

Addictive/Compulsive Disorders

COUN-6311

20/FR Section Temporary 08/24/2020 to 12/17/2020 Modified 06/13/2024

Meeting Times

Contact Information

Course Description

An introduction to the nature of current drugs of choice and how they are being abused. A survey of the addictive and compulsive behavior patterns associated with alcohol/drug abuse, eating disorders, compulsive sexual behaviors, and compulsive gambling practices. An in-depth study of treatment for addictive disorders will be included. Terms Offered: Spring, alternating Summers.

Requisites

COUN 5312.

Learner-Centered Outcomes

Student Learning Outcomes-Course: By the end of this course (COUN 6311) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Demonstrate a working knowledge of the theories and etiology of addictions and addictive behaviors (II.F.3.d, V.C.1.d)	classroom exam
2.	Identify signs and symptoms (behavioral, psychological, social, occupational, and spiritual) of addictive and compulsive behavior	classroom word list exam

3.	Analyze clients to diagnose the addictive process, including the potential for substance use to mimic and or co-occur with a variety of neurological, medical, and psychological disorders (V.C.2.e)	case study
4.	Compare and contrast behavioral disorders with substance abuse disorders	classroom exam
5.	Construct effective treatment interventions for clients with addictive and/or compulsive disorders, including identifying adjunct sources of support	site visit report & discussion board assignment
6.	Evaluate addictive and compulsive disorders from a biblical perspective	discussion board assignment

Materials

Uppers, Downers, All Arounders

Author: Darryl S. Inaba, Pharm. D. and William E. Cohen

Publisher: CNS Productions, Inc.

Healing the Wounds of Sexual Addiction

Author: Mark R. Laaser

Publisher: Zondervan Publishers

Assignments

Assignments:

Fact Sheet #1 - Club Drugs/Street Drugs due February 18.

First, define each of the topics with 2-3 sentences to learn to recognize and learn a little about each of these drugs:

1. Crystal meth
2. Dextromethorphan
3. Ecstasy
4. Fantasy (GHB)
5. Fentanyl
6. Flakka (Gravel, Bath Salts (synthetic drug - not the crystalline dissolved in bath water))

7. Gabapentin
8. K2/Spice
9. Ketamine
10. Khat
11. Kratom
12. Krokodil
13. One Pot Meth Labs
14. Overview of counterfeit drugs
15. PCP
16. Phenibut (phat)
17. Rohypnol
18. Salvia
19. Other Psychostimulants not listed including poly-drug combinations
20. Any new street drug not listed - new ones appear almost daily

Next- Select **one** of the drugs listed above. Prepare a 1 -2-page Fact Sheet on the topic. Please include the following in your fact sheet:

Name, street names, description of drug, origins, economic costs to U.S., overdose effects, treatment needed, environmental impact, how is drug abused, what is the drugs effect on the mind? the body? withdrawal effects. This drug is on which schedule of the Controlled Substances Act? Upload your Word/Pages/Doc/PDF in Blackboard.

Fact Sheet #2 on Non-Drug Specific Addiction due April 7th.

Write a 3–5-page paper on an addiction-related topic other than on a specific drug. Examples include drug control policies in the U.S. or in a particular state, alcohol and/or drug abuse in a target population or age group, senior citizens and problem gambling, prescription drug addiction in older adults, drug rehabilitation programs in general or a specific drug rehabilitation program, comorbidity of mental disorders with alcohol, genetic influences on addiction, distinct ways that personality contributes to substance use disorders, behavioral and cognitive treatment of substance abuse, health care costs and costs for providing housing for chronically homeless with substance abuse problems, or any other related topic that you find of interest. This second should be about a NON-DRUG addiction. Instructor does not have to approve beforehand any topic you select that is not listed above, but it must be addiction related, but different than the first paper about a drug specific paper. Please use 12 Times New Roman, APA format, double-spaced, no specific number of references required, show list of references at end of paper as well as citations within paper.

Discussion Board Topics:

Write a brief essay stating your opinion on the topics listed below. You do not have to include references – just a well-thought-out opinion.

Class discussions are an integral part of an online course and create a sense of class community. After you submit your post, make a comment on someone else's post. **In order to receive FULL credit, you must make your post and then comment on one other classmates' post.**

Discussion Board posts must be submitted by the due date in those sessions in which they are assigned. No posts will be accepted after the due dates listed on the schedule.

Topics:

Topic #1 Alcoholism

Should alcoholism be treated as a disease? Is alcoholism a sin? Can an individual have some sort of psychological defect that makes them crave alcohol?

