CASPER COLLEGE COURSE SYLLABUS  
PSYC 2260 N1 ALCOHOLISM

Semester/Year: Spring 2016

Lecture Hours: 3  
Lab Hours: 
Credit Hours: 3

Class Time: TBA  
Days: TBA  
Room: NET/LH 167

Instructor’s Name: Diana Quealy-Berge, Ph.D. WY LAT/LPC

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<tr>
<th>TIME</th>
<th>MONDAY</th>
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<td>ADDN 1050 Crime and Drugs LH 167</td>
<td>ADDN 2015 H1 Ethics &amp; Professional Issues LH 167</td>
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ON LINE COURSES
ADDN 2970 N1 ADDICTIONOLOGY PRACTICUM
PSYC 2260 N1 Alcoholism [WIZ IQ LIVE LECTURES WILL POSTED ON MOODLE]
Course Description: PSYC 2260 – Alcoholism

(3L)(3CR)
Patterns of alcohol use and theories of abuse and addiction will be presented along with current knowledge on the incidence, health effects, economic costs, and trends in treatment. Theoretical concepts will be based on constitutional, psychological and socio-cultural approaches. Issues ranging from pharmacology to societal concerns with problem drinking will be covered.

Prerequisites: PSYC 1000.

Statement of Prerequisites: PSYC 1000

Goal: The goal of this course is to provide knowledge, skills, and attitude learning opportunities that will prepare students to enter the Addiction Profession at entry levels [certified addiction professional assistants, certified addiction professionals] and to provide continuing education for working Mental Health Professionals desiring to expand their scope of practice. This course meets or exceed State of Wyoming educational requirements while supporting Casper College General Education Outcomes and NASAC Accreditation Standards.

REQUIRED ADDICTIONOLOGY COURSES AND DESCRIPTIONS / NASAC STANDARDS / BLOOMS TAXONOMY TAPS 21 APPLIED TO THE STATE OF WYOMING ADDICTION PROFESSIONALS EDUCATIONAL REQUIREMENTS [Casper College Catalog Academic Year 2015/2016]

Taps 21 [Technical Assistance Publication Series published by SAMSHA] integrates Bloom’s Taxonomy with the knowledge, skills, and attitudes necessary for competence as an Addiction Professional. NASAC accreditation standards provide a framework to ensure the educational experience across the knowledge, skills, and attitudes domains of Addiction Professionals are developmentally appropriate across the Associate, Bachelor, Masters, and Doctorate Degrees. Blooms Taxonomy breaks down the educational outcomes across Cognitive [Knowledge Based], Affective [Emotive based], Psychomotor [Action based], and Knowledge creation domains of learning. The Cognitive Domain includes remembering, understanding, applying, analyzing, evaluating, and synthesizing. The Affective domain includes receiving, responding, valuing, organizing, characterizing. The Psychomotor domain includes perception, schema, guided response, mechanism, complex overt response, adaption, and origination. [Bloom’s Taxonomy. Bloom, Et al. Handbook I: Cognitive, 1956]. The goal of the Casper College Addictionology Program is to provide students with opportunities developmentally appropriate to move the student from novice to entry level professional across the knowledge, skills, and attitudes defined by TAPS 21 at the associate and bachelor degree levels. Occasionally, Masters and Doctorate degreeed professionals outside of the Addictionology field enter the Certificate program in order to gain the knowledge and skills specific to Substance Use Disorder Treatment and expand their scope of practice from general mental health services to include Substance Use Disorder expertise.
Course Outcomes:

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<th>NASAC Accreditation and Blooms Taxonomy of TAPS 21</th>
<th>Casper College General Education Outcomes:</th>
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<tr>
<td>1 Knowledge (Memorization of pertinent facts)</td>
<td>1. Demonstrate effective oral and written communication</td>
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<td>2 Comprehension (Students can explain and discuss vital facts)</td>
<td>2. Use the scientific method</td>
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<td>3 Application (Students can utilize learning in either real world or case scenarios)</td>
<td>3. Solve problems using critical thinking and creativity</td>
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<td>4 Analysis (Students can generate questions about material and seek their own answers)</td>
<td>4. Demonstrate knowledge of diverse cultures and historical perspectives</td>
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<td>5 Synthesis (Students can reassemble their knowledge into new forms which are unique and useful)</td>
<td>5. Appreciate aesthetic and creative activities</td>
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<td>6 Evaluation (Students can read and evaluate research properly)</td>
<td>6. Use appropriate technology and information to conduct research</td>
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<td>7. Describe the value of personal, civic, and social responsibilities</td>
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<td>8. Use quantitative analytical skills to evaluate and process numerical data</td>
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Course Objectives:

NASAC Standard 5: Pharmacology and Physiology
The curriculum shall provide knowledge, theory, and skills concerning pharmacology and physiology.
Students in the field of addiction studies need to have an appropriate level of understanding of pharmacology as it relates to the physical, emotional, social and intellectual dynamics of the whole system.

Minimum Associate Specifications for Standard 5
Demonstrate how the knowledge, theory and skill utilization related to pharmacology is integrated into the curriculum.

a. Basic understanding of how drugs effect and affect the physical, emotional, social and spiritual aspects of the person.

b. Basic knowledge of symptoms of intoxication and withdrawal.

c. Basic knowledge of the physical effects of drugs on the human physiology.

d. Difference between licit and illicit drug use.


NASAC Standard 9: Interpersonal Communication
Learning experiences shall be provided for the student to develop his or her interpersonal skills.

a. The ability to create genuine and empathetic relationships with others is central to the addictions disorder professional.

b. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.
NASAC Standard 11: Personal Growth

All levels of education and training shall include knowledge, theory and skills necessary to develop, and implement, a personal growth plan for themselves that transcends their professional life.

