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
Substance 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 professionals for additional care beyond counseling is often needed. 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 Office

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, and additional materials

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 (6)

Discussion boards are collaborative learning experiences. Therefore, the student is required to participate in assigned Discussion Board Forums. 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 in the Discussion Board Forums, 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 do not see them as one does. Threads must be 350–400 words and replies (at least 1 per assigned module/week) must be 250–300 words.

D. Reading Reports (8)

The student will submit weekly Reading Reports of the percentage of required reading completed. As part of the weekly Reading Reports, the student will generate at least 5 questions related to the reading material for the week.

E. Research Paper

The student 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 paper. Although the student has some degree of choice of topic, the organization of the paper needs to follow the Research Paper Guide.

VI. **COURSE GRADING AND POLICIES**

A. **Points**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (6 at 100 pts ea)</td>
<td>600</td>
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<tr>
<td>Reading Reports (8 at 25 pts ea)</td>
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<tr>
<td>Research Paper</td>
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<td><strong>Total</strong></td>
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</table>

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

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 course 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 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam 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.

VII. BIBLIOGRAPHY


# COURSE SCHEDULE

**SUBS 606**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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</table>
| 1           | Inaba & Cohen: chs. 1–2  
1 presentation  
Additional Materials | Course Requirements Checklist  
DB Forum 1  
RR 1 | 10  
100  
25 |
| 2           | Inaba & Cohen: ch. 5  
Additional Materials | DB Forum 2  
RR 2 | 100  
25 |
| 3           | Inaba & Cohen: chs. 3–4  
3 presentations  
Additional Materials | RR 3 | 25 |
| 4           | Inaba & Cohen: ch. 6  
1 presentation  
Additional Materials | DB Forum 3  
RR 4 | 100  
25 |
| 5           | Inaba & Cohen: ch. 7  
7 presentations  
Additional Materials | DB Forum 4  
RR 5 | 100  
25 |
| 6           | Inaba & Cohen: ch. 9  
Additional Materials | DB Forum 5  
RR 6 | 100  
25 |
| 7           | Inaba & Cohen: ch. 10  
Additional Materials | RR 7  
Research Paper | 200  
25 |
| 8           | Inaba & Cohen: ch. 8  
Additional Materials | DB Forum 6  
RR 8 | 100  
25 |

**Total** 1010

DB = Discussion Board  
RR = Reading Report

**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.