Course Information

Salt Lake Community College

Intro Neuro of Addiction SUDC

SW 2950-001

Fall 2024

Course Section Information

Meeting Days: ▮▮▮▮▮

Meeting Times: ▮▮▮▮▮▮

Classroom: ▮▮▮▮▮

Campus: ▮▮▮▮▮▮▮▮

Meeting Dates: 8/20/2024 -12/5/2024

Intro Neuro of Addiction SUDC

SW2950 ▮▮▮

Course Prerequisites/Co-requisites

Students must complete the following prerequisite courses prior to registering for this course:

1) SW2715-Intro to Dynamics of Addiction

2) SW2910-Intro to Prof Dev for SUDC

Course Description

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This course introduces students to basic DSM-5-TR classification and categorization, and the neurobiological effects of psychoactive drugs. Course topics include 1) psychopharmacological characteristics and mechanisms of action for psychoactive drug use in stages of intoxication and withdrawal, 2) continuum of care in addictions treatment, and 3) State and Federal prescribing laws and regulations.

Course Note

This course fulfills the NAADAC/NCC AP psychopharmacology and neurobiology of psychoactive substances training component of the core curriculum for the Substance Use Disorder Counselor (SUDC) Training Certification of Proficiency with Salt Lake Community College (SLCC).

Methods of Instruction

This course will utilize several teaching modalities to assist with student learning.

1. Lecture and Class Discussion
2. Written Course Materials (written PowerPoint and lecture notes)
3. Module Activities (case studies, student presentations and recorded demonstrations)
4. Multimedia (audio-visual) Presentation (music, film, professional demonstrations)

Evaluation

1. In-class Activities
2. Module Quizzes and Examinations
3. Individual and Group Assignments

Textbooks, Readings, and Course Materials

Publication Date: 2017
Title: Basics of Addiction Counseling: Desk Reference
Subtitle: Module I: Pharmacology of Psychoactive Substance Use Disorders
Publisher: NAADAC

Authors: Darryl Inaba
Publication Date: 2014-01-01
Title: Uppers, Downers, All Arounders
Edition: 8th Ed.

For more information on textbook accessibility, contact Accessibility & Disability Services at
ads@slcc.edu.

Course Student Learning Outcomes

- Explain the basic psychoactive substance classifications, categorizations, side effect profiles, and DSM-5-TR criteria for substance use disorders.

- Summarize current scholarly research in the field of neurobiology and addiction, and the neurobiological impact that substances have on the brain and body.

- Identify the DSM-5-TR diagnostic criteria and symptoms for psychoactive substance intoxication and withdrawal.

- Apply the American Society of Addiction Medicine (ASAM) continuum of care for substance abuse screening, assessment, treatment planning, and coordination of client care.

- Identify the cultural influences and values that relate to psychoactive substance use, addiction, and treatment across the lifespan.

- Discuss State and Federal laws and regulations pertaining to the prescribing of scheduled and non-scheduled psychotropic medications.

Communication Plan

I will respond to email within two business days (48 hours) of receipt. I will offer feedback on major assignments within 7 days of the submission due date. The best way to contact me is via the Canvas Inbox, and prioritize this over email and other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

How to Succeed in the Course

Instructors Note

Students will come to experience that the professional realm is small. Everything you do in the classroom is in similitude of the professional realm. Act with integrity as students may engage with Instructors professionally.

Instructor recommended strategies for achieving success in a college course include, actively attending class, engaging with the material, completing assignments on time, seeking help when needed, studying effectively, and maintaining open communication with the instructor; essentially emphasizing the importance of consistent participation, thorough understanding of course concepts, and proactive time management to achieve a positive grade.

