

Drug and Alcohol Addiction: A Bio-psycho-social Approach

Spring 2016

Facilitator Contact Information:**Office Hours:** By Appointment

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Course Description:

“Drug and Alcohol Addiction: A Bio-psycho-social Approach” is a one unit DeCal course that introduces students to the dominant discourses surrounding drug addiction and the popular methods utilized by healthcare professionals in addressing the issue. During this course, students will explore a variety of themes including: stigma of addiction, comorbidity of mental health issues and addiction, relapse, biological processes of addiction, and a number of other topics. The purpose of this course is to provide students with a basis for understanding underlying causes of drug addiction and critically analyzing misconceptions that stem from this often contentious topic. This course is intended for anyone who has an interest in learning more about drug addiction, including those who have personally been affected by the issue and/or those who wish to work with individuals suffering from addiction.

Course Website:<https://sites.google.com/site/understandingdrugaddiction/>

This website will be used to post weekly readings, articles, and videos. Additional information for the writing assignment and presentation will be provided as well.

Course Requirements/Grading:

Attendance for this course is mandatory! Students will be allowed two excused absences (must provide minimum 24 hour notice). Unexcused absences will result in a 5% reduction of course grade. More than two absences of either kind will result in a NP.

The class will meet for one hour once a week for twelve sessions.

Grading:

Attendance – 40%

Weekly Assignments – 30%

Short Essay – 15%

Presentation – 15%

Pass is 75%

Assignments:

1. Students will be assigned 10 weekly reflection responses relating to each week's reading assignments. Each reading response should be ½ page double space in 12 point Times New Roman font with 1 inch margins.
2. Short Essay: Students will be assigned to write a 1 page paper critically analyzing the portrayal of addiction in the documentary *Rehab* and the resulting impact that this portrayal would have on an audience member unfamiliar with addiction. The paper should have 12 point Times New Roman font with 1 inch margins.
3. Presentation: Students will select a drug or classification of drugs for a 2 to 3 minute presentation. In the presentation, the student should briefly summarize: the origins of the drug and the biological impact of the drug on the human body.

Course Objectives:

By the end of this course, it is our hope that students will be able to:

1. Identify and explain the major treatments for addressing drug addiction
2. Be aware of the major classifications of drugs and how each affects human physiology
3. Understand the relationship between mental health diagnoses and vulnerability to drug/alcohol addiction
4. Be aware of normative views of drug use in American society and the impact that this has on policies addressing addiction.
5. Utilize the Bio-Psycho-Social Model as a means of placing addiction within a greater sociocultural context rather than simply as an individual problem.

Course Materials:

Links to readings and other educational material will be provided on the course website. These will include a combination of popular media articles/videos as well as academic literature.

Course Schedule:

Class	Date	Topic	Assignment
1	2/4/15	Introduction <ul style="list-style-type: none"> - Establish class expectations and goals - Discussion of what students would like to gain from the course - Ice-breaker activity - "About Me" student assignment 	<ul style="list-style-type: none"> - Read "Does Alcoholics Anonymous Involvement Predict Treatment Outcome?" - Read "The Disease of Addiction: Origins, Treatment, and Recovery" - Reflection Response
2		The Pleasure Scale <ul style="list-style-type: none"> - PowerPoint presentation - Group discussion of week 1 readings - Privilege activity 	<ul style="list-style-type: none"> - Read "Using 12 Step More Effectively" - Read "Cognitive Restructuring and the 12 Step" - Reflection Response

			- Watch <i>Everything you think about addiction is wrong</i>
3		What Is a Drug? <ul style="list-style-type: none"> - PowerPoint presentation - Group discussion of film - Group discussion of week 2 readings 	<ul style="list-style-type: none"> - Read "Effective Addiction Treatment" - Read "Addiction Treatment Neglected by US Medical System" - Reflection Response
4		Introduction to Addiction <ul style="list-style-type: none"> - PowerPoint presentation - Students select class of drug for 2-3 minute presentations - Group discussion of week 3 readings 	<ul style="list-style-type: none"> - Read "Methamphetamine and Paranoia" - Read "Drug Addiction: the neurobiology of behavior gone awry" - Reflection Response
5		Addiction and the Loss of Control <ul style="list-style-type: none"> - Mid-semester evaluations - PowerPoint presentation - Group discussion of week 4 readings 	<ul style="list-style-type: none"> - Read "Addiction is a Brain Disease and It Matters" - Read "The Disease Called Addiction: emerging evidence in a 200-year debate" - Reflection Response
6		Craving and Denial <ul style="list-style-type: none"> - PowerPoint presentation - Student presentations (2-3 minutes) 	<ul style="list-style-type: none"> - <u>Students present in class</u> - Read "Are detoxification programmes effective?" - Read "The genetics of alcoholism" - Reflection Response
7		Addiction and Relapse <ul style="list-style-type: none"> - PowerPoint presentation - Short essay assigned - Group discussion of week 5 and 6 readings 	<ul style="list-style-type: none"> - Read "Harm Reduction: Compassionate Care Of Persons with Addictions" - Reflection Response
8		Trying to Quit <ul style="list-style-type: none"> - Guest speaker: patient from New Leaf Treatment Center - Q&A session 	<ul style="list-style-type: none"> - Read "Implementing methadone maintenance treatment in prisons in Malaysia" - Reflection Response

9		Getting and Staying Addicted - PowerPoint presentation - Group discussion of week 7 and 8 readings	- Read "Incarceration, Addiction and Harm Reduction" - Read "No Smoke but Haze Around E-Joint" - Reflection response
10		Understanding Risk Factors and How to Manage Them - PowerPoint presentation - Group discussion of week 9 readings	- Short essay due - Read "Barriers to effective drug addiction for women involved in street-level prostitution" - Reflection response
11		Bio-Psycho-Social Model - PowerPoint presentation - Group discussion of week 10 readings	- Read "A Treatment Model for Craving Identification and Management" - Watch "Trauma & Addiction: Crash Course Psychology Psychology #31" - Reflection Response
12		Types of Treatment Programs - PowerPoint presentation - Group discussion of week 10 reading	- Read "The Different Types of Treatment Centers" and "Cost of Drug and Alcohol Rehab" - Reflection Response
13		Drug Use in the Prisoner System - PowerPoint presentation - Group discussion of week 11 reading	- Read "Drug Use and Opioid Substitution Treatment for Prisoners" - Watch "From Rehab to Body Bag, Dying for Treatment: Vice Reports" - Reflection Response
14		Summary of the CIM Model - Guest lecturer Dr. Alex Stalcup from New Leaf Treatment Center will discuss his approach to treating addicts - Q&A session - Final course evaluation and concluding remarks	- No assignments

How will the instructor of record supervise the student course facilitators?

Professor Gamble has agreed to be our faculty sponsor for this course for the spring 2015 semester. She has and will continue to provide guidance in shaping the development and

execution of our course. Professor Gamble has helped select many of the assigned readings as well as the documentary that we will assign students to watch. Furthermore, she has also provided advice regarding how to create a safe and comfortable classroom setting when discussing the potentially sensitive topic of addiction. Professor Gamble will continue to provide support by meeting with the co-facilitators of this course every two weeks during the spring semester to ensure that the course is going smoothly. She will assist in addressing any issues that may arise between the facilitators and students and provide advice on how to best resolve any problems. In addition, if her schedule allows, Professor Gamble may visit the classroom and observe one of the meetings and critique the facilitators.

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