INTRODUCTION TO ALCOHOL AND DRUG EDUCATION

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Office Hours:

COURSE DESCRIPTION: CONCEPTS OF CHEMICAL DEPENDENCY provides comprehensive coverage and the latest information on a full spectrum of substance use disorders and the compounds commonly abused. Topics include: the abuse of and addiction to alcohol; how the active agent in marijuana, THC, affects neural growth and development; the emerging body of evidence suggesting a relationship between marijuana abuse and psychotic disorders; the emerging body of evidence suggesting that marijuana is not as benign as it was thought to be even a few years ago; and updated information on the abuse of cough syrups, a trend that has evolved in adolescent substance abusers in the past decade.

Course Objectives include, but are not limited to, the following:

1. Why Worry About Substance Abuse?
2. The Nature of the Beast (What are the Substance Use Disorders?).
3. Pharmacology.
5. Chronic Alcohol Use and its Consequences.
6. Barbiturates and Barbiturate-like Drugs.
7. Benzodiazepines.
10. Marijuana.
11. Narcotic Analgesics.
13. Inhalants.
15. OTC Analgesics.
16. Tobacco Use.
17. Neonatal Drug Exposure.
19. Hidden Faces of Substance Use Disorders (Minorities, etc.).
20. Substance Use by Children and Adolescents.
21. Substance Abuse in College Settings (NEW CHAPTER).
22. Codependency.
24. Dual Diagnosis Issues.
25. Medical Model of the Addictions.
27. Spiritual Model of the Addictions.
28. Assessment of the Patient.
29. Intervention.
30. Treatment Settings.
31. Treatment Formats.
32. Treatment Process.
33. Pharmacotherapy (Pharmacological Treatment of Addictions).
34. Treatment Problems.
35. Support Groups.
36. Drug Use and Infections.
38. Legalization Issues.

**Course Requirements**

1. Complete all required and supplemental readings appropriate to class needs and personal interests; be prepared to discuss in class.
2. Complete all class assignments within specified time frames.

**Textbooks and Supplemental Readings**

**Selected Substance Abuse Periodicals**
Course Requirements

1. Reflective Paper due July 27, 2015 (7-10 pages)

2. Participation in all activities in Costa Rica

Your course grade will be determined on the basis of your performance in each of the following areas:

1. Class attendance and participation 50%
2. Reflective Paper 50%

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132.
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Honor Statement
By accepting admission to Texas A&M University-Commerce, each student makes a commitment to understand, support and abide by the *University Honor Code* without compromise or exception. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of the Honor Code. Refer to your *Student Handbook* for details.

**Course Schedule**

Review of the syllabus; introduction: working definitions and the scope of substance abuse and addiction. The role of the therapist working with addictive behavior problems.

Historical perspectives; harm reduction and other strengths based strategies (motivational interviewing and solution-focused therapy).

Addictive behavior effects as viewed from physiological, psychological and socio-cultural perspectives. Introduction to theories of addictive behavior;

Traditional models of addiction: disease model, behavioral model, social learning model.

Assessment, diagnosis and treatment planning with substance abuse and dependency; Therapeutic interventions I: individual counseling.

Addiction across the life span; "other" addictions.

Competing and emerging models, Dual-diagnosis clients; Issues of race, ethnicity, culture, gender and sexual orientation.

Therapeutic interventions: family, codependence and COA's; "intervention" with abuser/addict; strategies and methods. Substance abuse and the family: codependency, enabling and the effect on children.

Group treatment and self-help groups.

Recovery and growth issues: 12-step models and additional self-help support groups.

Relapse prevention/change maintenance: models and strategies.

Public policy, prevention, and professional issues (how to survive as a substance abuse therapist), course summary.
Man has such a predilection for systems and abstract deductions that he is ready to distort the truth intentionally, he is ready to deny evidence of his senses only to justify his logic.

-Dostoyevsky-

Experiential Teacher’s Paradox

It’s as though the teacher said something like this: “I can tell you that there’s something you need to know and I can tell you that with my help you can probably learn it. But I cannot tell you what it is in a way that you can understand. You must be willing therefore, to undergo certain experiences as I direct you to undergo them, so that you can learn what it is you need to know and what I mean by the words I use. Then and only then can you make an informed choice about whether you wish to learn this new competence. If you are unwilling to step into this new experience without knowing ahead of time what it will be like, then I cannot help you. You must trust me.”

Donald Schon

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.