

University of Utah – Fall Term 2024
Department of Educational Psychology
Substance Abuse Counseling: ED PS 6340 (3 Units)
Mondays 4:35pm – 7:05pm
SLC: SAEC 1145; ST. GEO: St. Geo Teaching Center

Instructor: Carolina Corrales, PhD

Office Hours: by appointment

e-mail: c.corrales@utah.edu

Required Texts:

Cimini, M.D. & Martin, J.L. (2020). *Screening, Brief Intervention, and Referral to Treatment for Substance Use. A Practitioner's Guide*. American Psychological Association.

Stevens, P.W. & Smith, R. L. (2018). *Substance Use Counseling: Theory and Practice (6th ed)*. Pearson Education, Inc.

Required Article or Website Readings: see “Readings List”

Course Overview and Objectives:

This course is designed to provide an introduction and overview of current theory, research, and practice related to substance use/misuse/disorder counseling. Emphasis is placed on developing awareness and knowledge of specific issues related to counseling for substance use/misuse/disorder as compared to other areas of counseling. Additional course objectives include awareness of the professional and ethical issues related to substance use/misuse/disorder counseling, discussion of practical approaches in various prevention and treatment settings (e.g., schools, clinics, community, etc.) as well as interventions that are appropriate and relevant in a multicultural society.

In-Person Course: This course is listed as “in-person” and students are expected to attend class in-person in SLC or at the St. George Teaching Center for each class meeting. If you miss a class meeting, please consult with the instructor and your student colleagues to obtain any missed class notes and review the syllabus for any readings/assignments. If there is an unforeseen reason that videoconferencing is necessary for any lecture during the term, the instructor will make that decision at the appropriate time and notify students accordingly.

Student Expectations

- Students are expected to attend every class session and be on-time.
- Students are expected to have access to the internet, e-mail (i.e., official university e-mail account), and Canvas.
- Students are expected to turn-in assignments on-time. Note on late assignments: if an assignment will be late, the student must communicate with the instructor, in advance of the due date, or the student's assignment will be marked down 10% (of the total points) per day late.
- Students are expected to place on silent (or vibrate) cell phones (or any other distracting electronic device) and refrain from surfing the web, checking e-mail on laptops, using smartphones, and so forth during class sessions.
- Students are expected to actively participate in the class and present their own viewpoints regarding the course content while respecting and appreciating any differing viewpoints offered by classmates or the instructor.
- Students are expected to follow the University's “Student Code” during their participation in all components of this course as well as their ethical codes/standards for the academic/professional program enrolled (e.g., SC, CMHC); additional details in the next section.

Student Code of Conduct

Statement Regarding Academic Misconduct and Professional Standards: It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, or inappropriately collaborating. This includes the use of generative AI tools without citation, documentation, or authorization. Students will be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's Student Code :<https://regulations.utah.edu/academics/6-410.php>.

Statement on Generative Artificial Intelligence (AI): Using an AI content generator to produce content that is turned in for an assignment or exam without being explicitly allowed to do so is academic misconduct. To clarify, this course does not allow for the use of any AI generated content on assignments or exams.

Statement on Plagiarism: Misrepresenting someone else's work as your own is a violation of the University policy. From the University of Utah Student Code (available on-line): "*Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.*" Violation of this policy can include, but not limited to, receiving a failing grade for this course. If you have any questions or concerns regarding this policy, or any aspect of the student code, please feel free to consult with the instructor.

Structure of the Course

This is a graduate level course and student participation is highly encouraged and necessary to maximize the learning process. Part of the class time will be used for lecture on the assigned topic(s) for the class period. Part of the class time may be used for students to engage in educational learning activities based on the material covered during the class period. Students are expected to have completed the assigned readings prior to each class session.

Course Assignments:

- **Reading Quizzes:** Throughout the term brief reading quizzes will be administered at the beginning of the class period that cover the assigned reading for that week. Students will **not** be permitted to make-up the brief reading quizzes if they are late or miss class.
- **Exams:** There will be two exams administered during this course. Each exam is designed to provide students with the opportunity to display their knowledge of the content covered. Exams will be based on material covered in both lecture and readings and will consist of multiple-choice and short-answer questions.
- **Community Learning Assignment (CLA):** Students will have the opportunity to increase their awareness and understanding in the field of substance use/misuse/disorder counseling through completing a community learning assignment. This assignment may include such experiences as attending an AA meeting (or similar), touring a substance use treatment facility, or attending a relevant seminar or workshop. Students will be required to turn in a paper that documents this learning experience. More information about this assignment will be provided in class.

Course Schedule (Note: the schedule is subject to revisions, as needed, during the term and students will be notified in advance regarding any changes). S&S = Stevens & Smith text; C&M= Cimini & Martin text; see also “Readings List.”

