

Rowan College at Burlington County
Liberal Arts Division
Spring 2019

Addiction Dynamics and Interventions HUS 207-170 3 credits

Brina Sedar, M.Ed., LPC, CADC, ICADC, Assistant Professor and Program Coordinator

Office: Laurel Hall 203E

856-222-9311 X 2713

856-222-9311 X 2713

Email: bsedar@rcbc.edu

Office Hours Laurel Hall 203E Monday – Thursday 8:20 AM – 9:20 AM

Messages are returned within 48 business hours.

Human Services Program: <http://www.rcbc.edu/human-services>

Faculty Page: <https://sites.google.com/a/rcbc.edu/brina-sedar/>

Human Services Club Facebook Group: Rowan College at Burlington County Human Services Club

HUS 207 Addiction Dynamics and Interventions

Educational hours approved by Addiction Professionals Certification Board of New Jersey, Inc.

Approval # 261201819C207

*102 Biopsychosocial Assessment 12 hours

105 Pharmacology 6 hours

*401 Addiction Recovery 6 hours

*502 Legal Aspects - 6 hours

Legal Requirements for Drug and Alcohol Counseling in New Jersey

RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.

Catalog Description:

This course provides a working knowledge of the helping process as it applies to drug and alcohol counseling. It focuses on assessment and diagnostic skills; the pharmacology of commonly abused substances; appropriate goals and treatment plans; individual, group, and family treatment approaches; the levels of care available to drug and alcohol clients and their families; current research, trends and success rates in treatment; the impact of sex, age and ethnicity on the treatment process; the ethical guidelines of practice; and the American Psychiatric Association's diagnostic criteria for substance use disorders and their relationship to other mental health disorders. It also covers the procedure for applying for state, national and international drug and alcohol counselor certification.

Course Learning Outcomes

Upon completion of this course, students will be able to:

- Develop assessment and diagnostic skills
- Describe the pharmacology of commonly abused substances
- Formulate appropriate goals and treatment plans
- Discuss and compare individual, group, and family treatment plans
- Describe the levels of care available to drug/alcohol clients and their families
- Recognize current research, trends, and success rates in treatment
- Appreciate the impact of sex, age, and ethnicity on the treatment process
- Work within the ethical guidelines of practice

General Education Outcomes

Written and Oral Communication: Communication

- * Students will logically and persuasively support their points of view or findings.

Scientific Knowledge and Reasoning: Science

- * Students will demonstrate critical thinking skills in the analysis of scientific data.

Society and Human Behavior: Social Science

- * Students will demonstrate a general knowledge of political, social and economic concepts and systems and their effects on society.

Global and Cultural Awareness: Diversity

- * Students will be able to compare and contrast cultural norms from diverse populations.

Core Course Content

- The Nature of Addiction
- A Brief Introduction to the Science of Pharmacology
- An introduction to alcohol and alcohol use disorders
- Abuse of and addiction to: barbiturates, benzodiazepines, cocaine, marijuana, opioids, hallucinogens, inhalants, aerosols, and over-the-counter analgesics
- The underrecognized problem of steroid abuse and addiction
- Tobacco products and nicotine addiction
- Chemicals and neonate
- Substance use and abuse: Children, adolescents, and college students
- Codependency and enabling
- Addiction and the family
- The dual diagnosis client: Substance use disorders and mental illness
- The biopsychosocial models of the addictions
- The substance use disorders as a disease of the human spirit
- The assessment of suspected substance use disorders
- Intervention
- Treatment settings
- The treatment of substance use disorders
- Relapse and other problems frequently encountered in substance abuse rehabilitation
- Support groups
- Substance use disorders and infectious disease

- The relationship between drugs and crime
- The debate over legalization

Text Book

Title: Concepts of Chemical Dependency, Author : Doweiko, H.

Publisher : Cengage

Edition/Year : 10th edition (2019)

Type : Required resource

Course Design: This course is online for your convenience. As such, it is not a traditional classroom-based course. All the information needed to complete the course is contained in this syllabus and within the Blackboard shell. This course does not meet in the classroom. Students who wish to meet with me personally may do so during my regularly scheduled office hours in LH 203E. The primary responsibility for your success in this course lies with you.

