

**SOCIAL WORK 8700**  
**Social Work and Addictive Disorders**  
**(3 Credit Hours)**

**1.0 Course Description Information**

**1.1 Catalog Description:**

This course covers addictive disorders and their impact on the individual, family, and society. Focus is on individual characteristics, physiological addictive processes, and family factors. Emphasis is given to prevention activities and formal treatment programs that address alcohol and other drug/substance abuse/addiction, including eating disorders. Also considered are other non-psychosomatic obsessive/compulsive behaviors, e.g., gambling, sex/love, Internet, etc. Attention is given to vulnerable and special populations, the social environment, public policy, ethical and legal issues, and evidence-based interventions.

**1.2 Prerequisites of the course:** SOWK 8130 or BSSW degree, or permission of the School.

**1.3 Overview of content and purpose of the course:** This course covers addictive disorders and their impact on the individual, family, and society. Focus is on individual characteristics, physiological addictive processes, and family factors. Emphasis is given to prevention activities and formal treatment programs that address alcohol and other drug/substance abuse/addiction, including eating disorders. Also considered are other non-psychosomatic obsessive/compulsive behaviors, e.g., gambling, sex/love, Internet, etc. Attention is given to vulnerable and special populations, the social environment, public policy, ethical and legal issues, and evidence-based interventions.

**1.4 For whom this course is intended:** Graduate students in social work and other professional helping disciplines.

**1.5 Unusual circumstances of the course:** None

**2.0 Course Justification Information**

**2.1 Anticipated audience/demand:** This course is an elective for graduate students.

**2.2 Indicate how often this course will be offered and the anticipated enrollment:** This course is offered every spring semester. Enrollment is anticipated to be up to 25 students.

**2.3 If it is a significant change to an existing course, please explain why it is needed:** This course syllabus includes gerontological content, an updated bibliography, and links MSW Program Objectives to course objectives and assignments.

**3.0 Objective Information**

MSW Program Objectives are:

**MSW Program Objective #1:** To apply critical thinking skills within the historical and contemporary contexts of professional social work practice.

**MSW Program Objective #2:** Apply and analyze social work values, ethical principles and legal mandates in professional social work practice.

**MSW Program Objective #3:** Demonstrate cultural competency in professional social work practice.

**MSW Program Objective #4:** Identify, serve, and advocate for vulnerable client systems and populations at risk.

**MSW Program Objective #5:** Work effectively in multidisciplinary teams and settings.

**MSW Program Objective #6:** Apply bio-psycho-social-spiritual-cultural factors to assess human behavior in the social and environmental context.

**MSW Program Objective #7:** Identify and use formal diagnostic classification systems.

**MSW Program Objective #8:** Identify, select and apply empirically supported methods for clinical and integrated

social work practice.

**MSW Program Objective #9:** Identify and conduct multidimensional assessments with client systems.

**MSW Program Objective #10:** Communicate effectively in oral and written forms in professional social work practice.

**MSW Program Objective #11:** Use effective supervisory, consultative and administrative skills in professional social work practice.

**MSW Program Objective #12:** Function effectively within agency and community structures to deliver professional social work services.

**MSW Program Objective #13:** Apply research methods to evaluate the effectiveness of interventions, services, policies and programs.

**MSW Program Objective #14:** Develop, implement, and analyze policies, practices, and administrative structures that promote socially just institutions and communities.

Upon successful completion of this course, students will be able to:

