Seattle Pacific University

**Department of Counselor Education**

**EDCO 6902**

**Substance Abuse Counseling**

**Spring,**



### SEATTLE PACIFIC UNIVERSITY MISSION STATEMENT

### *"Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community."*



**COUNSELOR EDUCATION**

**MISSION STATEMENT**

***“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”***

EDCO 6902

## Course Professor:

**Office Hours:** by appointment

**Phone:**, **E-mail:**

**Technology Integration:**

As identified in section A.10. of the *Ethical Standards for School Counselors* (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, this course utilizes *Canvas (****Canvas web site***: <https://canvas.spu.edu>) and Google Sites to integrate technology throughout this course.

**Disability Support Services:**

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations. Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.

**Emergency Services:**

To prepare and prevent emergency, please consult SPU’s Emergency and Crisis Management Plan: <http://www.spu.edu/info/emergency/index.asp>.

**Diversity Statement:**

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views but it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the “lens” that this viewpoint is shared. Diversity is appreciated and celebrated in this course. We look forward to hearing and learning from others through the sharing of experiences and views.

**Academic Integrity**

 “Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog (pp. 25-26). In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction. If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

**Course Description:**

This 3-credit online course is designed to provide counselors with the knowledge and skills to effectively counsel individuals diagnosed with substance abuse and dependency, provide preventative support for individuals at risk for substance abuse issues, and provide awareness of the unique needs and challenges of individuals with substance use and abuse disorders. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies (including the use of wraparound assessment and intervention services), wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, online discussions, videotapes, lectures, case presentations, and student assignments. *(CACREP Standards – 3c, 5b, 5d, 5g.2.i)*

Specifically, but not limited to:

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.  
(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.  
(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

**Course Objectives:**

This course offers an overview of major counseling theories and provides for the development of basic counseling skills. By the end of the course, students will:

1. Demonstrate knowledge of substance use, abuse, and dependency diagnostic criteria (*COMPETENCE:* *Foundational Knowledge and skills; Analysis and Problem Solving*).
2. Compare and contrast the essential constructs of different theoretical models and application to substance abuse treatment (*LEADERSHIP, COMPETENCE:* *Foundational Knowledge and Skills; Analysis and Problem Solving*).
3. Develop an understanding of the varied techniques in relation to each theoretical model presented (*LEADERSHIP, COMPETENCE:* *Foundational Knowledge and Skills; Analysis and Problem Solving; Communication; Positive Impact on Students*).
4. Demonstrate an entry level mastery of attending and influencing skills to serve individuals with substance use and abuse needs well (*SERVICE, COMPETENCY*: *Foundational Knowledge and Skills; Communication; Analysis and Problem Solving; Positive Impact on Students*).
5. Demonstrate basic counseling skills within the context of ethical and legal standards as applied to substance abuse treatment (*CHARACTER, SERVICE:* *Foundational Knowledge and Skills; Communication; Professionalism; Positive Impact on Students*).
6. Integrate theory and practice of counseling with cultural and spiritual awareness congruent with best practice recommendations for substance abuse treatment (*CHARACTER, LEADERSHIP, SERVICE, COMPETENCY*: *Positive Impact on Students)*.

**Course Readings:**

# *Required reading:*

*Alderson, K. G. (2020). Addictions Counseling Today: Substances and Addictive Behaviors.*  Los

Angeles: Sage. ISBN-13: 978-1483308265; ISBN-10: 148330826X

# Additional Readings Posted to Canvas

**Instructional Methods:**

The primary instructional methods used in this course will be combination of didactic and performance-based activities. It is essential that students *are prepared and engaged for class discussions*. **Zoom Meetings will be scheduled for optional office hours. If your schedule permits and you have questions, do attend. With attendee consent, I will record these meetings. If you would like to meet at another time, please do reach out.**

In an effort to facilitate group learning, I will ensure sufficient time is allocated during office hours to address any questions you might have regarding paperwork, assignments, and your course experience. In addition, any e-mails that are received which could support questions to others in the course, will then include all learners in the reply so that all may benefit from the dialogue. To support your privacy, however, if your e-mail or question is of a private nature, please indicate this in the communication.

