

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 536
Introduction to Addiction Counseling and Psychopharmacology
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

3d. theories and etiology of addictions and addictive behaviors

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C1d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

C2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

C2g. impact of biological and neurological mechanisms on mental health

C2h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

C2l. legal and ethical considerations specific to clinical mental health counseling

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
Students develop an understanding of addiction and co-occurring disorders and counseling skills with clients with addiction and co-occurring disorders.	Practicum Year	Final exam grade 90-100%	Final exam grade 80-89%	Final exam grade 70-79% and	Final exam grade below 70%	MHC 536 final exam B or better	Assessment Chair Review/Referral to BRC or ARC

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

MHC 536, Summer 2021

Instructor: Wendy Esther, LPC, NCC, CADC I, CGAC II

Adjunct Professor of Counseling Psychology
Professional Mental Health Counseling – Addictions

Phone: 503-906-7945

E-mail: wendye@lclark.edu

Office Hours: By appointment only

Course Information

Time: Wednesday from 9:00-12:00 pm

Dates: 5/12/21 to 7/14/21

Location: **Online** (York Graduate Center, Room 101)

Credits: 2 Credit Hours

Prerequisites: MHC 503, CPSY 506, MHC 509, MHC 513, CPSY 522, CPSY 550

Required Text

Inaba, Daryl S. & William E. Cohen, Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs. Eighth Edition. CNS Publications, Inc., 2014

Optional Reading

Mate MD, Gabor, In the Realm of Hungry Ghosts, North Atlantic Books & The Ergos Institute, 2008.

Course Description

This course provides an overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. This course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling. The course will also provide a general overview and introduction to the psychopharmacology of alcohol, and major drugs and classes of abused substances as well as prescription drugs commonly used in treating mental health and addiction issues. Additional areas include prevention, intervention, and treatment strategies and relevant issues pertaining to social justice and diversity.

Course Participation

Contact Policy - I will generally respond to e-mails, phone calls, and texts within a 72-hour time frame. Feel free to reach out with questions as you need, and I will try to respond in a timely fashion as my work schedule allows.

Participation and Attendance – Because of the situation created by COVID-19, much if not all of this term will be taught using online technology, including Zoom synchronous meetings and Moodle asynchronous resources. Best educational practices for online learning call for the use of both “synchronous and asynchronous learning activities” (Stanford University website, <https://tomprof.stanford.edu/posting/1091>). Because synchronous learning activities take a lot of effort and are most effective in limited amounts, we will be limiting the amount of class activity spent on Zoom to 45-90 minutes of lecture and discussion each week, I’ll be taking attendance during these sessions, which will start promptly at 9:00 am Wednesday mornings. I will also be monitoring participation in other activities, especially online chat forums

and small group discussions. **Participation will be 20% of your total grade**, so please plan on attending and completing all learning activities.

Per the Lewis and Clark attendance policy, a student can miss no more than 10% of class time and be allowed to complete the course. This means, for a 2-credit (30 hour) class, no more than one class period can be missed – for practical purposes, no more than one lecture/discussion period. One missed class will lower your grade by one full grade, however you may complete an optional makeup assignment at the instructor’s discretion. Two or more missed classes may result in an incomplete or failing grade.

I recognize that participating online is challenging for all of us, particularly given the social stressors we are experiencing related to distancing requirements and public health challenges. I’ll be incorporating break periods into presentations and allotting adequate time to complete both “in-class” and out-of-class assignments. I will also check in periodically to see how students are doing and adjusting curriculum accordingly. If you are struggling to keep up with class requirements, **please advocate for yourself** and let me know how I can help you!

