Foundations of Addictions Counseling 4th edition Capuzzi Test Bank

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Instructor's Manual and Test Bank

For

Foundations of Addictions Counseling

Fourth Edition

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NOTES TO INSTRUCTORS

The Instructors Manual to accompany **Foundations of Addictions Counseling** encourages journaling, group exercises, and class experiential exercises.

There is also a test bank for creating mid-term and final exams. These exercises and test items were generated from the context of each chapter. There are fifteen test items for each chapter. Please note that the answer keys for all chapters are on pages 72 to 81 of this booklet.

It is the intent and hope of the authors that these exercises and test items will be helpful to those utilizing this text. The authors appreciate the contributions made by the writers of individual chapters.

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CHAPTER 1
HISTORY AND ETIOLOGICAL MODELS OF ADDICTION

Journaling Exercises:

(1) As you read about the history of drugs in this country, you will note that attitudes about use changed as time passed and that attitudes and biases changed over the decades. Take some time to do a short life review and describe time periods in your life that impacted your attitudes about the use of illicit drugs. What was happening in your personal life that impacted how you felt?
(2) Describe how attitudes in your family of origin have affected your current attitudes about the consumption of alcohol.
(3) Is the philosophy of Alcoholics Anonymous congruent or incongruent with your values and beliefs? Why or why not?

Discussion Exercises:

(1) Interview some professional counselors and ask them what they believe to be the causes of addictive behavior. Share your findings with members of the class.
(2) Ask five or six individuals who are not members of this class or connected in any way with the profession of counseling what they think about the possibility of legalizing the use of marijuana. Report the results of your interviews with members of the class.
(3) Do you think enough time, effort, and money is being spent on the prevention of addictive behavior? What are your best guesses about the most effective approaches to prevention?

Group Exercises:

(1) Divide the class into several groups and assign each group one of the models used to explain the etiology of addiction. Ask each group to outline a tentative treatment plan that would be congruent with the model under consideration.
(2) Divide the class into several groups and assign each group one or more of the web sites listed at the end of chapter one. Have each group explain to the rest of the class what they learned from exploration of each web site.
(3) Organize a panel composed of students who represent different cultural, ethnic, and racial groups. Ask them to share their thoughts and feelings about the applicability of the models used to explain the etiology of addiction in cross and multi-cultural situations. Encourage class interaction with panelists as the presentations of panel members are made.

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Quiz Items

True/False:

1. In 1926, the United States Congress passed the Purity in Food and Drug Act designed to control addiction by requiring labels on drugs contained in products including opium, morphine, and heroin.

   a. True
   b. False

2. A small minority of juvenile offenders (2 out of every 1000) will be offered Juvenile Drug Court (JDC) diversionary programs as an option to prison sentences.

   a. True
   b. False

3. Cognitive-behavioral models suggest a variety of motivations and reinforcers for taking drugs. One explanation suggests that people take drugs to experience variety.

   a. True
   b. False

4. The disease model of etiology, addiction is viewed as a primary disease rather than being secondary to another condition.

   a. True
   b. False

5. According to the moral model, addiction is incurable.

   a. True
   b. False

Multiple Choice:

1. Which U.S. Act required drugs to be classified according to their medical use, potential for abuse, and possibility of creating dependence:

   a. Anti-Drug Abuse Prevention Act.
   b. Harrison Act.
   c. Controlled Substance Act.
   d. None of the above.

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2. Which etiological theory of addictions assumes that addicts are constitutionally predisposed to develop dependence on drugs:

    a. Disease theory.
    b. Family systems theory.
    c. Biophysiological theory.
    d. Supracultural theory.

3. Which etiology model explains addiction as a consequence of personal choice and, individuals, who are engaging in addictive behaviors, are viewed as being capable of making alternative choices:

    a. Learning theory model.
    b. Disease model.
    c. Cognitive behavioral model.
    d. None of the above.

4. According to this chapter, which of the following is NOT a psychological model of addiction etiology:

    a. Psychodynamic.
    b. Learning theory.
    c. Personality theory.
    d. Family Disease.

5. According to the syndrome model of Addictions, there are multiple and interacting antecedents of addiction that can be organized in at least three primary areas. Which of the following is NOT a primary area:

    a. Shared neuro-biological antecedents.
    b. Shared psychosocial antecedents.
    c. Shared spiritual antecedents.
    d. Shared experiences and consequences.

Matching:

1. _____Integral model
2. _____Learning model
3. _____Supracultural model
4. _____Disease model
5. _____Biological model

    a. Influenced by B. F. Bales
    b. Addiction is caused by genetics.

