

Lewis & Clark College Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization in Addictions MHCA 545-Drugs, Brain and Behavior

COURSE SYLLABUS
MHCA 545- Drugs, Brain and Behavior (3 credits)
Spring Semester 2020
Monday: 5:30-8:45 p.m.
York Graduate Center-Room 116

Instructor: David Corse, MA, LPC, ACS, CADCI, CGACII
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Office Hours: By Appointment

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

- 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
- g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recover

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.

Linden, D.J. (2011). *The Compass of Pleasure: How Our Brains Make Fatty Foods, Orgasm, Exercise, Marijuana, Generosity, Vodka, Learning, and Gambling Feel So Good*

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, or consult@lclark.edu.

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. My approach to classroom work is to co-create a cohesive learning culture with first order objectives centered around co-learning of identified content, and second order and third order objectives of identifying, illuminating and affecting power differentials in context of safety as they occur. We will create this environment together.

(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 be on time as tardiness can result in absences if consistent.

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

Abstinence Exercise and Paper	20 points
Group Presentation and Discussion	20 points
Class Participation	20 points
Midterm Exam	20 points
Final Exam	20 points
TOTAL	100 points

Abstinence Exercise and Paper (20 Points)

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you 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.

This assignment will be broken into 2 sections. **1)** You will write a “Goodbye Letter” to your substance or behavior that you choose to abstain from *before* you start your 3-week abstinence period. *This will be due any time before you start your abstinence period so email it to me when you have it done.*

“Letter to my Substance/Behavior” – written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins (the content for this letter can be found below).

Letter to my Substance/Behavior

This paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 5 areas:

- 1) How my addictive substance/behavior is loved and is considered a “friend”
- 2) How my addictive substance/behavior is sensual (appeals to my senses)
- 3) How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
- 4) How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
- 5) How my addictive substance/behavior is hated – what it has “cost” me

2) You will write a reflection paper about this experience: no less than 5 pages, double-spaced, typed, responding to the following questions:

- (a) Prior to the beginning the three-week abstinence period, what has been your experience of abstaining from the use of substances, 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?

**It is suggested that you keep a journal of your experiences throughout the three-week abstinence period so you can recall any feelings, emotions, etc. that you experience while abstaining, however it is not a requirement. I think it will make it easier to write your reflection paper at the end of your abstinence period if you keep a journal so that is my suggestion 😊

DUE: March 16th-Latest start date is 2/24/19!

Group Presentation and Discussion (20 points)

Addictions 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 are involved, and what is the effect of those substances 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...?

Scheduled for Weeks 8-10

Class Participation (20 points): All graduate students are to *actively* participate in all class discussions and activities. Participation includes asking questions, reading assignments prior to the class period, discussion of your experience or reaction to a particular topic, taking part in classroom activities, and being *present* for class on time. Assignments are to be completed by the stated due date, unless otherwise specified by the course instructor. Please contact the instructor

by e-mail or phone if you will be absent from class. Participation points are not a “given,” one must earn them.

Midterm and Final Exam (20 points each)

Involvement with the required texts will include class discussion, out-of-class reading and preparation, lectures, presentations, 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.

Scheduled for weeks 7 and 14.

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.

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/>

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.

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.

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.

TENTATIVE SCHEDULE

DATE	TOPIC	CHAPTER READING ASSIGNMENTS FOR FOLLOWING CLASS
1/6/20	Course Introduction, Syllabus, Course Expectations	Chapter 1-Psychoactive Drugs: Classification and History
1/13/20	Pleasure Unwoven- Discussion/Think/ Pair/ Share Review Chapters 1 & 2	Chapter 2-The Neurochemistry and the Physiology of Addiction
1/20/20	No Class-In honor of MLK Jr.	
1/27/20	Pleasure Unwoven Discussion/Think/ Pair/ Share Review Moodle Readings	Chapter 3-Uppers
2/3/20	Review of Uppers	Chapter 4-Downers: Opiates/Opioids and Sedative Hypnotics
2/10/20	Review of Chapter 4	Chapter 5-Downers: Alcohol

	Review for Midterm	
2/17/20	Review of Chapter 5 Midterm Exam (Ch. 1-5)	Chapter 6-All Rounders
2/24/20	Review of Chapter 6 Group Presentation & Discussion (1st & 2nd group)	Compass of Pleasure: Prologue through Chapter 3
3/2/20	Review of Compass of Pleasure Readings Group Presentation & Discussion (3rd & 4th group)	Compass of Pleasure: Chapters 4 - 7
3/9/20	Review of Compass of Pleasure Readings Group Presentation & Discussion (5th & 6th group)	Chapter 7-Other Drugs, Other Addictions
3/16/20	Review of Chapter 7 Group Presentation & Discussion (7th & 8th group – if necessary) Abstinence Assignment Due via Email!!	Chapter 8-Drug Use and Prevention: From Cradle to Grave
3/23/20	Spring Break-NO CLASS	
3/30/20	Review of Chapter 8	Chapter 9-Treatment

4/6/20	Review of Chapter 9	Chapter 10-Mental Health and Drugs
4/13/20	Review of Chapter 10 Final Exam Review	Moodle Readings/Final Exam Review on Moodle
4/20/20	Course Wrap-up/Evals Final Exam (Ch. 6-10 U, D, A & Compass)	