**Assignments:**

**\*Please note: APA style (see required text) is an expectation for all written assignments. Assignments are due at 5:00 p.m. on the date indicated (see canvas and course calendar for details). All assignments are to be submitted to the assignment feature on canvas.**

1. **Abstinence & Recovery Exercise/Summary 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 and well as the opportunity to embrace recovery support. This exercise requires that you give up a substance (e.g., nicotine, caffeine, sugar, gluten or alcohol) or a behavior (e.g., Internet use, playing video/computer games, social media, watching television(Netflix), cell-phone usage) for a period of **6 weeks (see dates at the end of this syllabus)**. 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. This assignment will be graded based upon the criteria found in the **Scoring Rubric for Abstinence Exercise** which is to be printed (found on the class website) and submitted with your final paper. Students will self-assess their paper using the rubric and include as an appendix in addition to the letter to the substance/behavior and the log/reflections.

* 1. During this assignment you will (a) write an introductory **letter to your substance/behavior (see Appendix A)**, (b) keep an **abstinence log/reflections (See Appendix B)** of your experiences, and (c) utilize these experiences to contribute to a **summary paper (See Appendix C)**.

This assignment will have the following components:

* **A “Letter to my Substance/Behavior”** – ***one to two page letter, double spaced***, 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 A).
* **An abstinence log/reflection** – This log will describe your 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). Although daily entries into the log are not required, daily entries have been reported as most helpful by previous students. The log needs to be computer generated (**a minimum of half a page per entry – approximately 150-200 words**) and should have a ***minimum of two to three entries* per week**. There will be a minimum of ten to twelve entries in all. See Appendix B for a template for your log as well as an example.
  1. During this assignment you will also attend **three different “Open” 12-Step meetings**. You may attend any of the below groups or any other 12-Step meeting approved by the professor.
* 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/

**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.**

Part of this assignment will also include you 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 (observation sheet) 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.

**Recovery Meeting Attendance & Reflection** – Use your abstinence log to record your attendance and experience at three 12-step meetings, focusing on your thoughts and feelings. Include what you learned by briefly speaking with at least one member at each group attended.

* 1. **A summary paper** – This is to be a ***minimum three to four-page paper, double spaced (not including cover page, references, or appendices),*** describing (a) your overall thoughts and feelings about your abstinence experience and the meetings you attended, (b) what influenced your thoughts and feelings, (c) what this exercise has taught you about what clients/students might experience and how the experiences align with current scholarly literature, and (d) the letter to the substance/behavior, log, and self-evaluation of the assignment using the rubric as appendices *(CACREP Standards – 2d, 3c, 5a, & 5d)* anddescribing 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 *(CACREP Standards – 3c, 5b, & 5d)*. **Paper will follow APA writing standards and references to document current scholarly support (three academic journals minimum) Attach the letter to your substance/behavior, log, and self-evaluation of the rubric as appendices to your paper. Be sure to self-evaluate your review of your assignment using the rubric.**

1. **Counseling Practice Application Presentation.**  Create an appropriate school or community-based counseling intervention to support substance abuse/dependency prevention or treatment. Outside resources can be used for reference however intervention should be self-designed. Examples include classroom guidance lesson, small group counseling activity, individual counseling activity, etc. Intervention should be based on best practice recommendations in the field and include a minimum of three scholarly citations within the presentation and a reference slide to include full references (APA style formatting). Presentation can include individual, partner, or triad work. Presentation can consist of video, slide show, and/or supporting documents. If partnering on this project, each individual student should post copy of their presentation to their individual assignment submission via the canvas site and one post to the discussion board forum. Class members are expected to view materials from postings and respond to each other regarding presentations. Use the assignment feature to (text entry – not upload required) to summarize your experience reviewing peers presentations and interacting on the discussion board. A few sentences/short paragraph is sufficient. Submit to canvas by due date indicated on canvas and course schedule/calendar. See Appendix D for rubric. *(CACREP Standards – 3c, 3d, 5a, 5b, & 5c).*
2. **Attendance and active participation** is an important aspect of this course given the significant experiential activities integrated throughout this course. Due to this course being completely online your active participation in discussions and course interactions are important. Professional behavior is an expectation of this course. Please complete the assigned readings PRIOR to each class meeting in order to prepare you to discuss important concepts with classmate. (For list of readings see course calendar.) If you are unable to attend online class, please arrange to obtain class notes, outlines, handouts, etc. from a classmate, or canvas and notify your professor. All students are expected to participate in discussion forums included in the weekly modules including, but not limited to video and reading reflections. Completion of an anonymous course evaluation is a requirement for course participation.

