

Lewis & Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
Professional Mental Health Counseling Program, Specialization in Addictions
MHCA 545: Drugs, Brain, and Behavior
Monday 08:30AM - 11:45AM, York Graduate Center, Room 107
01/09/2017-04/24/2017

COURSE INSTRUCTOR

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Office hours by appointment, typically Tues and Wed afternoons, Rogers 405

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 students with knowledge of symptoms of intoxication, withdrawal and toxicity for all psychoactive substances, alone and with one another. Consequently, how psychoactive substances impact the user physically and psychologically, resulting in changes in cognition, behavior and affect, will be addressed in detail.

Each major classification of psychoactive drugs will be explored, with a special emphasis on legal substances (e.g., alcohol, marijuana, nicotine). We will also discuss the current state of the use of prescribed drugs in medication-assisted treatment, including agonists (e.g., methadone, naltrexone).

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

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
- 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

- a. roles and settings of addiction counselors
- b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- c. 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
 - g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery

Required Text:

Inaba, D., & Cohen, W. E. (2014). *Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs* (8th ed.). Medford, OR: CNS Productions.

Other readings are available on **Moodle**, the Lewis & Clark online course management system. Log on to moodle.lclark.edu (note: there is no www), sign in using your LC login (same as email). If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503-768-6195.

Supplemental Text:

Kuhn, C., Swartzwelder, S. and Wilson, W. (2014). *Buzzed: The straight facts about the most used and abused drugs* (4th ed.). New York, NY: W.W. Norton.

Professional Guidelines

A) Instructional Process: 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.

B) Attendance: Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One absence is allowed with notification. Two absences will result in a failing grade for the course, per departmental attendance policy (see below). Please on time.

All electronic devices are to be turned off or silenced. You will have the opportunity on breaks to respond to texts or voice messages. Laptop computers are rarely necessary; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

Please keep eating/drinking during lecture, conversations, role playing, and case studies to a minimum, to reduce unnecessary distractions.

C) Professional Integrity: Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own.

Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior.

Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and/or points of view.

Consideration of the merits of alternative viewpoints will be done in a thoughtful and respectful manner, and with an awareness of privilege and its impacts on participation in dialogue.

D) Assignments are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar. Punctuation is also important and may alter the interpretation or meaning of your work if not used appropriately. Any sources used in presentations or written assignments should be cited in APA format, following the styles indicated in APA's *Publication Manual*, 6th Edition.

Late assignments are accepted with prior approval of instructor. Grade will be lowered at a rate of one letter per day for late assignments (i.e., A to A-).

STUDENT SUPPORT

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 as soon as possible if you need accommodations in class; creating your optimal learning environment is important!

CPSY Departmental Attendance Policy

Class attendance is expected and required. 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). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

Task/Assignment Breakdown

1) Addiction Simulation and Reflection	20 points
2) Midterm Exam	20 points
3) Group Presentation and Discussion	20 points
4) Final Exam	20 points
5) Active Participation	20 points

1. Addiction Simulation and Reflection

Students will complete a reflection on their experience with an addiction simulation exercise that is thoughtful, honest and authentic. Challenges and unexpected discoveries found within the exercise are encouraged. Reflective essay should be no less than 1 page and no more than 2 pages, approximately 500-1000 words. For the addiction exercise, an hourly log is a required component of the assignment. Please integrate responses to the question prompts (posted on Moodle) into your essay. Grading will be based on thoroughness with which the reflection questions are answered, not on the content of your hourly log or the outcome of the addiction simulation. **Due Week 4.**

2. Group Presentation and Discussion

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.

- a. For the presentation, include the following information:
 - i. What is the specific issue? What substances are involved, and what is the effect of those substances on human physiology?
 - ii. Where does it take place? Is there a primary location, or does it manifest in the presence of certain conditions? What are those conditions?
 - iii. When did this issue begin? What historical events have led to its current manifestation?
 - iv. Who is impacted or involved in the issue? What social, cultural, racial, ethnic, religious, or other factors are related to the issue?
 - v. Why is this issue significant? What impact will it have on alcohol and drug counselors, both now and in the future?
 - vi. How is the issue being currently addressed? What alternative solutions have been tried? What current alternative solutions are available?
- b. For the group learning activity, consider the following approaches:
 - i. **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 ...?
 - ii. **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...?
 - iii. **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?
 - iv. **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...?

Scheduled for **Weeks 8-10**.

