

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE

19:910:514: Understanding Addictive Behaviors

Semester:

Instructor:

Office hours:

Telephone:

Email:

I. Catalog Course Description

This course focuses on the etiology, neurobiology, pharmacology, prevalence and policy implications of common addictive behaviors, including involvement with opioids, stimulants, alcohol, sedatives, and hallucinogens, among others, and behavioral (non-substance-based addictions: gambling disorder, internet gaming/internet addiction, sexual disorder and food addiction). 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 addiction recovery and examines the empirical evidence for various perspectives. Students will be introduced to comorbidity and differential diagnosis. This course is required for the ACT Certificate.

II. Course Overview

This course focuses on developing overall knowledge on the etiology of substance based and non-substance based addictive disorders. The course provides a historical overview of pharmacology and physiology and pharmacological approaches to substance use disorders; it also covers concepts in recovery from addiction, behavioral addictions including gambling disorder (formerly called “compulsive gambling”), biochemical and medical client education. Modules are focused on exploring each drug class, as well as non-substance based (behavioral) addictions, particularly the neurochemical, and bio-psycho-social-cultural influences of the development and maintenance of and recovery from the drug or behavior.

III. Place of Course in Program

This course has a pre-requisite of 19:910:502 (Human Behavior and the Social Environment). This elective meets the Human Behavior Distribution Requirement. This is one of the six courses required for the Addiction Counselor Training (ACT) Certificate Program.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competencies serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: (1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; (2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (4) use technology ethically and appropriately to facilitate practice outcomes; and (5) use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social

workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: (1) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; (2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and (3) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses the development of cultural competence in informing practice, particularly in intervening with couples, families and groups in the context of treating those with substance use and/or co-occurring disorders. This course emphasizes the use of evidence-based interventions while maintaining a continuous focus on the ways in which the diverse makeup of client populations may influence treatment delivery.

Upon completion of this course, students will be able to:

1. Explain 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. 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.
6. Examine the underlying values of different theoretical perspectives on addiction and addiction prevention/treatment efforts.
7. 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.

8. Effectively differentiate among addictive behaviors and societal perspectives that impact on development and maintenance.
9. Apply knowledge of major theoretical perspectives and biological bases for addictive behaviors to social work practice with various populations.
10. Apply knowledge of human behavior and systems theory to the initiation and maintenance of and recovery from individual and co-morbid addictive behaviors.
11. 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.
12. 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.

Students enrolled in this course will fulfill the following content area (domain) requirements necessary for licensure as an LCADC, totaling 36 hours. These are: C103 Differential Diagnosis (6 hours), C105 Psychopharmacology/Physiology of Addiction (6 hours), C401 Addiction Recovery (6 hours), and C403 Biochemical/Medical Client Education (18 hours). For a complete outline of these content areas, see the end of the syllabus.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

Levinthal, C.F. (2013). *Drugs, Behavior, & Modern Society*. NY: Pearson/Allyn & Bacon.

This is an enhanced digital text. The ISBN for this product is 0134206193.

Other required readings will be available via the Canvas course shell.

VIII. Course Attendance and Participation Policies

1. Students must read all assigned material **before class** and be fully prepared for discussion of the material as well as its application to their own experiences. The course will adopt a seminar format, which depends on full participation from all members.
2. **ACT** Certificate Program requirements include **mandatory** attendance at **all** in-person course meetings. Students missing more than 10% of in-person instruction time will be required to withdraw from and retake the course. Licensing requirements are such that students missing more than 10% of any instructional time will be considered at risk for course failure and/or difficulty in successfully completing the **ACT** program.

Students who are not in the ACT Certificate Program may miss no more than two classes or they will lose 10% off the participation points on their final grade. Missing more than two classes will result in a further 10% deduction from the final grade.

