



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Time & Day: Thursdays 5:30 pm to 8:45 pm – September 6, 2012 to December 13, 2012

Class Room: York Room 115

Instructor: Thomas G. Ten Eyck (Adjunct Faculty)

Phone & voice mail (503) 720-0137

Campus Mailbox in Counseling Psychology Office

Email: teneyckt@dishmail.net

Office Hours: Since I am adjunct faculty, I do not have an office on campus. Therefore, if you need to talk to me between class sessions, please call me at (503) 720-0137, or email me at teneyckt@dishmail.net. I have a mailbox in the Counseling Psychology Office and will pick up mail weekly only on Monday and Thursday afternoons. I arrive for classes by 5:00 p.m. and am available at that time for meeting with any student on an ad hoc basis. I am also willing to stay after class on Monday or Thursday evenings for consultation as needed.

CATALOG DESCRIPTION

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.

COURSE DESCRIPTION

The course is specifically designed to present the current knowledge of how psychoactive and psychotropic substances work at the level of neurobiology.

The primary purpose of the course is to acquaint the student with knowledge of symptoms of intoxication, withdrawal and toxicity for all psychoactive substances, alone and with one another. Consequently, how psychoactive drugs of abuse affect the user physically and cognitively resulting in changes in cognition, behavior and affect will be addressed in detail.

A central focus of this class will be a basic overview of the factors which influence the absorption, distribution, metabolism and excretion of drugs (i.e., pharmacokinetics), and the interactions of psychoactive drugs and the receptors responsible for the action of the drugs in the body (i.e., pharmacodynamics).

Each major classification of psychoactive drugs will be explored in depth: stimulants, opiates, sedative-hypnotics, psychedelics. A special emphasis will be placed on alcohol. The current state of the use of prescribed drugs to facilitate recovery, including agonist treatment (i.e., methadone et. al.) will be explored.

We will explore how drugs of abuse interact with major psychotropic drugs used for treatment of co-existing mental and emotional disorders.

CACREP COUNSELING OBJECTIVES AND STUDENT LEARNING OUTCOMES

AC.A.6 Knows the behavioral, psychological, psychical health, and social effects of psychoactive substances and addictive disorders on the use and significant others.

AC.G.4 Understands basic classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effect of such medications can be identified

AC.K.2 Knows the impact of co-occurring addictive disorders on medical and psychological disorders.

COURSE PURPOSE & OBJECTIVES

At the end of the course, the student will be able to:

Demonstrate knowledge of the basic pharmacokinetics and pharmacodynamics of the major drug classifications of psychoactive and other drugs of abuse.

Relate how the action of drugs in the central nervous system relates to behavior and the process of addictions.

Discuss both on a peer level and on a client level the meaning, negative and positive, of physical and psychopharmacological aspects psychoactive and other drugs of abuse.

Discuss the current theories of addictions (including process addictions) in terms of brain transmitter actions.

Discuss the major differences between pathological gambling and substance abuse and dependence.

Begin to integrate all of the above into the process of case conceptualization, treatment planning, and direct clinical work.

[The following are taken directly from TAP 21: Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice, U. S. Department of Health and Human Services, SAMHSA, DHHS Publication No. (SMA)98-3171, 1998. The following knowledge competencies are addressed in this course.]

At the end of the course, the student will be able to:

Discuss the fundamental concepts of pharmacological properties and effects of all psychoactive substances. [Section I,A,3,K,a: p.16]

Relate detailed knowledge of the continuum of drug use, such as initiation, intoxication, harmful

use, abuse, dependence, withdrawal, craving, relapse, and recovery. [Section I,A,3,K,b: p.16]

Discuss with depth the behavioral, psychological, social, and health effects of psychoactive substances. [Section I,A,3,K,c: p.16]

Describe the philosophies, practices, policies, and outcomes of pharmacotherapy for psychoactive substance use disorders (e.g., methadone treatment). [Section I,B,1,K,a-1&b: p.17]

Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders including:

