



| INSTRUCTOR                                                                                                  |                            |
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| REQUIRED TEXTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Inaba, D., &amp; Cohen, W. E. (2014). <i>Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs</i> (8<sup>th</sup> ed.). Medford, OR: CNS Productions.</p> <p>To facilitate learning, there is a web site associated with the Inaba and Cohen text for students at <a href="http://www.cnsproductions.com/7essg/">www.cnsproductions.com/7essg/</a></p> <p>Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.</p> <p><b>Required Readings (All copies can be found on Moodle):</b><br/>In Moodle each week will list both the textbook chapters to be read and any (if applicable) supplemental readings. Supplemental readings will be provided on Moodle as either pdf or website links. Each week there may be both text and electronic readings due. Please read the materials ahead of the class and come prepared to discuss them.</p> <p><b>Recommended Readings:</b><br/>On Moodle there are also suggested readings and additional resources. They are marked as additional materials and are not required for the course.</p> |

| COURSE DESCRIPTION                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Psychopharmacology of alcohol and drug abuse. Major drugs and classes of abused substances. Mechanisms of action in the brain, patterns of physiological response in abuse, addiction (dependence) and recovery. Impact on the brain function, cognition, emotions, behavior, social effects. Pharmacological adjuncts to detoxification and treatment.</p> <p>CACREP 5A</p> |

## OBJECTIVES

The student will:

1. Demonstrate ability to understand a wide array of psychoactive drugs their neurological, behavioral, psychological, and social effects on the user.
2. Demonstrate the ability to consume, critique, and understand professional counseling and mental health theory and science.
3. Demonstrate ability to understand the roles and settings of addiction counselors
4. Demonstrate ability to understand and consider cultural considerations and other contextual dimensions as they are connected to substance use and addiction

## CACREP (2016) OBJECTIVES AND STUDENT LEARNING OUTCOMES

Section 5A. Entry-Level Specialty Areas – Addiction Counseling

### 1. FOUNDATIONS

- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning <sup>[1]</sup><sub>SEP</sub>
- e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
- f. psychological tests and assessments specific to addiction counseling

### 2. CONTEXTUAL DIMENSIONS

- d. roles and settings of addiction counselors
- e. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- f. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- j. cultural factors relevant to addiction and addictive behavior
- l. legal and ethical considerations specific to addiction counseling

### 3. PRACTICE

- b. assessment of biopsychosocial and spiritual history relevant to addiction
- c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
- d. techniques and interventions related to substance abuse and other addictions
- e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
- f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction

### CTSP DEPARTMENT ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### EVALUATION

#### Abstinence Exercise and Reflection (25 points)

***DUE: 3/13***

This exercise is designed to help you experience some of the feelings/thoughts that clients with substance use disorders may experience when they stop engaging in their drug or behavior of choice. The focus of this assignment will be to observe and reflect on your experience with any withdrawal symptoms, barriers to abstaining, impact on daily functioning, and any impact on physical, psychological, and social experiences.

This assignment has 3 parts:

#### **Identifying Target Substance or Behavior**

You will give up a substance (e.g., nicotine, caffeine, alcohol, etc.) or a behavior (e.g., eating sweets, playing video/computer games, watching television, etc.) for a period of **3 weeks**.

For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

#### **Self Monitoring**

Self monitoring is an important skill and intervention in counseling. As part of this assignment you will keep a daily monitoring journal documenting your experience of refraining from engaging in your target substance or behavior. You will create a self-monitoring process to help aid you in this process. You will engage in daily self-monitoring, reflecting on a few key domains (see below). You will record this in a manner in which you can report the outcomes of these daily monitoring at the end of the project. It is recommended that your daily journey be an electronic record so that it can be turned in with the reflection paper. There is an example format on Moodle.

You can choose different format but all self-monitoring must have the following items:

**Cravings/Urges to Use:** Please rate the intensity of your cravings/urges to engage the substance or behavior everyday (1-10 scale with 10 being intolerable craving and 1 being very mild cravings). You can choose to add a narrative reflection as well.

**Withdrawal Symptoms:** You might experience withdrawal symptoms as a result of abstaining from a substance (e.g., headaches from discontinuing caffeine). If this is relevant to your experience you will track these here.

**Mood:** Recording your general mood per day. Here you are monitoring the relationship of mood to substance/behavioral use and urges.

**Stress:** Rate your stress levels daily (1-10; 10 = unbearable stress and 1 = minimal stress).

**Were you successful at abstaining today?** Yes/No If no, explain the context and reactions.

**General Notes/Reactions for the Day:** Here you will include if you had any insights. If not, leave blank.

***You will turn in these self-monitoring data attached to your reflection paper.***

### **Reflection Paper**

You will write a reflection paper (4-6 pages), double-spaced, typed, APA format, responding to the following questions:

- (a) Prior to beginning the three-week abstinence period, what has been your experience of abstaining from the use of substances/behaviors, legal or otherwise? Discuss both physical and psychological symptoms (thoughts and emotions).
- (b) Did you have any anticipatory thoughts or emotions prior to your start date for the abstinence period? Did you make any arrangements to help you manage your abstinence (for example, titration or interpersonal support)?
- (c) Once your abstinence period had begun, did you experience physical and/or psychological withdrawal (refer to your daily journal)? What were the symptoms? What was their impact on your ability to function socially, occupationally, and in other life domains?
- (d) Did you experience cravings or urges to return to the substance or behavior? What was your experience of the cravings, both physically and psychologically? If you managed your cravings, how did you do so? If you returned to substance use or continued the behavior (once or multiple times), what was the effect when you did so?
- (e) If you experienced any withdrawal symptoms, did they change over the course of the three weeks? What effect did these changes have on your functioning?