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c. Influenced by E. M. Jellinek's work.
d. Posits that children and adolescents may internalize the values and expectations of their parents.
e. A multi-causal model of addiction.

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CHAPTER 2
SUBSTANCE ADDICTIONS

Journaling Exercises:

(1) Spend some time reflecting on the information provided in this chapter. How did you respond to the descriptions of the effects of addictive substances? Were you surprised by anything you learned? Have your views of any of the substances changed?
(2) Have you ever tried to stop consuming a substance (alcohol, other drugs, caffeine, sweets, etc)? What was your experience? Have you watched others try to stop? What sorts of thoughts and feelings did you notice in each case? What thoughts or feelings got in the way of your success reducing or abstaining from use, or made it difficult to support others in their efforts? What helped?
(3) What role have drugs and alcohol played in your life? What is your experience with their effects on individuals, families, and society? What impact do you think your background will have on your ability to be an effective counselor to people with addictions?

Discussion Exercises:

(1) Pay attention to portrayals of addiction and recovery in the media. What themes do you notice? How are different substances and types of users portrayed? How might these images and messages impact clients in recovery?
(2) Do you think that psychological or physical dependence has more influence over addictive processes? Is one more or less important at various stages of the addictive or recovery process?
(3) There are some very serious and disturbing long-term consequences of addictive behavior, for example the changes in the brain of many alcoholics. How would you address these consequences with your clients? What is your job to educate?

Group Exercises:

(1) Ask groups of students to find personal stories about addiction and recovery and present short case studies to the class based on what they found. What factors shape the experiences? What issues are relevant to different people's use and recovery?
(2) Play a game with the class in which the students identify which drugs are associated with a range of effects and outcomes.
(3) Invite a panel of people who are recovering from different forms of substance use disorder to speak to the class. How do their experiences compare? What is similar and what is different?

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Quiz Items

True/False:

1. 20.1 million people age 12 or older struggle with an addiction.

    a. True
    b. False

2. Substances are classified into the following categories: depressants, stimulants, and opioids.

    a. True
    b. False

3. To better determine the potency of ethanol, the term proof is used to indicate the beverage's strength or percentage of pure ethanol.

    a. True
    b. False

4. One cannot die from too much consumption of alcohol.

    a. True
    b. False

5. Benzodiazepines, even taken as prescribed by a physician, are toxic to the brain.

    a. True
    b. False

Multiple Choice:

1. According to your textbook, which one of the following is the most abused mood-altering substance?

    a. Cannabinoids
    b. Hallucinogens
    c. Alcohol
    d. Opioids

2. Which of the following is a true statement?

    a. 1 in 15 students reported recreational use of prescription drugs ranging from OxyContin to Adderall.

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b. There is strong correlation between substance use, mental health diagnoses, and childhood trauma.
c. Tranquilizers, are frequently prescribed for a wide range of symptoms, including sleeplessness, anxiety, muscle strains, and seizures
d. All of the above.

3. The center for disease control has declared overdose prevention for which of one of the substances below as one of its top five public health challenges for 2014?

a. Alcohol
b. Marijuana
c. Methamphetamine
d. Opioid

4. How many people die annually in the United States from tobacco use?

a. 1 out of every 5
b. 1 out of every 10
c. 1 out of every 15
d. 1 out of every 20

5. What part of the brain's structure is home to the reward pathway?

a. The Ventral Tegmental Area (VTA)
b. Nucleus accumbens
c. Prefrontal Cortex
d. The Limbic System

Matching:

1. _____Ethanol
2. _____Benzodiazepines
3. _____Nicotine
4. _____Lysergic acid derivatives (LSD)
5. _____Marijuana

a. Sedative
b. Hallucinogen
c. Alcohol
d. Cannabinoids
e. Stimulant

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ANSWER KEY TO TEST QUESTIONS

CHAPTER 1

True/False

1) b
2) a
3) a
4) a
5) b

Multiple Choice

1) c
2) c
3) d
4) d
5) c

Matching

1) e
2) d
3) a
4) c
5) b

CHAPTER 2

True/False

1) a
2) b
3) a
4) b
5) a

Multiple Choice

1) c
2) d
3) d
4) a
5) d

Matching

1) c
2) a
3) e
4) b
5) d

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CHAPTER 19

True/False
1) b
2) b
3) a
4) a
5) b

Multiple Choice
1) d
2) c
3) d
4) c
5) b

Matching
1) c
2) e
3) a
4) b
5) d

CHAPTER 20

True/False
1) a
2) b
3) b
4) b
5) a

Multiple Choice
1) c
2) a
3) b
4) b
5) d

Matching
1) c
2) a
3) d
4) b
5) e

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