

School of Social Work

Spring 2016

Understanding Addictive Behaviors

Course #: 19:910:571:

CREDIT HOURS: 3

INSTRUCTOR:

ROOM:

DATE/TIME:

E-MAIL:

Phone:

Office Hours:

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.

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

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

Required Readings (in Sakai library)

Alcohol and Other Drugs:

Goldstein, A., (2001). *Addiction: From biology to drug policy*. NY: Oxford University Press.

- Chapter 17: Three lessons from the street (pp. 261-271)
- Chapter 18: Three lessons from abroad (pp. 273-291)

Miller, W.R. & Carroll, K.M. (2006). *Rethinking substance abuse: What the science shows, and what we should do about it*. NY: The Guilford Press.

- Hesselbrock, V.M. & Hesselbrock, M.N. (2006). Developmental perspectives on the risk for developing substance abuse problems. (Chapter 7, pp. 97-114).
- Mueser, K.T., Drake, R.E., Turner, W. & McGovern, M. (2006). Comorbid substance use disorders and psychiatric disorders.(Chapter 8, pp. 115-133).

Peterson, J.V., Nisenholz, B., Robinson, G. (2003). *A nation under the influence: America's addiction to alcohol*. NY: Allyn & Bacon.

- 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)

Yalisove, D. (2004). *Introduction to alcohol research: Implications for treatment, prevention, and policy*. NY: Allyn & Bacon.

- 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:

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, *Addiction*, 108, 798-798.

Blaszczynski, A. & Nower, L. (2002). A Pathways Model of problem and pathological gambling. *Addiction*, 97(5), 487-500.

Custer, R. & Milt, H. (1985). *When luck runs out: help for compulsive gamblers and their families*. NY: Facts on File.

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

Grinols, E.L. (2004). *Gambling in America: Costs and benefits*. UK: Cambridge University Press.

- Chapter 7, Social Costs

Smith, G., Hodgins, D., & Williams, R.J. (2007). Research and measurement issues in gambling studies. NY: Academic Press

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

Hypersexuality:

Campbell, M.M. & Stein, D.J. (2015). Hypersexual disorder. . In N.M. Petry (ed), *Behavioral Addictions: DSM-5 and Beyond*. NY: Oxford University Press, pp 101-123.

Kafka, M.P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V. *Archives of Sexual Behavior*, 39, 377-400.

Moser, C. (2011). Hypersexual disorder: Just more muddle thinking. *Archives of Sexual Behavior*, 40, 227-229.

Food Addiction

Gearhardt, A.N., White, M.A. & Potenze, M.N. (2011). Binge eating disorder and food addiction. *Current Drug Abuse Review*, 4(3), 201-207.

Smith, D. G., & Robbins, T. W. (2013). The neurobiological underpinnings of obesity and binge eating: a rationale for adopting the food addiction model. *Biological psychiatry*, 73(9), 804-810.

Internet Gaming

Kuss, D.J. & Griffiths, M.D. (2012) Internet and gaming addiction: A systematic literature review of neuroimaging studies. *Brain Science*, 2, 347-374.

Rehbein, F., Kuhn, S., Rumpf, H-J, & Petry, N.M. (2015). Internet gaming disorder. In N.M. Petry (ed), *Behavioral Addictions: DSM-5 and Beyond*. NY: Oxford University Press. pp 43-49.

Internet Addiction

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.

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.

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. Two (substance abuse) consist of About 40 multiple choice and one (sex and gambling), of 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 participate in daily board discussions on issues relevant to the readings. Students are expected to post at least once to each topic. 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 week so no late posts will be counted. Total: One (1) unit.
- Students will also keep a daily journal, based on a current news brief in the “Join Together” tab. Students are required to keep 14 total journals. Each time 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 entry consists of two pages (news article plus feedback), added to the total journal document; make sure your critical analysis is thorough and is at least one page in length. In the final week, you will submit the Journal, which should be 28 single-spaced pages total, in the “Assignments” drop box on Sakai by 5 p.m. on the due date. Total: Two (2) units.

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=6 passes

B= 5 passes

C=4 passes

Fail=3 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 and 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 papers, students should submit their assignments between 8 a.m. and 5 p.m. on the due date (i.e. the date the drop box opens). No assignments are accepted by email – submit through drop-box only. For exams, students may take the test during a three day window. No make up exams will be provided and no late paper assignments accepted FOR ANY REASON after the window closes on Sakai. 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. 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.

ACADEMIC INTEGRITY

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 construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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 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 cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: **"Plagiarism:** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.

– Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

– Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by 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 Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. 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. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

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.***

DISABILITY ACCOMMODATION

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898.. 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.

COURSE OUTLINE

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

Date	Topic	Content and Assignments
Week 1 01/20/16	Drug-Taking Behavior	Levinthal, Ch. 2 (Text) Goldstein, Ch. 17, 18 (Document library)
Week 2 01/27/16	Drugs and the Body	Levinthal, Ch. 3 Miller, Ch. 7 (Document library)
Week 3 02/03/16	Alcohol	See DSM 5 Levinthal Ch. 8,9 Peterson, Ch. 7, 11, 12

Week 4 02/10/16	Alcohol (cont.)	Yalisove Ch. 3,6,7
Week 5 02/17/16	Cocaine, Amphetamines	Levinthal, Ch. 4 (Note: DSM for each drug follows same format as for alcohol above)
Week 6 02/24/16	Opiates LSD and Hallucinogens	Levinthal, Ch. 5, 6 TEST 1: Available from 8 a.m. Feb 25 to 11 p.m. on Feb 28. [Multiple choice: Covers Levinthal 2,3,8,9]
Week 7 03/02/16	Marijuana, Performance Enhancing (Steroids)	Levinthal, Ch. 7, 12 (Ch. 8 in older editions)
Week 8 03/09/16	Nicotine and Tobacco	Levinthal, Ch. 10
Week 9 03/23/16	Depressants and Inhalants	Levinthal, Ch. 13 Miller Ch. 8 TEST 2: Available from 8 a.m. Mar. 25 to 11:59 p.m. Mar. 28. [Multiple choice: Covers Levinthal 4,5,6,7, 10,12,13]
Week 10 03/30/16	Gambling Disorder	See DSM 5 DSM 5 Gambling Disorder Grinols, Ch. 7 Smith et al., Ch 13
Week 11 04/16/16	Gambling Disorder	Custer & Milt, Ch. 4 Smith et al., Ch. 11 Blaszczynski & Nower article Nower, Martins, Lin & Blanco article
Week 12 04/13/16	Hypersexuality	All Readings
Week 13 04/20/16	Food Addiction	All Readings TEST 3: Available from 8 a.m. April 22 to 11:59 p.m. April 25. [Short answer: Covers pathological gambling and sexual

		addiction.]
Week 14 04/27/16	Internet Gaming/Internet Addiction	Join Together Journal Due: April 27
Week 15 05/04/16		Summary and Wrap Up