| Class Meeting #/Date | Class Topic | Assigned Readings |
|----------------------|---|---|
| 1) 8/19/24 | Introductions, class overview, expectations, assignments; Intro to the topic | Syllabus |
| 2) 8/26/24 | Prevalence, Ethical and Legal Issues; Continuum of Care | S&S: Chapters 1 & 2 Article: 1) Behavioral Health Barometer, Utah, Volume 6 |
| 3) 9/02/24 | LABOR DAY – NO CLASS | ----- |
| 4) 9/09/24 | Theories, Etiology, and Explanations for the Use of Substances | S&S: Chapter 4 Article: 1) Burrow-Sánchez et al., 2022 2) Romer et al., 2017 |
| 5) 9/16/24 | Substances of Use/Misuse and Their Effects on the Brain and Body | S&S: Chapter 3 Website: 1) NIDA: Commonly Used Drugs |
| 6) 9/23/24 | Screening for Substance Use/Misuse; Diagnosing for Substance Use Disorders | S&S: Chapter 5 C&M: Chapters 1-3 |
| 7) 09/30/24 | Substance Use/Misuse Prevention and Intervention **CLA DUE** | S&S: Chapter 13 Articles: 1) APA – Zero Tolerance (2008) 2) Onrust et al., (2016) 3) Skinner et al., (2015) |
| 8) 10/07/24 | FALL BREAK – NO CLASS | ----- |
| 9) 10/14/24 | EXAM #1 | ----- |
| 10) 10/21/24 | Intervention and Treatment Approaches: <i>Screening, Brief Intervention, and Referral to Treatment (SBIRT); Motivational Interviewing; Settings</i> | S&S: Chapter 6 C&M: Chapters 4 & 5 |
| 11) 10/28/24 | Intervention and Treatment Approaches: <i>Individual; SBIRT for Adolescents</i> | S&S: Chapter 7 C&M: Chapter 8 |
| 12) 11/04/24 | Intervention and Treatment Approaches: <i>Group; SBIRT for Cannabis Use</i> | S&S: Chapter 8 C&M: Chapter 12 |
| 13) 11/11/24 | Intervention and Treatment Approaches: <i>Special Populations; Diverse Cultures</i> | S&S: Chapters 11 & 12 C&M: Chapter 9 |
| 14) 11/18/24 | Intervention and Treatment Approaches: <i>Cultural Accommodation, Adaptation, and Evidence</i> **I&I DUE** | Articles: 1) Burrow-Sanchez et al., (2011 & 2018) 2) Huey et al., 2023 3) Steinka-Fry et al., 2017 |
| 15) 11/25/24 | Intervention and Treatment Approaches: <i>Relapse Prevention; Technological Considerations</i> | S&S: Chapter 10 C&M: Chapter 11 |
| 16) 12/02/24 | EXAM #2 | ----- |

READINGS LIST

PDF's (available on CANVAS):

- 1) American Psychological Association Zero Tolerance Task Force (APA-ZTTF, 2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63, 852-862.
- 2) Behavioral Health Barometer, Utah, Volume 6 (2020). Substance Abuse and Mental Health Services Administration. HHS Publication No. SMA-17-Baro-16-States-UT.
- 3) Burrow-Sánchez, J., & Hops, H. (2018). A randomized trial of culturally accommodated versus standard group treatment for Latina/o adolescents with substance use disorders: Posttreatment through 12-month outcomes. Cultural accommodation of group substance abuse treatment for Latino adolescents: Results of an RCT. *Cultural Diversity and Ethnic Minority Psychology*, 25, (3) 311-322.
- 4) Burrow-Sánchez, J., Martinez, C., Hops, H. & Wrona, M. (2011). Cultural accommodation of substance abuse treatment for Latino adolescents. *Journal of Ethnicity and Substance Abuse*, 10, 202-225.
- 5) Burrow-Sánchez, J. J. & Ratcliff, B. R. (2022). The influence of risk and protective factors on adolescent alcohol, cannabis, and electronic cigarette use. *Journal of Prevention*, 43, 801-821.
- 6) Huey, S. J. et al., (2023). Culturally responsive cognitive behavioral therapy for ethnically diverse populations. *Annual Review of Clinical Psychology*, 19, 51-78.
- 7) Onrust, S. A., Otten, R., Lammers, J. & Smit, F. (2016). School-based programmes to reduce and prevent substance use in different age groups: What works for whom? Systematic review and meta-regression analysis. *Clinical Psychology Review*, 44, 45-59.
- 8) Romer, D., Reyna, V. F., Satterthwaite, T. D. (2017). Beyond stereotypes of adolescent risk taking: Placing the adolescent brain in developmental context. *Developmental Cognitive Neuroscience*, 27, 19-34.
- 9) Skinner, C.S., Tiro, J., & Champion, V.L. (2015). The health belief model. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds). *Health Behavior: Theory, Research, and Practice* (5th Ed). Jossey-Bass Publishers. (pp. 75-94).
- 10) Steinka-Fry, K.T., Tanner-Smith, E. E., Dakof, G.A., Henderson, C. (2017). Culturally sensitive substance use treatment for racial/ethnic minority youth: A meta-analytic review. *Journal of Substance Abuse Treatment*, 75, 22-37.

Websites (available on Web):

- 1) National Institute on Drug Abuse (NIDA): Commonly Used Drugs Charts. Available at: <https://nida.nih.gov/research-topics/commonly-used-drugs-charts>
- 2) Substance Abuse and Mental Health Services Administration (SAMHSA): National Survey on Drug Use and Health (NSDUH). Available at: <https://www.samhsa.gov/data/data-we-collect/nsduh-national-survey-drug-use-and-health>
- 3) Utah Department of Health and Human Services (UDHHS): SHARP Survey. Available at: <https://sumh.utah.gov/data-reports/sharp-survey>

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***COVID-19 Campus Guidelines.*** Please consult the COVID-19 Central @THEU website (coronavirus.utah.edu) for updates and information on exposure, symptoms, or a positive test – in addition to other relevant information.