I. COURSE DESCRIPTION

This course examines the biomedical bases of addictive disorders. Students will develop a broad scientific perspective on different classes of substances of abuse and the biological basis of substance dependence. The biological bases of substance-related disorders include genetic factors, neuroanatomical and neurophysiological factors predisposing to substance dependence, medical consequences of alcohol and drug abuse, and pharmacological interventions.

II. COURSE OBJECTIVES

By the end of the semester, students will be able to:

1. Describe sociocultural aspects of substance-related disorders.

2. Define addiction, dependence, abuse, misuse, tolerance, cross-tolerance, withdrawal, and other addiction-related terminology.

3. Understand the basic anatomy and physiology of the brain as it relates to addiction and dependency.

4. Describe the pharmacology and neuropharmacology of substances of abuse, including metabolism, intoxication, tolerance, dependence, and neurobiology and mechanisms of actions of different classes of substances including alcohol, nicotine, stimulants, sedative-hypnotics, opioids, hallucinogens, etc.

5. Identify the abuse liability and withdrawal symptoms of different substances of abuse.
6. Describe the biomedical, psychological, and social consequences of substance abuse and addiction. Coverage will include different substances of abuse and their effects on the brain and other organ systems.

7. Understand the epidemiology of substance abuse, including the prevalence and consequences of substance abuse in special populations including women, the elderly, adolescents, Native Americans, African Americans, other ethnic minority groups, the aged, gay, lesbian, bisexual and transgendered persons, and health professionals.

8. Describe existing models and conceptualizations of substance use, abuse, and dependence, including genetic, biological, biopsychosocial, and public health models of dependence and its consequences.

9. Discuss the attributes and effectiveness of current approaches to primary, secondary, and tertiary prevention of substance use disorders.

III. SECONDARY COURSE OBJECTIVES

Secondary objectives of the course will be to:

1. Examine important genetic, psychological, neuropsychological, temperamental, psychiatric familial, cultural, and socioeconomic factors in the etiology of substance abuse and dependence.

2. Provide students with a detailed account of the social, economic, and personal (i.e., biomedical and psychological) costs of alcohol and drug use.

3. Provide students with the skills needed to conduct comprehensive substance use assessments, assign diagnoses consistent with DSM-IV and other nosological systems, and the skills necessary to select and apply leading evidence-based interventions.

4. Introduce students to the full range of pharmacological treatments for substance abuse, including anticraving agents such as Naltrexone and Acamprosate, rapid opioid detoxification, benzodiazepine and opioid overdose reversal, and opioid antagonist and substitution therapies such as buprenorphine and methadone.

5. Introduce students to the epidemiology of substance use disorders and policy and legislative measures attempting to reduce the supply of, and demand for, licit and illicit psychoactive substances.

6. Introduce students to important issues or concerns (e.g., psychiatric comorbidity, polysubstance abuse, special populations considerations) relevant to the success of substance abuse prevention and treatment approaches and policy issues pertinent to social justice considerations.
IV. EXPANDED DESCRIPTION:

This course is designed as a review of basics as well as an update on new methods and discoveries that bear on the causes and treatment of substance dependence. Although the course will focus on recent scientific findings pertaining to the biomedical bases of dependence and its treatment, it is designed for persons without a significant science background. This course will emphasize biomedical factors as they play a role in the etiology, epidemiology, natural history, expression, adverse consequences, treatment and prevention of diverse substance use disorders. We will study the distinction between drug abuse as a social problem and drug dependency as a brain disease. The course will focus on drugs such as alcohol, cocaine, nicotine, benzodiazepines, opioids, caffeine, marijuana, amphetamines, steroids, etc. Further, fetal and other health consequences of substance abuse and dependence will be explored throughout the course.

Whether they work directly in chemical dependency treatment or in general social service settings, most social workers interact regularly with substance-using clients and colleagues. Substance use disorders are ubiquitous within the United States, in general and clinical populations, and are associated with significant personal, familial, social and economic costs. Disadvantaged groups are especially likely to experience the pernicious consequences of alcohol and drug use, which further complicate their efforts to cope with stressful and discouraging life circumstances.

