

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 606

BIOLOGICAL ASPECTS OF ADDICTION AND RECOVERY

COURSE DESCRIPTION

Substances of abuse and addictive behaviors have effects on the brain and the rest of the human body. This course focuses on biological aspects of addiction including brain anatomy, neurotransmitters and other brain chemicals, predisposing biological factors, and physiological effects. These biological aspects are reviewed for each of the primary classifications of drugs of abuse and key addictive behaviors. Biological aspects of medical approaches to treatment and recovery are also considered.

RATIONALE

Skillful helping of those who struggle with substance abuse and addictive behavior (SAAB) requires counselors to understand the biological factors involved. Because the brain and other organ systems in the body are affected by SAAB, appropriate referral to other health care professional for additional care beyond counseling is often indicated. This course is intended for students who are or soon will be counseling individuals, couples, and families that struggle with substance abuse or other addictive behaviors.

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. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Justify the importance of neurobiological factors in the etiology, maintenance, and recovery from substance use and other addictive disorders.
- B. Analyze the effects of the main classifications of substances of abuse on the brain, the body, the person, and marriages and families.

- C. Compare and contrast various models of addiction that include biological, psychological, sociological, and spiritual components.
- D. Critically evaluate various models of treatment for substance use disorders and other addictive behaviors, in part according to how the models account for biological factors in addiction.
- E. Analyze the development/current trends of addictions counseling as a profession and as a ministry in the body of Christ, with particular emphasis on biological factors.
- F. Formulate Christian worldview implications of biological aspects of addiction and recovery.
- G. Integrate relapse prevention principles and methods into a comprehensive approach to recovery that includes biological factors of addiction.
- H. Evaluate 12-step and other models of recovery according to evidence-based standards in the behavioral sciences and how well recovery models take biological factors into account.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook Readings, Video Presentations/Notes, and Additional Materials (Learning Outcomes A, B, C, D, E, F, G)

- B. Weekly Reading Report/Questions

Students will submit weekly reading reports of the percentage of required reading completed. As part of the weekly reading reports, students will generate at least 5 questions related to the reading material for the week. Reading reports 1-7 are due each Sunday by 11:59 p.m. Reading report 8 is due the last Friday of the course by 11:59 p.m. (Learning Outcomes A, B, C, D, E, F, G)

- C. Discussion Board Forums (6 total; Weeks 1, 2, 4, 5, 6, 8)

Each student is required to participate in assigned discussion posts. Enthusiastic agreement and respectful disagreement with others in the class is expected. Disrespect (e.g., name-calling, "Bible thumping," sermonizing, hostility, etc.) will not be acceptable communication on the discussion boards and severe final course grade reduction will be the consequence if it occurs. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of personal and professional development, particularly when others don't see them as you do. See **Discussion Board Guidelines** under the About Your Course/Course Overview and Guide section of the course. (Learning Outcomes A, C, D, E, F)

- D. Research Paper (due Week 7)

Students will complete a 15-20 page (not including title page, abstract page, and references) research paper on a topic related to biological aspects of addiction. Higher grades will be awarded to papers that demonstrate personal mastery of course content and congruence with the assignment description. Conformity to APA style is required for this manuscript. Although students have some degree of

choice of topic, the organization of the paper need to follow the Research Paper Guide under About Your Course/Course Overview and Guide section of the course. (Learning Outcomes A, E, F, G)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10 pts
Discussion Board forums (6 at 100 pts ea)	600 pts
Reading Reports (8 at 25 pts ea)	200 pts
Research Paper	200 pts

Total 1010 pts

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
 C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799
 D- = 760–779 F = 759 and below

C. **FN Update:**

Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student's last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event). This will be the "Creation Date" of the assignment.

Before posting the "FN" the professor must email the student after noticing at least 14 days of nonattendance. The professor should utilize the template email provided below to communicate the seriousness of the "FN" grade to the student. After 21 days of nonattendance in which the student has not submitted course work or communicated with their professor, the professor should post the "FN" grade in the Post Final Grades area of Blackboard, along with the student's last date of attendance.

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to allow a resumption of work in the course. This appeal must be communicated in written form to the faculty member within 1 week of the notification of the "FN" grade being posted. The faculty member will confer with their Associate Dean in order to review and make a determination concerning the status of the appeal.

C. 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.

D. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting..

E. Correspondence

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as "flaming" or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

F. 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.

G. 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.

VII. BIBLIOGRAPHY

- DiClemente, C. (2003). *Addiction & change: How addictions develop and addicted people recover*. New York: Guilford. ISBN: 978-1-57230-057-6 (hardcover). Paperback version (2006) is acceptable, ISBN 978-1-59385-344-0
- Earle, R. H., & Laaser, M. (2002). *The pornography trap*. Kansas City: Beacon Hill Press. ISBN-10: 0834119382
- Hester, R., & Miller, W. (2003). *Handbook of alcoholism treatment approaches* (3rd ed). Boston: Pearson, Allyn, & Bacon. ISBN: 0-205-36064-5
- Ksir, C., Hart, C., & Ray, O. (2009). *Drugs, society, & human behavior* (13th ed.). Boston: McGraw-Hill. ISBN: 0-07-338079-2
- Lowinson, J.H., Ruis, P., Millman, R.B., & Langrod, J.G. (Eds.) (2004). *Substance abuse: A comprehensive textbook* (4th ed.). Hagerstown, MD: Lippincott, Williams, & Wilkins
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford. ISBN: 1-57230-563-0
- Roberts, A.J., & Koob, G.F. (1997). The neurobiology of addiction: An overview. *Alcohol Health & Research World*, 21, 101-106.

COURSE SCHEDULE

SUBS 606

BIOLOGICAL ASPECTS OF ADDICTION

Textbooks: Inaba & Cohen (IC), *Uppers, Downers, All Arounders* (2004).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	IC: Ch 1,2	Course Requirements Checklist	10
	Presentation	DB1	100
	Additional Materials	RR1	25
2	IC: Ch 5	DB2	100
	Additional Materials	RR2	25
3	IC: Ch 3,4	RR3	25
	Presentations (3) Additional Materials		
4	IC: Ch 6	DB3	100
	Presentation Additional Materials	RR4	25
5	IC: 7	DB4	100
	Presentations (7) Additional Materials	RR5	25
6	IC: Ch 9	DB5	100
	Additional Materials	RR6	25
7	IC: Ch 10	Research Paper	200
	Additional Materials	RR7	25
8	IC: Ch 8	DB6	100
	Additional Materials	RR8	25
TOTAL			1010

DB = Discussion Board

RR = Reading Report

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