COURSE DESCRIPTION:

This course addresses (a) the key issues involved in the diagnosis and treatment of substance abuse (b) the physiology and pharmacology of substance abuse, (c) the assessment of substance abuse, (d) prevention issues and strategies, and (e) specific approaches and models used in the treatment of substance abusers and their families.

COURSE GOALS:

By the end of the course, students will:

1. Acquire knowledge of the definition of alcoholism, addiction, other chemical dependency, and evaluation of the user as well as other non chemical addictions.
2. Acquire knowledge of the current theories and research related to the etiology of addictions.
3. Acquire an understanding of the physical, psychological, behavioral, emotional and relational consequences of substance abuse on the individual, the family and society.
4. Acquire the ability to effectively assess and evaluate individuals for substance abuse, especially when they are presenting with other clinical symptoms.
5. Become familiar with human diversity (i.e., gender, ethnicity, age, etc.) issues impacting prevention, intervention, and treatment efforts.
6. Gain familiarity with major models and specific interventions used to assess and treat substance abusers and their families.
7. Acquire an understanding of the individual and system dynamics that support or enable substance abuse and effective strategies for intervention and treatment.
8. Acquire knowledge about the referral process to community resources offering assessment, treatment and on-going support for substance abusers and their families.
9. Explore ethical and legal issues related to working with substance abusers and their families.
10. Acquire an understanding of issues related to the prevention of substance abuse.

COURSE REQUIREMENTS:

1. **Attendance and Participation:** Attendance is required for this class. Students are expected to arrive on time for class and be prepared to participate in discussions.
2. **Personal Assumptions Reaction Paper #1:** Students will write a short paper (3-5 pages) discussing his/her current attitudes towards addictions and addicted persons. The paper will trace the origin of the students’ particular perspectives as well as how such views may impact work with clients and their families. Use examples from case load if/whenever possible.
   
   **Paper is due on October 8, 2010.**
3. **Quiz:** A short multiple choice and true-false quiz will be given to assess students’ understanding and comprehension of terms and concepts related to a discussion of substances and addition.

   **The quiz will be taken on October 8, 2010**

4. **12-Step Meeting Attendance and Reaction Paper #2:** Students will attend two 12-Step (Alcoholics Anonymous, Narcotics Anonymous, Gamblers Anonymous, Sex and Love Addicts Anonymous, Overeaters Anonymous, Codependents Anonymous, Al-Anon, etc.) meetings in the community and write a 5-7 page critical reaction paper. This paper shall address the following areas:
   - Brief identifying information about the meetings attended (i.e., type of meeting location, day and time)
   - Personal reactions to the meetings including differences between them.
   - How these 12-Step meetings do or do not support individuals in reaching their goals for abstinence and/or recovery. The student should cite (WITHOUT NAMES, ADDRESSES, OR ANY OTHER IDENTIFYING INFORMATION ABOUT PERSONS SEEN/HEARD THERE) specific examples from the meetings s/he attended and any relevant literature.
   - How a systems oriented therapist best understands the recovery community and the 12-Step process.

   **This paper is due November 5, 2010.**

5. **Group Class Presentation:** Students will form groups and be expected to present research on one form of addiction/compulsive. Groups may address addiction to alcohol, uppers, downers, gambling, sex/love/co-dependency, cutting, eating (how anorexia/bulimia are/are not addictions). Presentations should cover assessment (questionnaires, etc.), criteria, etiology, current treatments, systemic factors (current family, family of origin, culture/gender, adult vs. adolescence), co-morbidity factors, resources and bibliography. Student groups will prepare a 60 minute presentation for the class.

   **Presented on November 6, 2010.**

6. **Reading/Annotated Bibliography**
   To develop an adequate foundation in family systems theory, students are expected to read from a variety of sources. In addition to the textbooks, books may be chosen from the appended bibliography, the bibliographies in the textbooks, or books or articles from the primary literature selected by the students provided they pertain to the topics covered by this course. The student will keep account of these readings by means of an annotated bibliography that shall include the following components, using APA style format:
   1. Author(s), Title of the book, chapter, or journal article, Publisher and year of publication
   2. Number of pages read by source (total pages read should also be tallied on first page)
   3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 200 words), and books can be summarized in one page, typed single spaced. Although the core of the grade for this assignment is based on the number of pages read, the nuance (+/-) is based on the quality of the annotation.
4. If the resource was a videotape, indicate a page number equivalency (1 hour = 33 pages; 6 hour maximum).

Grading criteria for this assignment are:

- 2000 pages = A
- 1600 pages = B
- 1200 pages = C

**Due date:** December 1, 2010

All written work should be double-spaced, typewritten, and written at a level consistent with Masters Degree standards. Material presented in this course and from the addictions research and treatment literatures should be cited in accord with APA (6th ed.) format.

### SUMMARY OF CLASS ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Paper #1: Personal Assumptions</td>
<td>15%</td>
<td>10/8/10</td>
</tr>
<tr>
<td>Quiz</td>
<td>15%</td>
<td>10/8/10</td>
</tr>
<tr>
<td>Reaction Paper #2: 12 Step Meeting</td>
<td>20%</td>
<td>11/5/10</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>30%</td>
<td>11/6/10</td>
</tr>
<tr>
<td>Reading/Annotated Bibliography</td>
<td>20%</td>
<td>12/1/10</td>
</tr>
</tbody>
</table>

100-94 points  A
93-90 points  A-
89-87 points  B+
86-84 points  B
83-80 points  B-
< points  F

### COURSE SCHEDULE

The following is a proposed outline for the course. This outline may be altered as the course progresses to meet the specific needs of the class.

**Date** | **Topic/Assignment**
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9/10/10 | **Introductions and Syllabus; Knowledge and beliefs surrounding various substances.**
9/11/10 | **Epidemiology/Statistics, Conceptualization/Theory, Assessment, Diagnosis/Dual Diagnosis, Classification and effects of psychoactive drugs (Uppers, Downers, All-Arounders and Other Drugs),** Inaba & Cohen, Chapters 1-6, 9-10
10/8/10 | Quiz & Reaction Paper Discussion

**Reaction paper #1 Due: Personal Assumptions**
10/9/10  Gambling, Eating, Sex, internet, other compulsive behavior; prevention, orientations to treatment
Inaba & Cohen, Chapters 7-8, Miller & Rollnick, Chapters 1-8, 11, 19, 24

11/5/10 Reaction papers: 12-Step attendance and reactions.

11/6/10 Presentations

12/1/10 Annotated Bibliographies Due

REQUIRED READINGS/TEXT:


Additional Selected Readings:


Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. *American Psychologist, 47*, 1102 – 1114. *(Please access the full-text of this article via the LLU Library electronic database).*


Rowe, C. & Liddle, Howard. (2003). Substance abuse. *Journal of Marital and Family Therapy, 29*, 97 - 120. *(Please access the full-text of this article via the LLU Library electronic database).*


