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. SUGGESTED READINGS

IV. **ADDITIONAL MATERIALS FOR LEARNING**

A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)

V. **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. Categorizes 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.

VI. **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 Syllabus and **Student Expectations**, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)
   Students will post the essay they write for the essay assignment, explained in section C below, into the Discussion Board Forum for others to read and respond to. Every student will need to read and respond to a minimum of two other students’ essays. Students must use their readings to support their feedback on others’ essays. 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. Students are then required to read and reply to the minimum of two classmates’ essays. The replies should be 200 words each. Responses to others should be used to enhance an educated discussion on the concepts addressed in the questions. Think of the assignment as a classroom discussion of scholars addressing the student’s ability to appraise the weekly topic. Students should use their knowledge from the readings and videos to strengthen, support, and challenge each
other in their thinking. Essays/Threads are due by Thursday of the pertinent modules/weeks, and at least two replies are due by Sunday of the same modules/weeks. (Learning Outcomes A, B, C, E)

D. Essays (4)
In Modules/Weeks 1, 3, 5, and 6, students 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. The essay must be strongly supported with proper APA style citations and with references at the end. This is a scholarly essay, reporting from the readings and presentations, addressing everything asked in that module/week’s essay topic. Students MUST NOT write opinions, but support their answers to the questions by their readings. Opinion-based essays that have no reference to readings will render a maximum score of half credit. The student’s essay will be graded using a grading rubric. (Learning Outcomes A, B, C, E)

E. Experiential Exercise Discussion Board (4)
In Modules/Weeks 2, 4, 7, and 8, the student will submit a 200-word thread regarding something of significance they have chosen to give up during the 8 modules/weeks. 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. Threads are due by Thursday of the pertinent modules/weeks, and at least 2 replies are due by Sunday of the same modules/weeks. (Learning Outcomes A, B, E)

F. Quizzes (6)
In Modules/Weeks 1–6, the student will take a 25-question, open-book, open-notes, multiple-choice quiz over each module/weeks’ readings from the Doweiko text. These quizzes will cover abuse vs. addiction, pharmacology, treatment options, addiction models, and co-occurring disorders. (Learning Outcomes A, B, C, D, E, F)

G. Final Project/Case Study
This is a comprehensive project. The expectation is that the student will be able to show a working understanding of the course material. The suggested readings 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. The student will be required to complete a thorough assessment of Rosa Lee or a family member, using the Case Study Template. Please note that on the Case Study Template there is a section for psychosocial information, developmental, family, and current functioning. The student is to use information given in this biography of Rosa Lee to complete the psychosocial section. In addition, the Case Study Template has sections requiring the student to address the person’s attitude, social functioning, occupational functioning, financial functioning, family history, legal
history, and health and spiritual functioning of the person chosen for assessment. The student is then prompted by the Case Study Template to give a diagnostic impression by ascertaining if this person is in use, abuse, or addictive cycle and if there are any co-occurring issues. The student will use the psychosocial information, as well as all other information ascertained using the Case Study Template. The student **MUST** also justify their diagnostic impression with citations from textbook readings. Finally the student will be expected to make a referral and treatment recommendations based on their determination of person’s current needs. 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 if done properly will render a 12–15 pages. The student should note, this project is designed for the student to show a working understanding of the course materials; therefore, it is truly a comprehensive project. (Learning Outcomes D, E, F)

### VII. Course Grading and Policies

#### A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board (4 at 25 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Essays (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Experiential Exercise DB (4 at 25 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (6 at 50 pts ea)</td>
<td>300</td>
</tr>
<tr>
<td>Case Study</td>
<td>300</td>
</tr>
</tbody>
</table>

**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** = 679 and below

#### C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.
Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.

2. Students must take the exam during the assigned module. A 5% deduction from the tests final grade will be assigned for each day the test is late.

3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

E. 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.

F. 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.

G. 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:

### Module/Week | Reading & Study | Assignments | Points |
|----------------|----------------|-------------|--------|
| 1              | Doweiko: chs. 1–2, 4–5  
1 presentation  
1 lecture note | Course Requirements Checklist  
Class Introductions  
Essay – Abuse vs Addiction  
DB Forum 1  
Quiz 1 | 10 |
| 2              | Doweiko: chs. 6–8  
1 presentation  
1 lecture note | Experiential Exercise DB 1  
Quiz 2 | 25 |
| 3              | Doweiko: chs. 9, 25–27  
1 presentation  
1 lecture note | Essay – Addiction Models  
DB Forum 2  
Quiz 3 | 50 |
| 4              | Doweiko: chs. 10–13  | Experiential Exercise DB 2  
Quiz 4 | 25 |
| 5              | Doweiko: chs. 3, 14–17  
Miller et al: chs. 2–5  
1 presentation  
1 lecture note | Essay – Pharmacology  
DB Forum 3  
Quiz 5 | 50 |
| 6              | Doweiko: chs. 18–20, 24  
Miller et al: chs 10–18  
1 presentation  
1 lecture note | Essay – Co-occurring Disorders  
DB Forum 4  
Quiz 6 | 50 |
| 7              | Doweiko: chs. 23, 28–31  
Miller et al: chs 1, 6–9  | Experiential Exercise DB 3 | 25 |
| 8              | Dash (all)  
1 presentation  
1 lecture note | Case Study  
Experiential Exercise DB 4 | 300 |

**TOTAL** 1010

DB = Discussion Board

**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.