3 & 4. Mid-Term and Final Exam

Involvement with the required texts will include class discussion, out-of-class reading and preparation, lectures, presentations, non-graded online quizzes, and case studies. Material for the mid-term and final exams will be drawn from these resources, and will include multiple-choice questions, matching questions, fill-in-the-blank questions, and at least one case study with questions for reflection. Each exam will last one hour and will be taken closed-book.

Weeks 7 and 15.

5. Active Participation

Because this class will function in a seminar and roundtable discussion format and rarely a lecture class, the active participation of all students is requested and required. Participation will be evaluated not only on the quantity or frequency of contributions but also on the quality of what you say in class and how much you participate in small group discussions or activities.

NOTES ON THE ABOVE:

*In order to become familiar with pharmacological and neurological terminology as well as the specifics of each psychoactive drug of abuse and psychotropic medication, **it is imperative that the readings be done thoroughly and on time.***

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 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 code will be given to you the second week of class (1/23).

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 the CNS 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.
4. Watch the video series!

If you encounter any access problems, contact Howard LaMere at CNS Productions, Inc.: www.cnsproductions.com, 800.888.0617 or 541.779.3361.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Student Handbook

(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)

and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

GRADING SCALE

	94-100 = A	90-93 = A-
87-89 = B+	84-86 = B	80-83 = B-
77-79 = C+	74-76 = C	70-73 = 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.

Use of Research Data (i.e., CACREP (2016) Standards, Section 2: 8a, 8b, and 8e)
Instructor will disseminate and students will discuss current published research regarding substance use disorders and other process addictions as part of class activities.

Standards for Professional Conduct and Academic Integrity

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously

been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution. Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. For the full Student Professional Conduct Policy, please follow this link:

<http://docs.lclark.edu/graduate/policyprocedures/academic/>

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed without prior permission of the instructor.

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

READINGS: Inaba & Cohen (2014), Chapter 2.1 - 2.31, "How Psychoactive Drugs Affect People," *Buzzed*, Brain Basics

WEEK-4: 2/6

Effects of Psychoactive Drugs, Addiction Theory, Heredity and Environment
Discussion of Addiction Simulation reflections.

READINGS: Inaba & Cohen (2014), Chapter 2.31 - 2.45, "From Experimentation to Addiction"

WEEK- 5: 2/13

Stimulants including Caffeine and Nicotine

READINGS: Inaba & Cohen (2014), Chapter 3; *Buzzed*, Chapter 12

WEEK-6: 2/20

Opiates/Opioids, Pain Control, Sedative-Hypnotics

READINGS: Inaba & Cohen (2014), Chapter 4; *Buzzed*, Chapter 9
Mid-Term Review

WEEK-7: 2/27

Alcohol Absorption, Effects, Health Consequences, and Epidemiology

READINGS: Inaba & Cohen (2014), Chapter 5.1 - 5.44; *Buzzed*, Chapter 1
Mid-Term Exam on Chapters 1-4

WEEK-8: 3/6

Marijuana. Group Presentations.

READINGS: Inaba & Cohen (2014), Chapter 6; *Buzzed*, Chapter 7

WEEK-9: 3/13

Psychedelics/Hallucinogens and Entactogens. Group Presentations.

READINGS: Inaba & Cohen (2014), Chapter 6; *Buzzed*, Chapters 3-4

WEEK-10: 3/20

Other Drugs, Inhalants, Sports and Drugs. Group Presentations.

READINGS: Inaba & Cohen (2014), Chapter 7; *Buzzed*, Chapters 6, 11

WEEK 11: 3/27

NO CLASS. SPRING BREAK: March 25-Apr 2

WEEK 12: 4/3

CLASS CANCELLED. Alternate assignment: Media depictions of substance intoxication, withdrawal and toxicity. 2-page summary of film due 4/10.

WEEK 13: 4/10

Basic Prevention Concepts; Intro to Harm Reduction and Medication Assisted Treatment.

Film summary due.

READINGS: Inaba & Cohen (2014), Chapter 8; reading on Moodle

WEEK 14: 4/17

Mental Health and Co-occurring Disorders. Psychotropic Psychiatric Medications; Interactions with Recreational Drugs. Review for Final Exam.

READINGS: Inaba & Cohen (2014), Chapters 9-10

WEEK 15: 4/24

Discussion of film reviews. Course Summary and Evaluations. Final Exam on Chapters 5-10.