Assignments

1. **Abstinence Project and Reflection Paper (20 points)** - Clients with substance use disorders will have experienced, and will likely be seeking to avoid, withdrawal symptoms. This project provides an opportunity for students to experience common symptoms of withdrawal, and to reflect on their effects on various domains of functioning. Grading will be based on the thoroughness of documenting symptoms and answering reflection questions, not on successful achievement of abstinence.
 - a. For a two-week period of the student’s choosing, they will abstain from consuming all of the following legal (in the state of Oregon) non-nutritive substances: Caffeine, Nicotine, Alcohol, Sugars (including honey, agave, and other sweeteners), Cannabis, and Artificial Sweeteners. If the student is already abstaining from any or all of the above, they can discuss alternative behaviors/habits with the instructor. Exceptions due to medical necessity should also be reviewed with the instructor. (It is assumed that the student is not consuming substances that are prohibited by law – if you are, please seek appropriate treatment resources.)
 - b. The student will complete a daily journal charting withdrawal symptoms experienced, intensity/duration, and any impact on cognitive, emotional, and behavioral functioning (available in class and on Moodle).
 - c. At the completion of two weeks, the student will write a reflection paper no less than five typed, double-spaced pages in APA format, responding to the following questions:
 - i. Prior to the beginning of the two-week abstinence period, what has been your experience of abstaining from substances, legal and otherwise? Discuss both physical and psychological symptoms (I.e. thoughts and emotions).
 - ii. Did you have any anticipatory thoughts/emotions prior to the start date of your abstinence period? Did you make any arrangements to help with your abstinence period (examples: titrating substances, obtaining interpersonal support, alternative activities, etc.)
 - iii. Reviewing your daily journal, reflect on the three most difficult withdrawal symptoms you experienced. What was their impact on your ability to function socially, occupationally, and in other life domains? Did they change at all over time, increasing/decreasing/maintaining over the two week period?
 - iv. Did you experience cravings/urges to return to your previous habit/use? (An urge or craving is defined as a physical or psychological desire to use that is so overwhelming you can think of nothing else.) What was your experience? How did you manage them when they occurred? If you were not able to manage them, what was your experience of returning to your previous habit/use?

- v. Reviewing your daily journal, reflect on any events occurring during the two-week period that may have increased stress (in a positive or negative way). Was there a relationship between your experience of stress and your experience of symptoms? Describe your observations.
 - vi. Reflect on the experience of clients with substance use or co-occurring disorders you may encounter. What do you expect their struggles would be? How would you respond?
 - vii. If you successfully maintained abstinence over the two week period, will you return/have you returned to previous patterns of use? If so, do you think you'll make any changes in your use patterns? What are the benefits and costs of regular vs occasional use?
 - viii. If you did not successfully attain abstinence over the two week period, do you imagine that you would try again to abstain in the future? What are the benefits and costs of abstinence from continuous use?
- d. Time will be allocated during each class session for students to give and receive support for participation and completion of this assignment. The student is encouraged to recruit additional support through their informal networks of friends and family.
 - e. Reflection papers may be turned in at any point following completion of the two-week period, but are due no later than **Wednesday, June 30th, 11:59 pm**. Please submit by e-mail as a Google doc, Word doc, or PDF format.
2. Clinical Case Study Assessment (20 points) - Students may choose from one of several case studies uploaded to Moodle. An example assessment will be provided as a model for review. Completed assessments may be emailed as Google doc, Word doc, or PDF, and will be due no later than **Wednesday, July 14th, 11:59 pm**. You are welcome to submit a draft for review anytime prior to Wednesday, June 23rd, for me to review – I am happy to suggest improvements for you to incorporate. As an incentive, I will provide **2 extra credit points** for draft reviews submitted. The assessment will include the following:
- a. Presenting issue for treatment
 - b. A substance use history for each specific substance:
 - i. Date of first use
 - ii. Frequency/duration of use
 - iii. Amount of use
 - iv. Mode of use (IV injection, smoking, ingesting, etc)
 - v. Periods of abstinence – duration
 - vi. Relapses – duration
 - vii. Date of last use
 - c. A substance use diagnosis indicating symptoms, severity, remission specification as indicated in the Diagnostic and Statistical Manual, Fifth Edition (DSM 5). (If warranted, you may diagnose or rule out mental health disorders as well.)
 - d. An assessment using the six dimensions of the American Society of Addiction Medicine (ASAM) criteria.
 - e. A case conceptualization/formulation indicating the following:
 - i. Demographic description of the patient and their reason for referral
 - ii. Remote risk factors predisposing the patient to substance use (i.e. childhood trauma/adversity, family history, education/employment, etc)
 - iii. Current risk factors related to substance use (i.e. acute stressors, peer pressure, life adjustment/losses, etc)
 - iv. Strengths and protective factors indicative of recovery potential
 - v. Your prognosis for successful recovery (strong, fair, guarded, poor)
 - f. A plan of care indicating the following:
 - i. Duration of treatment
 - ii. Type of treatment (inpatient or outpatient)

- iii. Treatment modality (individual, group, medication-supported recovery)
- iv. Co-occurring disorders (medical, psychological, neurocognitive)
- v. Interpersonal supports (formal recovery groups, informal support people/networks)
- vi. Case management needs (housing, employment, legal, financial, spiritual, etc)
- vii. Expected outcomes of treatment (2-4 changes you would expect from successful engagement and completion of treatment, specific to the patient)

***A note about the case studies:** They are case studies based on actual clients encountered by various colleagues; however, all of them are composites and are not based on specific individuals. Each case study incorporates diversity factors that impact the client's substance use and/or mental health concern. **Please give consideration to these factors throughout your assessment, but especially in the case formulation and plan of care.**