**Evaluation:**

Grades for this course will be based on the following:

Abstinence & Recovery Exercise and Paper 50%

Counseling Practice Application Presentation 40%

Attendance and Participation 10%

**Grading Scale\***

100-94 A

93-90 A-

89-87 B+

86-84 B

83-80 B-\*

***\*Per program requirements, you must receive a B or better in this course for course credit.***

**Grading Criteria:**

Above and Beyond: A range (A, A-)

All work is completed and on time.  Work shows clear evidence of going beyond the normal expectations for the course in both creativity of thought and the readings used.  Excellent APA format used appropriately.  *Consistent and* *willing participation in class discussions and group work*. Excellent professionalism in oral and written works consistent shown through all projects. Although it is recommended that you attend all classes, you may miss only one class to receive an A or A- grade. Please consult with other class members about the specifics regarding the missed class.

Meets Expectations: B range (B+, B,)

All work is completed and on time.  The quality of the written work is about average for graduate students.  *Average participation in class discussions and group work showing clear evidence of having engaged the professional literature through the required readings*.  Consistent APA format used appropriately.

Not Meeting Expectations: B- and below:

All work completed. Written work is below average for graduate students.   Participation in class and group projects unwilling or inconsistent.  Does not demonstrate evidence of consistently reading the required readings for class.  Inconsistent or incorrect use of APA formats.

###### Tentative Schedule (subject to change)

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | TOPIC | **READING** | **CACREP & Due Dates (See Canvas for Details)** |
| **Module 1:**  **Weeks 1&2**  **Dates:** | Course Introduction  Student Introduction  Ethical, Legal & Professional Considerations  Theories & Neuroscience of Addictions | Alderson,(2020):  Chapters 1-4 | *CACREP Standards – 1b, 2b, 2d, & 3c*  *CACREP Standards – 3a, 3b, 3c, 5c & 5d)*  **DUE: FERPA online course form & Course Introduction Discussion Board(Due at 5 p.m. as part of participation expectations)**  **DUE: Letter to my Substance/Behavior (Due at 5 p.m.)**  **Letter Experience & New Learning Discussion (Due at 5 p.m. as part of participation expectations)** |
| **Module 2:**  **Weeks**  **3 & 4**  **Dates:** | Part I: General Treatment Considerations | Alderson,(2020):  Chapters 5-8 | *CACREP Standards – 1b, 2b, & 3c*  **DUE: TED TALK & New Learning Discussion (Due by 5 p.m. as part of participation expectations)** |
| **Module 3:**  **Weeks**  **5 & 6**  **Dates:** | Part II: Substance Addictions  Mid-term Knowledge Check-in | Alderson,(2020):  Chapters 9 – 13 | *CACREP Standards – 1b, 2b, & 3c*  **Due: Counseling Practice Application Presentation**  **Remember to post to the assignment feature and discussion board feature (post by at 5 p.m.).**  **Participate in Discussion Board for Counseling Practice Application & New Learning between (or before) . Respond by at 5 p.m.)** |
| **Module 4:**  **Week**  **7 & 8**  **Dates:** | Part III: Recognized Behavioral Addictions | Alderson (2020): Chapters 14 & 15 | *CACREP Standards – 1b, 3c, 6a, & 6b*  *CACREP Standards – 3c, 5a, 5c, 5d, 6c, & 6d*  **DUE: Dr. Delaney Ruston Screenagers & New Learning Discussion (Due by 5 p.m. as part of participation expectations)** |
| **Module 5:**  **Weeks**  **9 & 10** | Part IV: Controversial Behavioral Addictions  Part V: Summary & Conclusions | Alderson (2020): Chapters 16-22  Miller & Rollnick (2002)  Chapters 4 & 21  View: You Tube Video on Motivational Interviewing | *CACREP Standards – 1b, 3a, 3c, 5b, & 5d*  **DUE: Motivational Interviewing & New Learning Discussion, Abstinence & Recovery Exercise/Summary Paper & your attendance and participation submission. (All Due at 5 p.m.)** |

