

# Syllabus

## EDSR 6320/ EDUA6320: ADDICTIVE DISORDERS Sul Ross State University Summer I 2024

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**Office Hours:** Mr. Short does not maintain an office on the university campus. Instructor is available via email and telephone. Telephone conferences are made by arrangement only. Mr. Short will not answer calls during the day. Email should be sent first.

### **REQUIRED TEXT**

Fisher, G. L. & Harrison, T. C. (2021). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Upper Saddle River, NJ: Pearson.  
ISBN: 9780134387642

### **COURSE DESCRIPTION**

Introduces counseling students to the field of addictions, including basic pharmacology, conceptualizations or addictions, assessment, models of treatment, prevention, and family issues. Prerequisite: approval of advisor.

### **COURSE OBJECTIVES**

Students will demonstrate:

1. understanding of the problems of substance abuse, including major signs and symptoms, and appropriate methods of assessment.
2. knowledge of a variety of models and theories of addiction related to substance use and other addictions, and various treatment modalities with applicability to chemical dependency.
3. ability to identify the problems and determine appropriate treatment of special and at-risk populations.
4. knowledge of treatment resources in the community for clients with substance abuse problems.
5. understanding of the history, philosophy, and trends in addiction counseling.
6. knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the use and significant others.

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

| CACREP Standard   | Activity                                  | SLOs  |
|---|---|-------|
| <b>Common Core for all students:</b>                            |   |       |
| 1. History and philosophy of the counseling profession (IIF1a); | Assigned Reading Chapters<br>1<br>Testing | 1,2,3 |

|  |  |       |
|--|--|-------|
| 2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (IIF1b); | Assigned Reading Chapters 1-15<br>Testing Support group assignment<br>Abstinence assignment and journaling | 2,3   |
| 3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);  | Assigned Reading Chapters 1-6<br>Testing, Support group assignment<br>Abstinence assignment and journaling | 3     |
| 4. Self-care strategies appropriate to the counselor role (IIG11);   | Assigned Reading Chapters 1<br>Testing, Support group assignment<br>Abstinence assignment and journaling   | 2,3   |
| 5. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);  | Reading Chapters 1 -15<br>Testing, Support group assignment<br>Abstinence assignment and journaling        | 1,2,3 |
| 6. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e); and   | Assigned Reading Chapters 10<br>Testing, Support group assignment<br>Abstinence assignment and journaling  | 1,2,3 |
| 7. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);  | Reading Chapters 5<br>Testing Support group assignment<br>Abstinence assignment and journaling             | 3     |
| 8. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);  | Assigned Reading Chapters 4<br>Testing   | 2,3   |
| 9. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.  | Assigned Reading Chapters 4, Testing, Support group assignment<br>Abstinence assignment and journaling     | 1,2,3 |
| 10. multicultural counseling competencies (IIF2c);   | Assigned Reading Chapters 4<br>Testing   | 1,2,3 |
| <b>Standards for Clinical Mental Health Counseling (CMHC) track</b>  |  |       |

|   |  |       |
|---|--|-------|
| 1. Roles and setting of clinical mental health counseling (CMHC:VC1a);  | Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,15<br>Testing<br>Discussion Boards,<br>Abstinence Assignment,<br>Lectures and PPT.  | 1,2,3 |
| 2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)  | Lecture & Discussion,<br>Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br>Testing<br>Discussion Board, Support group assignment<br>Abstinence assignment and journaling | 1,2,3 |
| 3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. (CMHC:VC2e); | Lecture & Discussion Boards, Assigned Reading Chapters 1, 2, 3,6,7,8,10<br>Testing<br>Discussion Board,<br>Support group assignment  | 1,3   |
| 4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);  | Lecture & Discussion,<br>Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14<br>Discussion Board, Testing<br>Support group assignment   | 1,2,3 |
| 5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);  | Lecture & Discussion,<br>Assigned Reading Chapters 5<br>Testing, Support group assignment  | 1,2   |
| 6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);  | Lecture & Discussion,<br>Assigned Reading Chapters 5<br>Testing  | 3     |
| 7. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);  | Lecture & Discussion,<br>Assigned Reading Chapters 5<br>Testing  | 2,3   |
| 8. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)  | Lecture & Discussion,<br>Assigned Reading Chapters 1 , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15<br>Testing<br>Discussion Board<br>Support group assignment                                       | 1,2,3 |

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**Student Learning Outcomes**

**This course contributes to the following required student learning outcomes:**

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect clients’ ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental counseling program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate their ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**REQUIREMENTS**

Students will:

- participate in online discussions and assigned activities.
- complete assignments and meet assigned deadlines.
- take online quizzes and exams.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

