CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR DAAC 1319
INTRODUCTION TO ALCOHOL AND OTHER DRUG ADDICTIONS

Semester Hours Credit: 3
96 Contact Hours

INSTRUCTOR: ________________________
OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course examines the causes and consequences of addiction, the major drug classifications, and the counselor’s code of ethics. Attention is given to family systems, special populations and diversity, prevention, intervention, relapse prevention, and legal and professional issues in addiction counseling. An overview of competencies and requirements for licensure in Texas is covered. It is recommended that DAAC 1304 be taken concurrently.

B. This course is required for the Central Texas College Substance Abuse Prevention Specialist, Level 1 Certificate; the At-Risk Youth Specialization, Level 2 Certificate; the Criminal Justice Addiction Professional, Level 2 Certificate; the Chemical Dependency Counseling, Level 2 Certificate; and the Associate in Applied Science Degree in Chemical Dependency, Applied Psychology, and Social Work Specialization.

C. This course is occupationally related and serves as preparation for jobs in the chemical dependency counseling, at-risk youth and social work fields.

D. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Introduction to Alcohol and Other Drug Addictions, the student will be able to:

A. Discuss the drug classification system and the controlled substance schedules. (C5-7, 15; F1, 2, 5-17)

B. Describe and discuss the psychological, sociological, and physiological effects of mood altering substances and behaviors. (C5-7, 15; F1, 2, 5-17)

C. Explain services and treatment alternatives for psychological, sociological, and physical effects of mood altering substance behaviors. (C 5-7, 15; F1, 5, 6, 9, 11, 12)
D. State various models which explain the etiology of addiction. (C 5-7, F1, 2, 5, 10)
E. Discuss issues related to drug regulations and enforcement in the United States. (C 5-7; F1, 5, 6)
F. Describe the goals of drug intervention, education, and prevention strategies. (C1, 5-7; F1, 5, 6)
G. Identify the requirements for licensure and certification in Texas and the 12 Core Functions of the addiction counselor. (C5-7; F1, 2, 5, 6)
H. Define ethical standards governing the field of the addiction counseling including professionalism and confidentiality. (C 5-7; F1, 2, 5, 17)
I. Explain the aspects of addiction on the family. (C5-7; F1, 2, 5, 6)
J. Identify diversity issues related to addiction services. (C 5-7; F1, 6, 12)
K. Describe the continuum of care as related to alcohol and other drug abuse to include issues relevant to relapse prevention. (C 5-7; F1, 5, 9)
L. Define key terms and discuss key concepts covered in the course. (C5-7; F1, 2, 5, 6)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the workplace.

Programs in the Mental Health Services Department are organized around these competencies and the three-part foundational skills on which the competencies are based on. Learning Activities and Objectives which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

**Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
**Information:** acquires and uses information (C5-C8).
**Interpersonal:** works with others (C9-C14).

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Systems: understands complex interrelationships (C15-C17).
Technology: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

**Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
**Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
**Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books). The instructional materials for this course consist of a Workbook, only available at the CTC Bookstore. If you are taking this course on-line, all of the information provided in the Workbook is also available within each module under Lecture Notes.

### IV. COURSE REQUIREMENTS

A. **Reading Assignments:** It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide (C1, 5, 6, 7; F1, 7, 8, 9, 10, 11, 12, 13).

B. **Projects, Oral Reports, Case Studies, Book Reports, Research papers:** Assigned written work is detailed in the Course Learning Guide and on the Daily Plan. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor (C1, 5, 6, 7; F1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13).

C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details (F13-17).

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives (C9, 10, 11, 12, 13, 14; F7-12).
E. **Submitting Written Assignments:** All assigned work must be submitted **on time,** **No late papers will be accepted.** The due dates are noted on the daily plan, or as stated by the instructor (C5-8; F2, 7-17).

V. **EXAMINATIONS**

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer (C5-8; F1, 2, 7-12).

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor individually as soon as possible (C5-8; F1, 2, 7-12).

C. A student must take the final examination to receive a grade for the course (C5-8, F1, 2, 7-12).

VI. **SEMESTER GRADE COMPUTATIONS**

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**NOTE:** The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. **NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR**

A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must,
officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance (C15-17; F13-17).

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar (C15-17; F13-17).

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course (C15-17; F13-17).

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory (C15-17; F13-17).

E. Americans With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable
accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements (C15-17; F13-17).

G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion (C15-17; F13-17).