Addictions Counseling Certificate

Students who complete a cluster of courses including Addiction Dynamics and Interventions HUS 207, will receive an Addictions Counseling Certificate from the college. This certificate demonstrates to an employer that the student has the academic background to work in a drug and alcohol facility. A description of the certificate and the certificate requirements are in the Student Guide to the Human Services Program and is available here:

http://www.rcbc.edu/files/PDFFiles/human_services/2018/Student%20Guide%20Fall%202018rev2.pdf

Grading Standard:

Quizzes: 35% of final grade (5% each)

Discussions: 35% of final grade (5% each)

Reaction Paper: 30% of final grade

Course Requirements:

Weekly assignments serve to integrate the course materials. Thus, it is suggested that for each lesson the student should:

- Read the textbook material,
- Review PowerPoint slides, videos and posted supplementary materials. Note: Select units have recorded PowerPoint presentations that contain an audio component. This is the “lecture” for the unit. Please follow the instructions below to listen to the view PowerPoints and hear the lecture.
- Take notes where necessary for the discussions and quizzes
- Complete the assignment by the specified due date. One assignment is due each week and it will either be a quiz or a discussion.

Recorded Power Point Presentations: This course contains PowerPoint presentations with a recorded audio component. This is especially important for completion of Week 14. As such, you will need access to PowerPoint and a computer with speakers or a headset. You may listen

to the presentations in the Computer Lab if you bring a headset. A PowerPoint viewer can be downloaded for free from Microsoft's website: <https://www.microsoft.com/en-us/download/details.aspx?id=13>

Each slide may be viewed as often as necessary to learn the material.

Steps to Viewing a Recorded Lecture on PowerPoint:

1. Print the slides to enable efficient notetaking.
2. Download the presentation from Blackboard. (You know the presentation is recorded because the time requirement is stated on the title of the presentation.)
3. Click "Enable Editing"
4. Beginning with Slide #1, put the presentation on "Slideshow" mode.
5. You should hear the audio component begin and the slides will progress from one slide to the next.
6. Troubleshooting:
 - a. If you are not hearing the audio you need to make certain your speakers / headset are set properly with the volume control turned up and the presentation has been set to "Enable Editing"
 - b. Presentations are large files and take time to download. Be patient. Most students are able to use laptops and tablets although smart phones do not normally allow for this.
 - c. If your system does not meet the standard requirements, use a computer in the computer lab. A headset is required.

Due Dates: All assignments are due on Tuesday of each week unless otherwise noted. Adhering to the deadlines is critical for success in this course. RCBC's attendance policy applies to this course. Thus, documentation of illness or other emergency circumstances needs approval from the Office of Student Support <http://www.bcc.edu/studentsupport/services-accomodations> before an extension will be granted. There are no exceptions to this policy. The number one reason students perform poorly in this class is a failure to complete assignments by the deadline. Students who complete all assignments timely normally do very well.

Weekly Assignments: Each week a discussion topic corresponding to the unit material or a quiz will be posted. There are a total of 7 quizzes and 7 discussions covering 14 weeks of the semester. A reaction paper of attendance at a 12 step meeting or review of your interview with a drug and alcohol facility is due during final exams week (week 15). The reaction paper is weighted as 30% of your final grade. For a total of fourteen units (one per week), each discussion or quiz assignment is worth 5% of the final semester grade. Therefore it is important to give consideration to both the discussions and the quizzes. Students are permitted and encouraged to use the textbook, PowerPoint slides, and notes to complete the assignments. Do not miss any of the weekly assignments. Missing a quiz or discussion automatically drops your final grade by 1/2 of a letter grade.

Assessment of Discussions: The purpose of the discussions is to create a classroom type of environment that allows for an exchange of ideas and sharing of information. Students are encouraged to use the discussion board interactively by exchanging ideas, providing assistance to others and creating a virtual classroom experience. Discussions may go beyond the assigned topic and students are encouraged to raise issues of interest. Discussions are weighted as 35% of your final grade. There are a total of seven discussions worth 5% each. For each discussion, it is suggested that the student review the discussion topic, formulate a thoughtful response, post the response and respond to at least one other person's post.

	4	3	2	1	0
Quality of Original Post	Mastery of essential elements and related concepts, plus demonstrated excellence or originality. Course content is integrated into discussion.	Mastery of essential elements and related concepts, showing higher level understanding.	Acceptable knowledge of essential elements and related concepts.	Unacceptable knowledge of essential elements and related concepts. The student failed to demonstrate understanding of the unit materials.	The student repeated information posted by other students and did not contribute anything of value to the discussion.
Quality of Response to Another Student	The student thoughtfully responds to multiple posts made by others thereby contributing to a worthwhile class discussion.	The student thoughtfully responds to at least one other student in the discussion.	The student responds to at least one other student in the discussion.	The response to another student lacked comprehension of the unit materials.	The student failed to respond to another student or violated the Civility Code.
Promptness of Completion	The original post is made in the initial two days of the assignment period allowing time for consideration and response by others.	The original post is made days 3,4 or 5 of the assignment period allowing time for consideration and response by others.	The original post is made the day before or the morning of when the assignment is due.	The original post is made within the hours of when the assignment is due thus limiting the time for consideration and response by others.	The original post missed the deadline.

