



DOANE UNIVERSITY

SYLLABUS

COU 658 Medical and Psychosocial Aspects of Alcohol/Drug Use and Addiction

Course Content

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| <i>Course Number:</i> | COU 658 |
| <i>Course Title:</i> | Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse and Addiction |
| <i>Course Dates:</i> | Autumn Term, 2020 |
| <i>Credit Hours:</i> | 3 Credits |
| <i>Instructor:</i> | Andrea McGrath, PhD |
| <i>Office Email:</i> | andrea.mcgrath@doane.edu |
| <i>Office Hours:</i> | By Appointment |
| <i>Classroom:</i> | TBA |
| <i>Meeting Times:</i> | 6:00 PM – 10:30 PM |

Course Description

This course provides an understanding of basic pharmacology and physiology, as well as medical and psychosocial characteristics of substance use disorders and will examine the physical, psychological, and sociological aspects of alcohol and drug use, abuse, and dependence. A basic understanding of theories and etiology of addictions and addictive behaviors including the fundamental elements of alcohol, cocaine, opiates, hallucinogens, barbiturates, amphetamines, designer drugs, marijuana, and inhalants and their effect on the human system. The course exposes students to the etiological, behavioral, cultural, and demographic aspects of addictive disorders and to the biological, neurological and medical foundation and etiology of addiction and co-occurring disorders. Students will examine their belief system about addictive disorders and will review the processes of addiction. Upon completion of this course, students will be able to differentiate and describe the

different categories of drugs and will be able to identify the signs, symptoms, and behavior patterns of addiction.

Course Learning Objectives:

1. The student will explore personal belief systems about substance use disorders and the process of advocating for the profession. **(CACREP 2.D.1.d). Week 1**
2. The student will examine the etiology of addiction including the including the neurobiological and medical foundation, the physical and psychological aspects of substance use disorders and how drugs affect basic functions of the body and human behavior **(CACREP 2.F.3.d.; 5.C.1.d.). Week 1. 2.**
3. The student will identify and describe the classifications of drugs and the basic pharmacology of various drugs of abuse including indications and contraindications of commonly prescribed psychopharmacological medications **(CACREP 5.C.2.h.). Weeks 5-8.**
4. The student will review the process of substance abuse and dependency including the symptoms and behavioral aspects of tolerance and withdrawal in the human body in relation to substances and the potential for substance use disorders to mimic and/or co-occur with a variety of medical, and psychological disorders **(CACREP 5.C.2.e). Week 3**
5. The student will assess the cultural and demographic factors relevant to mental health and addictive disorders and addictive behavior. **(CACREP 5.C.1.j). Week 7**
6. The student will demonstrate knowledge of the multiple professional roles and functions of counselors across specialty areas, and their relationship with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation **(CACREP 2.F.1. b.). Week 3**
7. The student will demonstrate knowledge of the mental health service delivery modalities within the continuum of care: such as inpatient/residential, outpatient, partial care and aftercare, and the mental health counseling services network **(CACREP 5.C.2. e). Week 3, 5.**
8. The student will demonstrate knowledge of strategies to promote client understanding of and access to a variety of community-based resources **(CACREP 2.F.5.k). Week 3.**
9. The student will demonstrate knowledge of strategies for interfacing with the legal system regarding court referred clients **(CACREP 5.C.3.e). Week 6,**
10. The student will demonstrate knowledge of strategies for interfacing with integrated behavioral health care professionals **(CACREP 5.C.3.d.). Week 3, 7, 8.**

REQUIRED TEXT: Uppers Downers All Arounders - Physical & Mental Effects of Psychoactive Drugs (8th Ed.) ISBN: 978-0-926544-39-0 LCCN: 2014938512. Darryl S. Inaba & William E. Cohen; CNS Publications

SUPPLEMENTAL MATERIALS: Various handouts to be provided by the instructor, **TAP 21 - Addiction Counseling Competencies: Knowledge, Skills and Attitudes of Professional Practice**, and the Treatment Improvement Protocols from Substance Abuse and Mental