Coursework & Assignment Descriptions

Attendance: Because this course meets the practice core requirements for the Substance Use Disorder Counselor Training Certificate, students are expected to attend each class period and actively engage with online course activities and assignments. Instructor will take attendance at the beginning of each class. Students are permitted two (2) absences throughout the duration of the semester without penalty. Each absence after two (2) will result in a ten percent (10%) deduction to students' overall grade. Students should discuss extenuating circumstances with Instructor. If an extenuating

circumstance occurs, students must notify instructor via Canvas message and will be able to attend class virtually using Zoom, which will count as being present.

Module Quizzes: Students will complete twelve (12) weekly module quizzes which will be completed in Canvas and are due Sundays by 11:59pm. Quizzes are comprised of five (5) questions and are open-book and open note and will include multiple choice, true-false, and fill-in-the-blank items covering material from the textbook readings. Students will have twenty (20) minutes to complete the quiz. Quizzes are intended to help students build the requisite competencies to practice as a SUDC. Each quiz is worth five (5) points. The two (2) lowest quiz scores will be dropped at the end of the semester. Reference Canvas for details.

Weekly Readings Notebook: In preparation for the semester, each student will purchase a journal or notebook containing a minimum of no less than 100 pages. While completing each weeks required module readings (textbook, articles), each student will take 2 pages (front and back of a page) handwritten notes on the concepts and principles that they found most pertinent to preparing for applied practice as a SUDC. Notes will be used to assist with contributing meaningful content to class discussion. As critical thinking questions arise, they should be noted and presented for in-class discussion. Students may not directly copy the textbook into their notebook. Instead, notes should contain personal questions and insights gained while consuming module content. Module notes must be uploaded to Canvas by Monday at 11:59pm. Reference Canvas for details.

Module Presentation and Case Study Assessment Discussion Board: Groups will be assigned one module for which to facilitate a recorded virtual presentation on an assigned section from the NAADAC Module I manual, and the textbook Uppers, Downers, and All Arounders. Recorded virtual presentations must be uploaded to YouTube, and the YouTube link must be posted to the assigned discussion board. This assignment contains three parts. The following three parts will be presented virtually, using PowerPoint presentation format. First, groups will read, analyze, and present on the most salient information from the assigned readings, focusing on the content that applies to the direct practice of substance use disorder counseling in a professional environment. Groups must explain the basic psychoactive substance classification, controlled schedule, categorization, side effect profiles, and the neurocognitive effects resulting from use of the assigned substance. Second, following the SUD biopsychosocial template prompts, groups will create a fictional SUD client case study

that illuminates the neuro-bio-psyho-social effects of abusing the psychoactive substance of study discussed in the required module readings. Client case formulations must include the influence of other contextual variables (e.g., intersectionality related to gender, race/ethnicity, primary spoken language, socio-economic status, sexual identity, religion/spirituality, structure of family/support system, etc.). Third, groups will review their SUD client case study through the framework of the DSM-5-TR and provide a diagnosis that is supported by DSM diagnostic criteria, based on the client presenting problems in the case study. Information from the textbook Uppers, Downers, and All Arounders must also be addressed (e.g., cognitive impairment due to intoxication and withdraw). Lastly, groups will create a an evidenced-based treatment plan using the Addictions Treatment Planner, which includes three substance-specific treatment goals and two objectives for each treatment goal. Presentations MUST be created using Microsoft PowerPoint (PPT), include a minimum of 10 PPT slides (not including title and reference pages), and be 12-14 minutes in duration.

Class members will then watch the recorded presentation and provide one discussion board response (150 word minimum). Peer responses contain two parts. First, provide constructive feedback from the standpoint of an agency treatment team participant (e.g., what further information was needed), and second, provide one current (within the past 5 years) resource (article, evidence-based video, or podcast) related to the fictional case study that addresses the neurocognitive impacts of abusing the substance of study (e.g. TED talk, medical explanations, etc.). Reference Canvas for details.