Quizzes: For seven units a quiz will be available for students to complete in place of the discussions. Quizzes consist of 10 multiple choice questions and have a one-hour time limit. Quizzes cover several chapters of material and thus it is important to review the assigned materials and complete the readings prior to taking the quiz. This is not intended to prohibit dialogue on these topic areas but rather to provide an alternate method for evaluation of student performance. Do not attempt the quizzes without first reading the text and reviewing the PowerPoint slides. Quiz questions are conceptual and require comprehension. It is unlikely a student will perform well on a quiz if an attempt is made to “look up” the information without reading it first.

Important: In the event, you have questions about an item on the quiz; I request that you post the item for review and discussion by the class prior to requesting assistance. Most often when a student gets a question incorrect, it is because the student referenced a limited section of the course material rather than the breadth of the material or because the question is highly conceptual and misunderstood. There are often multiple references to key course concepts and failure to review the entire unit can result in an incorrect answer. For assistance with understanding the quiz items, please post to the class. The first student who successfully assists another student with understanding a quiz item will earn 5 points **extra credit** (equal to the point value for the question).

Reaction Paper: You have two options for this assignment. Please read this section carefully. For 30% of the final course grade, students are asked to either visit a drug and alcohol treatment facility or a twelve-step meeting.

Assignment option #1: Agency Interview

Human Services students and those working toward the Addiction Counseling Certificate may use this assignment to prepare for fieldwork placement. Please keep in mind that not all programs welcome students or visitors. Therefore, it is recommended that you plan to contact several facilities in order to assure one successful visit.

Agencies offering internship opportunities to students in New Jersey may be obtained through the instructor by appointment in LH 203E. A listing of local resources is also available on Blackboard.

The Facility Interviewing Process:

Contact a drug and alcohol agency and explain that you’re a college student at RCBC and you’re learning about substance abuse. Request the opportunity to visit the agency to learn about the program. Before your visit, review the organization’s website and become familiar with the agency. Make certain you arrive on time and are dressed professionally. Greet the person you are to interview and explain the nature of your interest as a student studying drug and alcohol treatment. You will want to ask the following questions and maintain a record of the data you collect:

- Name of facility

- Contact person, title, address, phone number, and email address
- Philosophy of treatment
- Population served and specific needs of this population
- Mission of the organization
- Eligibility requirements for services
- Services provided
- Professional positions of employment
- Opportunities available for field placements. If you select this site as a field placement what type of experiences and learning opportunities can you anticipate? What will be the nature of the supervision you receive? What type of training can you expect?
- Your overall assessment of the organization. This you will ascertain from your general feelings about the facility. Would you like to work at this facility? How would you best describe the organizational culture? Would you consider a field placement with this organization? Would you refer clients to this facility and if so what type of clients would be best suited for services?

Assignment Option # 2: 12 Step Meeting Reaction Paper: As an alternative, students may attend an **OPEN** 12 step Alcoholics Anonymous, Narcotics Anonymous, Al-Anon or another self-help group. AA meetings can be found

Important: Twelve-step meetings are designated as “Open” or “Closed”. **Closed meetings are restricted to persons in recovery. Students who are not involved with AA or NA may visit as a guest at an OPEN meeting only.** Also, note any other meeting restrictions. For example, some meetings are designated for men only or women only. As a guest, it is important to respect the practices and traditions of the meeting. You are there as a student observer and should not interrupt the meeting. You may be asked to identify yourself. The practice is to introduce oneself by first name and indicate your interest in learning more about the program. After visiting the twelve-step meeting write a one or two-page reaction paper highlighting your experience, impressions, observations and what you learned.

Reaction Paper Assessment Rubric

	3	2	1	0
Completeness	The paper provided all of the information requested on this syllabus and the student's reaction to the experience.	The paper provided most of the information requested on this syllabus and the student's reaction to the experience.	The paper provided some of the information requested on this syllabus and the student's reaction to the experience.	The paper did not provide the information requested on this syllabus and/or the student's reaction to the experience was excluded.
Punctuality	The student completed the paper by the deadline specified on this syllabus.	The paper was one class period late.	The paper was two class periods late.	The paper was too late for consideration.
Neatness	The paper is clearly written and easy to read.	The paper is difficult to read.	The paper is difficult to read due to errors.	The paper is impossible to read due to spelling and/or grammar errors.

