



Department of Counseling

COUN/SOWK 4680/8686 Medical and Psychosocial Aspects of Addiction Fall 2025

Instructor: Amy Eigenberg LIMHP, LADC		Email: aeigenberg@unomaha.edu
Counseling Department		Office hours: By appointment
University of Nebraska Omaha		

COURSE GOALS:

This course is intended to meet the requirements for licensure as a Licensed Drug and Alcohol Counselor as 45 hours of medical and psychosocial aspects of alcohol/drug use, abuse and addiction. The course may also provide continuing education in the area of medical and psychosocial aspects for individuals currently licensed as alcohol and drug abuse counselors. Please contact the instructor if this is of interest for you.

COURSE DESCRIPTION:

The student will study the physiological, psychological and sociological aspects of alcohol/drug use, abuse and dependence. The classifications and basic pharmacology of drugs, drug types, basic physiology and the effects of drug use on the systems of the human body and alcohol and drug tolerance shall be discussed. The course shall also include the etiological, behavioral, cultural and demographical aspects and belief systems about alcohol/drug use along with the processes of dependence, addiction, and withdrawal including signs, symptoms and behavior patterns.

On-Line Learning Description:

See **Welcome Letter** posted in the Start Here: Syllabus Course Content for overview of the course and information for the layout of the course. The instructor will be logging on to the class site often to monitor the course and individual learning. **Questions can be directed to the discussion board that has been designated for general questions about the course or the material covered. The instructor will answer these questions for the group under this discussion board.** For individual questions or concerns please contact the instructor directly through UNO email. There is also a cyber café that can be used for student socialization and matters not related to course content or assignments.

DEPARTMENT GOALS – (REFERENCE CACREP STANDARDS)

- #2 Social and Cultural Diversity
- #3 Human Growth and Development
- #5 Helping Relationships
- #8 Research and Program Evaluation

REQUIRED TEXT:

Doweiko, H. E. (2018). *Concepts of chemical dependency, 10th Edition*. Cengage Learning: United States.

Erickson, C.K. (2018). *Science of addiction: From neurobiology to treatment*, 2nd Ed. W.W. Norton & Company, New York.

Treatment Improvement Protocol #45- Detoxification and Substance Abuse Treatment (Provided on-line)

CLASS RESOURCES: (not required but were used in developing the course)

A&E Television Networks (2000). "Hooked: Illegal Drugs and how they became that way."

HBO Addiction Series

France, R. J., Miller, S. I. & Mack, A. H. (2005). Clinical textbook of addictive disorders (3rd ed.). New York: Guilford Press.

Thombs, D. L. (2006). Introduction to addictive behaviors (3rd ed.). New York: Guilford Press.

COURSE OBJECTIVES:

When students have completed the course, they will be able to:

1. Be knowledgeable and understand the physiological, psychological and sociological aspects of alcohol/drug use, abuse and dependence, including knowledge of related multicultural issues (CMHC 1d, 2e; PI F.3.d; COE/DO Ka)
2. Be knowledgeable about the classification and basic pharmacology of drugs. (CMHC 1d; PI F.3.d; COE/DO Ka, Kb)
3. Be able to demonstrate an understanding of the physiology and effects of drug use on the systems of the human body. (CMHC 1d, 2e; PI F.3.d; COE/DO Ka, Sa, Sb)
4. Understand the processes of dependence including signs, symptoms and behavior patterns. (CMHC 1d, 2e; PI F.3.d; COE/DO Ka, Sa, Da)
5. Be knowledgeable about various aspects and belief systems about alcohol/drug use including personal biases and beliefs. (PI F.3.d; COE/DO Ka, Kb, Kc, Kd, Da)
6. Be knowledgeable about resources to access information about emerging drug trends and topics. (CMHC 1d, 2e; PI F.3.d; COE/DO Ka, Kb, Kc, Kd)

CONTENT OUTLINE:

This course is focused on the biological, psychological and sociological aspects of alcohol/drug use, abuse and dependence. Students will gain knowledge of the above aspects of each of the drugs discussed in this course. Students will demonstrate an understanding of the signs, symptoms and behavioral patterns commonly exhibited by individuals with dependency on various substances. Students will also be expected to complete projects in which they will gather information on less known drugs as well as various topics related to etiological, behavioral, cultural, ethical, and demographical aspects and belief systems. The content will be delivered through lectures, videos, discussion boards, on-line demonstrations and small and large group discussion/processing.

METHOD OF INSTRUCTION: On-Line Learning

Group instruction/discussion boards-40%

Individual Readings-30%

Individual completion of assignments-30%

ASSESSMENT OF OBJECTIVES:

1. Completion of discussion boards, research paper, reflection activities, and weekly readings/modules.
2. Demonstrate understanding of the physiological, psychological, and sociological aspects of alcohol/drug use.
3. Demonstrate understanding of the clinical application regarding the physiological, psychological, and sociological aspects of alcohol/drug use.
4. Develop an understanding of the social and cultural aspects of alcohol/drug use.
5. Integrate knowledge gained into one's own development as a counselor as evidenced by reflection activities.

