



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A&M UNIVERSITY

Instructor	
Course Number	COUN 525
Course Title	Foundations of Alcohol and Drugs
Call Number/Section	
Class Times	
Class Location	
Textbook	Miller, W. R., Forcehimes, A. A. & Zweben, A. (2011). Treating addiction: A guide for professionals. New York, NY: The Guildford Press. Shantz-Hilkes, C. (Ed.). (2013). Hooked: When addiction hits home. Toronto: Annick Press.
Office and Office Hours	
E-mail address	
Telephone number	

COURSE DESCRIPTION

This course explores the nature of chemical dependency/addiction including alcohol and other legal and illegal substances, and process addictions. Attention will also be given to related phenomena that produce and/or result in obsessive and compulsive behaviors as well as implications for education, prevention, treatment, and recovery. Student will gain knowledge for individual, group, and family counseling strategies as they are applied to behavior change and relapse prevention. Students will learn about the diagnostic criteria of substance use and addictive behavior, models of etiology, and approaches to treatment.

COURSE GOAL

At the conclusion of this course, students should have learned and/or be able to demonstrate the following knowledge, skills, dispositions, and attitudes as stipulated by CACREP (2016):

CACREP (2016) Standards Covered in COUN 525

<u>Standard</u>	<u>Evaluation</u>
F.3. Human Growth and Development	
d. theories and etiology of addiction and addictive behaviors	Case Study Paper

Assignments

1. Abstinence Exercise and Paper

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for six weeks. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students will be put into support groups that will meet weekly. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. In each weekly check-in, students are to address the abstinence project prompt provided on the course schedule. It is also expected that you describe your experience with the abstinence project in general (thus you are not limited to only addressing the prompt).

During this assignment you will (a) write an introductory letter to your substance/behavior, (b) check in weekly with “support group” (c) write a summary paper which will serve as the conclusion to the exercise. This assignment will have the following components:

“Letter to my Substance/Behavior” - Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins (the content for this letter can be found in Appendix C)

Support Group– Weekly, students will check in with their support group. During the face-to-face meetings, students will reflect and respond to the reflection questions provided and provide support to their peers to encourage accountability. Students will describe their feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult)

Summary paper – This is to be a minimum three-page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience. Additionally, please reflect on your support group experience.

2. Support Group Attendance and Reflection

As part of your class experience, you are required to attend two different “Open” support groups. You may attend any of the below groups or any other support groups approved by the professor.

Note: All meetings are "closed meetings" (for those that are addicted) unless “O” (open) is indicated. Only attend Open meetings unless you meet the necessary criteria.

Al-Anon: <http://www.al-anon.alateen.org/meetings/meeting.html>

Alcoholics Anonymous: http://www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29

Celebrate Recovery: <http://www.celebraterecovery.com/global.shtml>

Codependents Anonymous: <http://www.codependents.org/meeting-search-english.php>

Emotions Anonymous <http://allone.com/12/ea/>

Gamblers Anonymous: <http://www.gamblersanonymous.org/mtgdirTOP.html>

Nar-Anon: <http://nar-anon.org/naranongroups.htm>

Narcotics Anonymous: <http://portaltools.na.org/portaltools/MeetingLoc/>

Overeaters Anonymous: http://www.oa.org/all_about_meetings.htm

Sexaholics Anonymous: <http://www.sa.org/top/United%20States%20of%20America/>

SMART Recovery: http://www.smartrecovery.org/meetings_db/view/

Part of this assignment will also include your briefly speaking with at least one member at each group attended (the chairperson/leader is usually an easy person to talk to). Keep a log of your experiences at each meeting (to include what you learned from speaking with the group member). I suggest you attend in the company of one of your classmates. This assignment will have the following components:

An introduction – This one-to-two paragraph introduction will provide an overview of the two meetings that you attended.

A summary paper – This is to be a minimum two to three-page paper describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, and (c) what this exercise has taught you about what clients might experience, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting.

3. Case Study Paper

Students will write a case-study paper based on a character from an approved movie (ex. Rachel Getting Married, 28 Days, Shattered Spirits, Country Strong, When a Man Loves a Woman, Half Nelson, Walk the Line). Students will address how they would work with their client using the knowledge obtained from the course. Papers will address models of addiction, information on addictive substances, diagnosis, screening, cooccurring disorders, a theoretical approach and treatment plan, level of treatment, stage of change, and the counselor’s work with the client, the family, and group/12-step treatment modalities. All papers will be written in APA format (6th edition). Length is 6-8 pages not including title page or references (abstract not necessary).

Grading Scale

Assignment	Points
Abstinence Exercise and Paper	200
Support Group Attendance and Reflection	200
Case Study Paper	200
Total	600

Points Range	Grade	Percentage
538-600	A	90% - 100%
478-537	B	80% - 89%
417-477	C	70% - 79%
357-416	D	60% - 69%
0-356	F	0% - 59%

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

Grading Turnaround Time

Assignments within this online course are due on Saturdays by 11:59 p.m CST. Most assignments will be returned within a week. If an assignment, however, is extremely comprehensive such as the Group Plan, then Instructors are given longer to return all submitted work.

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), troubleshoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.
5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

Late Work

Assignment Deadlines: Each assignment will be due Saturday (night) by 11:59 p.m CST.

Late Work: LATE WORK IS NOT ACCEPTED UNLESS ACCOMPANIED BY A UNIVERSITY EXCUSE, NO ACCEPTIONS. If there are unforeseen circumstances, you must email the instructor as soon as possible otherwise you will receive the grade of "0" for that assignment.

<i>DATES</i>	<i>CHAPTERS/ TOPICS</i>	<i>ASSIGNMENTS</i>	<i>CACREP STANDARD</i>
<i>Aug 15- 21</i>	Review syllabus / Overview of course Overview of Counselor Attitudes		

<i>Aug 22- 28</i>	Miller Ch.1 & 2 Riordan & Walsh, 1994		CACREP 2.F.3.d
<i>Aug 29- Sept 4</i>	Drug Classification		
<i>Sept. 5-11</i>	Identification Abstinence Substance/Behavior		
<i>Sept 12-18</i>	Assessment/Screening		CACREP 2.F.3.d
<i>Sept 19-25</i>	Abstinence Begins	Letter due	CACREP 2.F.3.d
<i>Sept 26- Oct 2</i>	Stages of Change		CACREP 2.F.3.d
<i>Oct 3- Oct 9</i>	Addiction Abstinence vs Harm Reduction		
<i>Oct 10-16</i>	Levels of Treatment		
<i>Oct 17-23</i>	Addiction Lifespan		CACREP 2.F.3.d
<i>Oct 24-30</i>	Relapse Prevention Treatment Planning	Abstinence ends	
<i>Oct 31-Nov 6</i>	12 Step		
<i>Nov 7-13</i>	Addiction and the brain	Abstinence reflection due	
<i>Nov 14-22</i>	Motivational Interviewing	Support Group Attendance and Reflection Due	

<i>Nov 23-27</i>	Thanksgiving		
<i>Nov 28- Dec 4</i>	Final Presentation Week	Case Study Paper Due	