H. **Discrimination Policy**: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status (C15-17; F13-17).

**VIII. COURSE OUTLINE**

A. **Module One: Putting Drugs of Abuse and Clients in Perspective**

1. **Learning Outcomes**: Upon successful completion of this module, the student will: (C5-7, 9-17; F1, 2, 5-12):
   - List and discuss the major models of addiction to include the pros and cons of each.
   - Explore and discuss their personal philosophy about addiction.
   - Discuss some of the individual, community, and societal consequences of current drug use in the United States.
   - Describe the bio-psycho-social model of addiction counseling.
   - Define key terms and discuss key concepts covered in this module.
   - List and discuss the stages of change model and how counselors can effectively use it in working with clients with substance use disorders.
   - Discuss the five pre-disposing factors of addiction.
   - Describe the psychosocial stages of development.
   - Discuss radius of significant others and how to apply it to counseling.
   - Describe Piaget’s stages of cognitive development.
   - Discuss Kohlberg’s model of moral development to include the development of empathy.
   - Describe how self-esteem is formed.
   - Discuss Maslow’s Hierarchy of Needs and how to apply it in the counseling arena.

These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.
2. **Learning Activities** (C5-7; F1, 2, 7-12):
   a. **Read:** Module 1 Notes
   b. **Key Terms and Key Concepts:** (C5-7; F1, 2, 7-12): addict, addiction/chemical dependency, addictive personality, alcohol abuse, Alcoholics Anonymous (AA), alcoholism, AMA (American Medical Association), AOD, AUD, behavioral theory, biopsychosocial model, blackouts, chronic phase, crucial phase, cultural groups, cultural norms, drugs of choice, etiology, family boundaries, hedonistic, illicit, immediacy of effect, interdict, licit, loss of control, medical or disease model, monoamine oxidase (MAO), moral model, mundane, NUD, paradigm, pharmacodynamics, placebo effect, plateau, psychological model, pre alcoholic phase, prodromal phase, relapses, resiliency, reinforcement, reward potential, self-efficacy, self-esteem, sociocultural model, social use, social learning theory, structural model, SUD, subgroup, substance use, substance abuse, Systems theory, TBI, TAP 21, tolerance, ubiquitous, WHO (World Health Organization), withdrawal syndrome, “worried well”.
   c. **Written Assignment** (C1, 3, 5-19; F1, 2, 5-13):
      1. Focusing on the models of addiction outlined in the module notes, develop your own personal model. **Hint:** develop a list of the pros and cons for each of the models, chose items from each that resonate with your personal values and knowledge. If for instance you don’t know a lot about the biochemistry of addiction you may want to indicate that in your own model: “I will seek to better understand the neurobiology of addiction and use that knowledge to temper my work with clients.” The idea is that you need to know what you believe, and what you believe should be based on facts and knowledge and not suppositions. It’s ok to acknowledge when you don’t know or understand something as long as you are willing to learn more about it. I don’t expect you to have a rock solid view on this, what I do expect is for you to come to appreciate that there is much to learn, and that by learning new ways of looking at things, we sometimes change our minds.
      2. Write a paragraph about each of the following organizations and describe their purpose or mission:
         - World Health Organization (WHO)
         - American Medical Association (AMA)
         - Drug Enforcement Administration (DEA)
         - Bureau of Alcohol Tobacco Firearms and Explosives (ATFE)
         - Alcoholics Anonymous (AA)
      3. Define the following key terms:
         - Etiology
         - Paradigm
         - Interdict
         - Licit drug
         - Illicit drug
         - Self-efficacy
• Reward potential
• Addictive personality
• Social learning theory
• Psychosocial theory

4. You are a counselor in a local agency that works with substance use disorders; you have been asked to speak at a Rotary Club event about the impact of drug abuse in this country. Develop a short presentation outlining the problem. **Hint:** be creative; you would normally have only 10 to 15 minutes to conduct your presentation. How would you get the crowd’s attention, what key facts could you cite? You may develop a short (2 slide) PowerPoint or submit the outline you would use in developing a slide presentation.

d. **Lab Assignment:** After reading "Putting Our Clients in Perspective" in Module 1 of the workbook or Module Notes, select one of the developmental theories, and in a one to two page paper (single spaced, size 12 font, 1" margins), describe what you like/dislike about the theory. Please base your comments on research, or if it is your own opinion, clearly state that. The paper must have more research-based statements than personal opinions.

e. **Discussion Assignment:** In approximately 300 words, explain what self-esteem is, including:
   - the two characteristics that make up self-esteem
   - how these characteristics shape how one thinks about the self and how one behaves.

Please respond to at least two of your classmates. Your responses should be at least 150 words.