Topical Course Outline

Week 1 Introduction to the course and the study of Addiction
Assigned reading Chapters 1 & 2

CHAPTER 1 - Why Worry About Substance Misuse or Substance Use Disorders?

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 1.1: Understand why substance misuse and SUDs are legitimate problems for society
- 1.2: Identify the scope of the problem of alcohol and drug misuse and SUDs
- 1.3: Understand the costs related to alcohol and drug misuse and SUDs
- 1.4: Describe those who encounter and treat individuals with SUDs
- 1.5: Comprehend the lack of education prevalent in those who encounter individuals with SUDs

CHAPTER 2 - The Nature of the Beast (*Being an Examination of the Problem of SUDs*)

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 2.1: Understand why individuals may use alcohol and/or drugs
- 2.2: Describe the cycle of drug misuse and the continuum on which individuals may fall
- 2.3: Understand the terminology used in the field and in this text
- 2.4: Consider the questions that remain unknown regarding SUDs

Assignment: Discussion – Please advance to the discussion board and complete the first graded discussion.

Week 2

Assigned reading Chapters 3 – 5

CHAPTER 3 - The Science of Pharmacology & the Physiology of Addiction

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 3.1. Define the meaning of psychopharmacology.
- 3.2. Identify the major structural and functional units of the brain.
- 3.3. Identify the major neurotransmitters within the nervous system.
- 3.4. Explain the mechanism of action of neurotransmitters within the CNS.
- 3.5: Understand the impact substances can have on the body
- 3.6: Distinguish prime effects from side effects
- 3.7: Describe the forms of administration of substances
- 3.8: Understand the factors that impact the bioavailability of substances
- 3.9: Distinguish between the different types of half-lives for substances
- 3.10: Describe the difference between effective dose and lethal dose
- 3.11. Distinguish between tolerance and withdrawal.
- 3.12. Distinguish between fat and water solubility.

CHAPTER 4 - An Introduction to Alcohol: Man's Oldest Recreational Chemical

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 4.1: Understand the history of alcohol
- 4.2: Understand the use of alcohol in present times
- 4.3: Identify the scope of alcohol use in the United States today
- 4.4: Describe the pharmacology, including subjective effects, of social use of alcohol
- 4.5: Comprehend the medical complications of the social use of alcohol

CHAPTER 5 - The Alcohol Use Disorders

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 5.1: Understand what constitutes an AUD and who might be the typical individual with an AUD
- 5.2: Comprehend the complications of the chronic use of alcohol
- 5.3: Understand the differences between the chronic use of alcohol and social drinking
- 5.4: Describe the alcohol withdrawal syndrome
- 5.5: Understand the DSM criteria for alcohol-related disorders

Assignment: Open note quiz. The primary purpose of this quiz is to make certain everyone understands how to take a quiz. Quizzes consist of 10 multiple choice questions and have a one-hour time limit. Quizzes cover many chapters of material and thus it is important to review the assigned materials and complete the readings prior to taking the quiz. Do not attempt the quiz without first reading the text. The quiz must be completed by the specified deadline.

Week 3

Assigned reading chapters 6 – 9.

CHAPTER 6 - Misuse of Barbiturates and Barbiturate-Like Compounds

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 6.1: Understand the history of barbiturates
- 6.2: Understand the pharmacology, subjective effects, and complications of barbiturates at appropriate prescribed levels
- 6.3: Contrast the pharmacology, subjective effects, and complications of above normal use of barbiturates with normal prescribed levels of use
- 6.4: Describe substances similar to barbiturates

CHAPTER 7 - Misuse of the Benzodiazepines and Similar Agents

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 7.1: Understand the history of benzodiazepines
- 7.2: Understand the pharmacology, subjective effects, and complications of benzodiazepines at appropriate prescribed levels
- 7.3: Contrast the pharmacology, subjective effects, and complications of above-normal use of benzodiazepines with normal prescribed levels of use
- 7.4: Describe neuroadaptation to benzodiazepines
- 7.5: Describe the benzodiazepine receptor antagonists
- 7.6: Understand the DSM criteria for sedative, hypnotic, or anxiolytic-related disorders

CHAPTER 8 - Use and Misuse of Central Nervous System Stimulants

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 8.1: Understand the current medical use of stimulants
- 8.2: Understand the pharmacology and subjective effects of stimulants
- 8.3: Comprehend the current misuse of stimulants, including the methods of use and the effects
- 8.4: Describe the consequences of amphetamine misuse
- 8.5: Understand the DSM criteria for stimulant-related disorders

CHAPTER 9 - Cocaine Misuse and Cocaine Use Disorder

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 9.1: Understand the history of cocaine
- 9.2: Describe the scope of the problem of cocaine use and misuse
- 9.3: Comprehend the pharmacology and methods of use of cocaine
- 9.4: Describe the subjective effects of cocaine use
- 9.5: Understand the complications of cocaine misuse

Assignment: Discussion – Please follow all the instructions previously described for discussions and complete the graded discussion.

