

Introduction To Addiction Studies Course Syllabus

COURSE INFORMATION

Number: SCWK 360
Credits: 3
Pre-requisite: ENGL 202, English Composition II
Quarters offered: Fall (on campus) and Spring (online)

INSTRUCTOR INFORMATION

Instructor: Evelyn Hernandez, MSW
Office location: None
Telephone: 406-239-4302
E-mail: bflowomen@yahoo.com
Office hours: By appointment

COURSE DESCRIPTION

Introduction to Addiction Studies provides an overview of the addiction counseling field, including addiction theories; prevention, intervention, and treatment models; and impacts on families and society. [Writing Course]

Note: This is an SKC writing course, which means there is a lot of writing. There will be no major term paper and no mid-term and final exams, but there will be considerable writing each week. Keep up with the work, because late assignments will **not** be accepted.

COURSE OBJECTIVES

Upon completion of this course the student will be able to:

General Course Objectives

1. Discuss the history of substance addiction prevention and treatment in the United States during the past 35 years.

Measured by exams.

2. Describe reasons for substance use, types of drug use, and stages of drug use progression.

Measured by exams.

3. Define key concepts in the addictions field and describe.

Measured by unit exams.

4. Explain several models of alcohol/other drug abuse and addiction and describe a variety of approaches to prevention, intervention, and treatment

Measured exams and worksheet reports.

5. Explain the relationship between parent/child bonding, family health/balance, and addiction vulnerability.

Measured by exams.

6. Explain education requirements for addictions counseling licensure

Measured by exams.

7. Explore the Montana legislative site for bills related to substance abuse and addiction and report on at least one bill.

Measured by worksheet report.

Critical Thinking Objectives

8. Assess achievement of 3 personal learning objectives and 1 personal change goal, one's own perspectives on drug use and one's personal academic performance.

Measured by written report and worksheet reports.

9. Reflect on the relevance of numerous addiction-related concepts to ones' own life.

Measured by worksheet reports.

10. Reflect on the effects of substance abuse/addiction on one's own life and community

Measured by worksheet reports.

1. Create an annotated bibliography of addiction-related books.

Measured by annotated bibliography.

Cultural Objectives

12. Discuss the impact of drug use and abuse on Native American communities

Measured by worksheet reports.

13. Discuss healing approaches specifically designed by and for Native American people.

Measured by worksheet reports and video reflection paper.

REQUIRED MATERIALS

Fields, R. (2004). *Drugs in perspective: A personalized look at substance use and abuse* (5th ed.). Boston: McGraw-Hill.

Internet access and an e-mail address that is checked regularly.

COURSE REQUIREMENTS

Deadlines are listed in course outline.

Late assignments will receive no points unless you have gotten instructor permission in advance or in case of extreme emergency or the death of a family member. In case of either of the latter, the instructor must be notified within 48 hours.

Computer excuses: Since many assignments involve use of the computer, you are advised to *leave ample time for inevitable disasters* such as a system crash, lost files, or forgotten passwords, none of which is an acceptable excuse for late work. *Save your work to disk early and often, make multiple copies, and check for viruses*. Be aware that the computer labs get busier as the quarter wears on. Instructors are not expected to be sympathetic to problems that occur because students wait until the last minute to complete assignments.

To receive full points, follow the directions carefully. Assignments are due at the beginning of the each week. Written assignments should be typed, double spaced, and written on a Microsoft Word document, which allows you to spell check and notifies you if sentence structure is incorrect. If you usually have difficulty with writing, you may also wish to ask a friend who has strong skills to review your work.

1. Introduction with 3 personal learning goals and 1 personal change goal—At the beginning of the class write a paper letting me know something about yourself and listing 3 personal learning goals for the class. List also one thing you will give up or add on to your current behaviors (for example, give up sugar or add exercise) for the duration of this class. The goal can be quite small; make it something you really think you can do, because you'll be reporting back to the class on it. 5 points possible.

The purpose of this exercise is to be reminded of how difficult change can be. Make the goal very specific and measurable and time-limited: "I will give up sugar and sugar products for the next ten weeks"; or "I will drink only 1 soda a day instead of my usual 5 for the next ten weeks"; or "I will walk a mile every day for the first month and two miles every day for the second month." The purpose of this is to help us all remember how challenging breaking an addiction or habit can be.

2. Current Perspectives Worksheets. You will fill out one of these at the beginning and end of the course, to see if any of your perspectives change. These are worth 10 points possible each; 20 total points possible.
3. Ten Weekly Worksheets. These have 3 parts. The first two are based on the reading assignments.
 - a. Critical Thinking Questions—Write at least one paragraph in response to each question, unless requested to write a full page.

