

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is intended to prepare students to practice in the field of substance abuse treatment. It is an introductory practice course focused on the assessment and treatment of those who abuse alcohol and/or other substances. This class is intended to increase your awareness of the issues facing the substance abusing population, their families/communities, and to learn new skills to assist you in your work with this population.

Materials

	Item	Price (new)	Price (used)
	<u>CLINICAL WORK W/SUBSTANCE-ABUSING CLIENTS</u> 3E - <i>Required</i> by STRAUSSNER, S	55.00	41.25
	<u>TREATING ALCOHOL & DRUG PROBLEMS</u> <u>PSYCHOTHERAPY PRAC</u> - <i>Required</i> by WASHTON, A	80.00	60.00
	<u>HEALING ADDICTED BRAIN</u> - <i>Required</i> by URSCHER, H	15.99	12.00

Learning Outcomes

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At the conclusion of this course, the student should

1. Understand the etiology and epidemiology of substance abuse.
2. Be proficient in describing the diagnostic criteria used in the DSM-IV to diagnose substance abuse and dependence.

3. Have an understanding of the physiological aspects of substance abuse, including tolerance, withdrawal, craving, overdose, and other adverse effects on health in relation to the treatment process.
4. Be able to describe the characteristic symptoms of intoxication, withdrawal, and early recovery from: alcohol, opiates, benzodiazepines, cannabinoids, amphetamines, cocaine, and hallucinogens.
5. Identify the addictive, relapse, and recovery processes as it affects the client and their family structure, primarily the roles characteristically assumed by family members in the presence of addiction.
6. Understand the issues affecting the dual diagnosis client and gain intervention techniques in the treatment of this specific group.
7. Develop a working knowledge of the community-based support groups (i.e Alcoholics Anonymous, Narcotics Anonymous) and their usefulness for addicted persons, their families and/or significant others.
8. Identify and apply the basic principles and components of assessment and intervention with substance abusing clients and their families, including the importance of specific social work values and ethics in the assessment and treatment process.
9. Identify special issues affecting minority populations in the prevention, identification, and treatment of chemical dependence.
10. Gain an understanding of the connection between trauma and addiction and how it affects the treatment process.
11. Understand how spirituality and healing contribute to sobriety.
12. Identify special issues in adolescent treatment and recovery.

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Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Attendance Policy

Attendance: Attendance and active participation are an integral part of this course and are critical for the learning process. Attendance will not be required, but it is strongly recommended that you attend class. Bear in mind that test questions will come from class lectures/discussions and attending class will also earn you points as you participate in experiential learning. *If you can, please inform the instructor beforehand if you are not coming to a class session. This is a courtesy as the instructor often prepares various classes around how many will be attending that session.*

Classroom etiquette. Students are expected to show respect to their peers and instructor by **arriving on time and remaining in class for the duration of the period.** Repeatedly being late for class, consistently being unprepared for class, and/or poor class etiquette (*use of cell phones, using your computer in class for anything other than taking class notes, carrying on side conversations in class, etc.*) will negatively impact your course grade. Grade penalties will be at the instructor's discretion, based on individual circumstances.

Assignments

Assignment Descriptions

Abstinence Paper #1

Jan
12

Due: Tuesday, Jan 12 at 4:00 pm

For this assignment you are to identify something that you *consume* every day that is unhealthy or has negative consequences, such as drinking soda, eating candy or other “junk” food, salting your food, and so on. It needs to be something that would not be easy for you to give up or that you could easily replace with something else. The purpose of this exercise is for you to experience a little bit of what it is like for those addicted to a substance to abstain from use and its relevance to the treatment process.

You are to give this up from the beginning of class on January 12th until the **END** of class on April 5th.

You will **NOT** be permitted to change your identified substance once the project has begun. though you may add to it should your original substance not be challenging enough.

If, per chance, you are using alcohol or other substances of abuse, do not use abstinence from these substances for this assignment. However, I strongly recommend that you seek treatment for your use and take the necessary steps for following university honor and behavior code standards.