Weeks 4

Assigned readings Chapters 10 – 12

CHAPTER 10 - Marijuana Use and Misuse

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 10.1: Understand the history of marijuana
- 10.2: Describe the issues related to potency of marijuana
- 10.3: Describe the scope of the problem of marijuana use and misuse
- 10.4: Comprehend the pharmacology, methods of use, and subjective effects of marijuana
- 10.5: Describe the adverse effects and consequences of chronic marijuana misuse
- 10.6: Understand the *DSM* criteria for cannabis-related disorder

CHAPTER 11 - Opioid Use and Misuse

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 11.1: Understand the history of natural and synthetic opioids
- 11.2: Understand the medical uses of opioids
- 11.3: Comprehend the complications of opioid use when used medically

- 11.4: Describe the consequences of opioid misuse
- 11.5: Comprehend the scope of the problem of opioid misuse
- 11.6: Understand the complications caused by misuse of opioids
- 11.7: Understand the *DSM* criteria for opioid-related disorders

CHAPTER 12 - Hallucinogen Misuse

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 12.1: Understand the history of hallucinogens
- 12.2: Understand the scope of the problem of hallucinogen misuse
- 12.3: Comprehend the pharmacology, methods of use, and subjective effects of hallucinogens
- 12.4: Describe the complications of hallucinogen use
- 12.5: Understand the *DSM* criteria for hallucinogen-related disorders

Assignment: Quiz – Please follow the instructions provided previously for the completion of this quiz.

Week 5

Assigned readings Chapters 13-16

CHAPTER 13 - Misuse of Inhalants and Aerosols

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 13.1: Understand the history of inhalant misuse
- 13.2: Understand the scope of the problem of inhalant misuse
- 13.3: Comprehend the pharmacology, methods of use, and subjective effects of inhalants
- 13.4: Describe the consequences of inhalant use
- 13.5: Understand the *DSM* criteria for inhalant-related disorders

CHAPTER 14 - The Under-Recognized Problem of Steroid Misuse

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 14.1: Understand the medical uses of anabolic steroids
- 14.2: Understand the scope of the problem of anabolic steroid misuse
- 14.3: Comprehend the pharmacology and methods of use of anabolic steroids
- 14.4: Describe the hazards of anabolic steroid misuse
- 14.5: Understand how anabolic steroid-related disorders are addressed in the *DSM*

CHAPTER 15 - Tobacco Products and Tobacco Use

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 15.1: Understand the history of tobacco use in the United States
- 15.2: Understand the scope of the problem of tobacco use
- 15.3: Comprehend the pharmacology, methods of use, and subjective effects of tobacco
- 15.4: Describe the complications of long-term use of tobacco
- 15.5: Describe the concerns regarding secondhand smoke
- 15.6: Explain the benefits of smoking cessation
- 15.7: Understand the *DSM* criteria for tobacco-related disorders

CHAPTER 16 - Over-the-Counter Analgesics: Unexpected Agents of Misuse and Danger

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 16.1: Understand the history of over-the-counter analgesics
- 16.2: Understand the medical uses of over-the-counter analgesics
- 16.3: Describe the normal dosages and effects of over-the-counter analgesics
- 16.4: Comprehend the pharmacology of over-the-counter analgesics
- 16.5: Understand the concern with over-the-counter analgesic overdoses

Assignment: Discussion – Please follow all the instructions previously described for discussions and complete the graded discussion.

Week 6

Assigned readings Chapters 17-19

CHAPTER 17 - Chemicals and the Neonate: The Potential Consequences of Drug Use During Pregnancy

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 17.1: Understand the scope of the problem of substance misuse during pregnancy
- 17.2: Identify the concerns with alcohol use during pregnancy
- 17.3: Identify the concerns with various drugs if used during pregnancy

CHAPTER 18 - Gender and Substance Use Disorders

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 18.1: Understand the lessons from history regarding gender similarities and differences for alcohol and drugs
- 18.2: Describe the impact of gender on the rehabilitation process
- 18.3: Understand the different effects of various compounds on women as opposed to men

Chapter 19 - Hidden Faces of Substance Use Disorders

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 19.1: Understand the impact of substance use disorders on those who are homeless
- 19.2: Identify the impact of substance use disorders on those in the military
- 19.3: Understand the substance use disorders within the LGBT community
- 19.4: Describe the impact of SUDs on those who have a disability
- 19.5: Understand the impact of substance use disorders within ethnic minorities