Course Objectives	MSW Program Objectives	Assignments
Describe the developmental stages and processes of an addictive disorder.	6	Reading assignment and handout Class participation
Identify characteristics of addictive substances and their effects: physical, physiological, psychological, genetic, and behavioral, including violence and crime.	4, 9	Reading assignment Research paper Examination
Contrast and compare individual dynamics and characteristics of vulnerable persons and high risk groups.	3, 4, 6, 9	Reading assignment Article review Examination Class presentation/handout
Demonstrate competence in the procedures utilized in assessment and diagnosis of these characteristics, including use of DSM diagnoses of substance disorders and dual diagnosis.	3, 6, 7, 9,	Reading assignment Research paper Examination
Distinguish the roles and functions of the family system/other interpersonal relationships in the maintenance of an addictive disorder including elderly family members.	3,6,9	Class presentation information Reading assignment Examination Research paper Class participation
State the differences of characteristics and effects of addictive substances (nicotine, caffeine, inhalants) and habits (eating disorders, gambling, compulsive sexuality, shopping, exercise, and work).	1, 3	Reading assignment Research paper Examination Class participation and small group discussion
Differentiate current socio-cultural influences on all substance and non-substance addictions and their impact on the individual and social systems, including the elderly populations.	1, 3, 4	Reading assignment Class presentation information Examination Article review
Distinguish the similarities and differences among the theories relevant to the etiology and development of a specific disorder and beginning skill in applying theories to the assessment process.	1, 3, 8, 9, 12	Reading assignment Class participation Examination Research paper
Identify treatment models, controversies, and evidence-based preventive and treatment practices, with emphasis on engagement, motivational interviewing, brief interventions (psycho-education, cognitive-behavioral intervention), case management, crisis intervention, and relapse prevention.	8, 12	Reading assignment Examination Research paper Class small group discussion
Distinguish unique professional challenges specific	1, 2, 4, 11, 13	Article review

to vulnerable populations as race, culture, gender, ethnicity, age, and persons with dual diagnosis or in the criminal justice system.		Class presentation and participation Examination Research paper Reading assignment
Explore the influences of spirituality in the development and recovery of an addiction especially its role in recovery, relapse prevention, and maintenance in recovery.	2, 8, 13	Reading assignment Class presentation Visit and paper of visit to AA or other support recovery group
Identify relevant community resources and services including psycho-educational, legal, group and self-help/other supportive programs.	2, 8, 11, 12	Class presentation Small group presentation Examination
Select and recognize public policy (e.g., managed care) and potential ethical/legal issues (e.g., confidentiality, credentialing, etc.).	2, 10, 11, 13	Reading assignment
Discover and evaluate current research on addictive disorders and treatment effectiveness.	8, 12	Reading assignment Research paper Class participation

#### 4.0 Content and Organization Information

##### 4.1 List of topics to be covered in chronological sequence

###### 4.1.1 Overview of addictions

- Epidemiology of the addictions
- Demographic and gender factors
- Correlation of addictions and crime, abuse, and antisocial behavior
- The debate on gambling and sexual compulsions as addictions
- Addictions in ethnic minority groups

###### 4.1.2 Characteristics of individuals who develop an addictive disorder

- Anti-social and other personality disorders
- DSM IV, diagnostic criteria, dual diagnosis
- Gender and age variables
- Family systems characteristics
- Spiritual development, beliefs

###### 4.1.3 Physiological components: biological and genetic theories relating to addictions

###### 4.1.4 Assessment and processes of developing an addictive disorder

- Developmental stages of addiction
- Denial and secrecy in maintaining an addiction
- Social learning influences
- Biological responses to the addictive substance
- Gender differences in the developmental processes of addiction

###### 4.1.5 Overview of treatment approaches to an addictive disorder

- Inpatient and outpatient treatment
- Interdisciplinary components of comprehensive treatment
- Legally mandated versus voluntary treatment
- Motivational interviewing and brief treatment strategies
- Crisis intervention model
- Psychoeducational models, including cognitive-behavioral therapy
- Inner child, co-dependent, and dynamic theoretical models
- Family therapy, and group therapy models
- Vocational rehabilitation services
- Recovery/relapse prevention models, including AA, NA, OA, half-way

- houses and transition programs
  - Self-help and community supports and resources
  - Spiritual integration into treatment modalities
- 4.1.6 Alcohol addiction
- Demographic composition of addicted individuals, gender, age, ethnicity, sexual orientation
  - Addictive substances and physical responses
  - Effects of addiction on interpersonal behavior and self-concept
  - Family roles and responses to an alcoholic family member
  - Standardized assessment procedures
- 4.1.7 Treatment models, programs, issues
- Alcoholics Anonymous and other group and community supports
  - Current research findings relevant to treatment and recovery
  - Programs for gay, lesbian, bisexual, transgender clients
  - Research findings on treatment and recovery
- 4.1.8 Drug and substance addictions
- Demographics of drug addiction
  - Classifications and symptoms of drugs
  - Characteristics of drugs and substances
  - Effects of drugs on self concept and interpersonal behavior
  - Legal sanctions of drug abuse
  - Therapeutic models used in treatment of drug addiction
- 4.1.9 Gambling as an addiction
- Beliefs that foster gambling addiction
  - Socio-cultural influences
  - Consequences
  - Assessment criteria
  - Treatment models—individual, group, self-help resources
- 4.1.10 Food as an addictive substance, eating disorders
- Bulimia
- Demographics of eating disorders
  - Assessment of bulimia nervosa, the binge-purge process towards addiction,
  - DSM IV
  - Physiological consequences of bulimia
  - Multidisciplinary treatment approaches for bulimia (inpatient, outpatient formats)
  - Individual, group and family therapy models
- Anorexia Nervosa, the fear of being fat
- Demographics of anorexia
  - Assessment and the process of starvation
  - Physiological consequences
  - Multidisciplinary treatment
  - Individual, group, and family therapy treatment
  - In-patient and out-patient programs, and self-help resources
- 4.1.11 Other addictive/compulsive disorders
- Controversies about sexual addictions, physiological aspects
  - Religion, shopping, tobacco, other disorders
  - Self-help and group and community resources

4.1.12 Ethical, legal, public policy issues

- Ethics and confidentiality
- Professional roles in social advocacy and prevention programs
- Surgeon General's 1988 recommendations
- Public safety and other social responses to addictive behavior, MADD etc.
- Certification and licensure requirements

**5.0 Teaching Methodology**

**5.1 Methods to be used:** Lectures, group projects and discussion, media/Internet resources, and guest lectures. Students may be required to make on-site visits to facilities providing services or to have individual interaction with service providers in the community.

**5.2 Student role in the course:** Students are to be active participants in class and small group discussions. They are to prepare for and attend class, prepare and present group projects, and complete all of the course requirements. This will include an interview with a professional in the human delivery system who is knowledgeable about addictive disorders and/or an experiential or field assignment of attending an open self-help group meeting.

**5.3 Contact hours:** This is a three-credit course that will meet three hours per week during an academic semester.

**6.0 Evaluation Information**

**6.1 Types of student projects that will be the basis for evaluating student performance**

Students will complete the following assignments, or others as the individual instructor determines and presents in the Course Outline.

- a. Attendance and participation in all class sessions, including lecture-discussions, group activities/assignments, etc.
- b. Personal experiential visit to a professional treatment or self-help group session or facility and written report
- c. Group presentation to the class (including in-class participation in planning, etc.)
- d. Tests/Quizzes
- e. Brief paper on a controversy, ethical issue, or innovations in treatment or services for addictive disorders
- f. Formal research paper emphasizing one addictive disorder

**6.2. Basis for determining the final grade**

<u>Assignment</u>	<u>Points</u>
a. Attendance and class participation	10
b. Review of addictions in minority, ethnically population	05
c. Personal experiential visit and report	15
d. Presentation of selected addiction and research in class	15
e. Research paper	25
f. Examinations	20
g. Ethics paper and case with an ethical issue, etc.	<u>10</u>
TOTAL	100

**Attendance:** Regular attendance is required. Students are expected to be prepared for each session and to participate knowledgeably. Excessive absences (more than 2) and/or a persistent pattern of tardiness may lead to a reduction of points (up to 6) from the student's total points score. If warranted, such a reduction will be determined at the discretion of the professor.

**Graduate Standards:** Students are expected to exhibit graduate standards in all written work. Minimally, this means clear organization, complete sentences, complete and standard documentation of sources, and careful attention to details of grammar and spelling. Points are deducted for work that does not meet graduate standards. Points are deducted for assignments turned in late. It is the student's responsibility to see if late work will be accepted.

**Incompletes.** An incomplete grade is given only for severe illness or hardship and if approved by the instructor and by the School. If extensive absence from classes is necessary, the student may be advised to withdraw from classes.

### 6.3 Grading Type

99-100	-----	A+
94-98	-----	A
92-93	-----	A-
90-91	-----	B+
85-89	-----	B
80-84	-----	B-
78-79	-----	C+
74-77	-----	C
70-73	-----	C-
68-69	-----	D+
63-67	-----	D
60-62	-----	D-
59 and below	-----	F

## 7.0 Resource Material

### 7.1 Textbooks or other required readings used in course

Fisher, G. L., & Harrison, T. C. (2005). *Substance abuse: Information for school counselors, social workers, therapists, and counselors.*

U. S. Dept. of Health & Human Services. (1999). *Enhancing motivation for change in substance Treatment.* Rockville, MD: U. S. Dept. of Health & Human Services. (Available without charge at School of Social Work)

U. S. Dept. of Health & Human Services. (2004). *Clinical preventive services in substance abuse and mental health update. Treatment.* Rockville, MD: U. S. Dept. of Health & Human Services. (Available without charge at School of Social Work)

American Psychiatric Association. (2000). *Diagnostic and statistical manual. Fourth edition (DSM IV-TR).* Washington, DC: American Psychiatric Association. (**You may have already purchased this book for SOWK 8220 Micro I.** It is required in many courses throughout the MSW program.)

American Psychological Association (2001). *Publication manual of the American Psychological Association.* Washington, DC: APA. (This book is required for all research courses and represents the School=s standards in all courses for the writing and documentation of sources in student papers, research reports, and theses.)

National Association of Social Workers. (1997). *Code of ethics.* (This is available online at nasw.org, or online at the UNO School of Social Work Handbook webpage or online at the School of Social Work Practicum Manual webpage.)

### 7.2 Other suggested reading material

Cummings, N., Duckworth, M. P., O'Donohue, W. T., & Ferguson, K. E. (2004). *Early detection and treatment of substance abuse within integrated primary care*. Reno, NV: Context Press. (Available without charge by writing to the publisher and enclosing \$5 to cover mailing cost)

Abrahams, S. (2002). *Eating disorders: The facts*. New York: Oxford University Press.

Buelow & Buelow (1998). *Psychotherapy in chemical dependency treatment: A practical and integrative approach*. Pacific Grove, CA: Brooks/Cole.

Daley, D. & Zuckoff (1999). *A improving treatment compliance: Counseling and systems strategies for substance abuse and dual disorders*. Minnesota: Hazelden

*Evidence-based principles for substance abuse prevention: principles and guidelines*.  
<http://www.whitehousedrugpolicy.gov/publications/prevention/evidence-basedeng.html>.

Garner, D. & Garfinkel, P. (1997). *Handbook of treatment for eating disorders*. (2<sup>nd</sup> Ed.). New York: Guilford Press.

Goldstein, A. (2001). *Addiction: From biology to drug policy*. New York: Oxford University Press.

Leonard, K. & Blane, H. (1999). *Psychological theories of drinking and alcoholism*. New York: Guilford press.

McNeece, C.A. & DiNitto, D. (2003/1998) *Chemical dependency: A systems approach*. Boston, MA: Allyn & Bacon.

Miller, W. & Rollnick, S. (2000). *Substance abuse treatment for criminal offenders: An evidence-based guide for practitioners*. New York: American Psychological Association.

Ray, O. & Ksir, C. (2004). *Drug, society, and human, behavior, 10<sup>th</sup> ed*. Boston, MA :WCB McGraw-Hill.

Springer, D. & al. (2003). *Substance abuse treatment for criminal offenders: An evidence-based guide for practitioners*. New York: American Psychological Association.

**7.3 Current bibliography and other resources** Several older references are included because they contain unique, classic, or important historical information.

*Evidence-Based Practice Resources*

Daley, D. C., & Marlatt, G. A. (1998a). *Managing your drug or alcohol problem: Client workbook*. San Antonio, TX: TherapyWorks: The Psychological Corporation.

Daley, D. C. & Marlatt, G. A. (1998b). *Managing your drug and alcohol problem: Therapist guide*. San Antonio, TX: TherapyWorks: The Psychological Corporation.

Evans, K., & Sullivan, J.M. (1990). *Dual diagnosis: Counseling the mentally ill substance Abuser*.

Fairburn, C. G., & Wilson, G. T. (Eds.). (1993). *Binge eating: Nature, assessment, and treatment*. New York: Guilford.

Frances, R. & Miller, S., (1991). *Clinical textbook of addictive disorders*. New York: Guilford.

Jung, J. (1994). *Under the influence: alcohol and human behavior*. Pacific Grove, CA. Brooks/Cole.

Mercer, D.E., & Woody, G.E. (1999). *Manual 3: An individual drug counseling approach to treat cocaine addiction: The Collaborative Cocaine Treatment Study model*. Washington, DC: National Institute on Drug Abuse, U.S. Department of Health and Human Services, National Institutes of Health.

Miller, W. R (1995). *Motivational enhancement therapy manual: A clinical research guide for therapists treating individuals with alcohol abuse and dependence*. Washington, DC: U.S. Government Printing Office.

Wodarski, J. S., & Thyer, B. A. (1998). *Handbook of empirical social work practice. Vol, 1: Mental disorders*. New York: Wiley.

Wodarski, J. S., & Thyer, B. A. (1998). *Handbook of empirical social work practice. Vol, 2: Social problems and practice issues*. New York: Wiley.

*Current Bibliography*

Abadinsky, H, (2001). *Drug, an introduction*. Belmont, CA. Wadsworth.

Alexander-Mott, L. LeeAnn & Lumsden, D. Barry. (1994). *Understanding eating disorders: anorexia nervosa, bulimia nervosa, and obesity*. Washington, DC: Taylor and Francis.

Anderson, A.(Ed.). (1990). *Males with eating disorders*. New York: Brunner/Mazel.

Barber, James. (1994). *Social work and addictions*. New York: New York University Press.

Beechem, M. (2002). *Elderly alcoholics: intervention strategies*. New York: C.C. Thomas Pub.

Blane, E. and Leonard K. (Eds.). (1986). *Psychological theories of drinking and alcoholism*. New York: Guilford.

Brownell, K. & Foreyt, J. (Eds.). (1986). *Handbook of eating disorders*. New York: Basic Books.

Clancy, Jo. (1996). *Anger and addiction: Breaking the relapse cycle*. Madison, CT: Psychosocial Press.

Collins, J.J. (1981) *Drinking and crime*. New York: Guilford.

Collins, R.L., Leonard, K., Miller, B., & Searles, J. (Eds.). (1990). *Alcohol and the family*. New York: Guilford.

Donovan, D. and Marlatt, G. (Eds.). (1988). *Assessment of addictive behaviors*. New York: Guilford.

Doweiko, H. (1993). *Concepts of chemical dependency*. Second Ed. Pacific Grove, CA. Brooks/Cole.

Dulfano, C. (1992). *Families, alcoholism, and recovery*. San Francisco, CA.: Jossey-Bass.

Fallon, P. Katzman, M. & Wooley, S. (Eds.). (1993). *Feminist perspectives on eating disorders*. New York: Guilford.

Fields, R. (2001). *Drugs in Perspective. A personalized look at substance use and abuse*. (4<sup>th</sup> Ed.) Boston, MA: McGraw Hill publishers

Fisher, M. S. (2004). Groups for substance abuse treatment. In C. D. Garvin, L. M., Gutierrez, & M. J. Galinsky (eds.). *Handbook of social work with groups* (pp. 259-274). New York: Guilford.