**EVALUATION**

The course grade will be weighted as follows:

|  |  |
|--|--|
| Chapter Quizzes                        | 45 points (15 quizzes @ 3 points each)       |
| Midterm Exam                           | 15 points                                    |
| Final Exam                             | 15 points                                    |
| Abstinence Experience Analytical Paper | 7 points                                     |
| Abstinence Experience Journals         | 3 points (3 entries @ 1 point each)          |
| Support Groups Experience Essay        | 10 points                                    |
| Discussion Board                       | + <u>5</u> points (5 entries @ 1 point each) |
|  | <i>100 total points possible</i>             |

Course Grade:

|            |           |           |           |
|------------|-----------|-----------|-----------|
| A          | B         | C         | F         |
| 91% - 100% | 81% - 90% | 71% - 80% | Below 71% |

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

**No late assignments are accepted.**

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

## **ATTENDANCE POLICY**

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. This is a web course and it subject to the **Sul Ross State University Online Participation Policy**. It is the student's responsibility to check the Discussion Board on Blackboard and their Sul Ross email continuously for the duration of the course. In order for you to remain enrolled in EDSR 6320/EDUA6320, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the schedule contained in this syllabus. It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session, fails to log in, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response. ***You will be expected to check your Sul Ross email inbox Discussion Board forum daily for the duration of the semester.***

## **ASSIGNMENT DESCRIPTIONS**

**NOTE: Grades are earned based on the quality of the work completed. Late assignments are not accepted.**

**Writing Style.** Papers must be typed using one-inch margins, 12-point type, and double line spacing, have all pages except the first numbered, and be edited for spelling and grammar. I encourage you to have your work proofread. All written assignments must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* <http://www.apastyle.org/stylehelper/>

Follow the instructions for each paper, and be certain to include citations and a References page following APA style.

**NOTE: Your writing reflects your professionalism. Papers with multiple errors will receive a reduction in grade.**

### **Support Groups Experience and Essay**

Students are required to attend a meeting of **two different support groups**, and to write a two-part essay. The first part of the essay will address the first group attended; the second part of the essay will address the second group attended.

(1) One meeting **MUST** be an *open* Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) meeting. (If you are currently in recover and are actively attending 12-step meetings, attend a meeting of one of the alternative types of support group listed in Chapter 10 in your textbook.)

(2) The second meeting must be for **non-addicted individuals** (e.g., Al-Anon, CODA, ACOA).

In the first section of your essay, which should be from 3-5 pages, include the following for the open AA or NA meeting you attended:

- (a) a description of what went on at the meeting;
- (b) your personal cognitive and affective reactions to the people and events;

- (c) an analysis of the advantages and disadvantages of this type of support group in recovery.

In the second section of your essay, which should be from 3-4 pages, include the following for the non-addicted individual support group (Al-Anon, etc.):

- (a) a description of what went on at the meeting;
- (b) your personal cognitive and affective reactions to the people and events;
- (c) an analysis of the advantages and disadvantages of this type of support group.

Create a heading for each group, so that each of the two sections of your paper can be easily seen. Include citations and a Reference page (based on your textbook) following APA style. Include a cover sheet. The cover sheet and the References page are not counted in the minimum length for the essay, which should total a minimum of 8 pages.

NOTE: Remember that these support groups are based on **anonymity**. **DO NOT** announce that you are there on a class assignment. **DO NOT** take notes; you are there to experience the meeting: (Remember that you can always "pass" if people look at you to speak. This is allowed in these meetings, and no one will object.) **BE SURE TO READ CHAPTER 10, "12-STEP AND OTHER TYPES OF SUPPORT GROUPS," BEFORE YOU ATTEND ANY MEETINGS!**

On the underlined Support Group Experience & Essay link on the Assignments page of Blackboard, you will attach your completed essay. Note the due date on the calendar in this syllabus. No late assignments are accepted.

### **Abstinence Experience, Reaction Journal, and Analytical Paper**

(1) Think about an activity you enjoy and engage in on a daily (or very frequent) basis, and commit to discontinuing that activity *for the duration of this course*. The first thing that popped into your mind--and that you rejected because it would be too difficult--is the thing you should choose.

(2) Keep a journal of your cognitive and affective reactions to this experience. You will submit this journal on Blackboard **three times** (see the schedule in the syllabus for the due date for each entry submission). The links to submit each journal entry are found on the Assignments page of Blackboard. Create a **Microsoft Word** document, and type your journal entry. You will have approximately one week in each journal entry. Label each day and date, such as Monday \_\_/\_\_/\_\_, Tuesday \_\_/\_\_/\_\_, etc., and then write your observations regarding your abstinence experience below the appropriate day. Be honest! Save your document with your name, for example, "Smith-Journal #1." I will supply feedback for your journal submission each time.

