



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Time & Day: Mondays 5:30 pm to 8:45 pm – September 9, 2013 to December 9, 2013
Class Room: York Graduate Center, Room 107
Instructor: Keith Mackie (Adjunct Faculty)
Phone & voice mail (971) 207-5010
Campus Mailbox in Counseling Psychology Office
Email: keithm@lclark.edu

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 (971) 207-5010, or email me at keithm@lclark.edu. 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 to meet with any student on a drop-in 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 that 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, and 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 2009 COUNSELING OBJECTIVES AND STUDENT LEARNING OUTCOMES

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

AC.A.7 Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

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:

1. Discuss the fundamental concepts of pharmacological properties and effects of all psychoactive substances. [Section I,A,3,K,a: p.16]**
2. 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]
3. Discuss with depth the behavioral, psychological, social, and health effects of psychoactive substances. [Section I,A,3,K,c: p.16]
4. 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]
5. 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]
6. 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]
7. Relate the physical, pharmacological, and psychological implications of psychoactive substance use. [Section II, A,3,b: p.31]
8. Discuss the effects of chronic psychoactive substance use or intoxication on cognitive abilities. [Section II, A,3,c: p.31]

9. 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]

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

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

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

**Brackets refer to 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.

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., 2011.

Required: Sinicola, Richard S. & Peters-Strickland, Timothy, *Basic Psychopharmacology for Counselors and Psychotherapists*. Second Edition. Pearson Inc., 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.

Supplemental Research Websites (not required):

<http://www.utexas.edu/research/asrec/>

<http://www.samhsa.gov/index.aspx>

<http://www.drugabuse.gov/>

COURSE REQUIREMENTS:

- | | |
|--------------------------|----------------------------|
| 1) Five tests on Moodle: | 50 points and 50% of grade |
| 2) Case Presentation: | 20 points and 20% of grade |
| 3) Final Exam: | 30 points and 30% of grade |

NOTES ON THE ABOVE:

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

2) There will be **five tests (multiple-choice, true or false) on Moodle**. Each test is worth 10 points. The schedule of when these tests will be given is at the end of this syllabus in the “**WEEKLY TOPICS, READINGS, and ASSIGNMENTS DUE**” section. Each test will be open for one week and students will be able to make multiple attempts to complete each test during the week that the test is open. **Once the test has been closed, students will only be able to access the test by permission of the instructor, and will only be able to receive a maximum of 5 points per test (50% of the possible points total).**

3) The **case presentation will be given on the date assigned per the sign-up sheet**. Students will select a topic that will be presented on the corresponding date designated on the sign-up sheet. A 20-minute presentation will be given that follows the written Case History Outline, which will be distributed to the class as well as being made available on Moodle. The grading of the case presentation will be based on the following:

1. 5 points allowed for following given case history format
2. 5 points if presentation was complete and comprehensive (covered all areas of outline)

3. 5 points if the information provided was clear, concise and understandable
4. 5 points if the case overall was acceptable and addressed the selected topic

Any student who is unable to present on their designated date will be required to present on the next class day and will only be eligible to receive a maximum of 10 points or 50% of the possible grade for the case presentation. With at least one-week notice given to the instructor, a student can swap their presentation date with another student if necessary and still be eligible to achieve all 20 points. The intention to swap a presentation date must be approved by the instructor with no less than one-week advance notice and both students electing to swap presentation dates must contact the instructor for approval.

4) The final exam will be given on the last day of class, December 9th. The exam will be comprehensive based on information covered in the required textbook readings, class lectures and presentations including student case presentations. The final will include multiple choice, true or false, short answer questions, and one written behavioral health assessment that addresses a given case vignette. The final exam will only be offered during class as indicated.

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 associated with the Inaba and Cohen text 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 activities, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at values, our beliefs, biases, and ourselves. 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 8 hours prior to class.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Completing extra assignments designed by the instructor will make up any missed class time. 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.

Make-up Presentation for Missed Class

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 the supplemental reading list or websites, and/or 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 (APA format) 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 result in a 5% drop in your final semester 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	90-92 = A-	
88-89 = B+	83-87 = B	80-82 = B-
78-79 = C+	73-77 = C	70-72 = C-
68-69 = D+	60-67 = D	< 60 = F

“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: (9/9/2013)

Course Introduction; Course Completion Requirements; Presentation of Study Guide; Sample Case Presentation, Case Presentation Sign-ups; Video and Small Group Exercise.

WEEK-2: (9/16/2013)

Brief History; Reading discussion: Classifications of Psychoactive Substances, Basic Pharmacology.

READINGS: **Chapter 1 - *Uppers, Downers, All Arounders***
 Chapter 1 - *Basic Psychopharmacology for C&P*

WEEK-3: (9/23/2103)

Basic Neurobiology. Brain Study Groups w/Group Presentations. Case Vignette.

READINGS: **Chapter 2.3 to 2.30 - *Uppers, Downers, All Arounders***
 Chapter 2 - *Basic Psychopharmacology for C&P*

TEST #1 on Moodle Available until 9/30/13 at 5pm

WEEK-4: (9/30/2013)

Pharmacokinetics; Pharmacodynamics Case Vignette #5. Case presentations

READINGS: **Chapter 2.30 to end - *Uppers, Downers, All Arounders***
 Chapter 3 - *Basic Psychopharmacology for C&P*

WEEK- 5: (10/7/2013)

CNS Stimulants including Caffeine and Nicotine. Case Vignette #10. Case presentations

READINGS: **Chapter 3 - *Uppers, Downers, All Arounders***
 Chapter 9 - *Basic Psychopharmacology for C&P*

TEST #2 on Moodle Available until 10/14/13 at 5pm

WEEK-6: (10/14/2013)

Opiates/Opioids, Pain Control, Sedative-Hypnotics. Case Vignette #3. Case presentations

READINGS: **Chapter 4 - *Uppers, Downers, All Arounders***
 Chapter 7 - *Basic Psychopharmacology for C&P*

WEEK-7: (10/21/2013)

Alcohol plus Fetal Alcohol Spectrum Disorders. Case presentations

READINGS: **Chapter 5 - *Uppers, Downers, All Arounders***

TEST #3 on Moodle Available until 10/28/13 at 5pm

WEEK-8: (10/28/2013)

Alcohol continued from Week 7 and Depression. Case presentations

READINGS: **Chapter 5 - *Basic Psychopharmacology for C&P***

WEEK-9: (11/4/2013)

Psychedelics with Emphasis on Marijuana. Case presentations

READINGS: **Chapter 6 - *Uppers, Downers, All Arounders***

Chapter 8 - *Basic Psychopharmacology for C&P*

TEST #4 on Moodle Available until 11/11/13 at 5pm

WEEK-10: (11/11/2013)

Other Drugs, Inhalants, Sports and Drugs. Case Vignette #7. Case Presentations

READINGS: **Chapter 7 - *Uppers, Downers, All Arounders***

WEEK 11: (11/18/2013)

Neurobiology of Behavioral Health

READINGS: **Chapters 13 & 14 - *Basic Psychopharmacology for C&P***

TEST #5 on Moodle Available until 11/24/13 at 5pm

WEEK 12: (11/24/2013)

Treatment: Psychotropic Psychiatric Medications; Interactions with Recreational Drugs. Case presentations

READINGS: **Appendix - *Basic Psychopharmacology for C&P***

WEEK 13: (12/2/2013)

Treatment Interventions Course review. Case Vignette.

READINGS: **Chapter 9 - *Uppers, Downers, All Arounders***

WEEK 14: (12/9/2013)

Basic Prevention Concepts; Course Summary.

FINAL EXAM – 90-minutes