Assignment: Quiz

Week 7

CHAPTER 20 - Substance Misuse by Children and Adolescents

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 20.1: Understand the concerns regarding the impact of SUDs in children and adolescents
- 20.2: Identify why children and adolescents may misuse substances
- 20.3: Understand the levels of concern for adolescent substance misuse
- 20.4: Review some of the screening and assessment tools used with children and adolescents
- 20.5: Understand diagnostic considerations for children
- 20.6: Review the consequences of SUD's in this age group for various substances
- 20.7: Understand rehabilitation options for adolescents

CHAPTER 21 - Substance Use and Substance Use Disorders in College Students

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 21.1: Understand the scope of the problem of substance use and misuse in college students
- 21.2: Understand the level of concern for substance use and misuse for college students
- 21.3: Review the consequences of SUDs in this age group for various substances
- 21.4: Describe the protective factors that may help college students avoid development of SUDs

CHAPTER 22 - Substance Use Disorders and the Older Adult

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 22.1: Understand the scope of the problem of substance use and misuse in older adults
- 22.2: Understand the consequences of SUDs for older adults
- 22.3: Consider the challenges in detecting SUDs in older adults
- 22.4: Review the treatment of SUDs in older adults

Assignment: Discussion - Please follow all the instructions previously described for discussions and complete the graded discussion.

Week 8

Assigned reading chapters 23 - 25

CHAPTER 23 - Substance Use Disorders and the Family

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 23.1: Understand the ways in which SUDs impact the family
- 23.2: Consider the multiple influences that impact how SUDs are managed in families
- 23.3: Describe interventions that may be helpful with families impacted by SUDs
- 23.4: Review the history and criticisms of the Adult Children of Alcoholics movement

CHAPTER 24 - Codependency and Enabling

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 24.1: Define and explain the concepts of codependency and enabling
- 24.2: Explain the connection between codependency and enabling and other terms typically used when codependency is discussed
- 24.3: Identify the connection typically drawn between codependency and mental health
- 24.4: Understand the typical reactions to the concept of codependency

CHAPTER 25 - The Client with Co-Occurring Disorders: Substance Use Disorders and Mental Illness

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 25.1: Understand and explain what constitutes co-occurring disorders of SUDs and other mental illnesses
- 25.2: Identify the causal considerations for co-occurring disorders
- 25.3: Consider the diagnostic challenges of determining accurate diagnoses when co-occurring disorders are present
- 25.4: Understand the scope of the problem of co-occurring disorders
- 25.5: Consider the relationship between drug of choice and psychiatric diagnosis
- 25.6: Review the struggles that may be encountered in working with clients with co-occurring disorders
- 25.7: Identify current treatment approaches to working with those with co-occurring disorders

Assignment: Quiz

Week 9

Assigned reading Chapters 26 – 28

CHAPTER 26 - The Biopsychosocial Model of the Addictions

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 26.1: Understand the various models of addiction
- 26.2: Describe the biopsychosocial model and the separate components of this model
- 26.3: Review the typical applications for the separate components of the biopsychosocial model
- 26.4: Describe the reactions against the separate components of the model
- 26.5: Consider the reactions to the biopsychosocial model as a whole
- 26.6: Gather relevant information from the client in order to obtain current status and history, using interviewing techniques
- 26.7. Gather and evaluate information from sources other than the client, utilizing client-consented interviews and/or written reports, to validate his/her reports and provide a more complete history.
- 26.7. Observe and document psychological, social, and physiological signs and symptoms of alcohol and other drug abuse, including Tobacco Use Disorder, in the client to make an accurate diagnosis and formulate a treatment plan.
- 26.8. Determine the client's appropriateness and eligibility for admission or referral to a range of programs by assessing the match between the client's needs and program target populations and services.
- 26.9. Request from the client appropriately signed releases when soliciting from or providing information to outside sources to protect client confidentiality.
- 26.10 Recognize signs and symptoms that indicate a need to refer the client for additional professional assessment services when such assessment services are outside the areas of the counselor's expertise.
- 26.11. Describe approaching and assessing Tobacco Use Disorder.
 - a. Identify various pharmacological interventions for Tobacco Use Disorder, and the pros and cons of each.
 - b. Describe the evidence supporting pharmacological interventions for Tobacco Use Disorder.
 - c. Explain the relationship between tobacco Use Disorder and other mental and addictive disorders.
- 26.12. Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the person using and significant others.
- 26.13. Gather data systematically from the client and other available collateral sources, using screening instruments and other methods that are sensitive to age, developmental level, culture, and gender. At a minimum, data should include current and historic substance use; health, mental health, and substance-related treatment histories; mental and functional statuses; and current social, environmental, and/or economic constraints

- 26.14: Determine the client's readiness for treatment and change as well as the needs of others involved in the current situation.
- 26.15 Based on the initial action plan, take specific steps to initiate an admission or referral and ensure follow through.