(Final Project) Build-A-Brain Presentation: Each group will be assigned a substance of study (e.g., alcohol, heroin, cocaine). Groups will build a brain that illuminates 1) baseline brain function when sober, and then 2) brain function when intoxicated with the chosen substance. The sober brain is due during midterms and the intoxicated brain is due during finals week. Brains must be displayed digitally to present to the class. The group may use its combined creativity to determine how it will build this brain. It can be a molded model or a digital 3D representation of a brain, but it has to be able to be presented in an online environment. The purpose of this exercise is to help you become familiar with the brain by identifying the relevant parts of the brain that control social functioning and executive functioning when sober, as well as identifying the effects of substance intoxication, withdrawal, use, abuse, and dependence on those same parts of the brain that regulate social and executive functioning. The definition of the social and executive brain for this exercise is those parts of the brain that contribute directly or

indirectly to the social (interpersonal) development and experiences of the individual, as well as executive functioning which regulates impulse control and decision-making. Grading will be based upon the group's creativity, accuracy, and thoroughness in presenting the parts of the social and executive brain, their functions, and the effects of substance intoxication, withdrawal, use, abuse, and addiction on these parts. Following the presentation, students will submit a brief peer-evaluation explaining the portions of the project that they and each of their colleagues contributed, to ensure that group member grades reflect each member's level of contribution. Reference Canvas for details.

 Final Examination: Students will complete a final examination at the end of the semester, which is meant to assess the substantive knowledge gained. The final exam will cover NAADAC/NCC AP content that is found on the national exam, including the American Society of Addiction Medicine (ASAM) continuum of care for substance abuse screening, assessment, treatment planning, basic psychoactive substance classifications, categorizations, side effect profiles, DSM-5-TR criteria for SUD, the neurobiological impact of substances on the brain and body, and State and Federal laws and regulations pertaining to the prescribing of scheduled and non-scheduled psychotropic medications. The final exam will include 40 multiple choice, true/false, and fill in the blank questions that will be taken from the module quizzes and the NAADAC/NCC AP practice questions provided over the course of the semester. In preparation for the NAADAC/NCC AP national exam, and keeping to national examination standards, students must obtain a passing score of 80% to pass this course. Reference Canvas for details.

Grading Scale

Final Grade Distribution

Grade:	A	A-	B+	B	B-	C+
Percent:	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

Grade:	C	C-	D+	D	D-	E
Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Course Assignments	Weight
Attendance, Participation, Class Activities, Other Coursework	10%
Textbook Chapter Quizzes (10)	10%
Weekly Readings Notebook (12)	15%
Module Presentation and Case Study Discussion Board	25%
Evaluation of Group Member Participation	10%
Final Examination	10%
Build-a-Brain Presentation	20%
Total	**100%**

Grading Turnaround Time: Instructor works hard to ensure that assignments are graded within 7 business days after the assignment submission due date.

Late Assignments: Assignments over seven days late may not be accepted by Instructor unless there was prior discussion and agreement with the instructor and proper documentation to support your late submission.

Please Note: Your success is our success! Given that I truly don't want anyone to have a "0" on an assignment. If you missed an assignment, please reach out to me so I can support you in still submitting the assignment and earning some points for the assignment.

Late submissions will be accepted up to one week post due date; however, for each day late a deduction of the total grade may result according to the chart below:

Days Late	Daily Deduction (% of total points)
1st day:	5%
2nd day:	10%
3rd day:	15%
4th day:	20%
5th day:	25%
6th day:	30%
7th day:	30%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Evaluation of Group Member Participation (part II)	Assignment	50
	Roll Call Attendance	Assignment	100
8/26	(Module 1) Weekly Readings Notebook	Assignment	10
8/31	Module 1 Quiz	Quiz	5
9/2	(Module 2) Weekly Readings Notebook	Assignment	10
9/7	Module 2 (Group 8) Presentation & Historical Review & Discussion Board	Discussion	10
9/7	Module 2 Quiz	Quiz	5
9/9	Module 3 (Group 9) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
9/9	(Module 3) Weekly Readings Notebook	Assignment	10
9/14	Module 3 Quiz	Quiz	5

