

SSC384 Substance Abuse and Related Health Issues



For the Acadeum Course Sharing Consortium



Pathways

Powered by Rocky Mountain College

We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass/Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

- a. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
- b. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
- c. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
- d. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

- a. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
- b. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
- c. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic crimes can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

SSC384 Substance Abuse and Related Health Issues
Rocky Mountain College
Credits: 3

Course Description & Purpose

This course explores the complexities of the field of substance abuse and other addictions. The history of addictions recovery opens the course. Consideration is then given to physiological impacts, co-occurring mental health and behavioral addictions, treatment approaches to recovery, relapse prevention, and the role of spirituality. The student will be introduced to Motivational Interviewing as a contemporary approach to supporting clients in the process of recovery. Prerequisites: SSC330, SSC340.

Text

1. Miller, G. A. (2015). Learning the language of addiction counseling. Hoboken, NJ: John Wiley & Sons, Inc.
2. Sanderson, J. (2017). Beyond the basics: Motivational interviewing manual. East Hartford, CT: Urban Alliance, Inc. Note: This manual is provided to the student within Module 7 of this course.

Course Objectives

By the end of this course students will be able to:

1. Identify the history, philosophy, and trends in addiction counseling;
2. Identify physical, psychological, behavioral, and social impacts of addictive substances and disorders;
3. Explain factors that increase the likelihood for a person or group to be at risk for substance misuse; as well as protective resilience factors;
4. Recognize the frequent intersection of developmental history, trauma, medical conditions, mental health, and environmental influences as factors in the development of addictions;
5. Articulate the role of spirituality and connection to a community of faith that is a significant part of addictions recovery practices in the past and in contemporary treatment approaches;
6. Explain the ethical and legal considerations specifically related to the practice of addictions counseling.

Course Outline

Module	Topic	Time Expectations	Readings	Assignments
1	Course Introduction	2 Hours	Case Studies	Personal Learning Goals

2	Impact of Addiction on Brain Function	3 Hours	Video: Dr. Thad Polk	Written responses to 5 questions
3	Theoretical Frameworks	4 Hours	Miller: Ch. 2 and 3	1. Short Essay; 2. Written reflection
4	Co-Occurring Disorders	4 Hours	1. Miller: Ch. 4 2. Two research studies 3. Videos	1. Written Response to videos 2. Brief annotated bibliography
5	The Core Treatment Process	4 Hours	Miller: Ch. 5	1. Poster Presentation 2. Position on Abstinence vs. Harm Reduction
6	Relapse Prevention	4 Hours	Miller: Ch. 7 Video: Dr. Dawn Snipes	Response to Case Study
7	Motivational Interviewing	5 Hours	1. MI Manual (Embedded in Module 7) 2. Webinar – Mr. Paul Warren 3. Video: MI Demonstration	1. Personal Evaluation 2. Efficacy Statement
8	Engaging with People who Use Substances	1 Hour	Video: Fraser Health Authority	None
9	Spirituality and Ethics in Addictions Counseling	5 Hours	1. Miller: Chpts. 12 and 13 2. Journal Articles 3. Videos: The Church and Addictions Ministry	Response to Case Study
10	Course Capstone Project	10 Hours	None	1. Review of Module 1 learning goals 2. Addictions Toolkit

Course Requirements and Grading

The course assignments and the grading rubrics are detailed in each module. Written assignments must be in essay form, using APA form and style. Citations of written or video works are expected when those works are referred to in the written assignments.

Students are strongly encouraged to develop a study schedule that will prevent the submission of assignments in a large group toward the end of the course. To do so will limit the professor's ability to interact sufficiently with your thought early in the course, and to provide coaching, if needed, so that the course can be completed successfully.

Course Assignment Weighting

Personal Responses and Reflections	Integrate and Consolidate Learning	Research
1.2 – Response to Case Studies	2.2 Consolidate Learning - Addiction and the Brain	4.5 Literature Review- Annotated Bibliography
1.2 – Personal Learning Goals	3.3 – Response to Writing Prompts	5.2 Poster Presentation
3.4 – Reflections on Chpt 3	4.3 – Response to Greer, Burgum, Tupper	10.2 Substance Abuse Counseling Toolkit
7.5 – Personal Evaluation – MI Skills	5.3 Position Statement: Abstinence or Harm Reduction?	
7.6 – Summary of Efficacy	6.3 Integrated Response to a Case Study	
9.2 – Reflections on Chpts 12 & 13		
10.1 – Reflections on Questions Formed in Module 1.3		
25%	40%	35%

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

Technical Competencies

Successful completion of the course requires internet access, word processing software, and video viewing capacity.

Facilitator Expectations of Students

What is expected of the student who wishes to succeed in this course.

- Effective time management
- Regular logging in to course webpage to:
 - check due dates,
 - keep up with readings/videos
 - check messages and announcements;
- seek feedback or clarification from facilitator regarding questions about assignments, extensions, technical difficulties etc.;
- ability to communicate effectively in writing
- ability to regularly access the internet

Student Expectations of Facilitators

What students can expect from you.

- Prompt response to email messages
- Clear communication about your availability for consultation
- Timely turn around for assignment grading
- Constructive feedback on assignments
- Regular communication as scheduled
 - Weekly announcements
 - Personal emails
 - Bulletins about recent advances in the field of study
 - Live chat sessions

Bibliography

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