Although substance use disorders are prevalent and disabling, numerous studies suggest that social workers and other health care professionals often fail to identify and intervene with the substance-using clients they serve. As a result, many opportunities to reduce the suffering of these persons and their families are lost. This course is designed to provide social work students with a comprehensive introduction to the epidemiology, etiology, prevention and treatment of alcohol and drug use disorders, with particular attention to neurobiological, medical, genetic, and other biomedical factors that play key roles in the development and continuation of substance dependency and its consequences. The course will focus primarily on alcohol, tobacco, cocaine, marijuana, opioid, hallucinogen, ecstasy, inhalant and other substance use disorders and behavioral addictions, since these disorders are the most commonly encountered and clinically significant addictive disorders addressed in clinical settings.

Course sessions will examine significant social policies and legislation and the prevalence of substance use within specific subpopulations of the United States. The scope, nature, treatment, and prevention of alcohol and drug use disorders within gay and lesbian, ethnic and racial minority, women, aged, and other diverse groups including those of different cultures, classes, religions and with physical and mental disabilities, will be specifically addressed. Medical and social consequences of alcohol and drug use will then be examined in detail. Definitional and theoretical issues, particularly those associated with the diagnosis and presumed etiology of substance abuse problems, will be the focus of several classroom sessions. Genetic,
psychological, and social factors important to the development of substance dependence will be identified. Evidence-based approaches to the treatment of alcohol- and drug-use disorders will be a major focus of this course, particularly pharmacological and other biomedically-based treatment methods. Promising approaches to the prevention of substance abuse and policy maneuvers designed to reduce the social costs associated with such abuse are examined.

Controversial issues in the addictions will also be briefly addressed. At the conclusion of this course, students will be aware of current issues and treatment approaches in the addictions and may choose to apply this learning in practica or other service settings. Ethical and social justice issues affecting social work practice in the addictions will be examined throughout the course.

Professional use of self in addictions treatment will be addressed. Although primarily covered in SOWO 700, we will briefly review use of: (1) numerous alcohol and drug abuse screening and assessment instruments, including the Michigan Alcoholism Screening Test, Drug Abuse Screening Test, ASI, CAGE, AUDIT, and TWEAK, (2) various assessment instruments evaluating mental health conditions commonly occurring in conjunction with substance abuse (e.g., Beck Depression Inventory), (3) treatment plans incorporating evidence-based interventions that are biomedically based, and (4) practice guidelines, treatment manuals, and systematic reviews as evidence-based treatment planning resources.

V. EDUCATIONAL OUTCOMES

1. Students will be able to describe the epidemiology of substance use disorders within different U.S. subpopulations, including gay and lesbian, ethnic and racial minority, women, aged, and other diverse groups including those from different cultures and people with physical or mental disabilities or holding different religious views.

2. Students will be able to compare and contrast different conceptualizations (e.g., moral, disease, etc.) of substance use disorders vis-a-vis their implications for the prevention and treatment of substance use disorders.

3. Students will be able to describe important genetic, psychological, and socioeconomic factors in the etiology of substance use problems.

4. Students will be able to identify specific social, economic, and personal costs of alcohol and drug use.

5. Students will be able to identify appropriate instruments for, and important considerations in, screening, assessing and diagnosing substance-abusing clients and will be able to apply these approaches in practice.

6. Students will develop the capacities to identify new developments in, and apply evidence-based approaches to, treatment of substance-dependent clients.
7. Students will be able to identify and assess factors (e.g., psychiatric comorbidity, polysubstance abuse, membership in oppressed groups, etc.) that may affect the nature and outcome of prevention and treatment approaches.

8. Students will be able to describe ethical and social justice considerations as they affect policy measures instituted, and legislation enacted, to reduce the supply of, demand for, and adverse consequences of licit and illicit substance abuse.

9. Students will be able to discuss current evidence-based approaches to the primary, secondary, and tertiary prevention of substance use disorders.

10. Students will be able to address epidemiological, etiological, treatment and prevention considerations vis-à-vis tobacco, marijuana, cocaine, opioid, hallucinogen and other drug-related problems.

11. Students will be able to identify and discuss social and economic justice issues that are important in substance abuse treatment and articulate the important role that social workers can and should play in addictions treatment.

12. Students will be able to describe important dimensions of professional use of self in addictions treatment.

13. Students will be able to conduct comprehensive substance use assessments, assign diagnoses consistent with the DSM-IV and other diagnostic systems, and the skills necessary to select and apply leading evidence-based interventions.