Health Services Administration (SAMHSA) including **TIP 42: Substance Abuse Treatment for Persons With Co-Occurring Disorders.**

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| CACREP Standards Addressed in this Course |
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| Student Learning Objective | Standard Identifier | Standard | Assessment |
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| 1 | 2.F.1.b | The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. | <ul style="list-style-type: none"> • Respond to reflection questions on Blackboard • Written Assignment - Personal Philosophy of Addiction |
| 2, 5 | 2. F. 3. d | Theories and etiology of addictions and addictive behaviors | <ul style="list-style-type: none"> • Complete Worksheet questions on Blackboard • Written assignment - Personal Philosophy of Addiction • Submit a written reflection and participation in class discussion following video – <i>Pleasure Unwoven</i> • TAP 21 Competencies 1 - 8 |
| 2 | 5. C. 1. d | Neurobiological and medical foundation and etiology of addiction and co-occurring disorders | <ul style="list-style-type: none"> • Review of Peer reviewed articles and course discussion • Submit an article critique on medical complications of SUD's • Formal Presentation (30 Minutes) on a classification of a drug of abuse • TAP 21 Competency 3 |
| 7 | 5.C.2.d | Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial | <ul style="list-style-type: none"> • Complete a diagram of a flow chart of the service delivery system for treatment services |

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| | | treatment and aftercare, and the mental health counseling services networks | <ul style="list-style-type: none"> • Complete reflection questions on Blackboard identifying gaps in the service delivery system. • TAP 21 Competencies 5, 9, 11, 13 • Local Treatment Facility Review – Submit an informational handout detailing the services of a treatment facility on services offered. |
| 4, 7, 8, 10 | 5.C.2.e | Potential for substance use disorders to mimic and/or co-occur with a variety of medical, and psychological disorders | <ul style="list-style-type: none"> • Review of online textbook resource section on Chapter 10 and submission of the review questions. • Submission of a case study assignment outlining the biopsychosocial aspects of a fictitious client, and identify an evidence based treatment from the National Registry of Evidence based Programs and Practices (NREPP) that would be appropriate for treatment of the client. • TAP 21 Competencies 4, 26 |
| 3, 4 | 5.C.2.h. | Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. | <ul style="list-style-type: none"> • Formal Presentation on a classification of a drug of abuse • Review of NSDUH – National Survey on Drug Use and Health current use patterns and submit a reflection paper on the findings • TAP 21 Competencies 3, 4, 14. |
| 9, 10 | 5.C.3.c | Strategies for interfacing with the legal system regarding court-referred clients. | <ul style="list-style-type: none"> • Review legal statutes for drug offences and submit a reflection paper outlining professional responsibilities for collaborating with the legal system • Quiz completion on Blackboard on confidentiality rules and regulations, requirements, and policies. • TAP 21 Competency 16 |

Measurement of Outcomes

Assignments (Direct): Students will attend all course sessions; submit assignments on Blackboard; actively participate in course discussions; read all assigned articles, selected text chapters and selected sections in TAP 21: Knowledge, Attitudes and Skills of the Addiction Counselor. Complete: Paper - Philosophy of Addiction; Agency/treatment facility overview; Formal Presentation on a drug of abuse and present in class; complete worksheet and quizzes on Blackboard, article reviews, and a case study to demonstrate application of treatment strategies.

Instructor Evaluations (Indirect): Instructor will review submitted materials for all course activities based on rubrics and will assess student participation in discussions and participation in course activities.

Instructional Methods

This class will include: Direct lectures, group discussions, course worksheet; current events information and data collection; experiential activities, Blackboard quizzes and assignments; online resources, web page/blog review etc.