- current literature regarding medical and pharmacological interventions;
- assets and liabilities of medical and pharmacological interventions;
- health practitioners in the community who are knowledgeable about
- addiction and addiction treatment. [Section I,C,6,K,a,b,c: p.21]

Demonstrate in-depth knowledge of symptoms of intoxication, withdrawal, and toxicity for all psychoactive substances, alone and in interaction with one another. [Section II, A,3,a: p.31]

Relate the physical, pharmacological, and psychological implications of psychoactive substance use. [Section II, A,3,b: p.31]

Discuss the effects of chronic psychoactive substance use or intoxication on cognitive abilities. [Section II, A,3,c: p.31]

Demonstrate knowledge of:

- when to refer for toxicity screening or additional professional help;
 - the basic concepts of toxicity screening options, limitations, and legal
 - implications;
 - toxicology reporting language and the meaning of toxicology reports.
- [Section II, A,3,e,f,g: p.31]

Discuss the relationship between psychoactive substance use and violence. [Section II, A,3,h: p.31]

List and discuss mental and physical conditions that mimic drug intoxication, toxicity, and withdrawal. [Section II, A,3,j: p.31]

Describe the warning signs, symptoms, and the course of substance use disorders. [Section VI, 4: p.87]

PROGRAM OBJECTIVES

Highly skilled & compassionate mental health and addiction counseling professionals

Excellent counselors/therapists

Counselors who are effective in providing both individual and group counseling

Counselors who are effective in diverse settings

Counselors who emphasize the client-counselor relationship
Counselors have a thorough understanding of mental health issues
Counselors who utilize a developmental perspective with clients
Professionals who are committed to equity and social justice when assisting children, adolescents and adults
Reflective practitioners
Ethical practitioners
Agents of change, advocates for equity and social justice
Creative leaders
Lifelong learners
Contributors to the advancement of the counseling profession

ASSIGNMENTS

TEXT: Required: Inaba, Daryl S. & William E. Cohen, *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs*. Seventh Edition., CNS Publications, Inc., Ashland, Oregon, 2011.

Supplemental Reading (not required):

Erickson, Carlton K., *The Science of Addiction, From Neurobiology to Treatment*, W.W. Norton & Company, 2007.

Grant, Jon E., *Impulse Control Disorders, A Clinician's Guide to Understanding and Treating Behavioral Addictions*, W.W. Norton & Company, 2008.

Julien, Robert M., *A Primer of Drug Action (Tenth Edition), A Comprehensive Guide to the Actions, Uses, and Side Effects of Psychoactive Drugs*, Worth Publishers, 2005.

COURSE REQUIREMENTS:

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|-------------------------|--------------|
| 1) Six tests on Moodle: | 30% of grade |
| 2) Weekly Journal: | 30% of grade |
| 3) Final Paper: | 40% of grade |

NOTES ON THE ABOVE:

1) Students are expected to **attend each session** and to **actively participate** in the class discussions. Assigned reading needs to be completed before the class session. See CPSY departmental attendance policy found below in this syllabus.

2) There will be **six tests (multiple-choice, true or false) on Moodle**. The schedule of when these tests will be given is at the end of this syllabus.

3) The **weekly journal entry** needs to be done before coming to class and is composed of two sentences at a minimum: :

A) The single most interesting thing you learned from the week's reading assignment.

B) A question that you have about something in the current reading assignment that you do not fully understand or would like to know more about.

You may be called upon in class to read aloud one or both of those sentences to stimulate class discussions. You will need to **turn in your journal entries on December 3 with your final paper.**

4) The **paper is due by December 3**. Total length is about five double-spaced pages. Discuss how you might integrate what you have learned in this course in working with a client (either an individual or a family). Focus on how you would address the process of case conceptualization, treatment planning and direct clinical work.