Zoom (Conferencing Platform) Policy

If your class section requires class meetings that take place on a web-conferencing platform like Zoom, then attendance will be treated as if you were in an actual face-to-face classroom. Students are expected to join the class **on time**, with their cameras **on throughout the class**. You are expected to be available and attentive with your microphone muted unless you are speaking. Most importantly, you should make arrangements to attend class in a **quiet space, free from distractions**. Please do not join from work, your car, your home or other space if there are co-workers, pets, household members or others in the background. Please be respectful of the instructor and your peers online just as you would be in a physical classroom. For non-ACT students, failure to adhere to this policy will result in a deduction of class participation points. For ACT students where attendance is mandatory, failure to adhere to this policy will count as a missed class.

3. Students will be expected to share examples from their professional and/or fieldwork experience as well as from their current experience within the class groups. This requires respectful reflection and integration of the NASW Code of Ethics with particular regard to cultural competence and respect for the dignity and worth of all. For social workers, confidentiality is a major ethical responsibility. Each student must maintain confidentiality concerning any personal or case material discussed in class. No information revealed in class is to be discussed with anyone outside the class environment.
4. Professional social workers must have excellent writing skills. Proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments.

Your journals will be:

- Thoughtful, thought-provoking, and **concise** (longer is not necessarily better!)
- Responsive to the directions of the assignment.

- Grammatically correct, error-free, in APA style; see link for APA style information <http://apastyle.apa.org/> or <http://owl.english.purdue.edu/owl/resource/560/01/>
 - Signed under the following written pledge: *On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)*. You may ask another person to review your paper, making comments on editorial issues such as spelling and grammar, but no other person may contribute ideas or content.
 - On time on the due date. Students are given a week to submit assignments and no late assignments will be accepted for any reason.
 - Your own work. Please review these websites for information about what is acceptable and what constitutes plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf> and <http://owl.english.purdue.edu/owl/resource/589/01/> and <http://www.library.ualberta.ca/guides/plagiarism/> Please talk with your instructor if you have any additional questions.
5. When submitting materials, be sure to confirm that the paper was properly loaded onto the course website. If you are having problems, email the Canvas Helpdesk for assistance. Do not wait until a few minutes before the due date/time to submit your work. Papers that are late because you had technical trouble submitting them at the last minute are counted as late!

IX. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and world views. Please feel free to speak with me if you experience any concerns in this area.

X. Assignments and Grading

To receive full credit, assignments are due in the drop-box on the due date. In rare instances, due to unanticipated and extenuating student circumstances, students may need additional time to complete an assignment. Therefore, students may submit assignments late. However, assignments will receive a 10% deduction for each day late. Discussion board posts and other “real-time” assignments are not eligible for any extensions.

SSW MSW Grading Scale: Below is the grading scale for the MSW program

A 92-100

B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Assignment Value

- Participation in Student Introduction and Discussions 20%
- Journal Activities 20%
- Quizzes 30%
- Response Paper 30%

See the assignments at end of syllabus for a more detailed discussion of grading.

XI. Academic Resources

Library Research Assistance

Meredith Parker is the social work librarian on the New Brunswick Campus Meredith.parker@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at [APA Manual 9th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.**

XIV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XVI. Course Outline

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos.

Module 1: Historical Perspectives
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Weekly Objectives

1. Explain differential attitudes toward drug-taking behavior over time.
2. Identify patterns of drug use in the United States.
3. Explain what constitutes "drug abuse."

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society:</p> <p>Chapter 1: "Drugs and Behavior Today"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter in the Levinthal text.</p>	none	Day 3
<p>Lecture</p> <p>Drugs and Behavior Today</p>	none	Day 3
<p>Discussion</p> <p>Reconciling Science and Social Work Perspectives</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p> <p>See Note below in "Course Assignments" for important guidance on discussion responses.</p>
<p>Quiz</p> <p>Quiz on Levinthal Chapter 1</p>	40	Day 7

Module 2: Issues and Effects of Drug Taking

Weekly Objectives

1. Explain the concepts of tolerance acute and chronic toxicity, and dose-response curve.
2. Analyze the relationship of drug abuse to social problems and resulting policy implications.
3. Explain the neurochemistry of psychoactive drugs and how these drugs affect the brain and nervous system.
4. Identify the factors that determine the behavioral impact of drugs and the physiological and psychological factors of drug-taking behavior

