Southern Methodist University
Psychopharmacology and Substance Abuse
HDCN 6351- Syllabus

Instructor: Sabine Rakos, LCSW

Spring term 2014
January 2014
Thursdays 6:00-10:15pm

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 misuse. 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*, 8/E, Boston, MA., Allyn & Bacon, 2013
ISBN-13: 978-0205959334

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
ISBN-13: 978-1608826643

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 Misuse 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. Presentation and Research paper: (30 points-20 points presentation and 10 points research paper)

A 5-7 page research paper and a class presentation on a substance misuse topic will be completed. Details will be distributed in first class. The paper must cite at least 5 professional sources and may not include the textbook.

C. Midterm and Final Exam: (50 points- 25 points each)

A midterm and final exam consisting of multiple choice and short answer will be given. The exams will cover all lectures and text reading. Questions will be multiple choice and short answers essays.

Class Schedule

	Topic	Reading	Assignments	Due Date
[1] Thursday January 23	• **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	Selection of research topic Read chapters 14,15	January 23
[2] Thursday January 30	• **Lecture: "Medical Miracles - Medical Tragedy"** • Medicinal Medicine • Prescription and Over the Counter Drug use, abuse, and addiction	Chap. 14 Chap. 15	Read chapters 8,9	
[3] Thursday February 6	• **Lecture: "From Social Lubrication Through Till Death Do Us Part"** • Alcohol-Alcoholism	Chap. 8 Chap. 9	Read chapters 7,10	
[4] Thursday February 13	• **Lecture: "Stirring The Pot"** • Marijuana/K2 • Nicotine	Chap. 7 Chap. 10	Read Chapters 4,11 Study for Midterm	
[5] Thursday February 20	• **Lecture: "Rich Man, Poor Man"** • Cocaine • Amphetamines **Midterm Exam**	Chap. 4 Chap. 11	Ace the midterm Read chapters 5,6	
[6] Thursday February 27	• **Lecture: "The Fixed Trail Ride"** • Narcotics • LSD, Hallucinogens	Chap 5 Chap 6	Read handout- 12 steps and twelve traditions Read chapters 12,13	
[7] Thursday March 6	• **Lecture: "Got Game?"** • Performance Enhancers • Drug Testing • Depressants • Inhalants Student presentations	Chap 12 Chap 13		
[8] Thursday March 13	• **Guest Panel** • "**Sharing The Experience, Strength and Hope Found in Recovery"**	12 Steps & 12 Traditions handout	Read chapters 16,17 Reflection Paper	March 20
[9] Thursday March 20	• Turn in Reflection Paper and Research Papers • **Lecture: "Try And Make Me! I Dare You!"** • Substance Abuse Prevention & Treatment • Motivational Interviewing Student Presentations	Chap 16 Chap 17	Study for Final	
[10] Thursday March 27	• Student Presentations • **Exam**		Ace the Final	

COURSE GRADING STRUCTURE

Task	Possible Points
Reflection Paper	20
Presentation	20
Research paper	10
Midterm and Final Exams- 25 points each	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 or 4 points***	***3 or 2 points***	***1 or 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.

Case Presentations

Presentation and materials-20 points possible		0 points
Presents logically organized material	5 4 3 2 1	
Clearly defines the topic or thesis and the significance in the field	5 4 3 2 1	
Explains the process and findings of the topic	5 4 3 2 1	
Demonstrates extensive knowledge of the topic by responding accurately, precisely and appropriately to questions from the audience	5 4 3 2 1	

RESEARCH PAPER

	Full Points Earned	At most ½ Points Deducted	More than ½ Points Deducted
Depth of Thought & Analysis 20%	Groundwork is clearly established at the onset. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit focused topic. No indication author applied much thought to the paper.
Synthesis & Congruency 20%	Paper flows with content and transitions tie paragraphs well.	There is basic flow and transitions do not always tie paragraphs	Minimal to no direction and does not tie paragraphs
Thoroughness 40%	The appropriate content is covered in depth without redundancies.	Pertinent content is not covered in sufficient depth, or as explicitly, as expected	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Minimal spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Several spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing in convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Attendance:

Brevity of the course mandates required attendance for EVERY class. Successful course completion depends upon experiencing and contributing to distributed intelligence. Missing a class or reporting late for the start, return from breaks or early departure from class will result in point deductions 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://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14 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. All phones should be turned off or in vibrate position and should not be out during classes. 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.

Missing due times and dates for required work:

All required course work that is not turned in by the stated time and date will be subjected to point deductions. A full 10% of available points will be deducted for any tardy work that was turned in with a 24 hour notice made to the instructor. Missing a deadline without prior tardy work notice to your instructor will result in a 15% point loss. Additionally, 5% point losses will occur for each class period that passes without the required work.

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.