CHAPTER 27 - The Substance Use Disorders as a Disease of the Human Spirit

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 27.1: Understand the difference between spirituality and religion
- 27.2: Identify the elements that are related to spirituality
- 27.3: Understand how diseases of the spirit can block spiritual growth
- 27.4: Describe the benefits that may come from spirituality

CHAPTER 28 - The Assessment of Suspected Substance Use Disorders

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 28.1: Understand the theory behind substance use assessments
- 28.2: Distinguish between screening for and assessment of substance use disorders
- 28.3: Review various ways to screen for substance use disorders
- 28.4: Review various ways to assess substance use disorders
- 28.5: Describe a potential format for writing an assessment report
- 28.6: Understand the purpose of diagnosis

Assignment: Discussion – Please follow all the instructions previously described for discussions and complete the graded discussion.

Week 10

Assigned readings Chapter 29

*Please note: To cluster similar topics together, there is only one chapter assigned this week. Please use this opportunity to catch-up or get ahead with the reading.

CHAPTER 29 - Intervention

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 29.1: Understand the concept of intervention
- 29.2: Review the history of the intervention movement
- 29.3: Understand the characteristics of the intervention process
- 29.4: Describe the mechanics of intervention
- 29.5: Describe ethical considerations in relation to interventions
- 29.6: Review some common forms of intervention

Week 11

Assigned reading Chapters 30 & 31

CHAPTER 30 - Treatment Settings

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 30.1: Define and identify various types of outpatient rehabilitation programs
- 30.2: Understand the advantages and disadvantages of outpatient rehabilitation programs
- 30.3: Define and identify various types of inpatient rehabilitation programs
- 30.4: Understand the advantages and disadvantages of inpatient rehabilitation programs
- 30.5: Define and identify various types of aftercare programs

CHAPTER 31

The Treatment of Substance Use Disorders

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 31.1 Understand the difference between Substance Use and Substance Use Disorder as per the current DSM.
- 31.2 Acquire basic knowledge of the various models of addiction.
- 31.3. Explain to client the various stages of addiction and recovery.
- 31.4. Be able to explain the following terms:
 - a. Addiction
 - b. Recovery
 - c. Harm reduction.
 - d. Self Help groups, etc.
 - e. Relapse and Relapse Prevention
 - f. Abstinence
 - g. Sobriety
 - h. Wellness (Biopsychosocial)
- 31.6: Identify effective characteristics of a clinician working with substance use disorders
- 31.7: Describe the different treatment modalities that may be implemented to address substance use disorders
- 31.8: Understand the purpose of treatment plans
- 31.9: Consider typical components of continuing care programs
- 31.10 Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy.
- 31.11 Facilitate the client's engagement in the treatment and recovery process.
- 31.12. Work with the client to establish realistic, achievable goals consistent with achieving and maintaining recovery.

- 31.13 Promote client knowledge, skills, and attitudes that contribute to a positive change in substance use behaviors.
- 31.14. Encourage and reinforce client actions determined to be beneficial in progressing toward treatment goals.
- 31.15 Work appropriately with the client to recognize and discourage all behaviors inconsistent with progress toward treatment goals.
- 31.16 Facilitate the development of basic and life skills associated with recovery

Assignment: Discussion

Week 12

Assigned reading chapters 32 & 33

CHAPTER 32 - The Process of Treatment

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 32.1: Understand the process of treatment for SUDs
- 32.2: Identify the stages of recovery from SUDs
- 32.3: Consider whether abstinence should be the goal of treatment
- 32.4: Outline specific points that should be addressed in relation to particular substances when treating SUDs
- 32.5: Review reactions to the concept of treatment for SUDs

CHAPTER 33 - Pharmacological Interventions for Substance Use Disorders

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 33.1: Understand the theory behind the use of pharmacotherapy for SUDs
- 33.2: Identify the commonly used pharmacological treatments for alcohol use disorders
- 33.3: Identify the commonly used pharmacological treatments for stimulant use disorders
- 33.4: Identify the commonly used pharmacological treatments for cocaine use disorders
- 33.5: Identify the commonly used pharmacological treatments for opioid use disorders
- 33.6: Identify the commonly used pharmacological treatments for tobacco use disorders