Due Date	Assignment Name	Assignment Type	Points
9/16	Module 4 (Group 1) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
9/16	(Module 4) Weekly Readings Notebook	Assignment	10
9/21	Module 4 Quiz	Quiz	5
9/23	Module 5 (Group 4) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
9/23	(Module 5) Weekly Readings Notebook	Assignment	10
9/28	Module 5 Quiz	Quiz	5
9/30	Module 6 (Group 3) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
9/30	(Module 6) Weekly Readings Notebook	Assignment	10
10/5	Module 6 Quiz	Quiz	5
10/7	Module 7 (Group 10) Module Presentation & Case Study Assessment Discussion Board	Discussion	10

Due Date	Assignment Name	Assignment Type	Points
10/7	(Module 7) Weekly Readings Notebook	Assignment	10
10/12	Module 7 Quiz	Quiz	5
10/14	Module 8 (Group 7) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
10/14	(Module 8) Weekly Readings Notebook	Assignment	10
10/19	Module 8 Quiz	Quiz	5
10/21	Module 9 (Group 5) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
10/21	(Module 9) Weekly Readings Notebook	Assignment	10
10/26	Module 9 Quiz	Quiz	5
10/28	Module 10 (Group 2) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
10/28	(Module 10) Weekly Readings Notebook	Assignment	10
11/2	Module 10 Quiz	Quiz	5

Due Date	Assignment Name	Assignment Type	Points
11/4	Module 11 (Group 6) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
11/4	(Module 11) Weekly Readings Notebook	Assignment	10
11/9	Module 11 Quiz	Quiz	5
11/11	Module 12 (Group 11) Module Presentation & Case Study Assessment Discussion Board	Discussion	10
11/11	(Module 12) Weekly Readings Notebook	Assignment	10
11/16	Module 12 Quiz	Quiz	5
12/7	Final Examination (Modules 1-12)	Quiz	40
12/8	Final Project: Group Build-A-Brain Presentation	Discussion	100
12/8	EXTRA CREDIT: Course Evaluation	Assignment	10

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events

- Sensitive social and political issues

- Discussions of mental health, including depression and anxiety

- Graphic or explicit descriptions and imagery

- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. We encourage

you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

SLCC Student Academic Calendar

Additional Class Policies

Electronic Devices: The use of laptops, cellphones, or other electronic devices are not permitted during class unless an ADA letter of accommodation has been provided. It is distracting and disrespectful to peers to text or instant message, hold side conversations with peers, or be on your computers during class. Electronics must be stored away, or attendance points will be deducted for the day. Homework for other courses is not to be done during our class time. Instructor expects that during class, students are attentive,

engaged, taking notes, and fully participating in discussion and class activities. Exception: Electronic devices are used to complete group activities during the semester, wherein, use is permitted when necessary. If you need to use your cell phone to text or call someone, please leave the classroom or wait until after class.

Writing Expectations: It is expected that all assignments will be written on a college level with attention to spelling, grammar, appropriate citations and clear writing. Each product must be written in a 12-point font Times New Roman, double-spaced with one-inch margins on all sides. When applicable each product should follow APA 7 guidelines, when using other sources you need to include in-text citations and a citation in the Reference List. Please see the Student Writing and Reading Center if support is needed http://www.slcc.edu/swc/index.aspx

Personal Disclosure: Disclosure of personal information can often be an important part of the learning process and can lead to valuable personal insight. Any personal information will be held in confidence by students and should not be repeated outside of the course. If events occur of a personal nature that the student feels the instructor should be aware of please email me individually and not through the class discussion process.

Opinions: All opinions are valid, even negative ones or ones different than you own opinions. Although these feelings will differ from person to person, please respect the rights of other class members and disagree in a professional and respectful manner.

Microaggressions: These are comments or actions that subtly, and often unintentionally express attitudes that are prejudicial towards marginalized groups. The key part is they usually happen casually, frequently, and often without any harm intended.