Suggestions for getting the most out of this Course

Successful students will use Blackboard to download weekly information to be used in course activities and well as take an active role in course discussions; provide quality assignments and utilize course resources to inform discussions and assignments, and be prepared for class by reading text and supplementary course reading. Additional suggestions:

1. Read the content of this syllabus and ask for clarification if the content is not clear.
2. Complete all reading assignments prior to class meeting times.
3. Actively participate during class.
4. The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

Course Requirements

Counselors and Therapists must be prepared to effectively address a variety of substance use issues with their clients. Understanding basic pharmacology, and physiology, as well as medical and psychosocial characteristics of substance use disorders is essential to a comprehensive practice. Knowledge of alcohol, cocaine, opiates, hallucinogens, barbiturates, amphetamines, designer drugs, marijuana, and inhalants and their effect on the human system is fundamental in treating an array of presenting problems.

This course has been developed to examine the physical, psychological, neurobiological, and sociological aspects of alcohol and drug use, abuse, and dependence. The course will provide an opportunity for students to examine their belief system about drug and alcohol use and will review the processes of addiction/dependence including the signs, symptoms, and behavior patterns. Further, the course will cover the basics of drug pharmacology including alcohol; examine the physiology and the effects of drugs and alcohol on the human body; alcohol and drug tolerance. The effects of alcohol and drugs on mechanisms of the brain will be discussed. The course exposes students to the etiological, behavioral, cultural, and demographic aspects of alcohol and drug use, abuse, and addiction and co-occurring disorders.

Evaluation Criteria

Final Grade:

The final grade will be based on the following criteria:

- **5% Completion of Worksheet** – Students will access a worksheet on Blackboard and bring the finished document to class – Due Week 1.
- **15% - Philosophy of Addiction** – Students will create a document that describes personal notions of the etiology of Substance Use Disorders (SUD's), how SUD's are operationalized in a person's life, and the impacts on society. Due Week 2.
- **10% - Local Treatment Facility Review** - Review treatment facility websites or interview staff to collect materials for class distribution. Create an informational 1 Page handout on services offered. Due week 3.
- **20% Review of Various Course Materials** - Reading reflections and article reviews and critique; TAP 21 Knowledge, Attitudes and Skills of Professional Practice; Use of online data resources; Due throughout the course.
- **20% Case Study** – Create a client case study and research treatment options appropriate for the client based on the symptoms that are present with the client and create a flow chart diagram of the available service system to treat individuals with substance use disorders.
- **30% - Final Project Presentation** - Present 30 minutes on drug categories: Presentations are: Formal, creative, current and will include a one-page handout with a minimum of 3 resources besides the course text. Due based on course schedule developed by the instructor.

Grading Scale:

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| A+ | 100-97 | B+ | 89.9-87 | C+ | 79.9-77 | D+ | 69.9-67 | F | Below 60 |
| A | 96.9-93 | B | 86.9-83 | C | 76.9-73 | D | 66.9-63 | | |
| A- | 92.9-90 | B- | 82.9-80 | C- | 72.9-70 | D- | 62.9-60 | | |

Expectations

1. *Attendance and Participation:* A high premium is placed on class participation. It is expected that students will attend every class meeting and be prepared to participate. Ideal class participation, which earns the highest number of participation points, will exemplify the following:
 - a) *Full Participation:* Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand. Demonstrated ability to listen to and build upon the ideas of others.
 - b) *Most Participation:* Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
 - c) *Partial Participation:* Passive participation -- present, awake, alert, attentive, but not actively involved.
 - d) *No Participation:* Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

Missed Course Sessions: Student inability to attend all course sessions will result in a reduction in points for that course session. There is no makeup work that will take the place of missed sessions. Missing more than one course session will impact the final points accrued for successfully passing the course. Students missing 2 course sessions should not expect to pass the course.

2. *Classroom Behavior:* Students are expected to demonstrate professionalism in the classroom. Students should be open to assessing and evaluating all student comments as well as having his or her own comments assessed and evaluated. Learning is an on-going collaborative process. Therefore, students should be respectful and open to

others in the classroom. Students' behavior should reflect professionalism, as demonstrated by: being on time, being respectful, prepared, attentive, and open to learning.

3. *Late Assignments:* Assignments submitted past the due date will have **five points deducted** per day for each day past the due date. The instructor will not be available to help with technological issues the day of class.

