New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit ☐ Graduate credit ☒ Professional credit ☐

1. School/Division: School of Education
2. Academic Subject Code: EDUC

3. Course Number: G510 (must be cleared with University Enrollment Services)
4. Instructor: Jeremy Linton

5. Course Title: Theories of Alcohol and Drug Addiction
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2007

7. Credit Hours: Fixed at 3 or Variable from n/a to __________

8. Is this course to be graded S-F (only)? Yes ☐ No X

9. Is variable title approval being requested? Yes ☐ No X

10. Course description (not to exceed 50 words) for Bulletin publication:
    This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories will be emphasized. The history of alcohol and drug addiction treatment and recent developments and issues in the field will also be discussed.

11. Lecture Contact Hours: Fixed at 3 or Variable from n/a to __________

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from n/a to __________

13. Estimated enrollment: 20–30 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: once a year
   Will this course be required for majors? no

15. Justification for new course: THERE IS a paucity of training in this subject matter

16. Are the necessary reading materials currently available in the appropriate library? yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant: There is no overlap

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date: 1/30/05

Approved by:

Date: 5/6/06

Dean

Date: 4/28/06

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Service: Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
G510: Theories of Alcohol and Drug Addiction
Counseling and Human Services Program

We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Instructor:
Phone:
Office:
Office Hours:
E-mail:
Course meeting schedule: The course will meet over a series of 3 weekends. Course meeting hours will be:
   - Fridays 5pm-9pm
   - Saturdays 8am-5pm

Course Prerequisites: Permission of instructor

COURSE DESCRIPTION

This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories will be emphasized. The history of alcohol and drug addiction treatment and recent developments and issues in the field will also be discussed.

TEXT


2. Other readings as assigned
COURSE OBJECTIVES

By the end of the course students will be able to:

1. Demonstrate an understanding of the major theories of alcohol and drug addiction
2. Apply theories of alcohol and drug addiction to simulated and real-life situations
3. Access and evaluate the most recent professional literature concerning alcohol and drug addiction
4. Demonstrate critical thinking skills when evaluating theories of alcohol and drug addiction as well as professional literature in the field
5. Demonstrate a willingness to consider other persons’ viewpoints and opinions concerning alcohol and drug addiction
6. Understand the importance of culture in the causation and maintenance of alcohol and drug addiction
7. Consider ways in which technology can be used to enhance teaching and learning as they relate to personal growth and professional effectiveness
8. Demonstrate the ability to work collaboratively with others and maintain a professional demeanor
9. Learn and understand the 12 core functions of an addiction counselor (Screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, reports and record keeping, & consultation)

METHODS OF INSTRUCTION

In order to maximize your learning in the course and assist you in becoming a self-directed learner, several methods of instruction will be used. These include:

1. Lectures
2. Student Presentations
3. Small and Large Group Discussion
4. Self-reflection and evaluation
5. Independent Research and Application

To receive the full benefit of the course, you should be prepared to take part in all of these activities.

COURSE REQUIREMENTS

1. **Self help group attendance and analysis (50 points):** In this assignment you will identify and visit a self help group meeting (e.g., AA, NA, etc.). You are to choose an OPEN meeting. This means that the meeting is open to any member of the public who would like to learn about addiction (some meetings as closed to “addicts only”). When attending you should identify yourself as a visitor and student. If you have a history of
self-help group attendance, attend a new and different meeting than you have in the past. You will summarize your experience and reactions in a 3-4 page paper. Your reactions should be discussed in the context of one of the theories of addiction covered in class (how did what you witnessed at the meeting fit with one particular theory?). This paper should adhere to APA format.

Course objectives addressed: 2, 4, 5, 6

2. **Special Populations Paper (100 Points):** In this research paper you will discuss a specific population in the substance abuse treatment field (e.g., women, adolescents, parolees or probationers, etc.). You will address the specific issues experienced by this population and your ideas about the factors that may help to cause and maintain addiction in this population. You will access the professional literature to complete this paper and should include a minimum of 6 references. There is a 10 page limit for this paper. Use APA style.

Course objectives addressed: 1, 2, 3, 4, 6, 9

3. **Group Discussion Leading (50 points):** In this assignment you will work with a small group of students to present and lead a discussion on one theory of alcohol and drug addiction. You should plan to spend a minimum of 1 ½ hours covering your theory. You should provide handouts and use some form of technology in your presentation. You will be graded on the degree to which you follow assignment guidelines, provide accurate information, and involve peers in discussion of the material.

Course objectives addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9

4. **Midterm and Final Exams (50 points each):** These exams will be essay in format and will require you to apply course concepts as a way to understand simulated situations and populations.