**B. Module Two: Drugs of Abuse and How They Work**

1. **Learning Outcomes** Upon successful completion of this module, the student will: (C5-7, 9-17; F1, 2, 5-12):
   - Describe the schedule of controlled substances and the drug classification system.
   - List and discuss the most common routes of drug administration.
   - Describe the effects, symptoms of use, overdose and withdrawal and indications of misuse of common drugs of abuse.
   - Summarize the biochemical process of drug use and abuse to include neurotransmission.
   - Explain how drugs of abuse affect the physiological, psychological, and sociological aspects of the individual.

These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.
2. **Learning Activities** (C5-7; F1, 2, 7-12):
   a. **Read**: Module 2 Notes
   b. **Key Terms and Key Concepts** (C5-7; F1, 2, 7-12):
      - abstinence, addiction, agonist, alcohol, alcohol dehydrogenase, alcoholic hallucinations, Amotivational Syndrome, amphetamine, amphetamines, anabolic steroids, antagonist, asphyxiation, AWS alcohol withdrawal syndrome, axon, barbiturates, benzodiazepines, binge drinking, blackout, blood alcohol level, blood-brain barrier, brain’s pleasure circuit, cannabis, cannabis stavia, cardiac arrhythmia, cardiomyopathy, cell body, chloralhydrate, cross-tolerance, CNS depressant (sedative-hypnotics), CSA, delirium tremens, delusions, dendrites, depersonalization, detoxification, disinhibition effect, disorientation, distillation, drug abuse, drug dependence, drug metabolism, ephedrine, ethyl alcohol, fermentation, flashbacks, half-life, hallucinations, hash oil, hashish, illicit drug, injections, inhalation, inhalants volatile hydrocarbons, intoxication, intranasal, intravenous, licit drug, limbic system, lipid-soluble, MAO inhibitors, metabolizing, methods of administration, narcolepsy, neurotransmission, opioids, organic brain syndrome, placebo effect, primary effects, prohibition, psychoactive drugs, psychological dependent, receptor, REM sleep, re-uptake, rebound sleep, reverse tolerance, Ritalin, Rohypnol, routes of drug administration, schedule of drugs, secondary effects, side effects, subcutaneous, sublingually, synapse, synergistic effect, synesthesia, tachycardia, tardive dyskinesia, THC, tolerance, transdermal, Wernicke-Korsakoff disease, and withdrawal.
   c. **Written Assignments** (C1, 3, 5-19; F1, 2, 5-13):
      1. Looking at the methods of drug administration, and based on your understanding, list and discuss each method in order, from most immediate and intense to the method which takes the longest to act and is the least intense.
      2. Outline the process of neurotransmission and discuss why it is important for counselors to understand it. Discuss at least three key neurotransmitters and how they affect the body and how psychoactive drugs affect the neurotransmitter. Information about neurotransmitters can be found at [http://www.integrativepsychiatry.net/neurotransmitter.html](http://www.integrativepsychiatry.net/neurotransmitter.html) AND [https://www.neurogistics.com/TheScience/WhatareNeurotransmitters9CE.aspx](https://www.neurogistics.com/TheScience/WhatareNeurotransmitters9CE.aspx).
      3. Central nervous system depressants present many dangers for abusers. Looking at the drugs in this class, describe (in at least 250 words) the risks associated with abuse and discuss at least one problem that counselors should be concerned with during a client’s withdrawal and treatment.
      4. Central nervous system stimulants are among the most popular drugs of abuse used by young people. Select one popular central nervous system stimulant drug and write a short essay (at least 300 words) discussing its popularity and use among young people today. Be sure
to include information on its availability, methods of use, symptoms of use, overdoses and withdrawal, and the legal ramifications for possession.

d. **Lab Assignment:** Go to the Mind over Matter home page at NIDA for Teens: [http://teens.drugabuse.gov/index.php](http://teens.drugabuse.gov/index.php) click on the Parents & Teachers box then go to the Mind Over Matter Teacher’s Guide. Review all the material available here. Write a summary of what you learned and how you can use that information in working with clients. Your paper needs to be at least 500 words.

e. **Discussion Assignment:** After completing your Lab Assignment covering the Mind Over Matter Teacher’s Guide, describe what you found the most interesting and why. Next, describe how this information can be used by a professional working in a community agency. Your initial post should be approximately 300 words. Respond to at least two of your classmates. Your responses should be at least 150 words in length.