Due to the time frame given for each class, moving presentations may become overly difficult and affect the learning of other students. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

3. *Use of Technology:* The use of technology during class time is generally disruptive and inhibits classroom interactions; therefore, the use of computers or phones is generally inappropriate unless a part of course activities. Special needs should be discussed with the instructor. If you are on call or need to make a call/text please leave the classroom as talking or texting could distract others from learning.
4. *Plagiarism:* All of the work submitted must be each student's own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

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| Tentative Schedule August - October 2017 |
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| Date | Topic | Reading Assignment | Assignment Due | Method of Instruction |
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| Week 1 1/13/2020 | Course Introduction CACREP 2. F. 3. d | N/A | Worksheet-1 - Blackboard | Worksheet/Survey; Lecture |
| Week 2 1/20/2020 | Addiction 101 CACREP 2.F.1.b | Reading: <ul style="list-style-type: none"> • Chapters 1 & 2 in Text UD&AA • TAP 21 Competencies 1 – 8 • Assigned Article for Reading Review – Current Events | Review NSDUH – National Survey on Drug Use and Health - populations, mechanisms; data review on drugs of abuse Philosophy of Addiction | Lecture; Multimedia; Internet research |
| Week 3 1/27/2020 | Etiology of Addiction; Neurobiology and Psychological Disorders CACREP 2.F.3.d.; 5.C.1.d. | Chapters 7 & 8 in Text UD&AA <ul style="list-style-type: none"> • Assigned Article for Reading Review – Current Events | Review of online text resource Local Treatment Facility and Services Develop Case Study – review evidence based treatment strategies on National Registry of Evidence Based Programs & Practices (NREPP) | Discussion; Lecture; Case Studies |

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| Week 4 2/3/2020 | Alcohol – the Trail of the Kamakazi CACREP 5.C.2.e | TAP 21 – Competencies 9 - 17 Chapters 9 in Text UD&AA | Student Presentations: <u>Depressants; Stimulants</u> Diagram of a Flow Chart of Service Delivery System | Student Presentations - Demonstration; Lecture |
| Week 5 2/10/2020 | Mechanism of Drug Addiction in the Brain; Concurring Disorders CACREP 5.C.2.e. | Assigned Text Chapters 5 & 6 TAP 21 Competencies 18-23 | Student Presentations: <u>Steroids, Hallucinogens</u> ; reading reflections review Critique/review of peer reviewed or online blog article Treatment Facility Review | Lecture; Student Presentations - Demonstration; Research critiques |
| Week 6 2/17/2020 | Drugs of Abuse Legal Issues in SUD's CACREP 5.C.2.h | Selected Readings – Uppers, Downers and All Arounders Chapters 7 & 8 | Student Presentations: <u>Narcotics, Inhalants</u> ; reading reflections review Review of Legal Statutes | Student Presentations - Demonstration; Lecture; Case studies |
| Week 7 2/24/2020 | Drugs of Abuse – Co-occurring Disorders CACREP 5.C.2.h | Selected Readings – Uppers, Downers and All Arounders Chapter 10 Selected TAP 42 Reading | Student Presentations: <u>Cannabis, Methadone/Buprenorphine</u> ; reading reflections review | Lecture; Student Presentations - Demonstration; Small Group Discussion |
| Week 8 3/2/2020 | Drugs of Abuse – CACREP 5.C.2.h | Selected Readings Uppers, Downers and All Arounders- Chapter 3 | Student Presentations: <u>Over the Counter Medications, Herbal Preparations, Synthetics</u> ; reading reflections review Course Quiz | Student Presentations - Demonstration; Quiz/Worksheet |
| Week 9 3/10/2020 | Drugs of Abuse – OTC CACREP 5.C.2.h | Selected Readings – Uppers, Downers and All Arounders | Student presentations; reading reflections review | Lecture; Student Presentations - Demonstration; Small group discussion |

Course Declarations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the ***Director of the Office for Civil Rights***, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the University of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be discussed with students at the earliest possible time.