GENERAL INTRODUCTION AND COURSE OVERVIEW
This course focuses on the etiology, prevalence and policy implications of common addictive behaviors, including alcohol, tobacco, and other drugs (ATOD), pathological gambling, and compulsive overeating or sexual behavior. Students will learn to evaluate addiction-related policy as well as the pharmacological mechanisms of dependence, components of addiction-related behavioral change, and human behavior-related issues involved in prevention, intervention and evaluation of these addictive behaviors. The course will also examine the impact of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on patterns of addiction. Content includes major theoretical perspectives on biological, sociological and psychological bases for addiction and the impetus for change and examines the empirical evidence for various perspectives.

COURSE OBJECTIVES
Knowledge:
1. Learn the etiological risk factors that lead to the development of addictive behaviors.

2. Evaluate major addiction-related theories in light of empirical evidence and differentiate characteristics of individual addictive behaviors from one another.

3. Understand the relationship of micro, mezzo, and macro policy issues and systems theory on the initiation and maintenance of addictive behaviors.
4. Explore the biological bases for addictive behaviors and the interplay of biology with factors such as age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability.

5. Evaluate addiction-related policy and ethical dilemmas that arise from individual, family systems, community and organizational perspectives.

**Values:**

1. Develop an understanding of the bio-psycho-social underpinnings of addictive processes that are relevant to social work prevention or intervention based on social and economic justice concerns.

2. Examine the underlying values of different theoretical perspectives on addiction and addiction prevention/treatment efforts.

3. Examine the effect of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on the treatment of individuals with addiction in the macro environment.

4. Effectively differentiate among addictive behaviors and societal perspectives that impact on development and maintenance.

**Skills:**

1. Apply knowledge of major theoretical perspectives and biological bases for addictive behaviors to social work practice with various populations.

2. Apply knowledge of human behavior and systems theory to the initiation and maintenance of and recovery from individual and co-morbid addictive behaviors.

3. Identify various stages of addictive processes and types of co-existing addictive behaviors in individuals, families and groups to guide prevention, intervention and treatment efforts.

4. Evaluate addictive behaviors relative to factors of age, race, gender, social class, culture, ethnicity, religion, sexual orientation, national origin, and physical and mental ability and their relevant implications for social work practice.

**BIBLIOGRAPHY (COURSE TEXT AND READINGS)**

**Required Text**

Required Readings (in Sakai library)
  • Alcohol abuse/dependence
  • Pathological gambling
  • Binge eating (provisional)

Alcohol and Other Drugs:
  • Chapter 17: Three lessons from the street (pp. 261-271)
  • Chapter 18: Three lessons from abroad (pp. 273-291)


  • Chapter 7: Alcoholism – a mysterious syndrome (pp. 79-91)
  • Chapter 11: Alcohol use among special populations – I (pp. 151-165)
  • Chapter 12: Alcohol use among special populations – II (pp. 167-175)

  • Chapter 3: Alcohol and its effects on the body (pp. 41-69)
  • Chapter 6: Longitudinal studies on alcohol: Alcohol and the life span (pp. 111-136)
  • Chapter 7: Environmental factors affecting alcohol use: cultural and social research findings (pp. 137-156)

Gambling:

  • Chapter 4: The phases in the life of a compulsive gambler.

University Press.
• Chapter 7, Social Costs

• Chapter 11: Individual characteristics and problem gambling behavior
• Chapter 13: Research and measurement issues in gambling studies: Etiological models

Sexual Addiction:
• Chapter 1: The addiction
• Chapter 2: The levels of addiction
• Chapter 3: Cybersex and addictive behavior
• Chapter 4: The family and the addict’s world

Compulsive Overeating

CLASS FORMAT
This course consists of readings, lectures, discussions, texts and papers.

COURSE REQUIREMENTS AND EVALUATION CRITERIA
• Students will take three on-line timed tests. The first two consist of multiple choice and the third, short answer questions. Students must complete each exam in 1 hour and 15 minutes and in one administration. Tests will cover all assigned reading up to and including the week of testing. Access to the tests will be available for the period indicated below on the syllabus. Total: Three (3) units.
• Students will view two episodes of “Intervention” on A&E TV and complete two Psychiatric Assessments based on the addicted individuals in those shows. NOTE: Please select only episodes dealing with substance abuse for your assessments. Psych assessments should follow the format provided in the readings and should consist of 5-7 pages, single-spaced pages (12-point type, 1-inch margins). Assessments are due in the “Assignments” drop box on Sakai by 5 p.m. on the due date. [See additional information below]. Total: Two (2) units.
• Students will participate in weekly board discussions on issues relevant to the readings. Students are expected to post at least once to each of the weekly questions. These posts should demonstrate knowledge of the reading material and insights from your experiences in social work, if applicable. Students should pay particular attention to ethical dilemmas and issues related to diversity and oppression, social and economic justice, family systems, community/organizational impacts, and implications for the social work profession. Posts will be graded at the end of the week so no late posts will be counted. Total: One (1) unit.

