EDUC 6810 Schools, Communities & Substance Abuse

Instructor:
Phone Number:
Office Hours:
Email:
Mailing Address:
Class Meetings:

COURSE OBJECTIVE:
This course will focus on the practical components of the student assistance counselor. It will cover curriculum and program planning as well as staff development and substance awareness coordination. It will encompass coordination and delivery of services in a school setting, as well as utilizing community resources. It will also incorporate coordination of prevention program services in school and family settings, and explore the various school cultures and dynamics of policy. It will address legal mandates and ethical issues.

CACREP STANDARDS
1. Provide an understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications. (CACREP.G.1.b)

2. Provide an understanding of the role and process of the professional counselor in advocating on behalf of the profession. (CACREP.G.1.h)

3. Provide an understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (CACREP.G.1.i)

4. Provide an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP.G.1.j)

5. Provide an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies. (CACREP.G.2.d)

6. Provide an understanding of counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body. (CACREP.G.2.e)

7. Provide an understanding of theories for facilitating optimal development and wellness over the life span. (CACREP.G.3.h)

8. Provide an understanding of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current
professional research and practice in the field so they begin to develop a personal model of counseling. (CACREP.G.5.d)

9. Provide an understanding of principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors if group work (CACREP.G.6.a)

10. Provide an understanding of the importance of research in advancing the counseling profession. (CACREP.G.8.a)

COURSE SCHEDULE

- Course Overview and Introduction to the SAC
  September 8

- Introduction to Adolescent Issues
  September 15

- Adolescent Substance Abuse
  September 22 & September 29

- Legal and Ethical Issues (*district policies)
  October 6 – Ethical Case Analysis Due
  October 13

- School Based Counseling, Intervention Teams, and Prevention Programs
  October 20

- Prevention and Intervention Groups
  October 27

- Adolescent Mental Health
  November 3

- Adolescent Culture
  November 10 - Adolescent Culture Paper Due

- Bullying, Violence, and Gangs
  November 17

- Current Issues & Trends
  November 24

- Prevention Program Presentations
  December 1

- Prevention Program Presentations
  December 8 – Reflection Paper Due

- Prevention Program Presentations
  Final Exam - Prevention Project Paper Due
CLASS FORMAT:
This class is designed to help prepare you to work as a SAC and earn a provisional certificate to work as a SAC (contact the county department of education to request the paperwork). However, many of you may never work as a SAC, but if you become a professional counselor or a teacher, you will work with adolescents at some point in your career. Therefore, a larger goal of this class is to focus on adolescent issues in general and how our counseling skills and knowledge need to be developed to best serve this population.

This class will encompass a broad range of activities, specifically because the job of a SAC is so diverse. Class readings and participation in class activities are essential as the proposed outcome of the course is the practical application of theoretical information.

Attendance and participation will affect your grade. One absence will not affect your grade; each absence thereafter will lower your grade by a third (i.e. a grade of an “A” becomes an “A-“ with one additional absence, a “B+” with two additional absences, etc.)

The dates on the syllabus are meant to act as a guideline, and may be altered as we proceed through the semester, depending upon the amount of class time we need to dedicate to each topic in accordance with the students’ needs and interests.

READINGS FOR THE COURSE:
There is no individual text for the course. The SAC is a unique position, with a great diversity of roles and responsibilities, requiring a broad knowledge base. Unfortunately, there is no one resource that covers all of these topics. A selection of readings has been assembled for this class and is available to you in the psychology department and on reserve in the library. Throughout the course of the semester I will provide you with handouts, and may require additional readings and research. I will also recommend several books you may choose to add to your professional library.


**ASSIGNMENTS:**

- Ethical Case Analysis – October 6 (10%)
- Adolescent Culture Paper – November 10 (10%)
- Reflection Paper – December 8 (20%)
- Prevention Program Presentation – (40%)
- Final Exam – Prevention Project Paper – December 22 (20%)