Topic #2 Home Drug-Testing Kits

The first test kits for drugs in the home were introduced in 1995. These kits were marketed for parents who wanted to check for possible drug abuse among their children and minor teens. The kit consisted of premoistened pads that could be wiped across clothing or other items without the knowledge of the child or minor teen. In recent years, ads have appeared on television for hair follicle test kits. These kits test for cocaine, marijuana, opioids, methamphetamines, and PCP. What do you think? Do you think these testing kits will establish an atmosphere of distrust – or do you think the parents have the right to do so? Explain.

Topic #3 Cognitive Performance Enhancing Drugs

A survey reported in a 2008 issue of *Nature*, a leading scientific journal, stated that 62% of respondents said they took Ritalin, an FDA-approved medication for the treatment of ADHD, to enhance mental performance. More and more college students have been known to take prescription drugs such as Ritalin and Adderall to give them an edge over their classmates.

Today because of the increased awareness and diagnoses of Alzheimer's disease, the pressure is on to develop new drugs to treat Alzheimer's. The U.S. Food and Drug Administration (FDA) has already approved some of these drugs. Most of these drugs have been found to improve cognition in healthy individuals as well. While these new drugs can impact disease and aging, they may also enhance functioning in other areas such as school performance, workplace performance, research, the military, and sports. We already know that limiting access to drugs can be difficult – oftentimes, if you have the money, you can get the drug. So...

Do you think widespread use of cognitive performance enhancing drugs is ethically acceptable? Why/why not? Do you think psychostimulant drugs, intended for use for a specific disorder, should be used by adults to improve productivity? Is this fair? Is this cheating? Is this no different than consuming coffee and other caffeine drinks? Since these medications are FDA approved, should they just be personal drugs of choice? If you think these drugs should be available on the open market, do you think they should be subsidized for those who cannot afford them?

Topic #4 Direct-to-Consumer Drugs

Should direct-to-consumer advertising (DCTA) of prescription medications including opioids be permitted more than they are now? In your opinion, what are the pros and cons of DCTA?

Topic #5 Recovery Relapse

Suppose you had a client who had been in recovery for some time for a substance abuse problem. You learn from other sources that your client has stopped going to their 12-step meetings. You also heard that they had begun stopping by a place after work where some friends from the former lifestyle meet on a regular basis. How would you address these issues in your next counseling session? Or would you? If you bring it up, what would you say?

Topic #6 Treatment Options

If you were working with someone with both a mental problem and a substance abuse problem, would you prefer to rely primarily on counseling or drug therapy in your treatment? Explain your thought process behind your answer.

Topic #7 Sexual Addiction

Do you believe sexual addiction/compulsion exists? Some people say that it does, others say it does not. Is sexual addiction a disorder in itself or is it a symptom of another problem? Your opinion?

Topic #8 Families and Recovery

How can families get in the way of recovery? Why would they?

Topic#9 Interesting Club Drug Facts

Earlier you did research on a specific club or street drug for your fact sheet. What facts surprised you? alarmed you? What facts did you find were the most interesting?

Exams

There will be three exams over course material throughout the semester. Look at the syllabus for the exact dates by which the exams must be taken.

A Site Visit Report- Due April 28

A visit to a 12 step Program (AA, Celebrate Recovery, Regeneration) OR treatment facility.

Report must be typed, doubled-spaced and must not be less than 2 pages & must include:

- 1) Name and address of the facility or support group.
- 2) Person leading the support group or in charge of the facility.

- 3) Describe the population served (alcoholics, teen drug users, dual diagnosed patients)
- 4) How the facility or support group is funded.
- 5) How is spirituality addressed in the facility or support group.
- 6) Suggestion for improving the services provided by the facility.
- 7) Primary lesson learned from visiting this site.

I recommend visiting Celebrate Recovery/Regeneration or another big church's recovery program so that you can know what it looks like and how it works and if it would be useful for your clients! It is my belief that you will be more willing to recommend it to your future clients if you have seen it for yourself! **You need to just attend the open session- do not just "observe"-** go and participate. Everyone can benefit from CR- it is more like a worship service than you think, and most likely you will find that the people are more like you than they are different! Celebrate Recovery is for ANYBODY with hang-ups, hurts and habits (and who doesn't have a hangup, hurt or habit- vaping, alcohol, over-eating, anorexia, gambling, biting fingernails, pornography, lying, shopping, negative thoughts, etc).

Requirements for Credit

Requirements for Credit:

Fact Sheet#1 on Club/Street Drugs 15%

Fact Sheet#2 on Non-Drug Specific Addiction Paper 15%

Exams 30%

Discussion Board Topics 30%

Site Visit 10%

Breakdown

A. Site Visit Reports (2)

1. One visit must be to a 12 step support group.
2. One visit must be to a treatment facility.
3. Each report must be typed; double spaced, and must not be less than 2 or more than three pages.