The curriculum shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, life styles, personal/professional balance, interpersonal styles and limitations.

Associates, Bachelors, Masters, and Doctoral Specifications for Standard 11

Demonstrate how the following are included in the curriculum.

b. Reflection on professional self [e.g. journaling, development of a portfolio or project demonstrating competency].
c. Clarification on values.
d. Awareness of diversity.
e. Strategies for self care.


NASAC Standard 12: Healthy Drug Use

All Students will understand the difference between:

a. Healthy and unhealthy drug use.
b. Drug use, misuse, and dependency.
c. Prescribed medications and self medication activities.
d. Proper use of legitimately prescribed medication for specific diagnoses, including both physical and mental health problems.
e. Official “12 Step” policy on the use of legitimately prescribed medications.
f. Healthy decision making about over the counter medications, herbal remedies, and folk remedies.

Minimum Associate and Bachelor Specifications for Standard 12

Demonstrate the basic knowledge and skills to:

a. Identify the above listed concepts and distinctions.
b. Be able to utilize the above concepts in providing client education.


NASAC Standard 13: Critical Thinking

All Students shall be exposed to the value of critical thinking as a learned skill.

Examples shall include how to use critical thinking in the development of prevention programs, treatment and recovery plans and evaluation of individual, families, and programs.

Minimum Associates and Bachelors Specifications for Standard 13

a. Students will be exposed to principles associated with critical thinking.
b. Students will be able to identify shortcomings, in “standardized” [one size fits all] approaches to prevention and treatment.

Methodology: PSYC 2260 Alcoholism is a net based course developed to provide on line instruction, with both face to face lectures on the Casper College Campus; live web streaming of lectures and archived video of lecture. Students will meet these outcomes by participation in experiential learning; lecture, reading, objective quizzes and exams, extensive use of the internet, extensive use of Moodle, research, videos, guest speakers and active participation. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:
Students are evaluated upon participation and completions of Moodle activities in a timely professional manner; professionalism (arrive on time, in class participation, preparedness, verbal and non-verbal behavior, etc). Points may be deducted for any Assignments, Quizzes, Exams, and Forum posts in discussions submitted late.

**Mid Term Grades will be based upon 800 points, attendance and participation from week 1-8.**

**Final Grades are based upon 1760 points. 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; Below 60%=F**

1. **Attendance and Participation** 400 points are possible. To earn the full points each week the Individual Student Moodle Activity report must record activity between Sunday and the following Saturday each week.
   - Moodle Activity Report documents weekly activity in each learning possibility in that week's Moodle block. Activity is defined as more than opening and looking at the course page and checking Moodle email. Viewing videos/films and weekly forums.

2. **Chapter Quizzes.** 280 points possible. Chapter quizzes are open book, open resources. You have two [2] attempts at each quiz with NO time limit. The intention is for you to locate the most correct response in your textbook.

3. **Final Exam.** 150 points possible. A Comprehensive exam over Loosening the Grip 11e by Kinney is offered. This exam is a closed book closed resource exam. You have ONE [1] attempt and it is timed. Once you open the exam you must complete it within the allotted time.

4. **Psychoeducational lessons project: Going Beyond the 12 Steps.** 400 points possible.
   - 100/400 points possible. Alcoholics Anonymous. Based upon your readings, weekly posts, and experience develop a 20-30 min Psychoeducational lesson that could be delivered to adults in the PreComtemplation stage of change during treatment. Creativity and originality will be rewarded.
   - 100/400 points possible. Narcotics Anonymous. Based upon your readings, weekly posts, and experience develop a 20-30 min Psychoeducational lesson that could be delivered to adults in the PreComtemplation stage of change during treatment. Creativity and originality will be rewarded.
   - 100/400 points possible. Red Road to Wellbriety/ Based upon your readings, weekly posts, and experience develop a 20-30 min Psychoeducational lesson that could be delivered to adults in the PreComtemplation stage of change during treatment. Creativity and originality will be rewarded.
   - 100/400 points possible. Alcohol and Drug Problems in Native America: The Truth about the Lie. Based upon your readings, weekly posts, and experience develop a 20-30 min Psychoeducational lesson that could be delivered to adults in the PreComtemplation stage of change during treatment. Creativity and originality will be rewarded.

5. **Forums and Discussions.** 550 + or – points possible. Points may be earned through Weekly forums. Posts showing evidence of critical thinking, as well as evidence the student as read the assigned materials one original post is required per forum with thoughtful responses to a peer’s posts. Your post should add to the depth of the discussion.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.
Required Text, Readings, and Materials: Students are required to have internet access that will interact with Moodle; word processing and powerpoint access or use programs that interface with Microsoft Office.

Required Reading:
- Alcoholics Anonymous
- Narcotics Anonymous
- Red Road to Wellbriety
- Alcohol Problems in Native America: The Truth about the Lie by Coyhis and White

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: Students are expected to read the Casper College Student handbook and Academic Calendar for Withdrawal deadlines; “Admission and Registration – Schedule Changes”; and as well as Student Conduct codes.

Attendance and Participation is required. Moodle activity reports will be used to measure activity. Students enrolled in the Casper College Addictionology Program are preparing to enter the professional world where employers expect timely, professional attitudes and behavior. Quizzes, Exam, Assigned Reading, forums/discussions and homework/assignments are due weekly in a timely manner to be considered for full possible points.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content: The Moodle Course will provide specific information on due dates; content; and expectations. Please contact the instructor if you have any questions.