Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: Special Education, Rehabilitation, Counseling/School Psychology

2. Course Prefix and Number: RSED 5340/6340/6346
   3. Effective Term: Fall 2010

4. Course Title: Foundations of Substance Abuse Counseling
   Abbreviated Title (30 characters or less): Foun of Sub Abuse Counseling

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
   Contact/Group Hours | Scheduled Type | Weekly or Per Term? | Credit Hours | Anticipated Enrollment
   ------------------- | ------------- | ------------------- | ------------ | ------------------
   Maximum Hours (Repeatability): 3 | Lecture | Weekly | 3 | 25

   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites, Co-Requisites:
   (Indicate with * if item is recommended but not required; indicate minimum grade, if applicable.)
   - Prerequisite(s):
     None
   - Co-Requisite(s):
     None
   - Pre/Co-Requisite(s):
     None

9. Restrictions:
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    Provides knowledge of the nature of substance abuse, drug classification, models of addiction, assessment & diagnosis, treatment, and related issues.

11. May Count Either:
    5340
    or 6340 or 6346
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification: This course has existed as RSED 7440/7446 Seminar in Specialization. The department is ready to adopt it as a separate course with its own number. It is being proposed as a 5000 level so that advanced undergraduates may enroll as part of a piggyback course with the graduate 6000 level section. It is also being proposed to include a graduate distance education section.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:

For both graduate and undergraduate students:
1. To explore the role of mental health professionals in prevention and treatment of substance abuse.

2. To gain knowledge and information regarding the classification of drugs.

3. To gain knowledge and information on various models of addiction.

4. To gain knowledge and information on issues of substance abuse in culturally and ethnically diverse groups.

5. To gain knowledge and information regarding assessment and diagnosis of substance abuse.

6. To gain knowledge and information regarding interviewing and brief interventions in substance abuse.

7. To explore treatment options for substance abuse of alcohol and other drugs.

8. To gain knowledge and information regarding issues of relapse, prevention, and recovery in substance abuse.

9. To explore and gain knowledge of twelve-step programs and other types of support groups.

10. To gain knowledge and information regarding the impact of substance abuse on families, children, adult children.

11. To explore and gain knowledge regarding issues of co-dependency and substance abuse.

12. To gain knowledge and information regarding substance abuse and the relationship of HIV/AIDS and other communicable diseases.

13. To explore and gain knowledge regarding cross-addictions.

14. To gain knowledge and information as to the role that prevention plays in substance abuse.

15. To explore ethical issues and the role of confidentiality in substance abuse and treatment.

For graduate students:
1. To gain a more comprehensive knowledge of substance abuse and the related issues.
2. To explore issues surrounding Alcoholics Anonymous through more in-depth discussion with fellow graduate students.

17. Course Content Outline:

Students in the distance education section of this course will access class lectures through the use of streaming media. Links to the lectures will be posted in Blackboard. Assignments will be submitted electronically via email allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via email and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

Week 1: Course Overview Introduction to Foundations of Substance Abuse
Reading: None

Week 2: The Role of Mental Health Professionals in Prevention and Treatment
Reading: Chapter 1

Week 3: Classification of Drugs
Reading: Chapter 2

Week 4: Classification of Drugs (continued) Models of Addiction
Reading: Chapter 2 Chapter 3

Week 5: Culturally and Ethnically Diverse Groups
Reading: Chapter 4

Week 6: Assessment and Diagnosis
Reading: Chapter 5

Week 7: Client Engagement and Brief Interventions
Reading: Chapter 6

Week 8: Mid-term (in class students for on-campus students, exam window open for distance education students)

Week 9: Treatment of AOD Problems, Relapse, Prevention and Recovery
Reading: Chapter 7 Chapter 8
DB Reaction Analysis DUE - Graduate Students Only

Week 10: 12-Step and Other Types of Support Groups
Reading: Chapter 9

Week 11: Families
Reading: Chapter 10
Experience a 12-Step or Support Group Journaling and Paper DUE

Week 12: Children, Adult Children, and Codependency
Reading: Chapter 11

Week 13: HIV/AIDS Gambling and Other Addictions
Reading: Chapter 12 Chapter 13
Abstinence Activity DUE

Week 14: Prevention
Reading: Chapter 14
Substance Abuse and Disability Interaction Paper DUE
18. Assignments / Projects:

Each student will be held responsible for all of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed prior to class meetings.

Course Assignments:

A. Examinations: There will be two exams; a mid-term and final. Distance education students will take all closed examinations under the supervision of a proctor (see Class Policy Statements below).