C. **Module Three: Special Populations**

1. **Learning Outcomes** Upon successful completion of this module, the student will: (C5-7, 9-17; F1, 2, 5-12):
   - When you successfully complete this lesson, you will be able to:
   - Discuss the impact of chemical dependency on adolescent development.
   - Describe the role of domestic violence in working with women clients.
   - Discuss the short and long term consequences of prenatal substance abuse on infants/children.
   - Describe barriers to treatment for women.
   - Summarize special issues for treating gay, lesbian and bisexual youth and adult clients.
   - Identify treatment issues involved in working with elderly clients.
   - Discuss the role of the American’s With Disabilities Act (ADA), in accessing and providing services to the disabled.
   - Discuss the involvement of drug use in criminal behavior.
   - Describe special strategies in working with clients in the juvenile and adult criminal justice systems.
   - Discuss the involvement of drug use in criminal behavior.
   - Discuss dual disorders and their impact on treating clients with substance use disorders.
   - Give a brief description of the following disorders: mood, anxiety, personality, psychotic, eating, and gambling.
   - Describe barriers to treatment for culturally diverse populations.
   - Define cultural competence and discuss the counselor’s responsibility in developing and maintaining competence.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.
2. **Learning Activities** (C5-7; F1, 2, 7-12):
   a. **Read**: Module 3 Notes
   b. **Key Terms and Key Concepts**: (C5-7; F1, 2, 7-12) ADA, ageism, agoraphobia, Anergia, anhedonia, anorexia nervosa, antisocial personality disorder, anxiety, anxiety disorders, AOD induced psychotic disorders, assimilation, Auxiliary Aids & Services, avoidant personality disorder, bad beat, bailout, bi-phobia, bipolar disorder, bisexual, bizarre behavior, borderline personality disorder, brief reactive psychosis, bulimia nervosa, chasing, circuit party, coming out, compulsions, compulsive gambling, confidentiality, controlled gambling, co-occurring disorders, countertransference, cyclothymia, delusions, delusional disorders, denigrate, dependent personality disorder, domestic violence, DSM IV, dual disorder/diagnosis, dysthymia, epidemiology, family of choice, family of origin, Fetal Alcohol Effects, Fetal Alcohol Syndrome, GA 20 Questions, gambling addiction, Gamblers Anonymous, gender identity, generalized anxiety disorder, hallucinations, hermaphrodite, heterosexism, heterosexuals, histrionic personality disorder, homophobia, homosexual, hypomaniac episode, IDEA, induced psychotic disorder, internalized homophobia, life cycle, major depression, major depressive episode, major life activity, manic episode, mood, mood disorders, mood regulators, narcissistic personality disorder, obsessive-compulsive personality disorder, obsessive-compulsive disorder (OCD), panic attack, panic disorder, paranoid personality disorder, passive-aggressive personality disorder, passive partner, pathological gambling, personality, personality disorders, pharmacologic management, phobia, Post-Traumatic Stress Disorder (PTSD), problem gambling, psychoactive, psychosis, reasonable accommodation, reinforcement, schizoaffective disorder, schizoid personality disorder, schizophrenia, schizophreniform disorder, schizotypal personality disorder, self-defeating personality disorder, sexual harassment, significant other, social phobia, sodomy laws, specific phobia, substance-induced mood disorders, transgender person, vocational rehabilitation and workaholism.

c. **Written Assignment** (C1, 3, 5-19; F1, 2, 5-13):
   1. List and discuss two major concerns in working with each of the following populations:
      - adolescent substance abusing clients
      - women substance abusing clients
      - lesbian or gay, bisexual, and transgender substance abusing clients
      - elderly substance abusing clients
      - substance abusing client who has a physical disability
   2. Choose a mood or anxiety disorder and write a short essay (500 words). Be sure to discuss:
      - the signs and symptoms of the disorder.
      - the impact that substance abuse might have on preventing an accurate diagnosis of the disorder.
common treatment methods for working with clients with that disorder.

Be sure to write in your own words and cite your references.

3. Choose a personality disorder and write a short essay (500 words). Be sure to discuss:
   • the signs and symptoms of the disorder.
   • the impact that substance abuse might have on preventing an accurate diagnosis of the disorder.
   • common treatment methods for working with clients with that disorder.
   • Be sure to write in your own words and cite your references.