- b. Cultural Reading Question--Write at least one paragraph in response to each question, unless requested to write a full page.
 - c. Self-report: Rate yourself on a scale of 1 – 100 and explain: How would you honestly rate the work you've put into this class? What are your reasons for giving yourself that score? What has the week been like for you in general as a student, given all the other responsibilities you have? How has your personal change goal been going?
24 points possible each (240 total points possible).
4. Ten Weekly Exams. These are posted as a Learning Object in each unit and can also be used as study guides. Turn in to the instructor at the beginning of class the following week. 25 points possible each for 10 exams (250 total points possible).
5. Class Discussion. Take part in discussions every week or write a paragraph about a comment one of your classmates shared. You may agree or disagree, as long as the focus is on the topic of the week. Nine chapters, 3 points possible per chapter (27 total points possible).
6. Annotated Bibliography . Choose any topic related to addictions. Go to the library and choose seven books on that topic. (You do not need to check them out; you can gather the information you need in one sitting.) Using those seven books, create an annotated bibliography in APA format and alphabetical order. An annotated bibliography lists the author, date, title, and publisher, then briefly describes the book. Here's an example of an annotated item in APA format:

Sample Annotated Bibliography Citation:

Larsen, E. (1985). *Stage II recovery: Life beyond addiction*. San Francisco: HarperSanFrancisco.

The author describes going beyond "Stage I recovery" (breaking the primary addiction and achieving sobriety) to "Stage II recovery" (breaking other unhealthy habits, rebuilding one's life, and learning healthy relationship skills).

That's all there is to an annotated bibliography. To see other examples of citations in APA format, see the following link: <http://www.lib.usm.edu/research/guides/apa.html>

If the library does not have 7 books on your chosen topic, choose a second topic, so that your total comes to 7 books. 28 points possible.

7. Video Reflection Paper. Watch and then write a reflection paper (3-5 pages, typed, double-spaced) about two videos on reserve in the SKC Library, *The Honor of All* and *Healing the Hurts*. (If you've seen them already, see them again, so you'll have a fresh perspective. Both last about one hour. For each, include (1) a brief summary of what it was about, followed by (2) a reflection on what its message meant to you. What thoughts did it bring up for you about your life/your family/your community? What feelings did it bring up?

Note: Two people can fit into the video booth in the library, so you are encouraged to watch them with a friend or classmate. *Healing the Hurts* is emotionally powerful and may bring up feelings of deep grief. Plan to have time to walk and reflect afterward. Better yet, arrange to meet with a friend with whom you can think aloud about the video. If any part of the video is too intense for your comfort, fast forward through that part.

Write your notes about each video immediately after seeing it, rather than trying to watch both in one sitting and then writing notes.

The paper is due in three sections: an outline and two drafts. Deadlines for all three are listed in the Course Outline. Late assignments receive no points. 30 total points possible: Outline (5 points possible); First draft (10 points possible); Final draft (15 points possible).

8. Closing comments with reflection on goals. Besides being a closing note to the class, this is an opportunity to reflect on how well you achieved your 3 personal learning goals for this class and your personal change goal. 6 points possible.

Writing Directions

All writing assignments should be typed, double-spaced, and have a minimum of spelling and grammar errors. For this reason, you are strongly encouraged to write all assignments in a Word document, which allows you to spell check and notifies you if sentence structure is confusing.

Points earned will be based on the following:

1. Followed directions
2. Accurately reflected information in assigned materials.
3. Organized writing well, made good transitions, made sense. All sentences in paragraph referred back to the first sentence in the paragraph.
4. Accurate grammar, punctuation, spelling
5. Work reflects thought and effort.

ATTENDANCE POLICY

Attendance in an online class means showing up and doing the assignments each week, so in that sense, attendance is required.

GRADING

Introduction	5 points possible
Two Current Perspectives Worksheets	10 points each; 20 total points possible
Ten Worksheets	24 points each; 240 total points possible
Ten Quizzes	25 points each; 250 total points possible

Comments to classmate (9 chapters)	3 points per unit; 21 total points possible
Annotated Bibliography	28 points possible
Video Reflection paper	30 total points possible
Closing comments	6 points possible

A total of 600 points is possible.

A = 540-600

B = 480-539

C = 420-479

D = 360-419

F = under 360

An Incomplete grade ("I") for this course is NOT an option, with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

WEEKLY OUTLINE

Week 1, Unit One: Introductions and personal goals; Etiology: A Better Understanding of Models of Drug Dependence and Addiction

Read Chapter 1.

Cultural reading: <http://ncadi.samhsa.gov/govpubs/prevalert/v5/10.aspx> American Indians/Alaska Natives and Substance Abuse.

Cultural reading: Read <http://www.health.org/govstudy/shortreports/amindianTX/> American Indians and Alaska Natives in Substance Abuse Treatment.

Write an introduction of self with 3 personal learning goals and 1 personal change goal.

Complete and turn in the Current Perspectives Worksheet (see Learning Objects).

Complete and turn in Chapter 1 Worksheet (see Learning Objects).

Complete Chapter 1 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class..

Week 2, Unit Two: Alcohol/Drugs in Our American Society: Major Problems and Perspectives

Read Chapter 2.

Cultural reading: Read <http://www.4worlds.org/4w/PhilSrSpeech.html> "To My Beautiful Grandchildren," by Phil Lane, Sr.

Complete and turn in Chapter 2 Worksheet (see Learning Objects).

Complete Chapter 2 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Week 3, Unit Three: Drug Specific Information

Read Chapter 3.