(3) Write a paper *after* the third journal submission; see the syllabus schedule for the due date for this paper. Include an examination of your use of minimization, denial, rationalization, and projection; an analysis of any slips or relapses; and a discussion of how you believe the experience will affect your work with clients. **DO NOT** simply summarize your journal entries! This paper must include **citations** from your textbook and a separate **References** page. Your textbook can be your only reference; in that case you will only have one entry on your References page. Utilize **APA style** for your citations and Reference entry. The paper, including your cover sheet and separate References page, must be from 6-8 pages in length. Grammar and mechanics count! Be sure to save the paper with your name, for example, "Smith-Analytical Paper." The link to submit

your Analytical Paper is found on the Assignments page of Blackboard. Please note that no late assignments are accepted. See the calendar in this syllabus for all deadlines.

### **Discussion Board**

There are 5 separate forums on the Discussion Board. You will be required to make an initial post to each forum, and you will also be expected to respond to one other student in the course on each forum. See the calendar in this syllabus for due dates for each post and response.

### **Quizzes and Exams**

15 Chapter Quizzes, a Midterm Exam, and a Final Exam will be given. All are online and can be found on the Blackboard course site. Note the due dates for each on the calendar in this syllabus. You are responsible for **all** material in the reading assignments.

**SRSU Disability Services:** The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in the University Center, Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178. Fax: 432-837-8724.

## **ED 6324 CALENDAR and Due Dates SUMMER I 2023**

### **SUMMER I 2024**

Schedule is subject to change at the discretion of the instructor. **All assignments are due on the date specified no later than midnight CST. No late assignments are accepted.**

- May 29      Course officially begins.
- May 30      Read Chapter 1 and accompanying summaries, overviews and Power Points
- May 31      **Discussion Board** “Online Participation Policy” agreement posting due
- June 1      **Discussion Board #1** “Introduce Yourself” posting due
- June 2      **Chapter Quiz—#1 (Pre-Test, Can you Identify these Drugs? & Name the Drug)** due by midnight CST

**Email instructor regarding your abstinence choice** for the duration of the semester, and **begin abstaining and recording your journal entries.**

- June 3      Read Chapter 2 and accompanying summaries, overviews and Power Points
- June 4      **Chapter Quiz #2 (Drugs) due**
- June 5      Read Chapter 3 and accompanying summaries, overviews and Power Points
- June 6      **Chapter Quiz #3 (Models) due**
- June 7      Read Chapter 4 and accompanying summaries, overviews and Power Points  
**Discussion Board #2** “I’m Surprised, Shocked, or Confused!”
- June 8      **Chapter Quiz #4 (Diversity) due**
- June 9      Read Chapter 5 and accompanying Lectures and Power Points  
**Journal Entry #1 due!**
- June 10     **Chapter Quiz #5 (Ethics) due**
- June 11     Read Chapter 6 and accompanying summaries, overviews and Power Points  
**Discussion Board #3** “Close to Home” due
- June 12     **Chapter Quiz #6 (Diagnosis) due**
- June 13     Read Chapter 7 and accompanying summaries, overviews and Power Points
- June 14     **Chapter Quiz #7 (Brief Interventions) due**
- June 15     **MIDTERM EXAM (covers Chapters 1-7)**  
Read Chapter 8 and accompanying summaries, overviews and Power Points
- June 16     **Chapter Quiz #8 (Treatment) due**



- Journal Entry #2 due!**
- June 17 Read Chapter 9 and accompanying summaries, overviews and Power Points  
**Discussion Board #4** “My Support Groups Experience” due
- June 18 **Chapter Quiz #9 due**
- June 19 Read Chapter 10 and accompanying summaries, overviews and Power Points  
**Support Groups Experience Essay due!**
- June 20 **Chapter Quiz #10(Relapse) due**
- June 21 Read Chapter 11 and accompanying summaries, overviews and Power Points
- June 22 **Chapter Quiz #11 (Groups)due**
- June 23 Read Chapter 12 and accompanying summaries, overviews and Power Points  
**Journal Entry #3 due!**
- June 24 **Chapter Quiz #12(Families) due**
- June 25 Read Chapter 13 and accompanying summaries, overviews and Power Points
- June 26 **Chapter Quiz #13(Adult Children) due**
- June 27 Read Chapter 14 and accompanying summaries, overviews and Power Points
- June 28 **Chapter Quiz #14(HIV/AIDS) due**
- June 29 Read Chapter 15 accompanying summaries, overviews and Power Points  
**Analytical Paper due (based on experience) and end of your abstinence!**
- June 30 **Chapter Quiz #15 (Other Addictions)**  
**Discussion Board #5 “My Experience with Abstaining” due**
- July 1 Read Chapter 16 accompanying summaries, overviews and Power Points
- July 2 **Chapter #16(Prevention) due**
- July 3 FINAL EXAM (covers Chapters 8-16)**  
**Course ends! Celebrate!**

**Note: Students must check their Sul Ross email inbox daily throughout the duration of the semester. That is the means by which the instructor will communicate with students regarding Blackboard assignment submissions or other course concerns.**