**Appendix A**

**Letter to my Substance/Behavior**

This 1 – 2 page paper, double spaced, is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning…”) and should cover the following 5 areas:

1. How my addictive substance/behavior is loved and is considered a “friend”
2. How my addictive substance/behavior is sensual (appeals to my senses)
3. How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
4. How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
5. How my addictive substance/behavior is hated – what it has “cost” me

**Appendix B**

**Weekly Log/Reflections (Template)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Event** | **Reflection (Min ½ page each entry)** |
|  |  |  |
|  |  |  |
|  |  |  |

**Weekly Log/Reflections EXAMPLE**

|  |  |  |
| --- | --- | --- |
| **Date (Min. 3/week)** | **Event (Can include a reading, attending a meeting, personal reflection, etc. if relevant. It is also okay to leave this column blank if you are primarily reflecting on your abstinence. You MUST record all three meetings on your log)** | **Reflection (Min ½ page each entry)** |
| *4/13* | *Attended AA Meeting* | *I attended the Open Door meeting online this evening at 6 p.m. I felt uncomfortable because I have never attended a AA meeting before and I was not sure what to expect. I spoke with the leader whose name was “John” and . . . . . .. . It made me think of my own choice to abstain from XXX and how I can see some parallels between what some of the meeting attendees discussed and my own experience. For example. . . . (continue for what would equate a half of a page or more)* |
| *4/14* | *Read article that I found online related to school counselors working with students related to vaping* | *I chose this article because vaping has become a major issue with many students. I found the article useful as I think about my future work with students . . . . Although my abstinence is not related to vaping, I can see where there were aspects of the article that could apply to my . . . . .(continue for half of a page or more)* |
| *4/15* |  | *Today was really difficult. To be honest, up until this point I found that my abstinence was inconvenient but today I was really struggling with maintaining by choice. I felt as if. . . . . (continue for a half of a page minimum)* |

**Appendix C**

**Abstinence & Recovery Summary Paper Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| NAME: | Exceeds Expectations | Meets Expectations | Needs Improvement |
| Summary Paper is a minimum of 3-4 pages, not including cover page, reference page, or appendices. |  |  |  |
| Student described thoughts and feelings about recovery meetings |  |  |  |
| Student shared how this exercise may have aided in personal and professional development |  |  |  |
| Student reflected on experience of maintaining abstinence from a drug of choice (coffee, social media, etc.) relapse and success. |  |  |  |
| Log reflects a minimum of three entries per week and attendance at a minimum of three open meetings. |  |  |  |
| Paper follows APA guidelines |  |  |  |
| Student included scholarly support – a minimum of three academic journal references. |  |  |  |
| Student completed self-assessment of this rubric, letter to substance/behavior, and log and attached them to paper as appendices. |  |  |  |

Your self-reflection comments:

General Feedback:

Grade:

Appendix D

**Counseling Practice Application Presentation Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| NAME: | Exceeds Expectations | Meets Expectations | Needs Improvement |
| Intervention is appropriate for school and/or community setting. |  |  |  |
| Intervention is based on best practice recommendations in the scholarly literature & references included (minimum of three). |  |  |  |
| Was the presentation organized with clear directions as to how the intervention could be replicated? |  |  |  |
| Was the presentation presented professionally and according to due date? |  |  |  |
| Did the author provide peer review of others presentations & respond to classmate’s questions or comments in a thoughtful manner? |  |  |  |

General Feedback:

Grade: