

ADC-210

Addictions Theory

Course Description

This course is intended to introduce the student to major theories of addiction, alcoholism, other chemical dependencies, and compulsive behavior syndromes. Students will consider case examples from a variety of etiological perspectives. The course will examine the concept of codependence and the impact of addictions on the individual, family, and culture. Emphasis is given to familiarity with current literature, breadth of understanding, areas of consensus and controversy, and 12-step recovery.

Course Objectives

After completing the course, students should be able to:

- Explain the major theories of addiction
- Summarize methods of treatment and application to relevant addictive behaviors and syndromes.
- Critically review materials in newspapers, magazines, news journals, and academic articles for content concerning addiction.
- Explain addiction as it relates to culture, public health, and family in contemporary American society.

Course Materials

Thombs, D. L. (2019). *Introduction to addictive behaviors* (5th ed.). New York, NY: Guilford Press.

Supplemental Materials:

Assignments are graded from a holistic perspective and must adhere to APA style. Therefore, students are expected to use either of the following resources:

Harris, M. (2009). *Prentice Hall reference guide* (3rd custom ed.). Upper Saddle River, NJ: Prentice Hall.

IWU APA Guide: <http://www2.indwes.edu/ocls/apa/APA6eGuide.pdf> (provides clear examples of APA citation and formatting, as well as some helpful writing tips)

Course Assessment

Official Grading Scale

The course letter grade will depend on the percentage earned.

Grade	Percent	Points
A	100-95	1000-950
A-	94.9-92	949-920
B+	91.9-89	919-890
B	88.9-85	889-850
B-	84.9-82	849-820
C+	81.9-79	819-790
C	78.9-75	789-750
C-	74.9-72	749-720
D+	71.9-69	719-690
D	68.9-65	689-650
F	64.9-0	649-0

A	Clearly stands out as excellent performance. Anticipates well and writes logically & clearly. Anticipates steps in the progression of ideas.
B	Demonstrates a solid comprehension of the subject. An active listener and participant, the student communicates well orally and in writing.
C	Quality and quantity in and out of class are average. Requirements are addressed minimally.
D	Quality and quantity of work are below average. Assignments may be missing or unsatisfactory.
F	Quality and quantity of work are unacceptable for an undergraduate student, and do not qualify the student to progress to a more advanced level of work.

Point Distribution

WORKSHOP	Discussions	Reflection Papers	Major Papers	Total Points per Workshop
Workshop 1	2/40	1/50	1/50	180
Workshop 2	2/40	1/50		130
Workshop 3	2/40	1/50	1/100	230
Workshop 4	2/40	1/50		130
Workshop 5	2/40	1/50	1/200	330
TOTAL	400	250	350	1000

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Assignment: Why Do Some People Become Addicted	Due by the end of the workshop	2 hours	50
1.2 Reading: Chapters 1 and 2	Due by the end of the workshop	2:30 hours	0
1.3 Discussion: Theory Evaluation	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
1.4 Discussion: Primary Disease	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
1.5 Assignment: Reflection Paper	Due by the end of the workshop	2 hours	50
1.6 Exercise: Drug Court Paper	Due by the end of Workshop Three	1 hour	0
	Totals	11:30 hours*	180

Workshop Two Outline

Title	Due Dates	Time	Points

Title	Due Dates	Time	Points
2.1 Reading: Chapters 3 and 4	Due by the end of the workshop	3 hours	0
2.2 Discussion: Developments in Public Health	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
2.3 Discussion: Comorbidity	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
2.4 Assignment: Reflection Paper	Due by the end of the workshop	2:30 hours	50
Totals		9:30 hours*	130

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Reading: Chapters 5 and 6	Due by the end of the workshop	2 hours	0
3.2 Discussion: Psychoanalytic Concepts	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
3.3 Discussion: Behavioral Approaches	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
3.4 Assignment: Reflection Paper	Due by the end of the workshop	2:30 hours	50
3.5 Assignment: Drug Court Paper	Due by the end of the workshop	6 hours	100
3.6 Assignment: Theory Paper	Due by the end of Workshop Five	1 hour	0
Totals		15:30 hours*	230

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Reading: Chapters 7 and 8	Due by the end of the workshop	3 hours	0
4.2 Discussion: Readings	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
4.3 Discussion: Relapse	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	2 hours	40
4.4 Assignment: Reflection Paper	Due by the end of the workshop	2 hours	50
4.5 Exercise: Theory Paper	Due by the end of Workshop Five	4 hours	0
Totals		13 hours*	130