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society (8/E):</p> <p>Levinthal, Chapter 2: "Drug-Taking Behavior: The Personal and Social Concerns"</p> <p>Levinthal, Chapter 3: "How Drugs Work in the Body and on the Mind"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for these chapters.</p>	none	Day 3
<p>Lectures</p> <p>Drug-Taking Behavior: The Personal and Social Concerns</p> <p>How Drugs Work in the Body and on the Mind</p>	none	Day 3
<p>Discussions</p> <p>DAWN Reporting System</p> <p>Harm Reduction</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Journal</p> <p>News Brief Critique</p>	10	Day 7
<p>Quiz</p> <p>Quiz on Levinthal Chapters 2 and 3</p>	40	Day 7

Module 3: Cocaine and Amphetamines

Weekly Objectives

1. Explain how cocaine works in the brain.
2. Identify patterns of cocaine abuse and cocaine treatment.

3. Explain the acute and chronic effects of amphetamines.
4. Identify patterns of methamphetamine abuse and medical uses for stimulant drugs.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society:</p> <p>Chapter 4: "The Major Stimulants: Cocaine and Amphetamines"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter</p>	none	Day 3
<p>Lecture</p> <p>The Major Stimulants: Cocaine and Amphetamines</p>	none	Day 3
<p>Discussions</p> <p>Addressing Symptoms of Inattention in Children</p> <p>Regulating Drug-Making Behavior</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Journal</p> <p>News Brief Critique</p>	10	Day 7
<p>Quiz</p> <p>Quiz on Levinthal Chapter 4</p>	40	Day 7

Module 4: Opioids and Hallucinogens

Weekly Objectives

1. Identify medical uses of opioid drugs.
2. Discuss heroin and prescription pain medication use, abuse, and treatment.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society:</p> <p>Chapter 5: "Narcotics: Opium, Heroin, and Synthetic Opiates"</p> <p>Chapter 6: "LSD and Other Hallucinogens"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for these chapters.</p>	none	Day 3
<p>Lectures</p> <p>Narcotics: Opium, Heroin, and Synthetic Opiates</p> <p>LSD and Other Hallucinogens</p>	none	Day 3
<p>Discussions</p> <p>Managing Pain Medication</p> <p>Maintenance Medications</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Journal</p> <p>News Brief Critique</p>	10	Day 7
<p>Quiz</p> <p>Quiz on Levinthal Chapters 5 and 6</p>	40	Day 7

Module 5: Marijuana and Performance Enhancers

Weekly Objectives

1. Provide a historical overview of marijuana use and the gateway hypothesis.
2. Summarize the acute and chronic effects of marijuana usage, including medical marijuana.
3. Examine drug-taking behavior in sports.
4. Discuss the use and abuse of anabolic steroids, non-steroid hormones, and performance-enhancing supplements.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society:</p> <p>Chapter 7: "Marijuana"</p> <p>Chapter 12: "Performance-Enhancing Drugs and Drug Testing in Sports"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for these chapters.</p>	none	Day 3
<p>Lectures</p> <p>Marijuana</p> <p>Performance-Enhancing Drugs and Drug Testing in Sports</p>	none	Day 3
<p>Discussions</p> <p>Legalizing Marijuana</p> <p>Sports and Steroid Usage</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Journal</p> <p>News Brief Critique</p>	10	Day 7

Quiz Quiz on Levinthal Chapters 7 and 12	40	Day 7
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Module 6: Alcohol (Part 1)

Weekly Objectives

1. Summarize the history of alcohol use and patterns of consumption.
2. Explain the pharmacology of alcohol and its effects on the brain
3. Explain the acute physiological and behavioral effects of alcohol use and abuse.
4. Identify the health benefits of moderate alcohol consumption.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society:</p> <p>Chapter 8: "Alcohol: Social Beverage/Social Drug"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter.</p>	none	Day 3
<p>Lecture</p> <p>Alcohol: Social Beverage/Social Drug</p>	none	Day 3
<p>Discussions</p> <p>Promoting Responsible Drinking</p> <p>Binge Drinking in College</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Journal</p> <p>News Brief Critique</p>	10	Day 7

Quiz Quiz on Levinthal Chapter 8	40	Day 7
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Module 7: Alcohol (Part 2)

Weekly Objectives

1. Summarize the perspective of alcoholism as a disease as well as identify associated stereotypes and definitions.
2. Identify the genetics, physiological effects, and patterns of chronic alcohol abuse.