Assignment: Quiz

Week 13

Assigned readings chapters 34 & 35

CHAPTER 34 - Relapse and Other Problems Frequently Encountered in Substance Rehabilitation

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 34.1: Identify the commonly encountered problems in treating individuals with SUDs
- 34.2: Review the concerns related to treatment noncompliance
- 34.3: Define and describe concerns with lapse and relapse
- 34.4: Identify the most common causes of relapse
- 34.5: Consider the impact of pain on those struggling with SUDs
- 34.6: Review the concept of controlled drinking
- 34.7: Understand the use of toxicology testing in treating individuals with SUDs

CHAPTER 35 - Support Groups to Promote and Sustain Recovery

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

- 35.1: Understand the history of support groups for recovery
- 35.2: Identify the most commonly encountered support groups for recovery
- 35.3: Understand the purpose of the various support groups identified
- 35.4: Review the 12 steps of AA
- 35.5: Consider the effectiveness and challenges of 12-step and other support groups

Assignment: Discussion - Please follow all the instructions previously described for discussions and complete the graded discussion.

Week 14

This unit is focused on Professional Responsibilities that include Legal Requirements and Regulations.

This unit is titled Legal Requirements for Alcohol and Drug Counselors in New Jersey. This unit is managed differently from the other weeks of the course. This training is required for all persons who are training to become Certified Alcohol and Drug Counselors. There is no assigned

reading for the textbook. You're welcome to read chapters 36-38 independently but those chapters are not required. Instead, the lecture is recorded as a PowerPoint presentation and you are provided with a copy of the regulations. You will need to listen to the recorded presentation and then complete the quiz.

At the end of this unit, the student will:

- 1. Adhere to federal, state, and agency regulations regarding alcohol and other drug abuse treatment by following appropriate procedures to protect client rights.
- 2. To understand the regulations of New Jersey's rules (N.J.S.A. 45:2D -1 et seq.), also referred to as the "Alcohol and Drug Counselor Licensing and Certification
- 3. Act" and the regulations (N.J.A.C. 13:34C-1 et seq.) intended to codify the provisions of the statute.
- 4. Be familiar with the Federal Confidentiality Regulations, 42CFR – part 2.
- 5. Be familiar with HIPPA regulations as pertaining to SUD records.
- 6. Competency 65: Apply confidentiality rules and regulations appropriately

- 7. Competency 116: Adhere to Federal and State laws and agency regulations regarding the treatment of substance use disorders.

Assignment: Quiz – You will have 3 attempts to score 100% on this quiz. The questions remain the same and you are provided with feedback to help you to correct any incorrect responses. This quiz is designed by the certification board to assist you with preparing for the CADC exam.

Week 15

Assignment: Reaction papers or Agency Interviews are due. Please copy and paste your paper into the body of the discussion box for the final discussions. As with other discussions, please comment or respond to at least one other person. This assignment is worth 30% of your final course grade. Make certain to complete this final posting before the deadline.

IMPORTANT: Assignment due dates are time sensitive. Please go to the "IMPORTANT DUE DATES" tab and print a copy of the semester calendar with all due dates.

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/publications>. Important policies and regulations include, but are not limited, to the following:

- Grading Standards
 - Withdraw (W) and Incomplete Grades (I & X)
 - Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
 - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
 - Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

Office of Student Support and Disability Services

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office's mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form (rcbc.edu/studentsupport) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

Educational Technology Statement

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.

Student Success Services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at <http://www.rcbc.edu/students>.

- **Academic Advising (<http://www.rcbc.edu/advising>)**
- **Career Services (<http://www.rcbc.edu/careers>)**
- **EOF (<http://www.rcbc.edu/eof>)**
- **Financial Aid (<http://www.rcbc.edu/financialaid>)**
- **International Students Office (<http://www.rcbc.edu/international>)**
- **Library (<http://www.rcbc.edu/library>)**
- **Office of Veteran Services (<http://www.rcbc.edu/vets>)**
- **RCBC Foundation (please view the Foundation web page for scholarship information: <http://rcbc.edu/foundation>)**
- **RCBC bookstore (<http://www.rcbc.edu/bookstore>)**
- **Rowan University Partnership (<http://www.rcbc.edu/rowan>)**
- **Student Support Counseling (<http://www.rcbc.edu/cpit>)**
- **Tutoring (<http://www.rcbc.edu/tutoring>)**
- **Test Center (<http://www.rcbc.edu/testcenter>)**
- **Transfer Services (<http://www.rcbc.edu/transfer>)**

This syllabus is subject to change at the instructor's discretion.

Thank you for taking this course.