Workshop Five Outline

Title	Due Dates	Time	Points

Title	Due Dates	Time	Points
5.1 Reading: Chapters 9, 10, and 11	Due by the end of the workshop	2:30 hours	0
5.2 Discussion: Drug Subculture	Due by the end of the workshop	2 hours	40
5.3 Discussion: Stages of Change	Due by the end of the workshop	2 hours	40
5.4 Assignment: Reflection Paper	Due by the end of the workshop	2:30 hours	50
5.5 Assignment: Theory Paper	Due by the end of the workshop	7 hours	200
End of Course Survey	Due by the end of the workshop	30 minutes	10
Totals		16:30 hours*	330

Discussions

In each workshop, there are generally two discussions, which focus on either a special topic or on general material from the workshop. Complete discussions individually or in project teams as instructed. Well-thought-out postings that add something intellectually to the discussion are required for a good grade. Your initial posting should fully answer the questions posed in the course interface. Additionally, you must reply to at least one of your classmates' postings. **Postings of the "I agree" or "Me too" variety are not acceptable for grading purposes**, but often contribute to the "flow" of conversation. Humorous comments or personal notes can also stimulate conversation, but are not considered for discussion grading.

Only postings that demonstrate scholarly analysis of the topic and course materials will be counted for grading purposes. While spelling, grammar, and syntax are important and should not be ignored, minor grammatical errors are not considered in discussion grading unless they materially detract from the understandability or persuasiveness of the posting. In an ordinary graduate-level classroom discussion, you would also be expected to verbally reference any sources you were drawing upon, but you would not be expected to cite those sources in APA format during a discussion. Similarly, in our online discussions, you are expected to make clear references, when applicable, to sources you paraphrase or quote, but it is not necessary to strictly follow APA format, only to make the source citation clear enough that a reader can locate it. Thus, in as many respects as possible, online discussions are treated in the same way as classroom discussions in offline education.

Reflection Papers

By the conclusion of each workshop, each student will submit a reflection paper to the instructor. Each week you will be required to write a two-page essay based on the readings from that week.

Rubric for Reflection Papers

A	To earn an "A," students must have a clear, excellent thesis and supporting materials and evidence. The basic structure of the essay will be sound, and there will be only a few grammatical errors, if any.
B	Students who earn a "B" will have a solid thesis with ample supporting evidence and good structure. Students will make few grammatical errors.
C	Students earning a "C" will have a recognizable, even if somewhat clouded, thesis. The evidence may not totally align with the thesis, but a good deal of thought has been put forward. Some grammatical and diction errors are permissible.
D	To earn a "D," students will possibly not have a recognizable thesis or good support structure, but may have a true statement or an idea that is hidden within jargon or a mass of facts or statements. Grammatical errors are likely to be numerous and distract the reader from the text. Essentially, the student may have worked hard, but does not meet the standards for a "C."
F	No appearance of a thesis or structure, numerous factual errors, numerous grammatical errors.

A Note on the Meaning of *Essay*

The essay is one form of writing especially popular in academia. An essay is thesis based, meaning that the writer must communicate a persuasive argument in a concise fashion that is more fully expressed in the body of the paper. Essays are tools to inform and explain one issue by presenting information in an attempt to argue for one specific outcome or interpretation.

A simple exercise is to think about your favorite flavor of ice cream. After coming up with your choice, think of how you would persuade someone else that your favorite flavor is the best. You may immediately think, "It's just my opinion! There's no way to persuade someone of the 'rightness' of a flavor of ice cream." You are correct—it is your opinion, but the essay is a way to take your opinion of something and cast it in a way that "proves" to others that your opinion is solidly considered. What could you say about ice cream? What about the superiority of vanilla bean texture or appearance to French vanilla? (Has there been a national survey of "best flavor?") Or, Brand X's chocolate is made with cream rather than oil, cocoa beans rather than extract, etc. (better ingredients).

Your duty in constructing an argument is to find ways to express “why” you think as you do. Are there facts (such as better-tasting or healthier ingredients in Brand X or national survey results) that lend credence to your opinion? Are there objective data (facts) that take away from your argument that you’ll need to acknowledge and discuss?

Thesis Statement Example

British murder mystery novels and short stories of the pre-World War II era (1880-1940) are superior to those written in the mid-to-late twentieth century (1945-2000). Deep characterization, intricate description, and a flair for the extraordinary place the pre-war literature at a height untouched by works written after 1945. Taken together, these attributes make the pre-war mysteries more enjoyable to read than their poorly crafted and depressing post-war counterparts. While the pre-World War II novels and stories focus only rarely on more than the upper classes, this oft-cited deficiency does not take away from their purpose—to draw the reader in and make him or her ask “Who did it?”

This example provides the reader with a specific topic (British murder mystery novels) and argument—that one type (pre-World War II) is better than another form (mid-to-late 20th century). It also identifies why the writer believes this to be true (deep characterization, intricate description, and a flair for the extraordinary characterize pre-World War II novels, but not those after 1945).

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information