The mandatory organization for the report will be as follows:

1. Name and address of facility / support group

2. Person contacted at the facility / support group
3. Population served by the facility (alcoholics, teen age drug abusers, dual diagnosed patients, etc.)
4. How the facility / support group receives funding for services.
5. How spirituality is addressed in the facility / support group.
6. Suggestions for improving the services provided by the facility / support group.
7. Primary lesson learned from each site visit.

1. Discussion Boards and Class Participation

Students are expected to come to class prepared to discuss the topic of study for that session. In addition, discussion boards will be posted for several of the sessions. Students are expected to make postings to the discussion boards IN A TIMELY MANNER and respond to the postings of classmates (at least 2 responses to classmate posting for each DB). For posts on specific topics of study, please reference at least one journal article that relates to the discussion (include citation of the article in your post). Please use articles which have been written in the last 5 years, and come from scholarly journals. The first response is due before midnight on Wednesday of each week. Should a student miss this deadline, the student will be marked absent and the discussion board grade will be reduced. **Initial posts should be from 200-250 words in length.**

The student is also required to dialogue with the other students. The student is to respond to the posts of two classmates. The deadline for responding to student postings will be the following Saturday at midnight. **Response posts should be 100 to 150 words in length.**

Discussions will be graded for thought, grammar, and insight. Please do not exceed the word limits for the posts. **LATE POSTS WILL NOT BE ACCEPTED, AND THE STUDENT WILL RECEIVE A GRADE OF 0 IF THE POST IS LATE.**

C. Exams

3 exams will be given during the semester, covering material examined. Check the class schedule for exam times. Please contact the professor if you are unable to be present for an exam due to an emergency or illness.

Requirements for Credit

Requirements for Credit

Assignment	Weight / Points	Week Due	Details
Site Visit Report Support Group	20%		

Assignment	Weight / Points	Week Due	Details
Site Visit Report Treatment Facility	20%		
Discussion Board/Class Participation	30%		
Exams	30%		

Institutional Policies

Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

** No grades of D are awarded for graduate courses

Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations

for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

Schedule

All courses taught in a classroom include at least one online session.

(May change during the semester)

When	Topic	Notes
Session 1	Course Overview/Orientation Introduction to Addictions	Uppers, Downers, All Arounders Chapter's 1- Psychoactive Drugs- Clarification and History Chapter 2- Neurochemistry and Physiology of Addiction Discussion Board 1
Session 2	Concepts of Alcoholism	Uppers, Downers, All Arounders Chapter 5- Downers, Alcohol Discussion Board 2
Session 3	Cocaine & Amphetamines	Uppers, Downers, All Arounders Chapter 3- Uppers (Cocaine, Amphetamines, Caffeine, Nicotine, etc) Discussion board 3
Session 4	Dual Diagnosis	Uppers, Downers, All Arounders Chapter 10- Mental Health and Drugs
Session 5	Nicotine and Tobacco	Uppers, Downers, All Arounders Chapter 3- Uppers Discussion Board 4 Session 5
Session 6	Opiates/Opioids	Uppers, Downers, All Arounders Chapter 4- Downers (Opiates/Opioids, Sedative-Hypnotics) Discussion Board 5 Session 6
Break	BREAK	
Session 7	Sedative Hypnotics	Uppers, Downers, All Arounders Chapter 4- Downers (Opiates/Opioids, Sedative-Hypnotics) Exam #1 Site Visit #1 Due

When	Topic	Notes
Session 8	Marijuana/Psychedelics	Uppers, Downers, All Arounders Chapter 6- All Arounders (LSD, Psychedelics, PCP, Ketamine, Marijuana) Discussion Board 6 Session 8
Session 9	Treatment and Relapse Management	Uppers, Downers, All Arounders Chapter 9- Treatment (Goals, Options, Treatment for Family, Trauma-Informed/Trauma Focused Discussion Board 7 Session 9
Session 10	Non-drug Behaviors Compulsive Gambling	Uppers, Downers, All Arounders Chapter 7- Compulsive Behaviors, Gambling, Shopping, Hoarding, Eating Disorders, Sexual Addictions, etc.
Session 11	Sexual Addictions I	Healing the Wounds of Sexual Addiction, Chapters 1-7 Exam #2 Discussion Board 8 Session 11
Session 12	Sexual Addictions II	Healing the Wounds of Sexual Addiction, Chapters 8-13
Session 13	Understanding Eating Disorders	Discussion Board 9- Session 13
Session 14	Treatment of Eating Disorder	
Session 15	Families and Addiction Drug Use and Prevention	Uppers, Downers, All Arounders Chapter 8- Drug Use & Prevention- From Cradle to Grave Discussion Board 10 Session 15 Site Visit Report #2 Due
Session 16	Exam #3 (Final Exam)	Final Exam