4. Pathological gambling is discussed in the lecture notes for Module 3. Provided in that module is a number of web sites for additional information about the problem. Write a short essay (500 words) on:
   • what pathological gambling is
   • how it develops
   • the phases of the disorder
   • the types of gamblers
   • Be sure to note your resources and write the essay in your own words.

d. **Lab Assignment:**
   Review TIP 51 Substance Abuse Treatment Addressing the Specific Needs of Women located in the module notes for Module 3. Write a short paper (500 words) discussing what you learned from this document about the special needs and issues that exist in providing treatment services to women.

e. **Discussion Assignment:** Schizophrenia can have two types of symptoms; discuss and give examples of each. Describe how drug and/or alcohol abuse can affect the professional's ability to diagnose schizophrenia. The following website will give you additional information: [http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml](http://www.nimh.nih.gov/health/publications/schizophrenia/index.shtml)
   - When you enter this website, select the **What About Substance Abuse?** tab on the left hand side.
   - Your answer should be at least 300 words. Respond to at least two of your classmates. Responses should be at least 150 words.

D. **Module Four: Family Issues in Addiction**

1. **Learning Outcomes** Upon successful completion of this module, the student will: (C5-7, 9-17; F1, 2, 5-12)
   - When you successfully complete this lesson, you will be able to:
   - List and describe the six dysfunctional family roles in substance abusing families.
   - Describe the four broad functions of family rules.
• Discuss the four principles of systems and describe how they apply to families.
• Discuss the impact of addiction on families.
• Describe the long term effects of co-dependency.
• List and discuss the six part model for working with chronic chemically dependent families.
• Identify and describe the five stages of grieving—denial, anger, bargaining, depression, (feeling stage), and acceptance—as they relate to family recovery from an alcohol/drug problem.
• Identify the different temperaments that make children more at risk for substance abuse.
• Explain the three rules that children of alcoholics learn, as identified by Claudia Black: “Don’t talk. Don’t trust. Don’t feel.”
• Define shame and describe its relationship to imbalanced parenting.
• Identify the characteristics of clear boundaries compared with enmeshed boundaries and disengaged boundaries.
• Describe triangulation and the problems related to triangulated communication.
• Identify at least seven characteristics of adult children of alcoholics.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

2. Learning Activities (C5-7; F1, 2, 7-12):
   a. Read: Module 4 Notes
   b. Key Terms and Key Concepts (C5-7; F1, 2, 7-12): 4 styles of enabling behavior, 4 stages to overcome boundary ambiguity, 5 styles of managing anxiety, 6 elements of abandonment depression, 11 therapeutic factors of group, absent family, ACA behavioral characteristics, ACOA, ambiguous family systems, blended families, blamers, boundaries, COAs, clear boundaries, detached families, don’t talk, don’t trust, don’t feel rules, disengaged boundaries, dry drunk, disintegrated family, distorted family systems, distracters, environmental reactive mechanism, enmeshed families, enmeshed boundaries, FAE, FAS, FDE, family homeostasis, feedback loops, four broad functions of family rules, four principles of systems, functional family, genetic temperamental connection, hierarchy, impaired mourning, incongruence, intellectualizers, latchkey family, locus of control, nature versus nurture, neurotic enmeshed family, overextended family systems, personality influence, placaters, primary characteristics of shame and guilt, reductionism, rigid family systems, self-esteem, six family roles, stages of grief and loss, temperament, and wholeness.
   c. Written Assignment: (C1, 3, 5-19; F1, 2, 5-13)
      1. Read the following articles from the National Association for Children of Alcoholics (www.nacoa.org/) you will find the articles located under module notes: The Counselor and the COA, Silenced into Listening, and Portrait of an Alcoholic Family: Forgotten Children:
Right Next Door? Write a short summary of the article, be sure to include the main point the article is trying to make. Write about how you can use this information to work with clients.

2. You are charged with developing a flyer to attract Adult Children of Alcoholics/Addicts to a support group you will be running. Based on what you have learned about adult children, create a flyer that will speak to their possible needs. Be creative.

3. Research the 6 family roles discussed in the module notes: dependent person, enabler, hero child, scapegoat, mascot, lost child. Chose one of the roles and write a paper detailing the characteristics of the role (if it is a child’s role, be sure to also write about how that role affects them as adults). Write about what kind of intervention strategies you could use in working with someone playing that role.

4. Understanding the principles of systems and the function of family rules (module notes) is critical in working with all clients, not just substance using ones. Explore the following questions based on your own childhood:

Did your family have rules when you were growing up?
- What were some of the rules?
- How did you know what the rules were?
- Who made the rules?
- Were the consequences for breaking the rules consistently applied?
- Who had the power in your family?
- How was change handled?