VI. REQUIRED TEXTS AND OTHER READINGS

A. Food Addiction/Binge Eating


OR


I really enjoyed reading both of these books. They are each well-written contemporary accounts by men living with food addiction or what is known more formally as binge eating disorder. Both offer important insights into the phenomenology of food addiction. Saxen is a former male model and comedian with a good sense of humor but a checkered past, whereas Bruni was the restaurant editor of the *New York Times* (and is currently an Op-Ed writer) and a former Morehead scholar at UNC. Saxen’s book is a quick, interesting, and fun read; Bruni’s is more
sophisticated, somewhat longer and offers more insight into the family dynamics of binge eating disorder. Please select only one of these books for this class. If you are interested in eating disorders, you will eventually want to read both of them.


OR


These two books differ significantly. David Kessler is a physician and lawyer and former head of the Food and Drug Administration. In this book, Kessler examines the food industry in America, the way it uses science to appeal to our worst instincts (i.e., our preference for sugar, fat, and salt), the manner in which food stimulates reward pathways in the brain, the widespread development of conditioned hypereating in America, and what we can do personally and as a society to end epidemic overeating and obesity. Cynthia Bulik is a clinical psychologist at UNC, one of the leading eating disorders experts in the nation, and Director of the UNC Eating Disorders program. Her book is very readable and offers a more clinically-focused treatment of binge eating/food addiction. Please select either the Kessler or the Bulik books for this course. Again, if you are interested in eating disorders generally or food addiction in particular, you will eventually want to read both of these books.

B. Gambling Addiction


AND


Bill Lee’s memoir is a fascinating account of the development and consequences of gambling addiction. It is an easy read, but successfully captures many elements of the gambling dependence experience. Ladouceur and Lachance’s book presents an evidence-based cognitive-behavioral treatment program for gambling addiction. The book can easily be read in one day and does a good job of presenting the elements of cognitive-behavioral therapy for gambling addiction.
C. Sexual Addiction


Patrick Carnes book is the classic text in this area. The first edition of this book essentially created the field of sexual addiction treatment and he is considered the leading expert in this area. It is important to read this book if you want to practice in the addictions.

D. Substance Abuse


This classic text is now in its 7th edition. Students like this textbook a lot. It is very well laid out and comprehensive in nature. We will read the entire book and take weekly quizzes over its contents.

**Scientific and Clinical Bonus Point Articles**

Numerous bonus point articles, including those listed below, will be distributed in class over the semester. I distribute these readings in hard copy and briefly describe their content in class. They are usually worth one point each, but occasionally are worth 2 to 5 points.


**VII. Teaching Methods**

The instructor will lecture on key concepts and substantive content. Students’ active participation in discussions is strongly encouraged. DVDs, videos, guest lectures, and group exercises will also be used to convey course material.

**Grading and Evaluation**

There will be 2 integrative book review assignments and one review of a single book. Each of these three assignments is worth a possible 20 points. In addition, as noted above, there will be bonus point readings each typically worth 1 point, although additional points will be awarded for some bonus point readings and the instructor will point out these assignments and distribute all bonus point readings. Book review assignments should be 3 to 4 pages in length, although you may write longer if you so choose. The two integrative book reviews will involve a joint assessment of two books. The first 2 pages or so should review the first book and the second 2 pages should review the second book and discuss its implications for understanding the material presented in the first book. More details and due dates are offered for each assignment below.

1. **Integrative Book Review Assignment #1 (20 points possible): Food Addiction/Binge Eating Disorder.** Read either 1a. Saxen or 1b. Bruni. This will provide you with exposure to an autobiographical account of living with food addiction/binge eating disorder. Then read either 2a. Kessler or 2b. Bulik. This will provide you with a perspective on the causes, prevention, and treatment of food addiction. The integrative book review should spend about two pages discussing Saxen or Bruni (depending on which book you selected), with particular focus on the structure, style, and content of the book, intended audience, and pertinent elements of food addiction described in the book. The last two pages of the book review should focus on the structure, style, content, and intended audience of either the Kessler or Bulik book (depending on which book you selected), and then address what you learned in Kessler or Bulik that has
implications for understanding the causes, treatment or prevention of food addiction. Please feel free to be creative with this review. You can devote more than 4 pages to the review if you chose to (although do not feel obliged to do so) and you can use references or not and format in APA style or a style of your own selection. The point of this assignment is to enable me to ensure that you have read two books on food addiction and thought about them individually and how they might relate to each other. This assignment is due on Session Six, February 19th.