Learning Activity	Points	Due Day
Reading Drugs, Behavior, and Modern Society: Chapter 9: "Chronic Alcohol Abuse and Alcoholism"	none	Day 3
Lecture Chronic Alcohol Abuse and Alcoholism	none	Day 3
Discussions Universities and Regulating Student Drinking The Dram Law	10	<i>Initial post: Day 3 (recommended)</i> <i>Responses to classmates: Day 7</i>
Journal News Brief Critique	10	Day 7

Quiz Quiz on Levinthal Chapter 9	40	Day 7
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Module 8: Nicotine and Tobacco

Weekly Objectives

1. Summarize the history of tobacco use and the influence of the tobacco industry.
2. Identify patterns of smoking behavior, smoking dependence, and health consequences of smoking.
3. Explain smokeless tobacco and smoking cessation.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society: Chapter 10: "Nicotine and Tobacco Use"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter.</p>	none	Day 3
<p>Lecture</p> <p>Nicotine and Tobacco Use</p>	none	Day 3
<p>Discussions</p> <p>Rights of Smokers and Non-Smokers</p> <p>Health Costs of Smoking</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Journal</p>	10	Day 7

News Brief Critique		
Quiz Quiz on Levinthal Chapter 10	40	Day 7

Module 9: Caffeine & Prescription and Over-the-Counter Drugs

Weekly Objectives

1. Discuss the use of caffeine in food and beverages.
2. Compare similarities of caffeine and other drugs.
3. Identify both the benefits and risks of caffeine use and abuse as well as the medical applications and special populations of concern.
4. Summarize the history of FDA-approved drugs and the approval process and the pharmaceutical industry.
5. Discuss dietary supplements as drugs.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Drugs, Behavior, and Modern Society: Chapter 11: "Caffeine" Chapter 14: "Prescription Drugs, Over-the-Counter Drugs, and Dietary Supplements"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for these chapters.</p>	none	Day 3
Lectures	none	Day 3

Caffeine Prescription Drugs, Over-the-Counter Drugs, and Dietary Supplements		
Discussions Caffeine and Physical Dependence Abuse of OTC Drugs and Supplements	10	<i>Initial post: Day 3 (recommended)</i> <i>Responses to classmates: Day 7</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapters 11 and 14	40	Day 7

Module 10: Depressants and Inhalants

Weekly Objectives

1. Discuss barbiturates, non-barbiturate sedative-hypnotics, benzodiazepines and other depressants and GHB.
2. Explain the pharmacology and misuse of glue, solvents, aerosols as well as patterns of inhalant abuse and societal responses.

Learning Activity	Points	Due Day
Reading Drugs, Behavior, and Modern Society: Chapter 13: "Depressants and Inhalants"	none	Day 3

Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter.		
Lecture Depressants and Inhalants	none	Day 3
Discussions Long-term Consequences of Inhalant Abuse Abuse of Anti-Anxiety Medication	10	<i>Initial post: Day 3 (recommended)</i> <i>Responses to classmates: Day 7</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapter 13	40	Day 7

Module 11: Gambling (Part 1)

Weekly Objectives

1. Identify societal perspectives on gambling through history.
2. Identify patterns and preferences in gambling behavior.
3. Differentiate among special populations with gambling disorders.

