Southern Methodist University
Psychopharmacology and Substance Abuse
HDCN 6351- Syllabus

Instructor: Sabine Rakos, LCSW

Fall Term 2013:
October 14-18, 2013
8:30-5:30

E-Mail: Srakos@smu.edu
Office Hours-before and after class and by appointment

Course Description:

This course is designed to assist students preparing to practice as a Licensed Professional Counselor or a Marriage and Family Therapist. It provides the student with important practice implications in working with individuals and families presenting with substance abuse and substance dependence. The course content does meet requirements toward pursuing additional licensure as a Licensed Chemical Dependency Counselor in the State of Texas.

The course will assist the student in broadening their view of human behavior and acquaint the student with the use of various consciousness altering chemicals (drugs). The instructor will provide the students with an in depth perspective of drug use that is consistent with the overall perspective of current findings in the behavioral sciences and the contributions that social institutions, social structure, and culture make in fostering the use of mood altering drugs. Psychological, pharmacological, and behavioral effects of drugs are examined with a focus on the brain changes that occur with substance abuse. The course will also cover historical factors, developmental issues, family system patterns, addiction theory, and societal trends. Case studies are used to assist in the development of counseling strategies.

Required Text:

Levinthal, Charles F. *Drugs, Behavior, and Modern Society*, 7/E, Boston, MA., Allyn & Bacon, 2012

DSM V

Recommended Text:

John D. Preston Psy.D. ABPP, John O'Neal MD, Mary C. Talaga R. PH.D., *The Handbook of Clinical Psychopharmacology for Therapists*, 7/E Oakland, CA, New Harbinger Publications, Inc., 2013

Course Objectives

Learning Objectives	Measurable Outcome	LCDC 12 Core Function
Student will recall and apply basic terminology regarding drug categories and drug-taking behavior, social and family impact, and prevention and treatment issues.	Student will demonstrate comprehension of these learning objectives by participation in class discussions, appropriate use and context within written assignments and exam.	Client Education Screening Assessment Referral Consultation
Student will identify specific effects and impact of chronic drug use that contributes to impairment of Individual and social functioning.	Student will demonstrate comprehension of these learning objectives by participation in class discussions and demonstrate substance abuse terms and issues with correct context within written assignments and exam.	Screening Assessment Client Education Referral Consultation Treatment Planning
Student will examine the relationship between drug use and social issues, e.g. crime, social class, occupations, cultural issues, family issues, social dysfunction, etc.	Student will demonstrate knowledge of cultural implications through written assignment, class discussions and exam.	Referral Counseling Treatment Planning
Student will identify client factors related to the assessment and diagnosis of Substance Abuse and Substance Dependence Disorders.	Student will demonstrate competency by participation in role-playing substance abuse assessment skills as well as on exam.	Screening Assessment
Student will identify and explain awareness of personal opinions, values, beliefs, and issues that contribute either positively or negatively to their therapeutic relationships with individuals in need of assistant in dealing with substance use issues.	Student will participate in class discussion and write a reflection paper that will require personal examination of beliefs, opinions, values, and attitudes in light of the information presented in the lectures, text and information presented by guest panel.	Client Education Counseling
Student will evaluate the effects of addiction and specific major drug classes on the brain.	Students will demonstrate knowledge through written assignment, exam and class discussions.	Assessment Referral Client Education

Course Requirements:

A. Reflection Paper: (20 points)

Following a guest panel discussion in class consisting of recovering addicts sharing their experience, strength and hope, you will prepare a 2-3 page reflection paper.

The content should include:

1. Personal experience-A synopsis of your reaction and experience to the panel as a whole and/or to one or more of the individual guests.
2. Connection to the course reading and lectures-What the panel discussion helped you to understand about addiction and/or addicts.
3. Connection to counseling skill and future- What did you observe in the experience that may help you understand your views, beliefs, or opinions about substance abuse in society and the role you might play in joining the helping field?

B. Two Huddle Group Discussion and Presentations: (10 points-each worth 5 points)

You will be assigned for small group working lunch discussion. You will be given a substance abuse related discussion topic from the course work. Each group will present a 10-15 minute creative summary of the topic and their discussion to the class.