2. Integrative Book Review Assignment #2 (20 points possible): Gambling Addiction. First, read Bill Lee’s memoir about gambling addiction, Born to Lose. Then read Ladouceur and LaChance’s treatment manual, Overcoming Pathological Gambling. Devote the first two pages or so of this review to a discussion of the structure, style, and content of Lee’s book and discuss anything you learned about potential causes, symptoms, and other aspects of gambling addiction as manifest in Lee’s autobiographical account. Devote the last two or so pages of this review to a discussion of the treatment model and activities presented by Ladouceur and Lachance and discuss how they might or might not be applicable to treatment of a pathological gambler like Bill Lee. This assignment is due on Session Ten, March 26th.

3. Book Review Assignment #3 (20 points possible): Sex Addiction. First, read Carnes’ classic book on sexual addiction, Out of the Shadows. Then discuss the structure, style, and content of Carnes’ book and any potential insights you gained about the experience of sexual addiction from his writing. This assignment is due on Session Fourteen, April 23rd.

It is perfectly appropriate in any of these book review assignments to raise concerns you might have about the validity of conceptualizations of these problems as addictions and to discuss any other relevant concerns or issues you might have with anything you read. You may also want to discuss how evidence-based or culturally appropriate or broadly applicable any of the books we read are and the extent to which autobiographical accounts may provide findings that can be generalized to other persons.

4. Weekly quizzes. (40 points possible). Each week, starting with class session #3 on January 29th, a quiz will be administered over one chapter of reading in the Uppers, Downers, and All Arounders book. There will be a total of 10 quizzes each of which will include 10 multiple-choice, true false, or fill in the blank items. Correct answers to each item will be worth 0.4 points. That is, each of the ten quizzes is worth a total of 4 points = 40 points total.

You may also earn points by reading bonus point articles. I will be distributing a large number of articles during class that you can read for bonus points. You should read and take notes on the bonus point article in question and put your name at the top of the article and turn in to me for review and grading. You can use bonus point assignments to raise your point total. Students who end the course with 115 or more points, will receive an H+ and a letter from me on UNC letterhead documenting outstanding performance in this class. I will also be pleased to provide any phone or written recommendations attesting to outstanding performance in this class for those students who end the course with 115 or more points.
Grading System:

115+ points = H+ and Letter Documenting Exceptional Performance
94-100 = H
80-93 = P
70-79 = L
69 and below = F

Policy on Late and Incomplete Assignments: Students are expected to turn in all assignments on time. Incomplete or tardy assignments will be discussed with the particular student in question.

Policy on Academic Dishonesty: All written assignments should include a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing this written work.” In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required. Please refer to the APA Publication Manual and School of Social Work Student Manual and Writing Guide for information regarding attribution of quotes, plagiarism, and appropriate use of assistance in preparing classroom assignments.

VIII. COURSE OUTLINE

Session One: COURSE OVERVIEW AND EPIDEMIOLOGICAL ISSUES IN ALCOHOL AND DRUG USE, ABUSE, AND DEPENDENCE
January 15th

This session will address basic epidemiological issues and will place alcohol and drug use in their cultural context.

Topics:
1. Overview of Course/Syllabus Review
2. Introductions
3. Epidemiology of Alcohol and Other Drug Use and Social Work Significance of Substance Use Disorders
4. Behavioral Addictions

Session Two: DEFINITIONAL, CONCEPTUAL, AND ETIOLOGICAL ISSUES IN THE ADDICTIONS/PSYCHOACTIVE DRUGS: HISTORY & CLASSIFICATION
January 22nd

This session will overview various definitional and theoretical issues in the addictions and major etiological models, with
particular attention to biomedical models and etiological factors. Historical and classification issues will also be examined.

Topics: Definitions, Conceptions and Theories of Alcohol and Drug Abuse.

