

# HSE K183

## Substance Abuse

### Overview

This course is designed to help students develop an understanding of addictions from an eco-systems perspective. The addictive process and recovery will be studied, including the reciprocal interaction between addicted individuals and the various social systems of which they are a part. In addition, the students will focus on societal contributors and responses to addictions. Students will focus on diversity in addicted populations, the business of drugs, and prevention.

### Learning Outcomes

Upon completion of the course, students will understand:

1. The definitions of drug use, abuse, dependency, and addictions.
2. The models of addiction development, including disease, psychological, social, family systems, and multi-causal from an eco-systems perspective
3. The major research findings regarding genetic predisposition to SA.
4. Basic physiological responses to drug use.
5. The use of assessment criteria and tools.
6. Treatment models including self-help, behavioral, family systems, disease, and innovative programs.
7. Family dynamics of chemical abuse, including co-dependency.
8. Current controversies in the field of addictions, and the harm reduction model versus the disease model.
9. The effects of addictions on special populations, including diversity in age, ethnicity.
10. The continuum of responses to addictions, from prevention to treatment, to law enforcement and control.
11. The impact of one's values, attitudes, and life experiences on one's view of addiction.
12. How to identify and examine the ethical dimensions of addictions.

### Evaluation

Student achievement of the knowledge and skill objectives is assessed via examinations and/or policy analysis.

<i>Assignments</i>	<i>Percentage</i>
Abstinence Report & Journal	25%
Step Meeting Report & Presentation	25%
Attendance & Class Participation	20%
Quizzes	<u>30%</u>
Total Points	100%

Spring 2018

Thursday, 6:30 p.m. – 9:45 p.m.

Instructor: Denise DeBrady

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Phone: 860-334-8337

Office: D104

Office Hours: By Appointment

### Required Materials

*Concepts of Chemical Dependency*: by C. Harold E. Doweiko, 9th edition, Cengage Learning, 2015.

### Quiz Due Dates

February 15, 2018

Quiz 1 Due

March 22, 2018

Quiz 2 Due

April 26, 2018

Quiz 3 Due

### Assignment Due Dates

March 8, 2018

Abstinence Journal & Report Due

April 5, 2018

Step Meeting Report Due

Step Meeting Presentations

May 3, 2018

Class Debate

During the semester, there may be additional assignments that will be done in class or as homework. These assignments are to be done individually or in a group as deemed fit by the instructor.

Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact. All late assignments will be marked down one letter grade for every day it is late.

## COURSE OUTLINE

Week 1 – January 18<sup>3</sup>

Class Introduction/Syllabus

Week 2 - January 25<sup>th</sup>

Class Video & Dual Diagnosis  
Text Reading: Chapter 24

Week 3 - February 1<sup>st</sup>

Intervention, Treatment, Relapse  
Text Reading: Chapters 28, 29 & 33  
**Quiz 1 Opens (Chapters 24, 28, 29, 33, 4 & 5)**

Week 4 – February 8<sup>th</sup>

Alcohol Addiction & Abuse  
Text Reading: Chapters 4 & 5

Week 5 – February 15<sup>th</sup>

Benzodiazepines & Barbiturates  
Text Reading: Chapters 6 & 7  
**Quiz 1 Due**

Week 6 – February 22<sup>nd</sup>

Cocaine & Opioid Abuse & Addiction  
Text Reading: Chapters 9 & 11

Week 7 – March 1<sup>st</sup>

Marijuana Abuse & Addiction  
Text Reading: Chapter 10

Week 8 – March 8<sup>th</sup>

Hallucinogens & Steroid Abuse  
Text Reading: Chapters 12, 14  
**Abstinence Journal & Report Due**  
**Quiz 2 Opens (Chapters 6, 7, 9, 10, 11, 12 & 14)**

Week 9 – March 15<sup>th</sup>

**NO CLASS – SPRING BREAK**

Week 10 – March 22<sup>rd</sup>

Tobacco and Nicotine Addiction  
Text Reading: Chapters 16  
**Quiz 2 Due**

Week 11 – March 29<sup>th</sup>

Gender & Substance Use Disorders  
Chapters 18 & 19

Week 12 – April 5<sup>th</sup>

**Step Meeting Report Due**  
**Step Meeting Presentation**

Week 13 – April 12<sup>th</sup>

Neonatal, Children, Adolescents  
Text Reading: Chapters 17 & 20  
**Quiz 3 Opens (Chapters 16, 17, 20, 21, 22 & 23)**

Week 14 – April 19<sup>th</sup>

College Students, Codependency, Family  
Text Reading: Chapters 21, 22, 23

Week 15- April 26<sup>th</sup>

Infectious Disease, Crime & Legalization  
Text Reading: Chapter 35, 36 & 37  
**Quiz 3 Due**

Week 16 – May 3<sup>rd</sup>

**CLASS DEBATE**

## **Abstinence Report & Journal**

Starting on February 1, 2018 you are asked to abstain from a mood-altering chemical, substance, food, or activity for 30 days (February 1, 2017- March 1, 2017). The substance will be of your choosing, and can include alcohol, other drugs, nicotine, caffeine, sugar, or other similar substances. An activity can include gambling, spending money, watching television, spending time on the computer, swearing, etc. The purpose of your abstinence is to assist you in understanding what chemically dependent people face in treatment and recovery in this culture. You will also hopefully begin to assess the role chemicals play in your life. You are to choose something that will be a true challenge for you, as this will help you learn much more than if you chose something easy to change about your life.