Learning Activity	Points	Due Day
Reading Volberg, R.A. & Williams, R.J. (2014). Epidemiology: An international perspective. In D.C.S. Richards, A. Blaszczynski, & L. Nower (eds.), <i>The Wiley-Blackwell Handbook of disordered</i>	none	Day 3

<p><i>Gambling.</i>, London: Wiley-Blackwell, pp. 26–48. Chapter 2-Epidemiology.pdf</p> <p>Temcheff, C.E., St-Pierre, R.A. & Derevensky, J.L. (2014). Gambling among teens, college students, and youth. In D.C.S. Richards, A. Blaszczynski, & L. Nower (eds.), <i>The Wiley- Blackwell Handbook of disordered Gambling.</i>, London: Wiley-Blackwell, pp. 306–326. Chapter 14-Gambling among teens, college students and youth.pdf</p> <p>Lister, J.J. & Nower, L. (2014). Gambling and older adults. In D.C.S. Richards, A. Blaszczynski, & L. Nower (eds.), <i>The Wiley-Blackwell Handbook of disordered Gambling.</i>, London: Wiley- Blackwell, pp. 347–360. Chapter 16-Gambling and older adults.pdf</p> <p>Nower, L. & Blaszczynski, A. (2014). Legal and financial issues and disordered gambling. In D.C.S. Richards, A. Blaszczynski, & L. Nower (eds.), <i>The Wiley-Blackwell Handbook of disordered Gambling.</i>, London: Wiley-Blackwell, pp. 386–399. Chapter 16-Legal and financial issues and DG.pdf</p>		
<p>Lecture Gambling</p>	<p>none</p>	<p>Day 3</p>
<p>Discussion Glamorization of Gambling</p>	<p>10</p>	<p><i>Initial post: Day 3 (recommended)</i> <i>Responses to classmates: Day 7</i></p>
<p>Paper</p>	<p>10</p>	<p>(ongoing) Module 14, Day 7</p>

Response Paper (Due Week 14)

Module 12: Gambling (Part 2)

Weekly Objectives

1. Describe the dynamic nature of the diagnostic criteria and the advent of the behavioral addictions.
2. Identify the stages of addiction to gambling.
3. Explain the etiology of disordered gambling and its attendant risk and resiliency factors.

Learning Activity	Points	Due Day
<p>Reading</p> <p>Blaszczynski, A., & Nower, L. (2002). A pathways model of problem and pathological gambling. <i>Addiction</i>, 97(5), 487–499. Blaszczynski Nower (2002) Pathways Model of problem gambling.pdf</p> <p>Nower, L., Martins, S. S., Lin, K. H., & Blanco, C. (2013). Subtypes of disordered gamblers: results from the National Epidemiologic Survey on Alcohol and Related Conditions. <i>Addiction</i>, 108(4), 789–798 Nower et al. (2013) Subtypes of disordered gamblers.pdf</p> <p>Nower, L. & Caler, KR. (2015). Addictions: Gambling. <i>Encyclopedia of Social Work</i> (online). NY: Oxford University Press. Nower & Caler.pdf</p>	none	Day 3
<p>Lecture</p> <p>Gambling Prevalence</p>	none	Day 3

<p>Discussion</p> <p>Pathways Model</p>	10	<p><i>Initial post: Day 3 (recommended)</i></p> <p><i>Responses to classmates: Day 7</i></p>
<p>Paper</p> <p>Response Paper (Due Week 14)</p>	10	<p>(ongoing)</p> <p>Module 14, Day 7</p>

Module 13: Internet Addiction

Weekly Objectives

1. Provide an overview of Internet addiction.
2. Identify reasons for and against classifying behaviors as addictions.
3. Discuss current research regarding certain behavioral addictions.

Learning Activity	Points	Due Day
<p>Reading</p> <p><i>Internet Gaming</i></p> <p>Kuss, D.J. & Griffiths, M.D. (2012) Internet and gaming addiction: A systematic literature review of neuroimaging studies. <i>Brain Science</i>, 2, 347–374 Kuss _ Griffiths (2012). Internet and gaming addiction.pdf</p> <p>Rehbein, F., Kuhn, S., Rumpf, H-J, & Petry, N.M. (2015). Internet gaming disorder. In N.M. Petry (ed), <i>Behavioral Addictions: DSM-5 and Beyond</i>. NY: Oxford University Press. pp 43–49 Petry (2015) Internet Addiction.pdf</p> <p><i>Internet Addiction</i></p>	none	Day 3