Course objectives addressed: 1, 2, 4, 6, 9

**COURSE EVALUATION GRADING SCALE**

The course is worth a total of 300 points. The following scale will be used to compute your letter grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>300 - 285</td>
<td>100% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>284 - 270</td>
<td>94% - 90%</td>
</tr>
<tr>
<td>A+</td>
<td>269 - 260</td>
<td>89% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>259 - 249</td>
<td>86% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>248 - 240</td>
<td>82% - 80%</td>
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<tr>
<td>C</td>
<td>239 - 231</td>
<td>79% - 77%</td>
</tr>
<tr>
<td>C-</td>
<td>230 - 219</td>
<td>76% - 73%</td>
</tr>
<tr>
<td>C+</td>
<td>218 - 210</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D</td>
<td>209 - 201</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>D-</td>
<td>200 - 188</td>
<td>66% - 63%</td>
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<tr>
<td>D+</td>
<td>187 - 180</td>
<td>62% - 60%</td>
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<tr>
<td>F</td>
<td>Less than 179</td>
<td>&lt;60%</td>
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</table>
ATTENDANCE NOTE

Attendance in this class will be crucial to your learning and final grade. If you do miss class, however, please do not ask me for notes, overheads, or to summarize what we did in class. You may consult your classmates on these issues. In some instances (e.g., family emergencies, severe illness) I will make arrangements to meet with you individually following an absence. Also, because this class will be work-group intensive, attending class will be crucial to completing all group work assignments. If you miss class you will make arrangements with the instructor to make up work through a negotiated assignment.

CONFIDENTIALITY

At times, either you or your classmates may feel that it is appropriate to share personal information relevant to course discussion. As helping professionals-in-development, you should feel comfortable in doing so. This will help you to make sense of the material and to learn about yourself. Therefore, all students in class should adhere to strict confidentiality standards. That is, whenever personal information is divulged in class, it is to stay in the class. At the same time, individual students are encouraged to use discretion when discussing personal information. Failure to abide by rules of confidentiality may result in removal from the class.

A WORD ABOUT DEADLINES

All assignments are due on the day indicated in the syllabus. These deadlines are not open to negotiation. However, I do recognize that each of you may have a life outside of this course, and that certain things may happen in that life that infringe on your ability to meet a particular deadline (these include birth of a child, death of a loved one, natural disaster; these do NOT include Monday Night Football, working overtime, weekend getaways). In the event that something happens, please contact me as soon as possible to discuss your situation and possible alternate arrangements. Failure to do so will result in a lowering of your grade. Five points will be deducted from each assignment for every day it is late.

IUSB SCHOOL OF EDUCATION POLICIES

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and community and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms.

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and community and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.
UNIVERSITY POLICIES

1. **Electronic Mail:** Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

   A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication.

   It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

2. **Disability Statement:** If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible.

3. **Academic Integrity:** All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code).
# COURSE CONTENT AND TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend #1</td>
<td></td>
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</table>
| Fri. 5pm – 9pm | Course introduction  
Personal beliefs about addiction  
Discussion of theory – what is theory? | Chapters 1 & 2          |
| Sat. 8am – 12pm | History of the addictions field  
Overview of addiction – what is it?  
12 Core Functions of Addiction Counselors | Chapter 3               |
| Sat. 1pm – 5pm | Cultural aspects of addiction – is alcohol and drug use really a problem?  
Work teams |                       |

| Weekend #2 |                                                                 |                       |
| Fri. 5pm – 9pm | Group discussion leading– Moral Model of addiction  
Group discussion leading– Disease model of addiction  
Discussion and reaction to presentations – compare and contrast | Presentations  
Self help meeting attendance |
| Sat. 8am – 12pm | Individual, environmental, and genetic factors  
Co-occurring psychiatric disorders  
Discussion of self help attendance | Chapters 4 & 5               |
| Sat. 1pm – 5pm | Group discussion leading– Family systems theory of addiction  
Summary, discussion, and synthesis of course material at mid-point  
Midterm exam | Presentations  
Midterm |

| Weekend #3 |                                                                 |                       |
| Fri. 5pm – 9pm | Group discussion leading– Sociocultural theory of addiction  
Group discussion leading– Cognitive behavioral theory of addiction  
Discussion and reaction to presentations – compare and contrast | Presentations |

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| Sat. 8am – 12pm | Biopsychosocial theory of addiction – bringing it all together  
Relapse and recovery | Chapter 6 |
|-----------------|---------------------------------------------------------------------------------|-----------|
| Sat. 1pm – 5pm  | The future – what’s on the horizon in the addictions field  
Course summary, discussion, and synthesis  
Final exam | Chapter 7  
Final exam |-----------|

**SPECIAL POPULATIONS PAPER** Due to Instructor’s Office during the final week of the semester (the week BEFORE finals week). Date and time are forthcoming.