You will be graded on your effort, understanding, and insight in class discussions/activities about how this project relates to addiction, as well as the dynamics involved in initiating and maintaining behavior change. (I will be looking for insight and novel thoughts related to this experience). The learning in this project comes from abstaining, thus it is important to make your very best effort in this regard.

You are on your honor with this assignment. It therefore is possible for you to not take this assignment seriously but if you do not, you will lose a valuable learning experience. You will not be graded on whether or not you abstain for the entire semester. You will be graded, however, on your explanation of your process. This will involve two papers:

First paper (10 points). At the beginning of class on **January 12, 2016**, you are to hand in a brief paper identifying: (a) what it is you are abstaining from and why; (b) how often you used the substance in the last 30 days (to the best of your memory); (c) your motivation for change (or lack thereof); (d) the negative impact it has on your life biologically, psychologically, mentally, and spiritually; (e) identified supports and your expectations of them; (f) exploration of potential stumbling blocks during the project **and** what you will **do to prevent relapse** when you feel the urge to use; and (g) your expectancy about the project, that is, whether you will succeed or fail and why.

*This paper needs to be typed, double spaced, and will probably require 3-5 pages to adequately respond to the items listed above. Using **headings and subheadings** for each of the above items will be useful in making it easy for me to know exactly what you are addressing at each point in the paper. An inability to produce written work that demonstrates graduate-level skills, (e.g. excessive spelling, punctuation, grammatical, and citation errors) will adversely affect a student's grade. **The paper will be graded on fulfillment of assignment, clarity of ideas, and correct format/grammar.**

Cognitive Distortions

Feb
02

Due: Tuesday, Feb 02 at 4:00 pm

This assignment will have you look at your thinking errors in completing the Abstinence Project. The explanation of what is expected to complete this assignment is found under the CONTENT tab, Assignments section. Students are expected to complete the assignment and turn it in on time. There will be no points for late assignments.

Relapse Prevention Assignment

Feb
09

Due: Tuesday, Feb 09 at 4:00 pm

You will complete a Relapse Prevention assignment in response to your Abstinence Project. The explanation of how to complete this assignment is found under the CONTENTS tab, Assignments section.

Students are expected to complete this assignment and turn it on time. There will be no points for late assignments.

PAWS Quiz

Feb
09

Due: Tuesday, Feb 09 at 4:00 pm

This Quiz focuses on the Relapse Prevention tool known as PAWS. Found under the EXAM tab on Learning Suite. It is a closed book quiz.

12 Step Self Help Meetings

Feb
23

Due: Tuesday, Feb 23 at 4:00 pm

You will need to attend two **open** substance abuse support group meetings. One must be a non-LDS 12 Step group and one must be an LDS 12 Step group. You will need to stay at least 50 minutes for each meeting. You will be required to hand in the completed verification form identifying which groups you attended and on what dates.

On February 23rd, during class, each of you will be expected to provide verbal feedback about your experiences in and reactions to the meetings. **Unless you are a recovering alcoholic or drug addict, you should attend only OPEN meetings.**

You can locate meetings by going to the websites listed in the Syllabus under "Key Websites"

Midterm

Feb
29

Due: Monday, Feb 29 at 6:00 pm

Midterm exam. Covers lectures 1-7. Test is to be taken at the Testing Center. Dates of exam are from February 24-29th.

Abstinence Paper #2

Apr
05

Due: Tuesday, Apr 05 at 4:00 pm

SECOND PAPER:

On **April 5, 2016** each of you are to hand in a paper summarizing your experience and what you learned by identifying: (a) what you gave up and how many days you abstained; [*note: b – d relates to those who have had relapses*] (b) if relapsed, how often and what triggered your relapse(s) and what you learned from your triggers, relapse, and relapse prevention that is relevant to the dynamics and/or treatment of those who abuse alcohol or other drugs; (c) what thoughts and feelings you experienced as a result of relapsing and what you learned from them in relation to the dynamics and/or treatment of those who abuse alcohol or other drugs; (d) what you did in response to relapsing and what you learned from what you did in relation to the dynamics and/or treatment of those who abuse alcohol or other drugs; (e) how did your motivation change during the 13 weeks (according to the stages of change); (f) how did this project impact your view of addiction? Addicts?