<p>Young, K.S., Yue, X.D. & Ying, L. (2011). Prevalence estimates and etiologic models of internet addiction. In K.S. Young & C.N. deAbreu (eds), Internet Addiction: A Handbook and Guide to Evaluation and Treatment. NJ: John Wiley & sons, pp 3–18 Young et al (2011) Internet addiction.pdf</p> <p>Delmonico, D.L. & Griffin, E.J. (2011). Cybersex addiction and compulsivity. In K.S. Young & C.N. deAbreu (eds), Internet Addiction: A Handbook and Guide to Evaluation and Treatment. NJ: John Wiley & sons, pp 113–131 DelMonico & Griffin (2014). Cybersex Addiction and Compulsivity.(1).pdf</p>		
<p>Lecture Internet Gaming and Internet Disorder</p>	<p>none</p>	<p>Day 3</p>
<p>Discussion Internet Addiction</p>	<p>10</p>	<p><i>Initial post: Day 3 (recommended)</i> <i>Responses to classmates: Day 7</i></p>
<p>Paper Response Paper (Due Week 14)</p>	<p>10</p>	<p>(ongoing) Module 14, Day 7</p>

Module 14: Sex and Food Addictions

Weekly Objectives

1. Provide an overview of sex and food addictions.
2. Identify reasons for and against classifying sex and food behaviors as addictions.
3. Discuss current research regarding certain behavioral addictions.

Learning Activity	Points	Due Day
<p>Reading</p> <p><i>Hypersexual Disorder</i></p> <p>Campbell, M.M. & Stein, D.J. (2015). Hypersexual disorder. . In N.M. Petry (ed), <i>Behavioral Addictions: DSM-5 and Beyond</i>. NY: Oxford University Press, pp 101–123 Campbell & Stein.pdf.pdf</p> <p>Kafka, M.P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V. <i>Archives of Sexual Behavior</i>, 39, 377–400 kafka (2010) Hypersexual disorder (for).pdf</p> <p>Moser, C. (2011). Hypersexual disorder: Just more muddle thinking. <i>Archives of Sexual Behavior</i>, 40, 227–229 Moser (2011) hypersexual disorder (against).pdf</p> <p><i>Food Addiction</i></p> <p>Gearhardt, A.N., White, M.A. & Potenze, M.N. (2011). Binge eating disorder and food addiction. <i>Current Drug Abuse Review</i>, 4(3), 201–207 Gearhardt et al (2012) BED and food addiction.pdf</p> <p>Smith, D. G., & Robbins, T. W. (2013). The neurobiological underpinnings of obesity and binge eating: a rationale for adopting the food addiction model. <i>Biological psychiatry</i>, 73(9), 804–810 Smith and Robins. Biological Underpinnings of Obesity.pdf</p>	<p>none</p>	<p>Day 3</p>
<p>Lectures</p>	<p>none</p>	<p>Day 3</p>

Sexual Disorder Food Addiction		
Discussion Hypersexual Disorder	10	<i>Initial post: Day 3 (recommended)</i> <i>Responses to classmates: Day 7</i>
Paper Response Paper	10	Day 7

Week 15: Course Wrap-Up

Weekly Objectives

1. Student questions and course wrap-up

Learning Activity	Points	Due Day
Questions & Wrap-Up		

XVII. Course Assignments

Online Discussions and Participation

20% of final grade

You will participate in regular discussions on issues relevant to the readings. You are expected to post at least three times to each topic, beginning with an initial post that is recommended by Day 3, and a response to two of your colleagues' posts by Day 7. All postings and responses should be done by the indicated due days and times; you must post both the initial post and responses to get full credit. These posts should demonstrate knowledge of the reading material and insights from your experiences in social work, if applicable. Posts will be graded at the end of the module so no late posts will be counted.

Please Note: We have made all the discussion and journal questions available in the Course Essentials module on Canvas to allow students to work on their answers at their own pace.