B. Abstinence Activity: Students are to choose a substance or activity and abstain from this substance or activity for four (4) weeks. The first thing that pops into your head and is rejected because it is too difficult is most likely the thing you should choose. For me, this would be caffeine but for others it might be alcohol, coffee, chocolate, sugar, gambling, watching television, tobacco or even an illegal drug. You are to record your defense mechanisms throughout this time period by keeping a journal/diary. In other words, when you have the urge or craving to enjoy your chosen substance or activity, how did you deal with the experience? Did you cheat and how did you justify your choice? Did you truly abstain and how did you feel? How difficult is this activity for you? How meaningful is it in the insight it might give you about giving up a “drug of choice?” How do you feel during the first week versus the fourth week if you have actually given up the substance or activity?

- Students will be required to keep a daily journal/diary of this experience. The daily journal is for self-monitoring and reflective purposes. The extent and amount that you write on a daily basis is truly up to you but you do need to put your best effort into this project and let that be reflected in your journaling. You will be expected to turn in your journal/diary of the entire 4 weeks.
- Students will write a paper (3-4 pages) that describes this experience at the end of the four week time period. This paper should generally describe your chosen abstinence activity and reflect what this experience was like for you. You should be able to describe your experience as it may or may not relate to individuals with substance abuse issues that you serve in light of their experiences with abstinence.
- In-class students must turn in assignments in class on the due date. Distance education students must send assignments as an email attachment by 5:00 pm on the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

C. Experiencing a 12-Step Group or a Support Group: Students are to experience attending a 12-Step Group or an AOD Support Group in a community environment. Students will be required to attend three (3) meetings of an approved group (of their choosing) in their community and will journal their attendance at each meeting (paying strict attention and adhering to confidentiality requirements of the group). This journaling (each group attendance will be described in a 1-2 page journal entry) will be primarily regarding the content of the group and not the format (as seen in the Group Counseling class). Students are expected to write a short paper (3-5 pages) regarding their overall impression of the group as it relates to the 12-step model.
- Experiencing Group Dynamics – After attending each group meeting (for a total of three consecutive meetings) of an approved group, students will
journal their attendance at each meeting. Please pay attention to issues of confidentiality in both group attendance and journaling—do not refer to anyone by their full name, do not give identifying personal characteristics about the group or its members other than in response to the items below. The expectation is that journaling will be conducted after each group meeting and will be 1-2 type written pages of information that cover the following points: Please give the name of the group, the date of the meeting, and time frame of the group you attend.

- Describe the type of 12-step group you attend. What makes this group a support/12-step group?
- Describe the actual lay out of the room – how is seating arranged?
- Describe the format used for the group?
- Describe the group content for the group meeting you attend (give general content not necessarily specific information said by anyone individual).
- Describe any group processes you experienced in the group. Give examples of both nonverbal behaviors and verbal behaviors seen in the group.
- How did the group leader (or group members in groups without a leader) handle conflict? Did you experience other group dynamics within the group other than conflict?
- Anything else you noted during your attendance.

- Paper – Students will write a short paper (3-5 pages) that describes their 12-step group attendance. Was this experience one that you expected from as 12-step group? What made it so? Did attending this 12-step group serve to reinforce or bust any myths or assumptions you had/have about people with substance abuse issues? Describe your reasoning here. If you were in a position where you needed to attend a 12-step group, how would this exercise impact your decision or choice of doing so? Did this exercise impact how/what you might advise consumers who need the support of a 12-step group? Describe your reasoning here.
- In-class students must turn in assignments in class on the due date. Distance education students must send assignments as an email attachment by 5:00 pm on the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

D. Substance Abuse and Disability Interaction Paper: Students will complete a paper (APA format) (6-8 pages of content, text only) detailing the interaction of disability and issues involved in substance abuse. For this paper, you may focus on:

- a specific substance and the resulting disability/disabling conditions brought about by its use and abuse
- a detailed account of how substance abuse impacts people with disabilities either specifically by disability group or generically within the population of those with disabilities
- Make sure to include:
  - Information on the substance
  - Information on your target population
  - MOST IMPORTANTLY – a thorough analysis and description of the interaction that substance abuse and disability has for your group. Base this on what you find in your research of the substance(s) that have the most impact on your group. What is the impact? How are families, societal patterns, and quality of life impacted? What treatment options are there for your group and/or substance(s)? How successful is treatment? What are the after effects of becoming abstinent for your group based on the interaction of abused substances? How does abstinence impact disability for your group?
  - Your recommendations and/or observations of the interaction for your group as described above. What does the future look like for your group? If you were to work with this clientele exclusively, what treatment plans
would you want to implement that have not been stressed or identified? What knowledge could you add or suggest for research that would benefit your group?