3. **Current Events Presentation and Discussion (20 points)** - Drugs are present in a wide range of social, cultural, and public policy issues throughout the world. In groups of 4-5, students will choose a current event happening anywhere in the world pertaining to the week's readings. The group will then create a presentation about the event, and moderate a group forum with discussion questions in the week following the presentation. The presentation itself should be 20-30 minutes. Grading will be based on adherence to the time frame and thoroughness of the presentation. In your presentation, include the following information:
 - a. What is the specific issue? What substances are involved, and what is the effect of those substances on human physiology?
 - b. Where does it take place? Is there a primary location, or does it manifest in the presence of certain conditions? What are those conditions?
 - c. When did this issue begin? What historical events have led to its current manifestation?
 - d. Who is impacted or involved in the issue? What social, cultural, racial, ethnic, religious, or other factors are related to the issue?
 - e. Why is this issue significant? What impact will it have on alcohol and drug counselors, both now and in the future?
 - f. How is the issue being currently addressed? What alternative solutions have been tried? What current alternative solutions are available?

4. **"Final Exam" (20 points)** - Per the syllabus cover sheet, students will complete the equivalent of a "final exam" in a series of ten-chapter quizzes. These will be uploaded to Moodle and will reflect material covered in the week's readings. These quizzes can be completed at any point following your completion of the readings; however, I encourage you to ask questions during class presentation time in order to help clarify your knowledge of the material. Quizzes are open-book, with an 80% grade required to pass. Two attempts are allowed for each quiz. **All quizzes must be completed and passed by the last day of class on July 14th.**

Weekly Topics, Readings, and Assignments Due:

Week 1	May 12	<u>Course introduction and syllabus review</u> Group presentation signups DSM 5 Diagnostic Criteria for Substance Use Disorders ASAM 3 dimensional assessment and placement guidelines Video and small-group assessment exercise Optional Reading: In the Realm of Hungry Ghosts, chapters 1-8
---------------	--------	--

Week 2	May 19	<p><u>History of Substance Use, Classification of Substance Use Disorders, Basic Pharmacology (Uppers/Downers Chapter 1)</u></p> <p>Abstinence Project informal support Lecture and Discussion Video and small group assessment exercise Optional Reading: In the Realm of Hungry Ghosts, chapters 9-10</p>
Week 3	May 26	<p><u>Neurobiology of Addiction, Effects of Drugs, Addiction Theory (Uppers/Downers Chapter 2)</u></p> <p>Abstinence Project informal support Lecture and Discussion Video and small group assessment exercise Optional Reading: In the Realm of Hungry Ghosts, chapters 11-16</p>
Week 4	June 2	<p><u>CNS Stimulants, including Caffeine and Nicotine (Uppers/Downers Chapter 3)</u></p> <p>Abstinence Project informal support Lecture and Discussion Optional Reading: In the Realm of Hungry Ghosts, chapters 17-19 **Group 1 Current Events Presentation</p>
Week 5	June 9	<p><u>Opiates/Opioids, Pain Control, Sedatives and Hypnotics (Uppers/Downers Chapter 4)</u></p> <p>Abstinence Project informal support Lecture and discussion Optional Reading: In the Realm of Hungry Ghosts, chapters 20-22 **Group 2 Current Events Presentation</p>
Week 6	June 16	<p><u>Alcohol Effects, Health Consequences, Epidemiology (Uppers/Downers Chapter 5)</u></p> <p>Abstinence Project informal support Lecture and Discussion Optional Reading: In the Realm of Hungry Ghosts, chapters 23-28 **Group 3 Current Events Presentation</p>
Week 7	June 23	<p><u>Psychedelics/Marijuana (Uppers/Downers Chapter 6)</u></p> <p>Abstinence Project informal support Lecture and Discussion Optional Reading: In the Realm of Hungry Ghosts, chapters 29-34 **Group 4 Current Events Presentation **Draft Opportunity Deadline</p>
Week 8	June 30	<p><u>Other Drugs and Compulsive Behaviors (Uppers/Downers Chapter 7)</u></p> <p>Abstinence Project informal support Lecture and Discussion **Group 5 Current Events Presentation **Abstinence Project Reflection Paper Due</p>
Week 9	July 7	<p><u>Treatment, Psychotropic Psychiatric Medications, Interactions with Recreational Drugs (Uppers/Downers Chapter 9)</u></p> <p>Lecture and discussion</p>

Week 10 July 14

Mental Health and Co-Occurring Disorders (Uppers/Downers Chapter 10)

Lecture and Discussion

Possible Guest Presentation: TBD

****Clinical Case Study Assessment Due**

****Last day to complete quizzes**
