

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

SUBS 505

ADDICTIONS AND THE RECOVERY PROCESS

COURSE DESCRIPTION

This course includes a thorough examination of the theoretical models of addiction with an introduction to the neurobiology of addiction while exploring the addiction cycle, the evaluation and treatment of addictions, the trauma that occurs with addictions, and intervention planning. In addition, the student will learn about the pharmacology of drugs.

RATIONALE

This course is designed to equip students with the theoretical basis of addictions and the ability to clinically assess and diagnose individuals with substance-related problems. In addition, students will be introduced to the neurobiology of addiction, gain an understanding of treatment options, and the psychopharmacology of drugs. Finally, they will be able to identify the dually diagnosed client and make appropriate treatment recommendations and intervention planning for the client with substance-related problems.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Appraise the different theoretical concepts of addiction.
- B. Evaluate current theories and terminology associated with addiction.
- C. Categorize the pharmacology of drugs and addiction.

- D. Analyze clinical features of addiction.
- E. Contrast the difference between use, abuse, addiction and assess appropriate referral.
- F. Identify features of co-occurring disorders.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and audio/visual lecture presentations appraising theoretical concepts, pharmacology, and treatment options

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will post the essay he/she writes for the essay assignment, explained in Section D, into the Discussion Board Forum for others to read and respond to. This is to be a collegiate interaction amongst peers, giving scholarly feedback while withholding judgment or opinion. These interactions should show an ability to appraise, evaluate, and analyze current addiction models, pharmacology, stages of addiction, and co-occurring disorders. The thread must be the written essay for that module/week (Modules 1, 3, 5, and 6) The student is then required to read and reply to the minimum of 2 classmates' essays. The replies must be 200 words each. Responses to others must be used to enhance an educated discussion on the concepts addressed in the questions. The student should use the knowledge gained from the readings and presentations to strengthen, support, and challenge one another's thinking. (MLO: A, B, C, E)

- D. Essays (4)

The student will read the essay topic, noting carefully all the pertinent issues to address, and write a 600-word essay, drawing information from readings and presentations for that module/week (Modules 1, 3, 5, and 6). The essay must be strongly supported with current APA style citations and with references at the end. This is a scholarly essay, reporting from the readings and presentations and addressing everything asked in that module/week's essay topic. The student **must not** write opinions, but support his/her answers to the questions by his/her readings. Opinion-based essays that have no reference to readings will render a maximum score of half-credit. (MLO: A, B, C, E)

- E. **Experiential Exercise Forums (4)**
 The student will submit four 200-word threads regarding something of significance he/she has chosen to give up during the 8 modules/weeks (Modules 2, 4, 7, and 8). The student will choose something like Facebook, Twitter, texting (except for emergencies), all sweets, chocolate, soda, coffee, tea, iPod, TV, computer games, watching sports, watching the news, etc. The student is not to share anything deeply personal or potentially embarrassing. The student will keep a daily journal, and threads will summarize some of his/her thoughts related to the experience. (MLO: A, B, E)
- F. **Quizzes (6)**
 The student will take a 25-question, open-book, open-notes, multiple-choice quiz over each module/weeks' readings from the Doweiko (2015) text during Modules 1-6. These quizzes will cover abuse vs. addiction, pharmacology, treatment options, addiction models, and co-occurring disorders. (MLO: A, B, C, D, E, F)
- G. **Case Study**
 This is a comprehensive project, due during Module 7. The expectation is that the student will be able to show a working understanding of the course material. The recommended resources will enhance the student's ability to excel in this project. The student is asked to read *Rosa Lee: a mother and her family in urban America* (available through MindTap Access in the course). The student will be required to complete a thorough assessment of Rosa Lee or a family member, **using the Case Study Template**. The student is expected to incorporate all the readings and videos into this case study. The student will use the learning materials to support his/her case study, referral, and treatment recommendations. This case study needs to be strongly supported by the literature and must be 12–15 pages. (MLO: D, E, F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 25 pts ea)	100
Essays (4 at 75 pts ea)	300
Experiential Exercise Forums (4 at 25 pts ea)	100
Quizzes (6 at 50 pts ea)	300
Case Study	200

Total 1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

SUBS 505

Textbooks: Clinton & Scalise, *The Quick-Reference Guide to Addictions and Recovery Counseling* (2013).
Dash, *Rosa Lee: A Generational Tale of Poverty and Survival in Urban America* (2015).
Doweiko, *Concepts of Chemical Dependency* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Clinton & Scalise: Introduction Doweiko: chs. 1–2, 4–5 Begin reading Dash (all) 1 presentation 1 lecture note	Course Requirements Checklist Class Introductions Essay – Abuse vs Substance Use Disorder DB Forum 1 Quiz 1	10 0 75 25 50
2	Clinton & Scalise: chs. 9, 17 Doweiko: chs. 6–8 1 presentation 1 lecture note	Experiential Exercise Forum 1 Quiz 2	25 50
3	Clinton & Scalise: chs. 1, 8 Doweiko: chs. 9, 24–25 1 presentation 1 lecture note	Essay – Addiction Models DB Forum 2 Quiz 3	75 25 50
4	Clinton & Scalise: chs. 11, 14 Doweiko: chs. 10–13	Experiential Exercise Forum 2 Quiz 4	25 50
5	Clinton & Scalise: ch. 15 Doweiko: chs. 3, 14–17, 33 1 presentation 1 lecture note	Essay – Pharmacology DB Forum 3 Quiz 5	75 25 50
6	Clinton & Scalise: ch. 2 Doweiko: chs. 18–20, 25 1 presentation 1 lecture note	Essay – Dual Diagnosis DB Forum 4 Quiz 6	75 25 50
7	Clinton & Scalise: chs. 3–5 Doweiko: chs. 23, 28–31 Dash (all)	Experiential Exercise Forum 3 Case Study	25 200
8	1 presentation 1 lecture note	Experiential Exercise Forum 4	25
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.