

SYLLABUS: COUNSELING, PSYCHOLOGY 597

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.
4. Social Alcohol Use and its Effects.
5. Chronic Alcohol Use and its Consequences.
6. Barbiturates and Barbiturate-like Drugs.
7. Benzodiazepines.
8. Amphetamine and Amphetamine-like Compounds.
9. Cocaine.
10. Marijuana.
11. Narcotic Analgesics.
12. Hallucinogens.
13. Inhalants.
14. Anabolic Steroids.
15. OTC Analgesics.

16. Tobacco Use.
17. Neonatal Drug Exposure.
18. Addiction in Women.
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.
23. Addiction and the Family.
24. Dual Diagnosis Issues.
25. Medical Model of the Addictions.
26. Psychosocial Models 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.
37. Drug Use and Crime.
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

Addictive Behaviors
Advances in Alcohol and Substance Abuse
Alcohol Health and Research World
Alcohol Treatment Quarterly
American Journal of Drug and Alcohol Abuse
International Journal of the Addictions
Journal of Chemical Dependency Treatment
Journal of Studies in Alcohol
Journal of Substance Abuse Treatment
Psychology of Addictive Behaviors

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

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