1. Conceptual Models of the Development of Substance Use Disorders
   a. Genetic/Biological
   b. Psychological
   c. Social/Cultural

Reading: Chapter 1 in Inaba & Cohen

Session Three:
January 29th
THE NEUROBIOLOGY OF ADDICTION/HEREDITY, ENVIRONMENT, AND PSYCHOACTIVE DRUGS

1. Basic Brain Science
2. Brain Structure and Function in Chemical Dependency
3. Genetic Inheritance of Vulnerability to Addiction

Quiz over Chapter 1 of Inaba & Cohen
Reading: Chapter 2 in Inaba & Cohen

Session Four:
February 5th
UPPERS

This session comprehensively addresses stimulant abuse.
Topics:
1. General Effects
2. Cocaine, Amphetamine, Caffeine, Nicotine

Quiz over Chapter 2 of Inaba & Cohen
Reading: Chapter 3 in Inaba & Cohen

Session Five:
February 12th
DOWNERS: OPIATES/OPIOIDS & SEDATIVE/HYPNOTICS

Topics:
1. Classification and Description
2. Opioids, Prescription Drugs, and Sedative/Hypnotic Misuse

Quiz on Chapter 3 in Inaba & Cohen
Reading: Chapter 4 in Inaba & Cohen

Session Six: ALCOHOL
February 19th
Topics:
1. Health and Social Effects
2. Epidemiology

Quiz on Chapter 4 in Inaba & Cohen
Reading: Chapter 5 in Inaba & Cohen
Food Addiction Book Review due

Session Seven: ALL AROUNDERS
February 26th
Topics:
1. LSD
2. Peyote
3. PCP and Ketamine
4. Other Hallucinogens

Quiz on Chapter 5 in Inaba & Cohen
Reading: Chapter 6 in Inaba & Cohen

Session Eight: OTHER DRUGS, OTHER ADDICTIONS
March 5th
Topics:
1. Inhalants
2. Steroids
3. Behavioral Addictions

Quiz on Chapter 6 in Inaba & Cohen
Reading: Chapter 7 in Inaba & Cohen

Session Nine: DRUG USE PREVENTION: FROM CRADLE TO GRAVE
March 19th
Topics:
1. History
2. Prevention the Military
3. Special Issues such as Pregnancy, Drug Testing, the Elderly

Quiz on Chapter 7 in Inaba & Cohen
Reading: Chapter 8 in Inaba & Cohen

Session Ten: TREATMENT
March 26th

Topics:

1. Principles, Goals, Types, and Effectiveness

Quiz on Chapter 8 in Inaba & Cohen
Gambling Addiction Book Review due
Reading: Chapter 9 in Inaba & Cohen

Session Eleven: MENTAL HEALTH & DRUGS
April 2nd

Topics:

1. Epidemiology
2. Patterns
3. Psychiatric Disorders
4. Treatment Issues

Quiz over Chapter 9 in Inaba & Cohen
Reading: Chapter 10 in Inaba & Cohen

Session Twelve
CONTROVERSIAL ISSUES AND ETHICAL AND SOCIAL
JUSTICE CONCERNS IN THE ADDICTIONS/INTRODUCTION TO PHARMACOLOGY
April 9th

Topics:

1. Controversial Issues in the Alcohol Studies and Treatment Areas
   a. Controlled Drinking by Alcoholics vs. Abstinence-Only Treatment Goals
   b. Consequences of the War on Drugs
   c. The Effectiveness of Alcoholics Anonymous
   d. Denial and Motivation in Alcoholism Treatment
   e. Co-Dependency and Adult Children of Alcoholics
   f. The Validity of Alcoholics’ Self-Reports

2. Review of General Considerations in Alcohol and Drug Abuse
   a. Routes of Administration
   b. Dosage Forms
   c. Pharmokinetics
d. Metabolism
e. Factors that influence drug metabolism:
   i. Age
   ii. Circadian Rhythms
   iii. Drug Interactions
   iv. Purity and Potency
   v. Set and Setting
   vi. Tolerance
f. The neurochemistry of addiction
   i. Neurotransmitter systems
   ii. Neuroanatomical considerations

Quiz over Chapter 10 in Inaba & Cohen

Session Thirteen:
April 16th
Topics:
Comprehensive Review of Course Topics/Focus on Topics of Students Interest
Exercise Addiction
Internet Addiction
Certification Issues

Session Fourteen:
April 23rd
Topics:
Comprehensive Review of Course Topics/Focus on Topics of Student Interest/Professional Roles

Sexual Addiction Book Review Due