- Flores, P. (1996). *Group psychotherapy with addicted populations*. New York: Haworth Press, Inc.
- Forrest,(1993). *Chemical dependency and antisocial personality disorder: Psychotherapy and assessment*. New York: Haworth.
- Fraser, L. (1997). *Losing it: Americans' obsession with weight and the industry that feeds on it*.
- Gaesser, G. (1996). *Big fat lies: The truth about weight and health*. New York: Ballantine Books.
- Garner, D., & Garfinkle, (Eds.). (1984). *Handbook of psychotherapy for anorexia and bulimia*. New York: Guilford Press.
- Garfinkle, P. & Garner, D. (1982). *Anorexia nervosa: A multidimensional perspective*. New York: Brunner/Mazel.
- Graham, et. al;. (1995). *Addictions treatment for older adults*. New York: Haworth Press.
- Gurnack, R., Atkins, M. & Osgood, N. (2001). *Treating alcohol and drug abuse in the elderly*. New York: Springer Publishing Co.
- Huebner, H. (1993). *Eating disorders and other addictive behaviors*. Dunmore, PA.: W.W. Norton.
- Inciardi, J & McElrath, E. (2001). *The American drug scene, an anthology*. Los Angeles, CA: Roxbury Publishing Company.
- Kaplan A, & Garfinkel, P. (1993). *Medical issues and eating disorders: The interface*. New York: Brunner/Mazel.
- Kaufman, E. & Kaufman, P. (1992) *Family therapy of drug and alcohol abuse*, 2nd Edition. Des Moines, IA. Longwood Division, Allyn & Bacon.
- Khantzian, E. & Halliday,K., McAuliffe, W. (Eds.). (1990). *Addiction and the vulnerable self*. New York: Guilford.
- Krannow, M. (1996). *My life as a male anorexic*. New York: Haworth Press, Inc.
- Kus, R. (1995). *Spirituality and chemical dependency*. New York: Haworth Press, Inc.
- L'Abate, L. Farrar,J., & Serritella, D. (Eds.). (1992). *Handbook of differential treatments for addictions*. Des Moines, IA.: Longwood Division, Allyn & Bacon.
- Lewis, J. Dana, R., & Blevins, G. (1994). *Substance abuse counseling: An individualized approach*, 2nd Ed. Pacific Grove CA.: Brook/Cole.
- Miller, G. (1999). *Learning the language of addiction counseling*. Boston: Allyn & Bacon.
- Norman, E. (1997). *Drug-free youth: A compendium for prevention specialist*. New York: Garland Publishing, Inc.
- O'Farrell, T. (1993). *Treating alcohol problems*. New York: Guilford.
- O'Neill, J. & O'Neill, P. (1992). *Concerned intervention: When your loved one won't quit alcohol or drugs*. Oakland, CA: New Harbinger.
- Pernanen, K. (1991). *Alcohol in human violence*. New York: Guilford.

- Saitoh, S. Steinglass, P. & Schuckit, M. (1992). *Alcoholism and the family*. New York: Brunner/Mazel.
- Saunders, S. & Graham, K. (1995) *Addiction treatment for older adults, evaluation of an innovative client centered approach*. New York: Haworth Press.
- Schlundt, D. & Johnson, W.(1990). *Eating disorders: Assessment and treatment*. Des Moines, IA. Longwood Division, Allyn & Bacon.
- Stahler, G., & Stimmel, B. (1996). *The effectiveness of social interventions for homeless substance users*. New York: The Haworth Press, Inc.
- Stanton, D., & Todd,T. and Associates. (1982). *The family therapy of drug abuse and addiction*. New York: Guilford.
- Straussner, S.L.(Ed.). (1993). *Clinical work with substance-abusing clients*. New York: Guilford.
- Thombs, D. (1993). *Introduction to addictive behaviors*. New York: Guilford.
- Underhill, Branda, & Finnegan, Dana (Eds.). (1996). *Chemical dependency: Women at risk*. New York: Haworth Press.
- Vannicelli, M. (1993). *Group psychotherapy with adult children of alcoholics*. New York: Guilford.
- Van Wormer, K. (1995). *Alcoholism treatment: A social work perspective*. Chicago: Nelson-Hall.
- Wallace, B. (Ed.). (1992). *The chemically dependent, phases of treatment and recovery*. New York: Brunner/Mazel.
- Wallace, B. (1991). *Crack cocaine. A practical treatment approach for the chemically dependent*. New York: Brunner/Mazel.
- Wallen, J. (1993) *Addiction in human development*. New York: Haworth Press.
- Walters, G. (1999). *The addiction concept: Working hypothesis or self-fulfilling prophesy?* Needham Heights, MA: Allyn & Bacon.
- Wilson, C.P., Hogan, C. & Mintz, I. (1992). *Psychodynamic technique in the treatment of the eating disorders*. Dunmore, PA.: Jason Aronson.
- Wodaraski, J. & Feit, M. (1995). *Adolescent substance abuse*. New York: Haworth Press.
- Woodside, D.B. Shekter-Wolfson, L. Brandes, J. & Lackstrom, J.B. (Eds.). (1993) *Eating disorders and marriage: The couple in focus*. New York: Brunner/Mazel.

