

**Lewis & Clark College Professional Mental Health Counseling & Professional Mental  
Health Counseling – Specialization in Addictions**

**MHCA 545-02 Drugs, Brain and Behavior**

**COURSE SYLLABUS**

MHCA 545-02 Drugs, Brain and Behavior (3 credits)

Spring Semester 2022

Monday: 5:30-8:45 p.m.

Corbett Annex- Room 100

Instructor: Kayla Carrar, MA  
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Office Hours: By appointment only

**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* (8<sup>th</sup> ed.). Medford, OR: CNS Productions.

Other readings may be 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](mailto: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 and activities. My approach to teaching is to create an environment that fosters critical thinking, examination of cultural and historical influences, and a focus on real life applications to prepare students for work with clients. Experiential learning activities will be utilized to encourage out of the box thinking and flexibility when working with clients.
- 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.

**All personal 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 allowed to take notes and may be needed for some in class activities; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

**Please be respectful when eating/drinking during lecture, conversations, role playing, and case studies and ensure that it is not a distraction to the class.**

- 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*, 7<sup>th</sup> 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, Journal, and Paper	20 points
Group Presentation and Discussion	20 points
Class Participation (discussions, readings, activities)	20 points
Review Quizzes (10 pts each)	40 points
<b>TOTAL</b>	<b>100 points</b>

**All assignments must be uploaded to Moodle in a word document by 11:59 pm on the due date unless advised otherwise by instructor. If you do not upload the document in a word document you will lose 10 points!**

### **Abstinence Exercise and Paper (20 Points)**

This exercise is designed to help you experience some of the feelings/thoughts that clients with substance use disorders may experience when they stop engaging in their drug or behavior of choice. The focus of this assignment will be to observe and reflect on your experience with any withdrawal symptoms, barriers to abstaining, impact on daily functioning, and any impact on physical, psychological, and social experiences.

You will 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 has 3 parts:

**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 at any time before you start your abstinence period so email it to me when you have it done.*

#### **Letter to my Substance/Behavior**

This letter to your substance/behavior will 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 appeals to and impacts 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 complete a daily journal documenting your experience with withdrawal symptoms and cravings, your overall daily mood, and any external stressors you encounter. This will be documented in a provided spreadsheet and will need to be uploaded to Moodle each week that you are actively involved in your abstinence period. There will be an upload spot for each week

on the Moodle schedule, but you only need to upload on your 3-week abstinence period.

3.) You will write a reflection paper no less than 5 pages, double-spaced, typed, APA format, 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?
- (i) Review your daily journal and reflect on any correlations or patterns associated with withdrawal symptoms, stress, and reported mood. Describe any events that occurred during your abstinence period that led to an increase in stress or cravings. Describe and reflect on your observations.

**DUE: March 28<sup>st</sup> at 11:59 pm uploaded to Moodle in a word document. In order to meet the 3-week requirement, you must start your abstinence period by February 28 to have enough time for your paper.**

### **Group Presentation and Discussion (20 points)**

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. Be creative ☺

For the presentation, include the following information:

- (a) What is the specific issue? What substances/behaviors are involved, and what is the effect of those substances/behaviors 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...?

**DUE: Presentations for all groups must be uploaded to Moodle on February 28 by 11:59 pm. Groups will present in class on February 28 or March 7.**

**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.

**Review Quizzes (10 points each)**

There will be 4 quizzes that take place throughout the course. Each quiz will cover material from chapters of the textbook as well as material from class discussions, out-of-class reading and preparation, lectures, presentations, and case studies. Material for each quiz 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 quiz will be taken in class and will be taken closed-book.

**See Schedule Below for dates. Quizzes will be taken in class.**

***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/](http://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.*

**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](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
1/10	<p style="text-align: center;"><b>ONLINE via Zoom</b></p> <p>Course Introduction, Syllabus, Course Expectations</p>	<p>Chapter 1: Psychoactive Drugs: Classification and History</p>
1/17	<b>MLK Jr Day-NO CLASS</b>	<p>Chapter 2: The Neurochemistry and the Physiology of Addiction</p>
1/24	<p style="text-align: center;"><b>ONLINE via Zoom</b></p> <p>Pleasure Unwoven- Discussion/Think/ Pair/ Share</p> <p>Review Chapters 1 &amp; 2</p>	Moodle Readings
1/31	<p style="text-align: center;"><b>ONLINE via Zoom</b></p> <p>Pleasure Unwoven Discussion/Think/ Pair/ Share</p> <p>Review Moodle Readings</p> <p><b>Quiz 1: Chapters 1 &amp; 2</b></p>	<p>Chapter 3: Uppers</p>
2/7	<p style="text-align: center;"><b>Back on Campus</b></p> <p>Review of Chapter 3</p> <p>Experiential Activity</p>	<p>Chapter 4: Downers: Opiates/Opioids and Sedative Hypnotics</p>

2/14	Review of Chapter 4 Nova Documentary	Chapter 5: Downers: Alcohol
2/21	Review of Chapter 5 Experiential Activity <b>Quiz 2: Chapters 3 &amp; 4</b>	Chapter 6: All Arounders
2/28	<b>Group Presentation &amp; Discussion (2 groups)</b> <b>All Group Presentations need to be uploaded to Moodle by 11:59 pm</b>	Chapter 7: Other Drugs, Other Addictions
3/7	<b>Group Presentation &amp; Discussion (2 groups)</b>	Make sure you have read chapters 6 and 7
3/14	Review Chapters 6 and 7 Assessing for intoxication and withdrawal symptoms Experiential activity/case study	Catch up or get ahead on readings!

<p>3/21</p>	<p><b>SPRING BREAK</b></p> <p><b>NO CLASS</b></p>	<p>Moodle Readings</p> <p>Don't forget Abstinence assignment due next class!</p> <p>Study for Quiz 3</p>
<p>3/28</p>	<p><b>Quiz 3: Chapters 5, 6, &amp; 7</b></p> <p>Discussion on Moodle Readings</p> <p>Psychosocial, cultural, historical, and environmental factors that impact substance use</p> <p><b>Abstinence Assignment Due by 11:59 pm to Moodle!!</b></p>	<p>Chapter 8: Drug Use and Prevention: From Cradle to Grave</p>
<p>4/4</p>	<p>Review of Chapter 8</p> <p>Experiential Activity</p>	<p>Chapter 9-Treatment</p>
<p>4/11</p>	<p>Review of Chapter 9</p> <p>Discussion</p>	<p>Chapter 10-Mental Health and Drugs</p>
<p>4/18</p>	<p>No Class</p> <p>Chapter 10 PowerPoint and discussion prompts will be posted to Moodle</p>	<p>Complete Moodle activity from class</p> <p>Review for final Quiz</p> <p>Don't forget device to do course eval</p>

4/25	Review Activity <b>Quiz 4: Chapters 8, 9 &amp; 10</b> Course Wrap-up/Evals	
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