• Include a bibliography of a minimum of 10 resources (e.g., websites, fact sheets, brochures, books, videos, journal/magazines, newspaper articles) that were used in the completion of this paper.
• In-class students must turn in assignments in class on the due date. Distance education students must send assignments as an email attachment by 5:00 pm on the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

E. Graduate Student Assignment ONLY

Discussion Board – Reaction Analysis: Graduate students will read the Newsweek article entitled A Struggle Inside AA (May 7, 2007, pages 46-48) and respond to a Discussion Board on 12-step groups. The DB will run for 1 week (Monday noon to Monday midnight). Both in-class and distance education graduate students are required to make one initial posting to the DB question(s) that is substantive in nature and 2 additional postings that are substantive responses or reactions to other students’ postings.

Distance education students will have access to the Auburn University libraries by utilizing the library’s on-line databases for materials that will support the completion of assignments. You may also have materials mailed directly to you upon request. Suzy Westenkirchner is the librarian who works specifically with the College of Education. In addition to the help you can receive from the reference desk, Ms. Westenkirchner is available for you to contact directly. She can be reached at: 334-844-2817 or smw0003@auburn.edu.

(List all quizzes, projects, reports, activities and other components of the course grade – including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Graduate Students
A. Examinations = 40 points (20 mid-term; 20 final)
B. Abstinence Activity = 20 points (10 journal; 10 paper)
C. Experiencing a 12 Step or Support Group = 20 points (10 journal; 10 paper)
D. Interaction Paper = 20 points
E. DB Reaction Analysis = 20 points

TOTAL POINTS Graduates = 120
The grade ranges are: 112 - 120 = A; 104 - 111 = B; 96 - 103 = C; 88 - 95 = D; Below 88 = F

Undergraduate Students
A. Examinations = 40 (20 mid-term; 20 final)
B. Abstinence Activity = 20 (10 journal; 10 paper)
C. Experiencing a 12 Step or Support Group = 20 (10 journal; 10 paper)
D. Interaction Paper = 20

TOTAL POINTS Undergraduates = 100
The grade ranges are: 92 - 100 = A; 84 - 91 = B; 76 - 83 = C; 75 - 68 = D; Below 68 = F

(List all components of the course grade – including attendance and/or participation if relevant – with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

For students enrolled in the 6340 or 6346 sections, graduate credit will be given. The nature and impact of substance abuse is important to rehabilitation counselors and other service providers. In this course students will explore the nature of substance abuse, the classification of drugs, models of addiction, assessment and
diagnosis, treatment and issues in treatment and intervention, and
associated issues surrounding substance abuse commonly seen in
families, society, as well as in cross-addictions. This topic is
examined the context of providing quality rehabilitation services to
consumers with disabilities. Learning of this subject matter is
covered by both content as well experiential components.
Assignments for graduate students are more comprehensive and
demonstrate more in depth knowledge and understanding of the
curricula, which justifies the placement of this course at the
graduate level.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for
evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the
academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the
Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of
the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for
university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an
excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits
of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such
notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more
information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.:hour exams, mid-term exams) due to properly authorized excused absences
must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence
of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in
extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university
courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the
Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should
arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed
immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these
forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2096 (V/TT).
Supplement to the Class Policy Statements (RSED 5340/6340/6346)
The following policy statements represent modifications or additions to the required statements noted on the Proposal Form for Addition and Revision of Courses.

CLASS POLICY STATEMENTS:

Participation: It is expected that each person will come to class prepared and will participate in discussions generated through class readings, class exercises and topic presentations. Distance education students are not required to participate in the “live” format of class. However, it is expected that they will view all archived class meetings to comply with class participation. Distance education students will participate in every scheduled class meeting through streaming videos and shared computer formats. The combination of these formats will enable students to participate in the classroom setting. Class meetings will be archived and available for review by students who are unable to attend live sessions. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Assignments: All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments are due on the date noted in the syllabus unless prearranged dates are established between the student and the professor. In-class students must turn in assignments in class on the due date. Distance education students must send assignments as an email attachment by 5:00 pm on the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

Auburn University Policy on Classroom Behavior: “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephone, and web activities associated with courses) may include, but are not limited to the following: • arriving after a class has begun • eating or drinking • use of tobacco products • monopolizing discussion • persistent speaking out of turn • distractive talking, including cell phone usage • audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor • refusal to comply with reasonable instructor directions • employing insulting language or gestures • verbal, psychological, or physical threats, harassment, and physical violence” (see Tiger Cub).

Student Academic Grievance Policy: The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See Tiger Cub for steps toward redress.

Course Contingency: If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality