

DRAFT 1

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

19:910:514: HBSE: Addictive Behaviors Across the Lifespan

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 alcohol, tobacco, and other drugs (ATOD), 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 change and examines the empirical evidence for various perspectives. 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 19:910:500 (Social Work Practice I with Individuals, Families, and Groups) and 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. For students not in the MSW program, this course is an ACT requirement, and ideally is completed before taking Clinical Social Work: Addictive Behaviors 1, though it may be taken concurrently with approval. This course will be offered in a hybrid format; content will be delivered in face-to-face class sessions and online.

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 four content area (domain) requirements necessary for licensure as an LCADC, totaling 36 hours. These are: C105 Psychopharmacology/Physiology of Addiction (6 hours), C107 Compulsive Gambling (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 group experiences. This course will be conducted as a seminar, with full participation expected.
2. **ACT** Certificate Program requirements include **mandatory** attendance at **all** in-person course meetings. Students missing an entire day of instruction, or in excess of 10% of total in-person instructional time, will need to speak with the instructor about their ability to complete course successfully. 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.
3. Students will be expected to share incidents 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 papers and journal posts 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. You are given a window of time in which to submit your work. Please plan to submit your work early rather than at the last minute.

Work submitted after the window closes will not be accepted. Please do not email your instructor with excuses – if it is not completed on time it will not be graded.

- 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 will not be accepted. Once the window for submission closes, that assignment is counted as missed.

IX. Assignments and Grading

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.

X. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@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-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

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

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

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

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

XI. 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.

XII. 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 [Laura Curran, at lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu). 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>.

XIII. 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>.

XIV. 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>.

XV. Course Outline

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

Week 1: Historical Perspectives

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
Student Introductions	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 7</i>
Reading Drugs, Behavior, and Modern Society: Chapter 1: "Drugs and Behavior Today" Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter in the Levinthal text.	none	Day 3
Lecture Drugs and Behavior Today	none	Day 3
Discussion Reconciling Science and Social Work Perspectives	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Quiz Quiz on Levinthal Chapter 1	40	Day 7

Week 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	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
<p>Journal</p>	10	Day 7

News Brief Critique		
Quiz Quiz on Levinthal Chapters 2 and 3	40	Day 7

Week 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</i></p> <p><i>Responses to classmates: Day 6</i></p>

Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapter 4	40	Day 7

Week 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</i></p> <p><i>Responses to classmates: Day 6</i></p>

Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapters 5 and 6	40	Day 7

Week 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
Reading Drugs, Behavior, and Modern Society: Chapter 7: "Marijuana" Chapter 12: "Performance-Enhancing Drugs and Drug Testing in Sports" Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for these chapters.	none	Day 3
Lectures Marijuana Performance-Enhancing Drugs and Drug Testing in Sports	none	Day 3

Discussions Legalizing Marijuana Sports and Steroid Usage	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapters 7 and 12	40	Day 7

Week 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
Reading Drugs, Behavior, and Modern Society: Chapter 8: "Alcohol: Social Beverage/Social Drug" Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter.	none	Day 3
Lectures Alcohol: Social Beverage/Social Drug	none	Day 3

Discussions Promoting Responsible Drinking Binge Drinking in College	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapter 8	40	Day 7

Week 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
Lectures Chronic Alcohol Abuse and Alcoholism	none	Day 3
Discussions	10	<i>Initial post: Day 3</i> <i>Responses to</i>

Universities and Regulating Student Drinking The Dram Law		<i>classmates: Day 6</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapter 9	40	Day 7

Week 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
Reading Drugs, Behavior, and Modern Society: Chapter 10: "Nicotine and Tobacco Use" Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter.	none	Day 3
Lecture Nicotine and Tobacco Use	none	Day 3

Discussions Rights of Smokers and Non-Smokers Health Costs of Smoking	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapter 10	40	Day 7

Week 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
Reading Drugs, Behavior, and Modern Society: Chapter 11: "Caffeine" Chapter 14: "Prescription Drugs, Over-the-Counter Drugs, and Dietary Supplements"	none	Day 3

Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for these chapters.		
Lectures Caffeine Prescription Drugs, Over-the-Counter Drugs, and Dietary Supplements	none	Day 3
Discussions Caffeine and Physical Dependence Abuse of OTC Drugs and Supplements	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Journal News Brief Critique	10	Day 7
Quiz Quiz on Levinthal Chapters 11 and 14	40	Day 7

Week 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	none	Day 3





<p>Drugs, Behavior, and Modern Society:</p> <p>Chapter 13: "Depressants and Inhalants"</p> <p>Please be sure to explore any enhancements (e.g., figures, audio, interactions) in the text for this chapter.</p>		
<p>Lecture</p> <p>Depressants and Inhalants</p>	none	Day 3
<p>Discussions</p> <p>Long-term Consequences of Inhalant Abuse</p> <p>Abuse of Anti-Anxiety Medication</p>	10	<p><i>Initial post: Day 3</i></p> <p><i>Responses to classmates: Day 6</i></p>
<p>Journal</p> <p>News Brief Critique</p>	10	Day 7
<p>Quiz</p> <p>Quiz on Levinthal Chapter 13</p>	40	Day 7

Week 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
--------------------------	---------------	----------------

<p>Reading</p> <p>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 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>none</p>	<p>Day 3</p>
<p>Lecture</p> <p>Gambling</p>	<p>none</p>	<p>Day 3</p>

Discussion Glamorization of Gambling	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Paper Response Paper (Due Week 15)	10	(ongoing) Module 15, Day 7

Week 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. Encyclopedia of Social Work (online). NY: Oxford</p>	none	Day 3





University Press. Nower & Caler.pdf		
Lecture Gambling Prevalence	none	Day 3
Multimedia Exercise Counselling Sessions	none	Day 3
Discussion Pathways Model	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Paper Response Paper (Due Week 15)	10	(ongoing) Module 15, Day 7

Week 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
Reading <i>Internet Gaming</i> Kuss, D.J. & Griffiths, M.D. (2012) Internet and gaming addiction: A systematic literature review of neuroimaging studies. Brain Science, 2, 347–374 Kuss Griffiths (2012) .	none	Day 3

<p>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> <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), <i>Internet Addiction: A Handbook and Guide to Evaluation and Treatment</i>. 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), <i>Internet Addiction: A Handbook and Guide to Evaluation and Treatment</i>. NJ: John Wiley & sons, pp 113–131 DelMonico & Griffin (2014). Cybersex Addiction and Compulsivity.(1).pdf </p>		
<p>Lecture</p> <p>Internet Gaming and Internet Disorder</p>	<p>none</p>	<p>Day 3</p>
<p>Discussion</p> <p>Internet Addiction</p>	<p>10</p>	<p><i>Initial post: Day 3</i></p> <p><i>Responses to classmates: Day 6</i></p>
<p>Paper</p> <p>Response Paper (Due Week 15)</p>	<p>10</p>	<p>(ongoing)</p> <p>Module 15, Day 7</p>

Week 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</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. & Potenza, 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</p>	none	Day 3

food addiction.pdf 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		
Lecture Sexual Disorder Food Addiction	none	Day 3
Discussion Hypersexual Disorder	10	<i>Initial post: Day 3</i> <i>Responses to classmates: Day 6</i>
Paper Response Paper (Due Week 15)	10	(ongoing) Module 15, Day 7

Week 15: Response Paper and Wrap-Up

Weekly Objectives

1. Explain how certain behavior become classified as disorders.
2. Identify pitfalls in labeling certain behaviors as addictions.
3. Discuss the intersection between biology and free will in relation to addiction.

Learning Activity	Points	Due Day
Response Paper Response Paper	10	Module 15, Day 7

XVI. Course Assignments

Online Discussions

15% of final grade

You will participate in regular discussions on issues relevant to the readings. You are expected to post at least once to each topic, and all postings and responses should be done by the indicated due days and times. 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.

Journal Activities

20% of final grade

You will keep a journal throughout most of the course, based on a current news brief. 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. Journals need to be submitted to the Canvas Dropbox (not through email) by the indicated due days and times.

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

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.

C107: Gambling Disorder

1. Develop understanding of the nature of Gambling Disorder
2. Identification and assessment of disordered gamblers
3. Recognize types of gamblers and stages of a gambling problem
4. Identify vulnerable population and at-risk personality characteristics
5. Design gambling treatment plans and course of recovery, including aftercare

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. Antidipostropics (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.