You are to keep a journal describing and reflecting upon your abstinence, with at least 4 entries per week describing your experiences, thoughts, feelings, successes and struggles. **You should have at least 3 pages of journal notes at the end of the 30 days!**

You are to inform your instructor at the outset what substance you will be abstaining from, and you are to tell at least 2 significant persons in your life that you will be abstaining from that substance as well. You are to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse.

Finally, write **a 8 page double spaced paper** about how this experience will assist you in understanding or working with chemically dependent people. Be specific. You will not be graded on your success or failure in abstaining, but on your growth in understanding yourself and of the dynamics involved in dealing with addictions. However, it is important to make your best effort to abstain for the full 4 weeks.

In your paper describe yourself and your environment in terms of such areas as the following:

- Your reasons for choosing this substance or behavior to abstain from or acquire.
- Who you told about this experiment and who you look to for support.
- Your daily experiences and feelings.
- Your physical state (health, energy, sleep, nutrition).
- Your psychological state (motivation, emotions, coping skills, self-esteem, thoughts, insights, confidence, self-efficacy, emotional management).
- Your social life (social support, undermining, changes, friends, family, classmates, insights about others, reactions by others).
- Your spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system).
- Your environment (media, advertising, social mores).
- What you are learning about yourself.
- What you are learning about your environment.
- What you are learning about addiction.
- What you are learning about behavior and attitude change.

## **12 Step Meeting Attendance & Discussion Report**

You are to attend one meeting of a 12-step group such as Alcoholics Anonymous, Gamblers Anonymous, Overeaters Anonymous, or Narcotics Anonymous. If you have already attended one of these groups, attend a type of group that you have never attended.

Make sure that you are attending an **OPEN** (not closed) meeting. Should someone ask, be honest about your reasons for being there. People are typically appreciative of your interest in the organization, but remember that you are there to respectfully observe, not interview participants. Above all, respect the anonymity of people you meet there. You may see people you know, and if so, respect their anonymity. Do **NOT** take notes or bring a tape recorder. Schedules of 12 step meetings can be found online.

Write a 5-page paper that is to be compiled by your field notes following attendance at the meeting, and your learning from the assigned readings and class discussions regarding 12 step programs.

Begin with a short description: name of group, place, type of meeting, brief description of the demographic characteristics of the group, physical surroundings of the meeting, and atmosphere and tone. The remainder of the paper should focus on:

- Your **personal reactions** as an individual attending for the first time. What did you observed and learned about yourself by attending? Were you nervous? Why or why not? Did you have any stereotypes that were confirmed or shattered? What emotions did you experience?
- What **social, psychological and spiritual principles of human behavior** are the 12 step programs based on? How do they contribute to its success?
- **Implications for your professional practice.** Who do you think would benefit from such a group? How would you go about preparing a client for such a group based on your initial experience? Who might have a hard time participating in such a group? What do you think are the keys to the success of this approach?
- **Integration of classroom materials** with 12 step observations. How does this experience fit or not fit with information presented in class or read for this class?

**In addition, be prepared to present your findings and observations to the class on April 5, 2018.**

### **College Withdrawal Policy**

A verbal “drop or withdrawal” from course(s) cannot be accepted by the instructor. Students must complete the required form and file it with the Registrar’s Office. Students may drop or withdraw from a course up to the 12<sup>th</sup> week of the semester; the exact ending date for the drop period is listed in the academic calendar.

### **Instructor’s Attendance Policy**

I will be conducting a formal “roll call” for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. Because many of the ideas for out-of-class writings and in class assignments will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) will most likely impact your work negatively.

### **Academic Dishonesty**

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior. *Any instance of conscious plagiarism will result in a “zero” for that assignment. More than one instance will result in an “F” grade for the course.* Plagiarism by omission or “unconscious” plagiarism will be dealt with on a case-by-case basis.

### **Cellular Phones etc.**

Students are notified that cellular phones and other electronic devices are allowed in class only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating

circumstances that require that a student be available by phone, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

### **Early Warning Policy**

Students experiencing academic difficulty and/or chronic absenteeism will be notified of their class standing.

### **Disabilities Statement**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 892-5751. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

### **Revisions to Syllabus**

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

### **Learning Portfolios**

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

**Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact. All late assignments will be marked down one letter grade for every day it is late.**