

Summer 2021

## CE 555 Syllabus: Addictions Counseling - Psychopharmacology

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*Winona State University*

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**WINONA STATE UNIVERSITY – COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT**

**Summer Session II – Tuesday, July 5, 2021 through Friday, August 6, 2021**

**CE 555 Addictions Counseling: Psychopharmacology (2 semester hours)**

*This is a D2L on-linen(internet), asynchronous course; there are no scheduled on-campus class meetings.*

**Faculty Name:** Mitch Moore, PhD, LADC **ID:** 000405 **Office:** WSU-R, 400 S. Bdwy, Suite 300

**Office Hours:** By appointment only during Summer sessions.

**Contact Information:** [MMoore@winona.edu](mailto:MMoore@winona.edu) **Office:** (507) 535-2551 **Cell:** (507) 951-3399 (prefer)

**SHORT FACULTY BIO:**

I am a straight, gender male (preferred gender pronouns he/his/him), GLBT ally and licensed alcohol and drug counselor in the state of Minnesota (MN license #300769), and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult female and male offenders.

**COURSE DESCRIPTION**

This course introduces students to the pharmacology of substance abuse disorders and the dynamics of addiction, including medication-assisted therapy. Students will learn about the effects of licit and illicit drugs on the brain and body, basic drug classifications, and indications and contraindications of drugs to make appropriate referrals for medical intervention and medication evaluations and to provide basic client education. Grade only.

**COMMITMENT TO INCLUSIVE EXCELLENCE**

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. A list of campus resources is available on page 5 of syllabus.

**REQUIRED TEXTS**

- Inaba, D. S. & Cohen, W. E. (2014). *Uppers, Downers, All Arounders: Physical & Mental Effects of Psychoactive Drugs* (8<sup>th</sup> ed.). Medford, OR: CNS Productions, Inc. ISBN: 978-0-926544-39-0
- Baird, B. N. (2014). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 7<sup>th</sup> Ed.* New York: Pearson. ISBN-13: 978-0-205-95965-5
- Course readings as assigned (see D2L).

### SUGGEST TEXT

- McHenry, B., Sikorski, A. M., & McHenry, J. (2014). *A Counselor's Introduction to Neuroscience*. New York: Routledge. ISBN: 978-0-415-66228-4
- Perkinson, R. R. (2012). *Chemical Dependency Counseling: A Practical Guide, 4th Ed.* Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1-4129-7921-4 [This comprehensive text is highly recommended and is an exceptional resource for all of the ACCP courses and in your career as an LADC!](#)

### OPTIONAL TEXTS

A text that will come in handy in this and other courses, and is required for CE 560, is:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Ed. (DSM-5)*. Washington, CD: American Psychiatric Association. ISBN 9780890425558

Lastly, I strongly suggest you purchase at least one of these book so you accurately use APA formatting, which is required in this and all other courses:

- *Publication Manual of the American Psychological Association, 7th ed.* (2020). Washington, DC: APA. ISBN: 978-1-4338-3217-8
- OR-
- Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2021). *An Easy Guide to APA Style, 4<sup>th</sup> ed.* Washington, DC: Sage Publishing. ISBN: 978-1-5443-2372-5

### COURSE GOALS & OBJECTIVES

This course concentrates on the pharmacology and neurochemistry of alcohol and other drugs, and other addictive behaviors ("process addiction"), as well as discussions of these substances and behaviors in their historical, social and psychological contexts.

- Introduce the student to different drug classifications, what their uses are, and how these drugs affect us.
- Give a historical and pharmacological summarization of the drug classes.
- Review reasons for drug abuse.
- Examine goals of drug treatments, options, and recovery for drug users.
- Explore the relationship between mental illness

### STUDENT OUTCOMES

*By the end of the semester, a student will be able to:*

- Correctly categorize illicit and licit drugs and alcohol.
- Correctly identify drugs by their proper and street names.
- Correctly answer questions regarding the central nervous system's (CNS) interaction with drugs of abuse.
- Describe the impact of drug use on the brain and body, including route of ingestion and duration/quantity of use.
- Describe the fundamentals of addiction processes and development.