C. Participation and Attendance: (20 points)

Participation relates to classroom contribution of a quality that reflects knowledge of readings, texts, reference material, panel and class discussions, Huddle group leadership and class presentations. This includes attendance: final grade will be impacted if more than one absence occurs. Due to one week format of this class, absences are counted by half days. One full day missed would count as two absences.

D. Final Exam: (50 points)

A final exam consisting of multiple choice, fill in the blank and short answer will be administered on the last day of class. The exam will cover all lectures and text reading.

Class Schedule

Session/Date	Topic	Reading	Assignments	Due Date
[1] Monday October 14 AM Session	•**Lecture: "Can We Find A Forest Among All These Trees?"** • Disease Science and Choice Debate • The biology, morality and politics of chemical addiction	Syllabus Chap. 1-3	Pre read text prior to start of course	October 15
[2] Monday October 14 PM Session	•**Lecture: "Medical Miracles - Medical Tragedy**" • Medicinal Medicine • Prescription and Over the Counter Drug use, abuse, and addiction	Chap. 14 Chap. 15	Review Chapters 7,8,9,10	October 15
[3] Tuesday October 15 AM Session	•**Lecture: "From Social Lubrication Through Till Death Do Us Part"** •Alcohol-Alcoholism	Chap. 8 Chap. 9	Huddle group 1	October 16
[4] Tuesday October 15 PM Session	•Huddle group 1 presentations •**Lecture: "Stirring The Pot"** • Marijuana/K2 • Nicotine	Chap. 7 Chap. 10	Presentation in class Review Chapters 4,5,6,11	October 16 October 17
[5] Wednesday October 16 AM Session	•**Lecture: "Rich Man, Poor Man"** •Cocaine •Amphetamines •Caffeine	Chap. 4 Chap. 11	Huddle group 2	October 17
[6] Wednesday October 16 PM Session	•Huddle group 2 presentation •**Lecture: "The Fixed Trail Ride"** •Narcotics •LSD, Hallucinogens	Chap 5 Chap 6	Read handout- 12 steps and twelve traditions Review chapters 12,13	October 18
[7] Thursday October 17 AM Session	•**Lecture: "Got Game?"** •Performance Enhancers •Drug Testing •Depressants •Inhalants	Chap 12 Chap 13		
[8] Thursday October 17 PM Session	•**Guest Panel** •"**Sharing The Experience, Strength and Hope Found in Recovery"**	12 Steps & 12 Traditions handout	Review chapters 16,17 Reflection Paper	October 19
[9] Friday October 18 AM Session	•Turn in Reflection Paper •**Lecture: "Try And Make Me! I Dare You!"** •Substance Abuse Prevention & Treatment •Motivational Interviewing	Chap 16 Chap 17		
[10] Friday October 18 PM Session	•Exam review •**Exam** •Closing thoughts			

COURSE GRADING STRUCTURE

Task	Possible Points
Reflection Paper	20
Huddle Group Presentation	10 (2 @ 5 points each)
Participation and Attendance	20
Final Exam	50
TOTAL	100

SMU Grading Scale

Grade	Performance Description	Percentage Points
A	Exceptional	93 – 100
A- B+	High Pass	90 – 92 87 – 89
B B-	Pass	83 – 86 80 – 82
C+ C C- D+ D D- F	Failure, any C or below	77 – 79 73 – 76 70 – 72 67 – 69 63 – 66 60 – 62 59>

Guest Panel Reflection Paper Rubric:

20 points possible	***5 or4 points***	***3 or2 points***	***1or 0 points***
Depth of Thought & reflection of experience **5 points-20%**	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the experience.	Readers are introduced to the overall topic. Remarks show some degree of reflection, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.
Synthesis & Congruency ***5 points-20%***	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
Ties to text book and or lecture material ***5 points-20%***	Writer integrates material from text book and or lectures well. .	There is some attempt on the writer's part to utilize textbook and/or lectures within the content.	There are no examples from the writer's experience expressed in the content tied to the text book or lectures.
Clarity of Writing and Mechanics ***5 points-20%***	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Huddle Group Presentation Rubric

Huddle Group Discussion and Presentation-5 points possible	1 point	0 points
Peers will acknowledge the student gave equitable contribution to discussion and presentation preparation		
Student demonstrates understanding the topic		
Presentation is logically organized		
Student effectively communicates summary to class in a manner that educates them about the topic		
Student ties the content to counseling skill or skills		

Final Exam

The final exam will consist of 60 multiple choice items worth one half point each, 10 fill in the blank statements worth 1 point each and 5 short answer items worth 2 points each. The exam will cover all textbook readings as well as material from lectures.