EXPECTATIONS

Class Attendance and Participation:

As participation is an integral part of on-line learning, participation is expected in all discussion boards and assigned groups. **A participation rubric is posted under Start Here: Syllabus Course Contents that outlines grading for participation.** Each student is expected to complete assignments on time (using Central Standard Time), be prepared by reading the designated material, and completing assignments. You are responsible for making necessary arrangements with the instructor to complete missed work **PRIOR** to the assignment due date.

Collaboration:

The graduate student will demonstrate the ability to work jointly with others in making decisions for the common good that respects equity, fairness, honesty and social justice.

Responsibility:

The graduate student will demonstrate an ability to fulfill the obligations of being an educational professional by being reliable, trustworthy and accountable for one's work and meets the knowledge and skills of a professional discipline.

Reflective Capacity:

The graduate student will demonstrate an ability to self assess concerning attitudes/beliefs, skills in working with others whether a student/client or colleague, and revise/adjust efforts as an educational professional.

Know and Use Your University E-mail Account and the Canvas On-Line course system:

All e-mail communication between the student and professor will be done through university e-mail. If you do not know what your university e-mail is or how to use it you are responsible to contact the University to find out how. Students are expected to check their university e-mail for any announcements or updates from the professor. **Technical support** is available 24/7 through MavTECH Help Center:

- **Phone:** [402.554.4357](tel:402.554.4357)
- **Toll Free:** [1.866.866.2721](tel:1.866.866.2721)
- **Email:** unohelpdesk@nebraska.edu

Respect for Diversity:

It is the intent of the instructor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by

this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality:

The nature and content of this class can often lead to disclosure of personal information. It is important to adhere to our ethical guidelines of respecting each other while allowing free and relevant discussion.

ASSIGNMENTS**Module Journal Activities:**

In each of the modules you will complete an activity that indicates mastery of the material presented, key concepts, and how you might use the information in your professional work. This will vary by module. The activities are due on the date noted in the calendar and submitted in the on-line module. (7 Activities: 20 points each; 140 points total)

Research Paper and Presentation:

Identify a topic relevant to the course that is not covered in depth in the modules (see below for ideas; the topics are not limited to this list as you can pick whatever topic you like as long as it relates to this course) Write a short research paper (typically 3-6 pages) and a short electronic presentation to the class to be made available on-line that covers the main points of the topic.

Your presentation must include some type of powerpoint and you presenting- either hearing you or seeing you on the presentation. A minimum of 6 reputable sources (peer reviewed journal articles, textbooks, or governmental/professional articles) are required. The guidelines and expectations for the paper and presentation are posted in the Rubric in the Start Here: Syllabus and Course Content folder. (150 points; 100 points for the paper and 50 for the presentation)

Suggested topics:

Caffeine; Is it Addicting? Is it a diagnosable substance use disorder?

CBD Oil: What is it? What are the effects? Is it safe? Is it an illegal substance?

The Opioid Epidemic

Medication Assisted Treatment for Substance use disorders: i.e. methadone, suboxone, buprenorphine

Social history of drugs; why are some legal and some are not?

“Behavioral Addictions” (shopping, gambling, internet, sex): how do they affect the brain

Emerging drug trends

“War on Drugs”

Role of law enforcement in drug enforcement

Role of the criminal system in treatment for substance abuse

Public school drug testing

Substance use issues in the military and among veterans

Cultural factors effecting drug use/abuse

Beliefs associated with drug use; drug users versus non-users

E-cigarettes: What's in the juice?

Drug schedule system

Is Addiction Genetic?

Is there such a thing as an Addictive Personality?

Trends in professional issues, licensing for addiction counselors

Screening and Brief Interventions for Substance Use Disorder

Special Populations and Addiction: Elderly, Native American's, Adolescents, Women

The Effectiveness of Social Support Groups

Stigma surrounding addiction

Does someone have to hit "rock bottom" in order to recover

Participation Discussion Board:

Some modules contain a discussion board assignment. Active participation is required in large and small group discussions on the discussion boards and through class assignments. The guidelines and expectations for participation are posted in the Rubric in the Start Here: Syllabus and Course Content folder; the guidelines on participating and grading requirements are listed in the rubric. (6 Discussion Boards, 10 pts each = 60 points)

METHODS OF EVALUATION:

140 Module Reflection Activities

60 Participation Discussion Board Points

150 Research Paper and Presentation to class

350 Total

Course Evaluation

The quality of all assignments, class participation, and attendance will be considered in determining final grades. Written work must be completed in a professional manner and must be written in accordance with the most-current APA publication manual (typed, double-spaced, 1 inch margins, 12-point Times New Roman font, with proper use of grammar, punctuation, and correct spelling). **Any late assignments will have a 2 point deduction per day. No assignments will be accepted after 2 days past the assignment due date without approval from the instructor PRIOR to the due date of the assignment.**

Information concerning a student's course standing may be requested at any time and will be posted as grades are earned in the grading section of the course. Grades are assigned A through F. All assignments completed for the course will be evaluated according to criteria set forth. The student's final grade is reflective as a summative average for all assigned and graded work.

