

## Substance Abuse (H002205)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)  
Credits 6.0 Study time 180 h Contact hrs 50.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (semester 2)	Dutch	Gent	seminar	15.0 h
			group work	5.0 h
			lecture	30.0 h

### Lecturers in academic year 2020-2021

Vanderplasschen, Wouter	PP10	lecturer-in-charge
De Ruyscher, Clara	PP10	co-lecturer

### Offered in the following programmes in 2020-2021

	crdts	offering
<a href="#">Master of Science in Teaching in Behavioural Sciences (main subject Educational Sciences)</a>	5	A
<a href="#">Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A
<a href="#">Exchange Programme in Educational Sciences</a>	6	A

### Teaching languages

Dutch

### Keywords

Substance abuse, recovery, addiction treatment, prevention, assessment, treatment, methods and interventions, therapeutic communities, case management, addiction research, alcohol, illegal drugs

### Position of the course

This course contributes to the following competence areas:

- M.1.1. Being able to indicate and critically reflect on pedagogical, educational and orthopedagogical theoretical concepts.
- M.1.2. Apply advanced pedagogical, educational and orthopedagogical knowledge in order to analyse pedagogical, educational and orthopedagogical situations and processes.
- M.1.5. Being able to interpret the diversity of pedagogical, educational and orthopedagogical processes and situations from different perspectives.
- M.2.1. Have critical insight in the international scientific research literature within the (ortho) pedagogy and educational sciences.
- M.2.3. Being able to critically analyze contemporary social situations, problem definitions and developments from different theoretical frameworks and scientific paradigms.
- M.3.1. Dispose of a critical, deontological and ethical professional attitude that bears witness to a scientific orientation, integrity and independence in research and practice.
- M.3.3. Independently, systematically and critically reflect on research methodologies in research, practice and theory development.
- M.3.6. Systematically approach a pedagogical, educational or orthopedagogical problem from multiple perspectives (multi perspectivism).
- M.5.1. Hold open the social debate and construct a substantiated analysis of how pedagogical, educational or orthopedagogical practices contribute to social changes.
- M.5.2. Integrate social, historical and cultural aspects in scientific work.
- M.6.1. Being able to function independently in a variety of multidisciplinary specialized professional settings.
- M.6.2. Being able to diagnose, plan, analyze and support pedagogical, educational or

orthopedagogical processes.

- M.6.3. Being able to design, implement and evaluate pedagogical, educational or orthopedagogical interventions and treatments.
- M.6.4. Being able to oversee pedagogical, educational and orthopedagogical processes with the necessary creativity, humor and empathy.

## Contents

The theoretical part of the course brings following themes into focus:

- recovery as a sensitizing concept for treating substance use problems and theories of addiction;
- outpatient and inpatient treatment modalities and (e.g. drug-free outpatient treatment, substitution therapy, harm reduction strategies, therapeutic communities for addictions, case management and continuity of care, assessment, motivational interviewing, relapse prevention, community-based care, evidence-based practice);
- substance abuse and special target groups (e.g. women and substance abusing mothers, individuals with a migration background, adolescents, dually diagnosed-persons, adolescents, persons with intellectual disabilities).
- research methods (e.g. population surveys, utilization studies, longitudinal research, controlled trials, qualitative research methods like snowball sampling, ethnographic research);

The exercises that are part of the course are aimed at introducing common techniques, methods and skills for the assessment and treatment of substance abuse problems, for example:

- use of assessment and diagnostic instruments, such as the EuropASI, motivation scales, measures of quality of life and well-being;
- motivational interviewing;
- relapse prevention.

## Initial competences

Clinical special needs education

## Final competences

- 1 To situate essential concepts of addiction theories.
- 2 To assess substance abuse and dependence and to propose and apply adequate interventions.
- 3 To reflect critically about the concept of 'addiction' and its consequences for treatment and support.
- 4 To act in a methodical way to improve educational processes.
- 5 To deal with a variety of theoretical perspectives and research methods that are relevant for educational sciences.
- 6 To interpret drug research and reflect critically about its usefulness for daily practice.

## Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Group work, lecture, seminar

## Learning materials and price

Vanderplasschen, W. & Vander Laenen, F. (2017). Naar een herstelgerichte verslavingszorg. Leuven: Acco.  
Estimated cost: 50 EUR.

## References

- Donovan, D. M., & Marlatt, G. A. (2005). Assessment of addictive behaviors. New York: The Guilford Press.
- Gossop, M. (2006). Treating drug misuse problems: evidence of effectiveness. London: NTA.
- Marlatt, G. A., & Donovan, D. M. (2005). Relapse prevention: maintenance strategies in the treatment of addictive behaviors. New York: The Guilford Press.
- Miller, W.R., & Rollnick, S. (2002). Motivational interviewing: preparing people for change. New York: The Guilford Press.
- Miller, W. R., & Carroll, K.M. (2006). Rethinking substance abuse: what the science shows, and what we should do about it. New York: The Guilford Press.
- Prochaska, J.O., DiClemente, C.C., Norcross, J.C. (1992). In search of how people change: Applications to addictive behaviours. *American Psychologist*, 1102-1114.
- Stevens, L., Verdejo-García, A., Goudriaan, A., Roeyers, H., Dom, G. &

Vanderplasschen, W. (2014). Impulsivity as a vulnerability factor for poor addiction treatment outcomes: A review of neurocognitive findings among individuals with substance use disorders. *Journal of Substance Abuse Treatment*, 47, 58-72.

- Vanderplasschen, W., Colpaert, K., Autrique, M., Rapp, R.C., Pearce, S., Broekaert, E. & Vandavelde, S. (2013). Therapeutic communities for addictions: a review of their effectiveness from a recovery-oriented perspective. *The Scientific World Journal*, 2013, Article ID 427817.
- West, R. (2006). *Theory of addiction*. London: Blackwell Publishing.

#### Course content-related study coaching

Interactive support through Ufora.

By appointment + every monday from 4 to 6 pm, H. Dunantlaan 1 (ground floor, room 100.022), 9000 Gent, Tel. 09/331 03 13 of 09/331 03 10, Email: [Wouter.Vanderplasschen@ugent.be](mailto:Wouter.Vanderplasschen@ugent.be)

#### Evaluation methods

end-of-term evaluation and continuous assessment

#### Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, oral examination

#### Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions, written examination with multiple choice questions

#### Examination methods in case of permanent evaluation

Written examination with open questions, portfolio, report

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

#### Extra information on the examination methods

Portfolio, including an individual paper concerning the administration of diagnostic instruments and a self-evaluation of the application of the skills and techniques learned. Exercises 'Motivational interviewing' and 'relapse prevention' are evaluated during the written exam based on a case study.

Feedback on the non-periodical evaluation: feedback given during the exercises and on the official feedback day.

#### Calculation of the examination mark

Periodic evaluation (75%) and permanent evaluation (25%).

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

#### Facilities for Working Students

After consultation between lecturer and student