• Students will also keep a weekly journal, based on a current news brief in the “Join Together” tab. Each week you should: (a) cut and paste one news article into a Word document; and (b) write a one-page, single spaced page of feedback (journal). This journal should include your thoughts on the implications of this item for policy, practice, social justice, ethnic diversity and/or ethical/value-laden issues that affect social work. Each week you will add two pages (news article plus feedback) to the journal document. In Week 15, you will submit the Journal, which should be 20 single-spaced pages total, in the “Assignments” drop box on Sakai by 5 p.m. on the due date. Total: One (1) unit.

Each unit is graded as Pass/Fail. To Pass a unit, the student must obtain a score of 70% or above. Final grades will be based on the total number of “Pass” grades for the semester.

A=7 passes
B=6 passes
C=5 passes
Fail=4 passes and below

Students must complete all assignments to receive credit in the course.

Grading and Communication with Instructor: Customarily, assignments will be graded within two weeks of the last submission date, though the instructor may require additional time if extensive feedback is required on a large proportion of papers. The instructor will attempt to answer emails or other communication within 24 to 48 hours; communication on a Friday will typically be returned on Monday.

Class Participation, Attendance, and Make-Up Policy:

Students are expected to participate meaningfully in class by posting at least once to ALL discussion board questions each week. Ideally, some posts should be made at the beginning and, some, later on in the week so that everyone is both initiating and responding. No late board posts will be counted (i.e. you can’t “catch up” in a subsequent week – I only count what is posted in the week it is assigned).

For exams and papers, students will have three days after the due date to submit to the drop box (date ranges are on Sakai). No assignments are accepted by email – submit through drop-box only. No make up exams will be provided and no late
paper assignments accepted FOR ANY REASON after the final date. Please do not email instructor with requests for exceptions; if assignment is not in the drop box when it closes, you will not receive credit. Once you post your assignment, please print off the screen that indicates that you have successfully uploaded in case your assignment does not appear. Any paper that is not in the drop box will not be counted so, if you believe you submitted your paper on time, you will need to provide documentation or your assignment will not be accepted. Please note: There are to the above exceptions. Students who wait until after the due date to submit then encounter an emergency will not receive additional time or dispensation, so I encourage everyone to submit their materials on the due date. In addition, after you submit, please check to ensure that your assignment is visible. If you encounter a problem, attempt to upload again; if that is unsuccessful, contact the Sakai office for assistance. Understand that this process must be completed before the final date closes for submission.

AMERICANS WITH DISABILITIES ACT ACCOMMODATION POLICY
The Americans with Disabilities Act requires “reasonable accommodation” to students living with a disability. Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations. Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

ACADEMIC INTEGRITY POLICY
All work submitted in a graduate course must be your own. It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically
cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

It is also unethical to submit work that has been heavily edited by another person—essentially, written or re-written by someone else, even if it is based on your own ideas and research. While it is reasonable to have another person proofread and/or offer suggestions about a paper you are about to submit, it is entirely inappropriate for that person to rework your paper so that it is unrecognizable from the original form. One of the primary purposes of writing papers is so that students can learn how to improve their own writing and conceptualization skills, not those of their spouse, friends, parents, tutors, etc.

Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at http://academicintegrity.rutgers.edu/integrity.shtml<file://localhost/owa/redir.aspx>

COURSE OUTLINE
Following are the dates, topics and assigned chapters in required text. Other reading assignments will be provided on a weekly basis.

To be determined by the instructor.

Intervention Paper Formats:
You are required to write two detailed psychiatric histories on clients presented in the A&E program “Intervention.” The show airs Monday at 9 p.m. and at different times (you can find the times and information and full episodes here: http://www.aetv.com/intervention/). All materials for writing the psychiatric history can be found in the “Document Library” under “Psych/History Intervention.” In that folder you will find: 1) the detailed PDF for information that goes in each section of the psychiatric history (“psychiatric history.pdf”); 2) the Word document you should use for your paper (“Intervention paper template”); and 3) a sample student paper to use as a reference (“Intervention sample paper”). Download the paper template and write your paper directly into this document (of course, removing directions). Do not remove or substitute section headings. If your client is a child, for example, simply put “Not applicable” in sections that pertain to adult development but retain the section headings.
As you will see from the paper example, papers are 5-7 pages, single-spaced, 1” margins, 12-point type. The best way to prepare to write the paper is to read through all the sections of the material you will need for the psychiatric history then download the template to allow you to take notes. As you watch the episode, note particulars about the client’s family history, drug-taking behavior, developmental history, socioeconomic status as well as issues related to diversity and oppression. You will then have to fill in details with your imagination. When you write the paper, you will be writing as if this client presents to you at a treatment center. This assessment would be what you will complete for the agency when you first assess the client.