However, responding "in vivo" and discussing with classmates is an essential component of the pedagogy of this course. For that reason, if you wish to answer the discussion questions early, you will need to write your initial drafts in a document and then copy/paste them into Canvas to submit during the proper time frame for each discussion. You cannot post to Canvas in advance of the assigned discussion window. All responses to classmates will need to be made during the assigned time frame for each discussion as well.

Journal Activities

20% of final grade

You will keep a regular journal throughout much of the course. In each module, you will submit a two-page journal report on a current addiction-related newsbrief. The journal entries should be **single-spaced** with one inch margins and no larger than 12-point type. On the first page, you should paste a copy of the newsbrief you are using for your analysis. The second **full** page should contain your detailed, critical analysis of the issues in the brief.

Your journal entries should be thoughtful critiques of the briefs and their application to social work practice. Each critique should address the following prompts:

1. What is the relevant issue(s) for social work?
2. Why is this issue(s) relevant?
3. Using examples from your work, practicum, or life experience, what are the implications of this issue(s) for particular client groups?

Quizzes

30% of final grade

The quizzes are based on readings and lectures from the Levinthal text.

Response Paper

30% of final grade

Gambling is the first and, currently, only behavioral addiction. Internet gaming may soon be the second. Time was that only substances taken into the body and affecting the mind were "addictive." However, increasingly, studies are documenting that behaviors can have the same genetic origins and induce chemical changes and adverse consequences that are similar to those for substance-based addictions.

Please write a four- to five-page response paper that addresses the following questions and issues:

- Are all behaviors potentially addictive for some people? How do we decide which ones become “disorders”?
- Where is the intersection between biology and free will? Just because someone does something to excess, should they be diagnosed with a disorder?
- What possible abuses could flow from labeling bad behavior as “addiction”? Where does personal responsibility fit in?
- Do your answers differ based on whether the addiction is substance-based or behavioral? Why or why not?
- Where do social workers fit in these decisions?

Where possible, bring in evidence from your readings to support your position. You may also use examples from material in other classes or from your job or practicum experiences.

The paper should be double-spaced, one-inch margins, in 12-point type, and saved as a Word document. The paper needs to be submitted to the Dropbox (not through email) by the indicated due day and time.

LCADC Content Areas/Domains Covered in this Course

C103 - Differential Diagnosis

1. Develop a written diagnostic summary based on the results of separate assessments, including gambling, by other professionals.
2. Document ongoing treatment needs identified by regular assessments performed throughout the continuum of care and negotiate adjustments to the treatment plans to assure new treatment needs are addressed.
3. Formulate mutually agreed upon goals, objectives, and treatment methods based upon assessment findings of the client’s strengths, weaknesses, needs, and problems for the purpose of directing a course of treatment.
4. Define the terms reliability, validity, and sample population.
5. Develop a familiarity with the recognized assessment instruments currently used with SUD’s, other addictive disorders and mental health disorders. The following will be included: a. DSM Diagnostic and Statistical Manual b. MAST Michigan Alcoholism and Addiction Screening Test c. AUDIT Alcohol Use Disorder Identification Test) d. LOCI Locus of Control Inventory e. SASSI Substance Abuse Subtle Screening Inventory f. SOGS South Oaks Gambling Screen g. MMPI Minnesota Multiphasic Personality Inventory h. ASAM Dimensions i. FTND Fagerstrom Test for Tobacco Use Disorder j. BDI Beck Depression Inventory k. MHSE-3 Mental Health Screening Form l. SSI-SA Simple Screening Instrument for Substance Abuse m. DAST Drug Abuse Screening Test n. MAYSI Massachusetts Youth Screening Inventory o. ASI Addiction Screening Index
6. Select, administer, score, and interpret to clients the results of alcohol, tobacco, and other drug assessment instruments in order to provide accurate, standardized measures clients’ problems.

7. Explain the purpose, rationale, and methods associated with the assessment process to the client to assure understanding and compliance.
8. Assess client's immediate needs by evaluating observed behavior and other relevant information including signs and symptoms of intoxication and withdrawal.
9. Administer appropriate evidence-based screening and assessment instruments specific to clients to determine their strengths and needs.
10. Competency 34: Analyze and interpret the data to determine treatment recommendations.