- (f) Reflect on the experience of clients with substance abuse disorders that you may encounter. What do you expect their struggles will be? How would you respond?
- (g) If you have successfully attained abstinence, will you return to using these substances or the behavior? If so, how often? What are the benefits and costs of occasional versus regular use?
- (h) If you did not successfully attain abstinence, do you imagine that you would try again to abstain? What are the benefits and costs of abstinence from these substances?
- (i) Review your daily journal and reflect on any correlations or patterns associated with withdrawal symptoms, stress, and reported mood. Describe any events that occurred during your abstinence period that led to an increase in stress or cravings. Describe and reflect on your observations.

### **Classroom Discussion and Participation (25 points)**

This course will function in a seminar/collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading discussions and participating in case studies and activities. This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in discussion, practice, and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course.

### **Content Exam (25 points)**

#### **DUE: 4/24**

There will be a comprehensive take-home exam near the end of the course. The exam will cover material from chapters of the textbook as well as material from class discussions, out-of-class reading and preparation, lectures, presentations, and case studies. The exam will include multiple-choice questions, matching questions, fill-in-the-blank questions, and at least one case study with questions for reflection. The exam is open resource, meaning you can use your textbook and other materials provided. You are expected to complete the exam on your own.

### **Group Presentations (25 points)**

#### ***DUE: Groups will sign up for the date of the presentation during our first class.***

Substances are present in a wide range of social, cultural, and public policy issues throughout the world. In groups of 3-4, students will choose a current event happening anywhere in the world in which drugs, drug use, alcohol, and/or behavioral addictions play a significant role. The group will then create a presentation about the event, and moderate a group learning activity (e.g., discussion, debate, project) that includes your classmates. Presentation and discussion together should take ***approximately one hour***. Grading will be based on adherence to time frame, thoroughness of presentation, participation/engagement by the class in the group learning activity, and peer feedback. Be creative!!

**For the presentation, include the following information:**

- (a) What is the specific issue? What substances/behaviors are involved, and what is the effect of those substances/behaviors 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?

**For the group learning activity, consider the following approaches:**

- (a) **Application of knowledge:** Do you know another instance where...? Could this have happened in...? What factors would you change if...? What questions would you ask of...? Would this information be useful if you had a ...?
- (b) **Analysis:** Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...?
- (c) **Evaluation:** Is there a better solution to...? Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend?
- (d) **Creation:** Can you see a possible solution to...? If you had access to all resources how would you deal with...? What would happen if...? How many ways can you...?

#### **SUMMARY OF POINTS**

|                           |                   |
|---------------------------|-------------------|
| Abstinence Exercise Paper | <b>25 points</b>  |
| Class Attendance          | <b>25 points</b>  |
| Exam                      | <b>25 points</b>  |
| <u>Group Project</u>      | <b>25 points</b>  |
| <b>TOTAL</b>              | <b>100 points</b> |

#### **COURSE GRADING SCALE**

|             |
|-------------|
| 90-100% = A |
| 80-89% = B  |
| 70-79% = C  |
| ≤ 69% = F   |

| CLASS STRUCTURE AND SCHEDULE |                                                                                                                      |                                          |
|------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Date                         | Topic                                                                                                                | Readings & Assignments                   |
| 1/10                         | 1. Introduction to the Course                                                                                        |                                          |
| 1/17                         | 2. History and Nature of Drugs, Drug Use, and Community Responses                                                    | Chapter 1                                |
| 1/24                         | 3. Psychopharmacology of Substance Use and Addiction I<br>-Pharmacokinetics<br>-Pharmacodynamics                     | Chapter 2                                |
| 1/31                         | 4. Psychopharmacology of Substance Use and Addiction II<br>-Addiction Theories                                       |                                          |
| 2/7                          | 5. Stimulants                                                                                                        | Chapter 3                                |
| 2/14                         | 6. Opiates/Opioids & Sedative-Hypnotics                                                                              | Chapter 4                                |
| 2/21                         | 7. Alcohol                                                                                                           | Chapter 5                                |
| 2/28                         | 8. Psychedelics and Hallucinogens                                                                                    | Chapter 6                                |
| 3/6                          | 9. Group Projects I                                                                                                  | No reading                               |
| 3/13                         | 10. Other Drugs and Behavioral Addictions                                                                            | Chapter 7<br><b>REFLECTION PAPER DUE</b> |
| 3/20                         | 11. Assessing for Substance Use Problems, Intoxication, and Withdrawal Symptoms<br><br>Group Projects II             | Moodle readings                          |
| 4/3                          | 12. Drug Use and Prevention                                                                                          | Chapter 8                                |
| 4/10                         | 13. Mental Health and Drugs                                                                                          | Chapter 10                               |
| 4/17                         | 14. Addiction Treatment                                                                                              | <b>Chapter 9</b>                         |
| 4/24                         | 15. Course Wrap Up<br>--Current issues in the field of mental health and addiction<br>--Student subject explorations | No readings<br><b>EXAM DUE</b>           |