Write your answers to these questions; now step back and analyze how these things have impacted you as an adult? Would you change anything in how you have rules in your current family? How could you help a client explore this, what value might it have for him or her?

d. **Lab Assignment:** Read the following documents located in the module notes for Module 4: Core Competencies (Introduction to Working With Children of Parents with Substance Use Disorders) and Social Work Initiative (coamodpp) (the PowerPoint for article). This Course Module was developed by the University of Maryland, Baltimore Country, School of Social Work for the National Association for Children of Alcoholics, [http://www.nacoa.org/](http://www.nacoa.org/). Write a paper detailing what you learned from this reading. Your paper should be at least 500 words and include how this information might be helpful in working with children of alcoholics/addicts.

e. **Discussion Assignment:** Read the following article:
- After reading the article, describe how Complex Trauma differs from PTSD. How can the different types of child abuse discussed in the Module 4 Notes lead to Complex Trauma?

2. Your answer should be at least 300 words. Please respond to at least two of your classmates. Responses should be at least 150 words.
D. Module Five: Primary Prevention Intervention and Treatment

1. Learning Outcomes Upon successful completion of this module, the student will (C5-7, 9-17; F1, 2, 5-12):
   - Define and describe emotional intelligence and emotional intelligence factors.
   - Define primary, secondary, and tertiary prevention.
   - Discuss the public health model of prevention.
   - Describe the use of micro, mezzo, and macro levels of intervention.
   - Discuss the role of optimism as a resiliency skill.
   - Describe the common defenses to change.
   - Identify and describe the stages of change in motivational interviewing.
   - Identify and describe the active ingredients (i.e., the mnemonic FRAMES) of effective brief counseling.
   - Discuss the principles of effective treatment.
   - Discuss the role of pharmacotherapy in the treatment of addictions.
   - Briefly explain the following screening/assessment instruments: CAGE, CAGE-AID, MAST, SASSI-3, MMPI, MAC and ASI.
   - Discuss criminal thinking errors and how they impact working with clients in the CJ setting.
   - List the major counseling theories discussed in the module and who developed them.
   - Describe the basic philosophy and key concepts of each of the major theories of counseling addressed in the module.
   - Discuss the contributions and limitations of the major theories of counseling addressed in the module.
   - Identify and discuss the five stage model of change.
   - List and discuss treatment settings and levels.
   - Define key terms and discuss key concepts covered in this module.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

2. Learning Activities (C5-7; F1, 2, 7-12):
   a. Read: Module 5 Notes
   b. Key Concepts & Vocabulary (C5-7; F1, 2, 7-12): 10 C’s of capability, active listening, aftercare, agent, agonist drug, antagonist drug, ASI, AUI, CAGE, CAGE-AID, catharsis, chronic phase, cohesiveness, collateral interviews, co-morbidity, crucial phase, CSAP, DAST, denial, developmental assets, developmental deficits, diagnostic interview, diagnostic process, differential diagnosis, drug specific approaches, DSM-IV-TR, dual disorder, dual diagnosis, emotional intelligence, empathy, empowerment, environment, external assets, four basic skills of optimism, four stages in the addicted family system, goal setting, halfway house,
host, immediacy, internal assets, intervention, JCAHO, LAAM, levels of care, life skills training, locus of control, MAC, MAST, MCMI-III, medical detox & stabilization, mental status exam, methadone, MMPI-2, Naltrexone, NIDA, pathological gambling, pharmacological treatment, primary prevention, process addictions, prodromal phase, professional practice dimensions, protective factors, PTSD, Public Health model, rapport, risk factors, SASSI-3, SATP, secondary prevention, self-concept, self-efficacy, self-esteem, service coordination, skill development, skills of resiliency, SMAST, social milieu, SOLER, substance abuse, substance dependence, tertiary prevention, therapeutic community (TC), therapeutic confrontation, therapeutic factors of group, transdisciplinary foundations, treatment efficacy, treatment setting, and Twelve core functions and global criteria.

c. Written Assignment (C1, 3, 5-19; F1, 2, 5-13):
1. Go to the following web site and read the Principles of Effective Treatment: [www.drugabuse.gov/PODAT/podatindex.html](http://www.drugabuse.gov/PODAT/podatindex.html)
   - In your own words, describe the thirteen principles of effective treatment.
2. Read the in-service training packet for TIP 35 located in Module Notes. Answer the following questions:
   - How might training like this help you in developing effective counseling skills?
   - Why is motivational counseling so important?
   - What was the most important aspect of this training program to you?
3. Go to the following web site and read one of the articles (sections) in Approaches to Drug Abuse Counseling:
   - [http://archives.drugabuse.gov/ADAC/ADAC1.html](http://archives.drugabuse.gov/ADAC/ADAC1.html)
   - State which article you read, and then write a 300 word summary of the article in your own words.
4. In your module notes or workbook, we discuss 10 different counseling techniques. Pick three that you like, or feel are effective, and do the following for each:
   - State which technique it is, and who the key figure(s) are;
   - What do you see, based on the facts given, as the pros and cons of this therapy; and
   - How do you see this technique working with an alcoholic client?

