

Spring 2009

CE 555 Syllabus: Addictions Counseling: Psychopharmacology

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Spring, 2009
Addictions Counseling: Psychopharmacology
CE 555
(2 semester hours)**

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COURSE DESCRIPTION

Addictions counselors must have an understanding of the effects of licit and illicit drugs on the brain and body. In this 2-credit online course, students will come to understand basic classifications, indications, and contraindications of drugs including prescribed psychopharmacological medications, illicit drugs, and alcohol. This knowledge helps addictions counselors make appropriate referrals for medication evaluations and identify side effects. Students will also learn about basic brain and body responses to drugs of abuse.

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. (List of campus resources can be found in [Appendix A](#)).

TEXT

Kuhn, C., Swartzwelder, S., & Wilson, W. (2008). *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy* (3rd ed.). New York: W.W. Norton & Co.

STUDENT OUTCOMES

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

1. Correctly categorize illicit and licit drugs and alcohol.
2. Correctly identify drugs by their proper and street names.
3. Correctly answer questions regarding the central nervous system's (CNS) interaction with drugs of abuse.

4. Describe the impact of drug use on the body, including route of ingestion and duration/quantity of use.
5. 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

#	Assignment	Rubric	Points Possible	Points Received
1	Discussion Board Participation	1	30	
2	Reading Probe Quizzes (15x5)	n/a	75	
3	Community Presentation	2	50	
4	Journal Article Critique	3	25	
5	Advocacy Project – Letter to the Editor	4	30	
<i>Total</i>			210	

See [Appendix B](#) for all scoring rubrics.

GRADE SCALE

100-93%: A
 92-86%: B
 85-79%: C

78-72%: D

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) 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.

DISCUSSION BOARD PARTICIPATION

Students will be asked to participate in two (2) discussion board assignments during the term. The first will explore each student's expertise and interest in psychopharmacology of addiction during the first week of class. The second will provide space for feedback and reflection on the presentation assignments (see below). Grades will be determined based on quality and quantity of participation. **30 points**

READING PROBE QUIZZES

Students will complete fifteen (15) multiple choice/true-false quizzes administered via D2L over the course of the term. Quizzes are open-book. Students may work at their own pace on the quizzes, but ALL quizzes must be completed by Friday, May 1. Quizzes are worth five points each, for a total of **75 points**.

COMMUNITY PRESENTATION

Students will develop a presentation that can be used with a community or school group in their future professional counseling roles. Students will:

- Create a PowerPoint for a 20-30 minute presentation. Students will pick one drug or category of drugs of particular interest to them. This presentation is meant to educate members of a public forum about the drug(s) selected. Students are expected to provide a minimum of three (3) resources aside from the assigned text for this assignment. Wikipedia and similar sources are not acceptable. Resources should be included in APA format on the last slide. The PowerPoint will be posted on D2L.
- Create an informational brochure to accompany the PowerPoint. Students should use whatever desktop publishing tool is most convenient for them. The brochure should summarize facts from the presentation, and resources where readers can find help and further information. Brochures will be posted on D2L.
- Provide a one-page summary to the professor explaining the location (e.g., an elementary school, a community education center) and expected audience for the presentation. Students should explain why they chose the subject and audience for this presentation.
- Students are expected to review each other's work on D2L and provide feedback via the discussion boards.
- **NOTE:** Students are NOT expected to present this assignment to obtain a grade. This is meant to be one tool to keep in their toolbox for future use. Worth **50 points**.

JOURNAL ARTICLE CRITIQUE

Students are responsible for utilizing WSU databases to locate *one* scholarly article related to psychopharmacology of addiction AND a cultural group (e.g., African

American, women, adolescents, immigrants). Each article 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 describing the pros and cons of the article, and one paragraph describing how you plan to utilize the information from the article in your future career. Papers must be submitted via the Dropbox in D2L. **25 points.**

ADVOCACY PROJECT: LETTER TO THE EDITOR

Over the course of the semester, students will determine one area of psychopharmacology about which the public needs to be informed. Students will craft a letter to the editor of their local newspaper about this issue. The letter should be no more than one page, and should be well researched and informed with exceptional grammar. Publication is not necessary for credit on this assignment. Letters will be submitted via the D2L dropbox. **30 points.**

For ideas, students can use the following websites:

- <http://www.counseling.org/PublicPolicy/>
- <http://www.jointogether.org/news/yourturn/commentary/2004/summit-builds-teamwork-for.html>
- <http://www.hazelden.org/web/public/publicpolicy.page>

DEADLINES

Discussion Boards:

Discussion Board #1 opens on Monday January 12 and closes on Monday January 19.
Discussion Board #2 opens on Monday April 13 and closes on Monday April 20.

Quizzes: All completed by Friday, May 1, 2009

Community Presentation: Due Monday April 13, 2009

Journal Article Critique: Due by Monday February 23, 2009.

Advocacy Project - Letter to the Editor: Due by Friday, May 1, 2009

APPENDIX A: STUDENT NOTICES

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, etc.

Academic Dishonesty Policy:

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, have 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.

Campus Resources:

- Student Support Services, Howell Hall 133, 457-5465
(<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595
(<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391
(<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330
(<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505
(<http://www.winona.edu/writingcenter/>)
- GLBTA Advocate, Gildemeister Hall 132, 457-5330
(<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600
(<http://www.winona.edu/advising/>)

APPENDIX B: ASSIGNMENT SCORING RUBRICS

1. DISCUSSION BOARD PARTICIPATION

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Participation is minimal or nonexistent and does not reflect active engagement in course.	
1-9 points	-Rarely asks questions or makes comments that indicate familiarity with the	

	<p>topics prepared for class</p> <p>-Participation is minimal (one or fewer responses per question) and lacks depth.</p>	
10-19 points	<p>-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class</p> <p>-Participation is minimal to moderate (one to two responses per question) but shows some critical thinking.</p>	
20-30 points	<p>-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class</p> <p>-Participates actively in discussions (more than two responses per question) and responses show depth and critical thinking skills.</p>	

2. COMMUNITY PRESENTATION

Category/Criteria	Points Possible	Points Rec'd
Presentation (clarity--visual and audible), media/visual, handouts, use of time, activities etc	15	
Organization (content org., coordinated, transitions, summary)	10	
Impact (held attention, made strong points "stick", overall "reaction", focus)	10	
Information (appropriate amt., importance {to topic}, relevance to Counseling)	15	
<i>Total points</i>	50	

3. JOURNAL ARTICLE CRITIQUE

Category/Criteria	Points Possible (per critique)	Points Rec'd
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Relevance of article to counseling	5	
Grammar & Spelling	5	
Article summary	5	
Pros and con description of article	5	
Statement on future application	5	
<i>Total points</i>	25	

4. Advocacy Project: Letter to the Editor

Category/Criteria	Points Possible (per critique)	Points Rec'd
Relevance of letter to psychopharmacology of addiction	5	
Grammar & Spelling	10	
Letter was well-informed by research and class readings.	10	
Overall impact: letter informed and educated public.	5	
<i>Total points</i>	30	