Treatment/Recovery?; (g) what from class lectures/readings did you relate/learn specifically about you through this abstinence assignment; and (h) anything else you learned from the abstinence experience in relation to substance abuse, addiction, recovery, relapse, and treatment.

What you learned about substance abuse from the abstinence assignment, as stated above is the most important component of the paper and I expect you to devote the major portion of the paper to that. I do not want text book responses, but rather I want you to directly address what you learned based on your experiences. I want you to integrate what you learned throughout this course with your own abstinence experiences. Thus it needs to be specific to YOU and your experiences.

The **second paper** is to be typed, double spaced, and probably will require at least 5-7 pages to adequately respond to the items listed above. Again, using **headings and subheadings** for each of the above items will be useful in making it easy for me to know exactly what you are addressing at each point of the paper.

The paper will be graded on fulfillment of assignment, clarity of ideas, correct format, grammar, and the use of at **least 2 resources (from your assigned readings in class) cited correctly**.

Extra Credit-Drug Court

Apr
12

Due: Tuesday, Apr 12 at 4:00 pm

You may earn a total of 5 extra credit points for attending one Drug Court session.

If you attend a drug court session, you need to provide me with a minimum 1 page typed response paper that includes: the **date, location, name of the presiding judge, and a brief summary** of what occurred during the session **and** your reactions and thoughts about the experience.

There are 2 types of drug courts you may attend, Felony Drug Court (Judge Taylor) and Probation Drug Court (Judge Brown). Both Felony and Probation Drug courts meet on Fridays. For schedules of when courts are in session, please call Fourth District Court in Provo at 801-429-1000. Bear in mind, that the courts are not always in session and it is to your advantage to call first to know if they are in session for the Friday you wish to attend.

Final

Apr
19

Due: Tuesday, Apr 19 at 7:45 pm

Final Exam will be given in class as outlined in the BYU Finals Exam Schedule (Tues, Apr 19th 5:45-7:45pm) This exam will only cover material from lectures 8-14.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2	Column 3
Week 1			
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016)		
T Jan 05 Tuesday	Overview of Class Introduction to Substance abuse		PAWS Quiz Opens
Week 2			
T Jan 12 Tuesday	Etiology of Addiction (Video: "Pleasure Unwoven")	Reading #1 (All readings found in Content section, Course Readings)	Abstinence Paper #1
Week 3			
M Jan 18 Monday	Martin Luther King Jr Day		
T Jan 19 Tuesday	Substances of Abuse	Reading #2	
Week 4			

T Jan 26 Tuesday	Pharmacological Interventions	Reading #3	
Week 5			
M Feb 01 Monday			
T Feb 02 Tuesday	Assessment Cognitive Distortions	Reading #4	Cognitive Distortions
Week 6			
T Feb 09 Tuesday	Relapse Prevention Work	Reading #5	Relapse Prevention Assignment PAWS Quiz Closes
Week 7			
M Feb 15 Monday	Presidents Day		
T Feb 16 Tuesday	Monday Instruction No Class		
Week 8			
M Feb 22 Monday			
T Feb 23 Tuesday	Spirituality Mutual Self Help Groups	Reading #6	12 Step Self Help Meetings
W Feb 24 Wednesday			Midterm Opens
Week 9			
M Feb 29 Monday			Midterm Closes
T Mar 01 Tuesday	Stages of Change	Reading #7	
Week 10			
T Mar 08 Tuesday	Motivational Interviewing	Reading #8	
Week 11			
T Mar 15 Tuesday	Withdraw Deadline (Full Semester) Experiential Interventions	Reading #9	
Week 12			
T Mar 22 Tuesday	Treating Families	Reading #10	
Week 13			

T Mar 29 Tuesday	Treating Youth	Reading #11	
Week 14			
T Apr 05 Tuesday	Treating Special Populations	Reading #12	Abstinence Paper #2
Week 15			
T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016) Co-occurring Disorders Guest Panel (Addicts in Recovery)	Reading #13	Extra Credit-Drug Court