d. Lab Assignment: Review TAP 21 Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (located under module notes in Module 5 and in your workbook). Pay specific attention to the Trans-Disciplinary Foundations, focusing on sections A and D. Look at the Knowledge and Attitudes listed under these two sections. Where do you stand in developing this knowledge and attitudes? Address each of the four areas in section A, and the six areas in section D.

e. Discussion Assignment: Visit the following websites:
   - [http://www.therapet.org/](http://www.therapet.org/)
Animal assisted therapy is being recognized more and more in therapeutic and professional circles. Animals are now being used to treat children, the elderly, soldiers/family members with PTSD, and others with anxiety/mood disorders. Their roles are varied, and they differ significantly from service dogs. After going through these websites, answer the following questions:

- What is the difference between Animal-Assisted Therapy (AAT) and Animal Assisted Activities (AAA)?
- According to these websites, list at least three conditions therapy animals are used for, and how they benefit the client.
- What are some of the basic requirements for a therapy dog, horse, or cat?
- What is your view on using animals in therapy?

Your initial discussion should be at least 300 words. Respond to at least two of your classmates. Responses should be at least 150 words.

E. Module Six: Relapse Prevention

1. Learning Outcomes Upon successful completion of this module, the student will (C5-7, 9-17; F1, 2, 5-12):

   - Describe the common defenses to change.
   - Discuss the role of Twelve-Step programs in the treatment of substance use disorders.
   - List and discuss the Twelve-Steps of Alcoholics Anonymous.
   - Describe the purpose of the Twelve Traditions of Alcoholics Anonymous.
   - Identify and discuss the five-stage model of change.
   - Explain post-acute withdrawal and how it may affect clients.
   - List and describe the nine principles of the CENAPS Model of Relapse Prevention.
   - List and discuss the six stages of the Developmental Model of Recovery.
   - Define key terms and key concepts in this module.

2. Learning Activities (C5-7; F1, 2, 7-12):
   a. Read: Module 6 Notes:
   b. Key Terms and Concepts (C5-7; F1, 2, 7-12): 4 goals of treatment, 6 stages of the DMR, 9 principles and procedures of the CENAPS model of relapse prevention, accurate empathic understanding, addictive preoccupation, Adlerian therapy, adult, Adult Children of Alcoholics, Al-Anon, Alateen, Alcoholics Anonymous, Behavior therapy, biopsychosocial disease, CENAPS model of relapse prevention, closed meeting, clues to suicidal ideations, cognitive restructuring, cognitive-social learning model, confrontation, control theory, countertransference, craving, cravings, criminal thinking errors, developmental model of recovery, discussion meeting, early recognitions, ego, ego defense
mechanisms, Existential therapy, existentialism, family constellation, fixation, FRAMES, freedom, game, Gestalt therapy, harm reduction, holism, humanistic psychology, id, injunction, irrational belief, Karpman Drama Triangle, Modeling, motivational interviewing, multi-modal therapy, Nar-Anon, Narcotics Anonymous, negative reinforcement, open meeting, Person-centered therapy, positive reinforcement, Post Acute Withdrawal, Psychoanalytic therapy, psychosexual stages of development, racket, Rational Recovery, Reality therapy, REBT, reinforcement, relapse, script, script analysis, Secular Organization for Sobriety, shame-attacking exercises, slip, social interest, social learning theory, speaker meeting, speaker-discussion meeting, stages of change step meeting, superego, systematic desensitization, therapeutic communities, transaction, Transactional analysis, transference, twelve-steps, twelve-traditions, unconditional positive regard, unconscious, unfinished business, and Women for Sobriety.

c. **Written Assignments:** (C1, 3, 5-19; F1, 2, 5-13):
   1. List and describe the nine principles of the CENAPS Model of Relapse Prevention you can find this at the following web site: [http://archives.drugabuse.gov/ADAC/ADAC4.html](http://archives.drugabuse.gov/ADAC/ADAC4.html)
   2. Discuss the six stages of the Developmental Model of Recovery outlined in the module notes.
   3. Discuss the role of Twelve-Step programs in the treatment of substance use disorders.
   4. List and discuss three (3) high-risk factors for relapse and give examples.