Relevant Journals

*Addiction Abstracts online*. [www.medbioworld.com](http://www.medbioworld.com).

*Alcohol and Alcoholism*.

*Alcohol and Drug Abuse Weekly*.

*American Journal of Addictions*.

*American Journal of Drug and Alcohol Abuse.*

*Drug and Alcohol Review*

*Eating Disorders.*

*Eating Disorders: The Journal of Treatment and Prevention.* New York: Brunner/Mazel.

*International Journal of Eating Disorders.*

*Journal of Addictive Diseases.*

*Journal of Advances in Alcohol and Substance Abuse.* New York: Haworth.

*Journal of Chemical Dependency Treatment.* New York: Haworth.

*Journal of Ministry in Addiction and Recovery.* New York: Haworth.

*Journal of Psychoactive Drugs.*

*Journal of Studies of Alcohol.*

*Journal of Substance Abuse.*

*Psychology of Addictive Behaviors and Substance Abuse.*

*Sexual Addiction and Compulsivity: The Journal of Treatment and Prevention.* New York: Brunner/Mazel.

*Media Resources*

Biology of Drug Dependence. Video, (1993). West Covina, CA.: VERACT Inc.

Eating Disorders Program, Video, (1993). University of Nebraska Medical Center. Omaha, NE.

How to Recognize the Physical Signs of Drug Abuse. Video. (1993). West Covina, CA.: VERACT Inc.

"AA Grapevine"

"Neurochemistry of Drug Dependence" Part I, VERACT, Inc. West Covina, CA.

"Identifying the Addicted or Dependent Person", Part II, VERACT, Inc. West Covina, CA.

"Identifying the Person Under the Influence", Part III, VERACT, Inc, West Covina, CA.

"Marijuana Addiction"

"The Intervention", Council on Alcoholism, Omaha, NE.

*Primary Websites*

<http://www.niaaa.nih.gov>

Natl. Institute of Alcohol Abuse and Alcoholism

<http://www.nida.nih.gov/>

Natl. Institute of Drug Abuse

<http://www.nih.gov/>

Natl. Institute of Health

<a href="http://www.nimh.nih.gov/">http://www.nimh.nih.gov/</a>	Natl. Institute of Mental Health
<a href="http://www.samhsa.gov">http://www.samhsa.gov</a>	Substance Abuse and Mental Health Services Admin
<a href="http://www.appi.org/ajatoc61.html">http://www.appi.org/ajatoc61.html</a>	American Journal on Addictions
<a href="http://www.kumc.edu/addictions-newsletter/">http://www.kumc.edu/addictions-newsletter/</a>	APA Division 50 Newsletter
<a href="http://www.health.org/pubs/prevpipe">http://www.health.org/pubs/prevpipe</a>	Publications of Natl. Clearing house for Alcohol and Drug Information
<a href="http://www.arf.org/">http://www.arf.org/</a>	Addiction Research Foundation
<a href="http://www.alcoholics-anonymous.org/">http://www.alcoholics-anonymous.org/</a>	Alcoholics Anonymous
<a href="http://www.center.bulter.brown.edu">http://www.center.bulter.brown.edu</a>	Center for Alcohol and Addiction Studies
<a href="http://www.cmhc.com">http://www.cmhc.com</a>	Mental Health Net
<a href="http://www.erol.com/ksciacca/">http://www.erol.com/ksciacca/</a>	Dual Diagnosis Web Site
<a href="http://www.na.org/">http://www.na.org/</a>	Narcotics Anonymous
<a href="http://www.naadac.org">http://www.naadac.org</a>	Natl. Assn. of Alcoholism and Drug Abuse Counselors
<a href="http://www.well.com/user/woa/">http://www.well.com/user/woa/</a>	Web of Addictions

## 8.0 Other Information

### 8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site

### 8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

**8.3 Statement Regarding Students with Disabilities**

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

**8.4 Additional Assistance**

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.

Rev. 10/06 DA