### Minnesota Licensed Alcohol and Drug Counselor Education Requirements

#### Minnesota Statutes, section 148C.04, subdivision 5a.

(2) pharmacology of substance abuse disorders and the dynamics of addiction.

#### Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards (2009 draft):

- a. 6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
- a. 8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
- g.4. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

## COURSE REQUIREMENTS

### Class Schedule

First, read Baird's *The Internship, Practicum, & Field Placement Handbook (IPFP)*, Chapter 8: Stress and Self-Care. This will help augment the Counselor Self-Care curriculum found under the *Materials* tab, *Content, Self-Care & Wellness* in all ACCP courses.

**NOTE: Schedule reflects a "Monday through Friday" week!**

Week	Topics & Deadlines	Please access all materials on the D2L Course Content for each week!
1 7/5-10	<b>Exam 1</b> (50 pts)— <i>Uppers, Downers, All Arounders</i> Chs. 1, 2 & 3 11:59 PM	<b>Due by Friday, 7/9</b> by 11:59 PM <b>Late submissions NOT accepted!</b>
2 7/13-17	<b>Case Vignette #1</b> (50 pts) (may help to read through Ch. 5!) by 11:59 PM	<b>Due by Friday, 7/16</b> <b>Late submissions NOT accepted!</b>
3 7/20-24	<b>Exam 2</b> (50 pts)— <i>Uppers, Downers, All Arounders</i> Chs 4, 5 & 6 by 11:59 PM	<b>Due by Friday, 7/23</b> <b>Late submissions NOT accepted!</b>
4 7/27-31	<b>Case Vignette #2</b> (50 pts) (may help to read through Ch. 10) & <b>Journal Article Critiques</b> (100 pts) 11:59 PM	<b>Due by Friday, 7/30</b> by 11:59 PM <b>Late submissions NOT accepted!</b>
5 8/3-7	<b>Exam 3</b> (50 pts)— <i>Uppers, Downers, All Arounders</i> Chs 7 thru 10 by 11:59	<b>Due by Friday, 8/6</b> <b>Late submissions NOT accepted!</b>
<b>Total: 350 Points</b>		

### GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100 to 93 %	350 to 325 points	A	92 to 86 %	324 to 301 points	B
85 to 79 %	300 to 276 points	C	78 to 72 %	275 to 252 points	D

### POLICY ON LATE OR UNFINISHED ASSIGNMENTS

**Late work is not accepted!**

#### ASSIGNMENTS

**NOTE:** All assignments must be completed—students cannot self-select (i.e., "pick-&-choose") which assignments to complete; all assignments are required for a passing grade!

#### Journal Article Critiques:

Students are responsible for utilizing WSU databases to complete two (2) journal article critiques—one (1) scholarly article related to psychopharmacology of addiction AND one (1) scholarly article related to a cultural group (choose from African American, African Immigrants, Hispanics, GLBT, Asian Americans/Pacific Islanders, Native Americans, the elderly, adolescents, deaf and hard of hearing, traumatic brain injured, other disabilities, and so forth). Each article

**Late Work is not accepted!**

will be turned in to the instructor electronically with a one-page, single-spaced critique. The critique should contain the following: one paragraph summarizing the article, one paragraph critiquing the article, and one paragraph describing how the information could inform counseling practice. Papers are worth fifty (50) points each and, along with copies of your articles, must be submitted via the *Assignments* folder in D2L for a total of **100 points**.

**Journal Article Critique Assignment Scoring Rubric**

Category/Criteria	Points Possible (per critique)	Points Received
Relevance of article to counseling	10	
Grammar & Spelling	10	
Article summary	10	
Article critique	10	
Informing counseling practice.	10	
<i>Total points per article</i>	50	

**Exams:**

Students will complete three (3) multiple choice/true-false exams administered via D2L over the course of the term. Quizzes are open-book and students may work at their own pace on the quizzes, but ALL quizzes must be completed by Friday on week due 12:00 PM (midnight). Quizzes are found under the *Assessments* tab, *Quizzes*, and are worth fifty (50) points each for a total of **150 points**.