d. **Lab Assignment:** This module has covered a variety of subjects related to relapse prevention. Talk to at least five friends or relatives who have tried to give up a psychoactive drug (tobacco, alcohol, or any other). Ask them the following questions, and record their answers. You should have five sections to this paper.
   - What did they find most difficult about not using once they quit?
   - How long were they able to not use?
   - What kinds of things triggered them to want to use again?
   - How was their stress level when they first stopped using? How was it six weeks later?
   - If they had to do it all over again, what would they do differently?

e. **Discussion Assignment:** On page 17 in your notes for Module 6 (or in your workbook), there is a section titled "Helping Traits." There are eight traits listed, and then a section on Active Listening begins. Of the eight traits, pick one you feel you're already competent in and describe why you feel that you're competent. Next, pick one trait that you struggle with, and describe how you will work on this trait. Please remember that each of us has different strengths in different areas, so it is not a bad thing to struggle with a particular helping trait; this simply means we have to work on those a little harder than the ones that come more naturally.
Your initial posting for this discussion question should be about 300 words. Respond to at least two of your classmates, making your responses at least 150 words each.

G. Module Seven: Legal and Ethical Issues

1. **Learning Outcomes** Upon successful completion of this module, the student will (C5-7, 9-17; F1, 2, 5-12):
   - When you successfully complete this lesson, you will be able to:
     - Discuss the eight dimensions of the Professional Practice Dimensions found in TAP 21.
     - Define professionalism.
     - Discuss client rights and confidentiality.
     - Discuss boundary issues in working with clients and their families.
     - Recognize federal and state AOD confidentiality laws and regulations to include CFR 42 part 2 and HIPPA.
     - Discuss the conditions under which client information may be disclosed.
     - State the principles that guide ethical practice by the Licensed Chemical Dependency Counselor listed in Texas Department of State Health Substance Abuse Services code of ethics.

   These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

2. **Learning Activities** (C5-7; F1, 2, 7-12):
   a. **Read**: Module 7 Notes:
   b. **Key Terms and Key Concepts** (C5-7; F1, 2, 7-12): 10 conditions under which information can be released, 12 Core functions, child abuse reporting requirements, code of ethics, duty to warn, Federal Confidentiality Regulations, global criteria, professionalism, professional practice dimensions, and transdisciplinary foundations.
   c. **Written Assignment** (C1, 3, 5-19; F1, 2, 5-13):
     1. In your own words, describe your understanding of confidentiality. Be sure to discuss the role of HIPPA and CFR 42, part 2 (summary located in the module notes) in providing protection of client information.
     2. Describe what you feel professionalism in the counseling field should be. If a counselor you work with violates an ethical standard, what is your responsibility according to the NAADAC Code of Ethics?
     3. Many students who take this course do so because they want to become a counselor.
        - If this is true for you, write a short essay on why you want to be a counselor, what population of clients you think you would like to work with, and what special knowledge, skills, and attitudes you bring with you to the counseling profession.
• If you are not planning on becoming a counselor, discuss the knowledge, skills, and attitudes you feel a good counselor needs to have and why.

4. Based on all you have learned in this class this semester, pick one topic and discuss how it has impacted how you think and feel about substance abuse and addiction. Please give this some thought and make this a meaningful entry.

d. **Lab Assignment:** Go to [http://naadac.org](http://naadac.org) and read the NAADAC Code of Ethics. Please use the code at this website, not the one in your workbook/module notes.

After reading the entire code, pick two areas that were either difficult for you or served as new information. Discuss how they affected you, and how you would handle these parts of the code in a professional setting.

Your paper needs to be at least 500 words.

e. **Discussion Assignment:** You are a drug and alcohol counselor working in a local community clinic. One of your clients, Bobby, has just told you that he was laid off from his job and can no longer pay the small fee the clinic charges for your services. Bobby has 3 months of sobriety, and has been making great progress. He and his wife have reconciled, and are participating in marriage counseling. Bobby has had this job for a long time, and his supervisor supported him when Bobby revealed that he needed to get treatment for his drinking. The layoff had nothing to do with Bobby and how he does his job; he was just a victim of the economy. As his counselor, you are very concerned that the financial stress of losing his job and trying to find another one may be more than he can handle, so you offer to see Bobby at no charge, after hours at the local cafe. Bobby is visibly relieved that he will still have your support, and you make arrangements for your next meeting.

- Morally, is this the right thing to do?
- Ethically, is this the right thing to do?
- What happens when there is a conflict between your personal values/morals and what the code of ethics says you have to do?

Please make sure you base your answers on the code of ethics found at the NAADAC website listed in Lab Assignment 7. Annotate which part of the code you are using to justify your responses.

Your initial posting should be around 250-300 words. Please respond to at least two of your classmates. Responses need to be at least 150 words.