5) This class requires the student to cover a lot of detailed information in order to become familiar with pharmacological and neurological terminology as well as the specifics of each psychoactive drug of abuse and psychotropic medication. Consequently **it is imperative that the readings be done thoroughly and on time.**

6) To facilitate learning, there is a web site for students at www.cnsproductions.com/7essg/ which includes:

- Chapter overviews and outlines;
- Interactive guided chapter reviews;
- Practice tests;
- Keywords and phrases;
- Drug identification table (using classifications and street names);
- Glossary;
- Video presentations for each chapter;
- Addiction education blogs.

The procedure for student viewing of the long-chapter videos is as follows:

- You must create your own account - using your email address as your username and creating a password of your own choice.
- You will still need an ACCESS CODE to view the videos. The current access code will be good until the end of the year. The new access will be given to you the first day of class.

Following is a step-by-step set of instructions. Note: these instructions pop up when you click on the student tab at the top of CNS's home page.

1. Register an account. If you have already done so, please go on to the next step.
2. Log in.
3. Enter the access code given to you on the first day of class..
4. Watch the video series!

(For access problems, contact Howard LaMere at CNS Productions, Inc:
www.cnsproductions.com, 800.888.0617 or 541.779.3361.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

CPSY DEPARTMENTAL 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 may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) 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.

If you miss a class, you will be asked to make a class presentation. This involves the following:

- ❑ Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- ❑ You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- ❑ At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection. Failure to turn in your paper the same day of your presentation will negatively affect your course grade.

SPECIAL ASSISTANCE

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

WEEKLY TOPICS, READINGS, and ASSIGNMENTS DUE:

WEEK-1: (9/6/2012)

Course Introduction; Course Completion Requirements; Presentation of Study Guide, History.

WEEK-2: (9/13/2012)

Brief History; Classifications of Psychoactive Substances, Basic Pharmacology.

READINGS: Chapter 1 & 2 – pp. 1.1 to 2.30.

WEEK-3: (9/20/2012)

Pharmacokinetics; Pharmacodynamics; Levels of Use; “Addiction.”

READINGS: Chapter 2 – pp. 2.30 to 2.49.

WEEK-4: (9/27/2012)

Continued from Week 3.

READINGS: Chapter 2 – continued.

TEST #1 on Moodle – content Chapter 2.

WEEK- 5: (10/4/2012)

CNS Stimulants including Caffeine and Nicotine.

READINGS: Chapter 3 – pp. 3.1 to 3.59.

TEST #2 on Moodle – content Chapter 3.

WEEK-6: (10/11/2012)

Opiates/Opioids, Pain Control, Sedative-Hypnotics.

READINGS: Chapter 4 – pp. 4.1 to 4.45.

TEST #3 on Moodle – content Chapter 4.

WEEK-7: (10/18/2012)

Alcohol.

READINGS: Chapter 5 – pp. 5.1 to 5.44

WEEK-8: (10/25/2012)

Alcohol continued from Week 7 plus Fetal Alcohol Spectrum Disorders.

READINGS: Chapter 5 – continued.

TEST #4 on Moodle – content Chapter 5.

WEEK-9: (11/1/2012)

Psychedelics with Emphasis on Marijuana.

READINGS: Chapter 6 – pp. 6.1 to 6.43

WEEK-10: (11/8/2012)

Other Drugs, Inhalants, Sports and Drugs.

READINGS: Chapter 7 – pp. 7.1 to 7.63.

TEST #5 on Moodle – content Chapter 6.

WEEK 11: (11/15/2012)

Neurobiology of Behavioral Health with Emphasis on Gambling.

READINGS: Chapter 7 – continued.

TEST #6 on Moodle – over Chapter 7.

WEEK 12: (11/29/2012)

Psychotropic Psychiatric Medications; Interactions with Recreational Drugs.

READINGS: Chapter 10 – pp. 10.1 to 10.33.

WEEK 13: (12/6/2012)

Continued from Week 12.

READINGS: Chapter 10 – continued.

FINAL & JOURNAL PAPER DUE.

WEEK 14: (12/13/2012)

Basic Prevention Concepts; Course Summary.