**Case Vignette:**

Students will complete two (2) case vignettes during the term. These vignettes are designed for you to demonstrate your ability to apply course learning on the psycho-pharmacology of addiction to clinical situations. Each question in the vignette must be answered and the assignment will be turned in to the instructor electronically, one to two pages in length, single-spaced, providing a succinct but well thought out response to each of the questions provided. Grades will be determined based on the accuracy and thoroughness of your responses. Each vignette is worth fifty (50) points (for a total of **100 points**) and must be submitted via the Drop box in D2L.

**Case Vignette Assignment Scoring Rubric**

Category/Criteria	Points Possible (per critique)	Points Received
Grammar & Spelling	10	
Succinctness of responses	10	
Thoroughness of responses	15	
Accuracy of responses	15	
<i>Total points per vignette assignment</i>	50	

## STUDENT NOTICES

### WSU CED PROGRAM HANDBOOK

The Counselor Education Department **Program Handbook** is intended to serve as a basic reference and program guide to Counselor Education Department students throughout their program of study from the time of their application for admission to the program through their program completion. There is a link to the handbook on the left side of each ACCP course D2L site, as well as from the CED program site:

[http://www.winona.edu/counseloreducation/Media/Program%20Handbook\\_2016-2017\\_Final.pdf](http://www.winona.edu/counseloreducation/Media/Program%20Handbook_2016-2017_Final.pdf)

### POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted *except* in **extreme** circumstances and with **prior** permission of instructor. **IMPORTANT:** A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately. Additionally, **all** assignments must be completed—students cannot self-select (i.e., "pick-&-choose") which assignments to complete; all assignments are required for a passing grade!

### DIVERSITY & RESPECT

Please read WSU's commitment to diversity, Growing a Vibrant Community of Diverse Learners, including the *Inclusive Excellence Syllabus Statement*, at:

<http://www.winona.edu/diversity/estatement.asp>

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Students with Disabilities Notice:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

**Communication:** Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: "Students are required to activate their Winona State University email account and to check their email regularly." This is the primary mode of communication, as well as assignment feedback provided via D2L, and it the each student's responsibility to monitor their WSU email account daily.

[http://www.winona.edu/counseloreducation/media/program\\_handbook\\_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

**Confidentiality Notice:** As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, friends, etc.

### **ACADEMIC INTEGRITY POLICY**

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at: <http://www.winona.edu/sld/academicintegrity.asp>

**Academic Dishonesty:** Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

### **Counselor Education Department Campus Resources:**

- Winona Campus: Nadia Miranda, Gildemeister Hall 132, (507) 457-5335, [Nmiranda@winona.edu](mailto:Nmiranda@winona.edu)
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488  
[Sparks@winona.edu](mailto:Sparks@winona.edu)

### **Graduate Studies Office:**

- Patricia Cichosz, Office Manager [pcichosz@winona.edu](mailto:pcichosz@winona.edu) Somsen Hall 210C, 507-457-5038, 507-457-5571 (fax)

### **Other:**

**Advising, Career, Tutoring and Access Services** are all part of the Warrior Success Center. The mission of the Warrior Success Center (WSC) is to serve Winona State University students by providing free and accessible services and resources for student success.

If you have a documented disability that requires accommodation, please let me know as soon as possible. For the WSU Accessibility Policies:

<http://www.winona.edu/accessservices/gettingstarted.asp>

You can also contact Access Services.