Read "[Pleasure and Pain: Pleasure and Drugs](#)". Read through all five levels of organization (box on upper right of page) for both "basic" and "intermediate" info (box on upper left center of page).

Cultural reading: Read <http://www.4worlds.org/4w/visionsanddeterminants/fuldeter.htm>

Identifying Determinants Of Well-Being & Health

Complete and turn in Chapter 3 Worksheet (see Learning Objects).

Complete Chapter 3 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Week 4, Chapter Four: Screening and Assessment of Alcohol and Drugs

Read Chapter 4.

Cultural reading: Read <http://www.4worlds.org/4w/princ/wholeprinciples.htm> Sixteen Guiding Principles for Building a Sustainable World Community.

Take the MAST, pp. 128-29, the DUSI, pp. 130-34; the Cocaine Screening Questionnaire, p. 135, the Marijuana Screening Questionnaire, pp. 136-37, and the ASUS, pp. 139-141. Score yourself on each. (Personal use only.)

Complete and turn in Chapter 4 Worksheet (see Learning Objects).

Complete Chapter 4 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Week 5, Chapter Five: Substance Abuse and Family Systems

Read Chapter 5.

Cultural reading: Re-read (you should have already read it in preparing your vision paper outline) <http://www.4worlds.org/4w5.htm> Situation Analysis and Goals for Seven Sacred Years of Healing. Complete and turn in Chapter 5 Worksheet (see Learning Objects). Complete Chapter 5 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Outline of video paper due.

Week 6, Chapter Six: Parenting—Impact on Alcohol/Drug Use and Abuse; Montana Licensed Addiction Counselor Requirements

Read Chapter 6.

Read Montana Licensure Requirements (see Learning objects).

Cultural reading: Read http://whitebison.org/wellbriety_movement/index.html The Story of the Wellbriety Movement

Cultural reading: Read about the <http://whitebison.org/youth/index.html> Wellbriety Movement for Youth

At the above site, on the left side of the page, click on "Wellbriety Movement for Youth," and the following will appear. Read each: "About the Youth Movement," "Daughters of Tradition," and "Sons of Tradition."

Browse the website of the <http://whitebison.org/nanacoa/index.html> National Association for Native American Children of Alcoholics (NANACOA)

Complete and turn in Chapter 6 Worksheet (see Learning Objects).

Complete Chapter 6 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Week 7, Chapter Seven: Growing Up in an Alcoholic Family; the Montana Legislature and Drug Bills; Four Worlds and White Bison

Read Chapter 7.

Cultural reading: Browse through the website of the <http://www.4worlds.org/4w/directory.html> Four Worlds International Institute in Canada.

Cultural reading: Browse through the website of <http://whitebison.org/about/index.html> White Bison, Inc.

Visit the website of the Montana Legislature and browse current bills related to alcohol and other drugs (See Chapter Worksheet in Learning Objects for directions)

Complete and turn in Chapter 7 Worksheet (see Learning Objects).

Complete Chapter 7 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Week 8, Chapter Eight: Prevention of Substance Abuse Problems; Two Native-based Healing Programs

Read Chapter 8.

Cultural reading: Read the following:

<http://www.4worlds.org/4w/resschool/newclips.html#good%20intentions> News Articles:

Residential Schools and the Related Lawsuits

Complete and turn in Chapter 8 Worksheet (see Learning Objects).

Complete Chapter 8 Exam and turn in to instructor (see Learning Objects).

First draft of video reflection paper due.

Write a comment about a classmate's comment in class.

Week 9, Chapter Nine: Motivation and Intervention for Substance Abuse Problems

Read Chapter 9.

Cultural reading: Read about

http://www.keystonetreatment.com/native_american_alcoholism_treatment.htm Keystone

Treatment Center's Native American Alcoholism Treatment Program

Complete and turn in Chapter 9 Worksheet (see Learning Objects).

Complete Chapter 9 Exam and turn in to instructor (see Learning Objects).

Write a comment about a classmate's comment in class.

Week 10, Chapter Ten: Alcohol/Drug Treatment and Relapse Prevention; A Native American Treatment Program

Read Chapter 11. (Reading Chapter 10 is optional; not included in exams.)

Complete and turn in Chapter 10 Worksheet (see Learning Objects).

Complete Chapter 10 Exam and turn in to instructor (see Learning Objects).

Turn in annotated bibliography.

Turn in final draft of video reflection paper.

REFERENCES

There are hundreds of books on addiction-related topics in the SKC library, including the following:

DiClemente, C. C. (Ed.). (2003). *Addiction and change: How addictions develop and addicted people recover*. New York: Guilford Press.

French, L. A. (2000). *Addictions and Native Americans*. Westport, CN: Praeger.

Milkman, H. B., & Shaffer, H. (Eds.). (1985). *The addictions: Multidisciplinary perspectives and treatments*. Lexington, MA: Lexington Books.

Schaub, B. G., & Schaub, R. (1997). *Healing addictions: The vulnerability model of recovery*. Albany: Delmar.

SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week to earn a C.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.