C105: Psychopharmacology/Physiology of Addiction

1. Define the meaning of psychopharmacology.
2. Identify the major structural and functional units of the brain.
3. Identify the major neurotransmitters within the nervous system.
4. Explain the mechanism of action of neurotransmitters within the CNS.
5. Define the meaning of half-life, therapeutic dose, effective and lethal dose.
6. Distinguish between tolerance and withdrawal.
7. Distinguish between fat and water solubility.
8. Competency 14: Describe effects of various drugs of abuse on the major physiological body systems.

C401: Addiction Recovery

1. Understand the difference between Substance Use and Substance Use Disorder as per the current DSM.
2. Acquire basic knowledge of the various models of addiction.
3. Explain to client the various stages of addiction and recovery.
4. Be able to explain the following terms:
 - a. Addiction
 - b. Recovery
 - c. Harm reduction.
 - d. Self Help groups, etc
 - e. Relapse and Relapse Prevention
 - f. Abstinence
 - g. Sobriety
 - h. Wellness (Biopsychosocial)
5. Competency 75: Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy.
6. Competency 76: Facilitate the client's engagement in the treatment and recovery process.
7. Competency 77: Work with the client to establish realistic, achievable goals consistent with achieving and maintaining recovery.
8. Competency 78: Promote client knowledge, skills, and attitudes that contribute to a positive change in substance use behaviors.
9. Competency 79: Encourage and reinforce client actions determined to be beneficial in progressing toward treatment goals.
10. Competency 80: Work appropriately with the client to recognize and discourage all behaviors inconsistent with progress toward treatment goals.
11. Competency 83: Facilitate the development of basic and life skills associated with recovery

C403 – Biochemical/Medical Client Education

1. Explain to clients the physical effects of various substances. a. Stimulants –Depressants- Analgesics-THC -etc.
2. Explain to client the role of psychotherapeutic medications associated with drug use and withdrawal.
3. Be able to explain the following terminologies:
 - a. Therapeutic Medications
 - b. Antidiopostropics (Create adverse physical reactions.)
 - c. Agonist – Drug that can be substituted for the drug of abuse to controllable form of addiction
 - d. Antagonist – Drugs that occupy the same receptor site on the brain, as does the specific drug of abuse.
4. Competency 1: Understand a variety of models and theories of addiction and other problems related to substance use.
5. Competency 3: Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the person using and significant others.
6. Competency 10: Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and Use Disorder.
7. Competency 11: Tailor helping strategies and treatment modalities to the client’s stage of Use Disorder, change, or recovery.
8. Competency 13: Adapt practice to the range of treatment settings and modalities.
9. Competency 14: Be familiar with medical and pharmacological resources in the treatment of substance use disorders.

Opiate and Stimulant Education

10. Develop an understanding of the history of opioid use.
11. Identify the types and effects of opioid substances. 1
12. Understand the origin and use of Opioid Replacement Therapies and Medication Assisted Treatment.
13. Understand the interactions between opioids (synthetic & non-synthetic) and other psychotropic substances (licit & illicit)
14. Understand the use of Methadone Maintenance in detoxification and in the recovery process.
15. Become familiar with the new ORT’s (Buprenorphine, etc.)
16. Acquire an understanding of the history of stimulant use.
17. Identify the types of stimulant substances (licit and illicit).
18. Understand the interactions between stimulants and other psychotropic substances (licit & illicit)
19. Become familiar with the current status of pharmacological therapies available for stimulant abusers.

Alcohol, Sedative and Hallucinogens

20. Acquire an understanding of the history of alcohol and sedative use.
21. Identify the types and effects of sedative substances.
22. Understand the detoxification process for alcohol and sedatives
23. Understand the interactions between alcohol and sedatives with other psychotropic substances (licit & illicit)

24. Understand the impact of alcohol on physiological systems.
25. Acquire an understanding of the history of hallucinogens.
26. Identify the types and effects of hallucinogenic substances.
27. Understand the interactions between hallucinogens and other psychoactive substances.