs/video
Feb 16	Reading: Chapter 3 Lecture First Hours of Treatment/Role play
Feb 23	Reading: Chapter 4 Lecture Biopsychosocial Interview/Experiential exercise
March 1	Reading: Chapter 6 Lecture Individual Treatment/Therapeutic Techniques
March 8	Mid term Observation paper due
March 15	Spring Break
March 22	Reading: Chapter 7 Lecture Group Therapy/Experiential exercise
March 29	Reading: Chapter 8 and 9 Lecture Recovery skills and the Steps/Role play
April 5	Reading: Chapter 10 Lecture Treatment Topics/Small group discussion

April 12	Reading: Chapter 12 Lecture Adolescent Treatment/Experiential worksheet
April 19	Readings: Chapter 13 Lecture The Family Program/Small group discussion
April 26	Reading: Chapter 14 Individual papers due Lecture Clinical Staff/Role play
May 3	Reading: Chapter 15 Lecture Discharge planning/Experiential worksheet
May 10	Final Exam

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Student Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University 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 solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

The George Mason University 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 George Mason University Writing Center staff 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/>].

For additional information on the College of Education and Human Development, Graduate School of education, please visit our website [See <http://gse.gmu.edu/>].

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.