Class Attendance and Participation Rubric

20 points possible					Points
	5	**3**	**1**	**0**	
Attendance / Promptness 5 points 25%	Student is **always** prompt and misses no classes	Student is late or absent to class **once or leaves early** and regularly attends classes.	Student is late or absent to class **twice or leaves early** and regularly attends classes.	Student is late or absent to class **more than twice** and/or has poor attendance of classes.	
Level Of Engagement In Class 5 points 25%	Student proactively contributes to class by offering ideas and asking questions **more than once** per class.	Student proactively contributes to class by offering ideas and asking questions **once** per class.	Student **rarely** contributes to class by offering ideas and asking questions.	Student **never** contributes to class by offering ideas and asking questions.	
Listening Skills **&**	Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others.	Student **listens** when others talk, both in groups and in class.	Student **does not** listen when others talk, both in groups and in class.	Student often **interrupts** when others speak.	
Behavior 5 points 25%	Student **almost never** displays disruptive behavior during class.	Student **rarely** displays disruptive behavior during class.	Student **occasionally** displays disruptive behavior during class.	Student **almost always** displays disruptive behavior during class.	
Preparation 5 points 25%	Student is **almost always** prepared for class with assignments and required class materials.	Student is **usually** prepared for class with assignments and required class materials.	Student is **rarely** prepared for class with assignments and required class materials.	Student is **almost never** prepared for class with assignments and required class materials.	
				Total---->	

Attendance:

Brevity of the course mandates required attendance for EVERY class. Successful course completion depends upon experiencing and contributing to distributed intelligence. There are two classes scheduled for each day in the week format of this brief term. Missing a class or reporting late for the start, return from breaks or early departure from class will result in point deductions from the attendance and participation points available and impact the overall grade. A student missing more than two classes or 9 hours may, at the instructor's discretion:

a) receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)

b) receive a failing grade for the course

c) drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://smu.edu/education/counseling/AcademicCalendar2011-12.asp then consult with the Program Specialist if they believe this option is a possibility.)

Confidentiality and Integrity:

To maintain a safe and supportive learning environment, student discussions regarding sensitive course information (i.e. personal experiences, comments, reactions) must occur only in class or privately with other current class members. Student will display respect and integrity toward all persons, frame course endeavors (i.e. lecture, discussion, assignments) particularly regarding personal issues of a delicate and/or controversial nature (i.e. high risk behavior, drug or alcohol history, etc.). All Counseling students will demonstrate behavior consistent with the Ethical Standards forwarded by the ACA in their code of ethics; failure to do so may result in termination from the Department.

Classroom Etiquette:

Class instruction begins at scheduled time, please be ready to begin promptly.
We will have brief scheduled breaks but you will not have time to leave campus. Please bring all food and drinks you may wish to have each day and there are vending machines. You may use computers in-class for note taking, not for audio / video recording or internet surfing. There will be no phone text use and all phones should be turned off or in vibrate position. Leaving class for non major emergency phone use is considered an early departure in grading. Be respectful of the instructor and others with your questions, reflections, and contributions. No children or guests may attend in-class sessions or the guest panel event due to the confidential nature of our discussions. Please address your concerns about course content, instructor behavior, or peer encounters first with the instructor by scheduling an in-person meeting. You may always appeal to the Program Director as a second or tandem approach.

Inclement Weather:

Class will always be held unless SMU in Plano campus is closed due to weather. Please check your email in the event of major weather in our area.

Statement Regarding Grades of Incomplete (I):

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given. For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations:

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance:

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Academic Integrity:

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty.
http://www.smu.edu/studentlife/PCL_05_HC.asp

Excused Absences for University Extracurricular Activities:

Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.