- **Access Services**, Maxwell Hall 314, 507-457-5878.  
<http://www.winona.edu/accessservices/>
- **Advising Services**, Maxwell 314, 457-5878 <http://www.winona.edu/advising/>
- **Alex Hines, Director of Inclusion & Diversity**, [AHines@winona.edu](mailto:AHines@winona.edu)
- **Career Services**, Maxwell Hall 314, 507-457-5878  
<http://www.winona.edu/career/>
- **Counseling & Wellness Services**, Integrated Wellness Complex 222, 507-457-5330 <http://www.winona.edu/counselingservices/>
- **Dr. Dan Linton, LGBT Advocate**, PAC 207  
[DLinton@winona.edu](mailto:DLinton@winona.edu)
- **Full Spectrum Gender & Sexuality Alliance**,  
[fullspectrum@winona.edu](mailto:fullspectrum@winona.edu)  
<https://www.facebook.com/WinonaGLBTA?fref=nf>
- **Inclusion and Diversity Office**, Kryzsko Commons Room 236, 457-5595 <http://www.winona.edu/inclusion-diversity/>
- **Knowledge, Empowerment, Advocacy, and Pluralism (KEAP) Diversity Resource Center**, Kryzsko Commons Room 162,  
[keapstudent@winona.edu](mailto:keapstudent@winona.edu)
- **Student Support Services (Winona)**, Krueger Library 219, 507-457-5465  
[www.winona.edu/studentsupportservices/](http://www.winona.edu/studentsupportservices/)
- **Student & Campus Services (Rochester)**, UCR Room SS 128, 507-285-7100,  
[rochss@winona.edu](mailto:rochss@winona.edu), [www.winona.edu/rochester](http://www.winona.edu/rochester)
- **TRiO Student Support Services**, Library 219, 507-457-5465  
<http://www.winona.edu/studentsupportservices/>
- **Tutoring**, Library 220, 507-457-5878 <http://www.winona.edu/tutoring/>
- **University Center Rochester Counseling Center**, SS 133, 507-285-7260  
[www.rctc.edu/counseling\\_career\\_center](http://www.rctc.edu/counseling_career_center)
- **University Center Rochester Learning Center**, 3<sup>rd</sup> floor Atrium Area, 507-285-7182 [www.roch.edu/learningcenter](http://www.roch.edu/learningcenter)
- **Writing Center**, Minné Hall 348, 507-457-5505  
<http://www.winona.edu/writingcenter/>



**For additional information see:**

- *WSU Counselor Education Program Student Handbook*  
<http://catalog.winona.edu/index.php?catoid=11>
- *WSU Graduate Catalog 2014-2015* at:  
<http://catalog.winona.edu/index.php?catoid=11>
- *WSU Summer 2015 Academic Calendar* at:  
[http://www.winona.edu/calendars/Media/20161\\_SUMMER\\_2015\\_Academic\\_Calendar.pdf](http://www.winona.edu/calendars/Media/20161_SUMMER_2015_Academic_Calendar.pdf)



### Resources for APA style:

- The Basics of APA - a video tutorial, distinguishing key information in manual: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- The Online Writing Lab (OWL) at Purdue - presents with an easily accessible list of information about specific topics (e.g., referencing books, headings) and a sample APA Paper: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Citation Management suggestions, including information about Refworks, and suggestions for the Reference Page: <https://www.library.cornell.edu/research/citation/apa>
- APA Citation Style Guidelines: [http://www.cengage.com/resource\\_uploads/downloads/0495799661\\_216547.pdf](http://www.cengage.com/resource_uploads/downloads/0495799661_216547.pdf)
- Well-organized resource for specific APA style issues, including an APA style podcast, and a downloadable APA overview: <http://writing.wisc.edu/Handbook/DocAPA.html> and <https://owl.english.purdue.edu/owl/resource/664/01/>
- APA Crib Sheet, 6th ed: <http://www.csus.edu/indiv/s/stonerm/APA%20Crib%20Sheet.pdf> and [http://www.tandf.co.uk/journals/authors/style/reference/tf\\_a.pdf](http://www.tandf.co.uk/journals/authors/style/reference/tf_a.pdf)

### Resources for writing skills:

- **Writing Commons:** <http://writingcommons.org/>. This is a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

### Student Appeals & Grievances:

Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. I suggest following the "chain of command" and taking your concern to the Counselor Education Department Chairperson, Dr. Mary Fawcett: [mfawcett@winona.edu](mailto:mfawcett@winona.edu).

Please refer to the Graduate Catalogue, Academic Policies, and scroll down to Graduate Students Appeals Process (General), at <http://catalog.winona.edu/content.php?catoid=11&navoid=1006> for graduate student appeal procedures. However, if you are not satisfied with our response or the decision rendered, you can access the **MnSCU** complaint procedures at: <http://www.winona.edu/sld/studentgrievance.asp>.