Grading (360 pts total)

A	100-90%	D	69%-60%
B	89%-80%	F	59% - below
C	79-70%		

Incomplete Grade:

Incomplete grades are reserved for those students who have completed a substantial amount of their coursework and for reasons outside of their control cannot complete the remaining assignments. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the allotted 1-year time period established by the University.

Statement of Professional Integrity: 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 includes plagiarism – presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one’s own when such work has been prepared by another person or copies from another person. (Online Graduate Catalogue, 2004-2005) 10

CEHHS Diversity, Equity, Access and Inclusion Statement: We respect the worldviews of racially and ethnically diverse individuals and encourage multiple perspectives in fostering a global community dedicated to teaching, learning, service, and scholarly activity, while actively engaging in antiracist and inclusive practices. The College of Education, Health and Human Sciences is dedicated to ensuring that all individuals have access to the resources, support, and opportunities to succeed in their academic and professional careers. Through its faculty, staff, community partners, strategic plan, curricular, and extra-curricular offerings, the College is committed to preparing our students to engage equitably with all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, geographical perspective, gender identity and expression, age, religion, sexual orientation, or other identities. (Adopted August 2020)

Accommodations Statement: Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu). In addition to accommodations in the classroom, the Accessibility Services Center (ASC) helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience or other field placement. If you require such accommodation, it is important that you speak with an ASC representative early in the site selection process. Please make an appointment with the ASC, Phone (402) 554-2872, Email unoaccessibility@unomaha.edu, well in advance of the placement to ensure that reasonable accommodations can be made for the placement.

Course Calendar

COUN/SOWK 4680/8686 Medical and Psychosocial Aspects of Addiction
On-line class: Class week begins on Monday 8:00 am CST and ends on the following
Sunday at 11:59 pm CST

**** The reading is for the module listed**

***All assignments are due by 11:59 pm on the last day of the module**

Module	Dates: Topic	Reading **
Module 1	Aug 25 to Aug 31 <u>Course Introduction and Overview</u> Pre-course Journal Reflection “What are your thoughts, beliefs, and ideas about Addiction and Substance Abuse?”	Read/Review Start Here: Syllabus Course Contents and Module 1 Materials Erickson Chap. 1 Doweiko 10th Ed: Chap 1 Complete Module 1 Discussion Board- Introductions Pre-course Journal Reflection Activity *All posts due 8/31; 11:59 pm CST
Module 2	Sept 1 to Sept 7 <u>Terminology and Characterizations of Addiction</u> Stages of use and progression of use Bio-psycho-social model Diagnosis Introduction to levels of care	Read/Review Module 2 Materials Erickson Chap. 3 Doweiko 10th Ed: Chapter 2, 26, Appendix 1 (DSM) Complete Module 2 Discussion Board- Introductions Pre-course Journal Reflection Activity *All posts due 9/7; 11:59 pm CST
Module 3	Sept 8 to Sept 14 <u>Theory of Addiction</u> Disease, behavioral, environmental	Read/Review Module 3 Materials Erickson: Chapter 2 Doweiko 10th: Chap 26, 27 Complete Module 3 Reflection Journal

		*All posts due 9/14; 11:59 pm CST
Module 4	Sept 15 to Sept 21 <u>The Brain</u> Neurotransmitters- How the brain works How dependency works What is Tolerance? What is Withdrawal? Overview of genetics	Read/Review Module 4 Materials Erickson: Chapter 4, 5, 6 Doweiko 10th: Chapter 3 <u>TIP 45:</u> Chap 3; pg 23-38 Complete Module 4 Discussion Board *All posts due 9/21; 11:59 pm CST
Module 5	Sept 22 to Sept 28 <u>Alcohol</u> How Alcohol Affects the Brain BAC levels Withdrawal and its assessment Physical effects Use of Medication Psychological and Social effects Review of the dependency process	Read/Review Module 5 Materials Erickson: Chapter 8, Appendix A Doweiko 10th Ed: Chapter 4, 5, Appendix 4 <u>TIP 45:</u> Chptr 4; pg 47- 66 Complete Module 5 Reflection Journal Activity *All posts due 9/28; 11:59 pm CST
Module 6	Sept 29 to Oct 5 <u>Nicotine</u> Why this is important Dependency Withdrawal Effects Treatment Options	Read/Review Module 6 Materials Erickson: Chapter 9 (pg 163-169) Doweiko 10th Ed: Chap 15 <u>TIP 45:</u> Chapter 4, pg 84- 96 Nicotine Complete Module 6 Discussion Board *All posts due 10/5; 11:59 pm CST
Module 7:	Oct 6 to Oct 12 <u>Amphetamines</u> Overview of stimulants Meth Biological Effects Psychological and Social Effects	Read/Review Module 8 Materials Doweiko 10th: Chapter 8, 9

	Overview of terminology, manufacturing, and emerging trends Withdrawal Effects	TIP 45: Stimulants, pgs 76-81 Complete Module 8 Discussion Board *All posts due 10/12; 11:59 pm CST
	<u>Cocaine</u> Biological effects Psychological effects Social effects Withdrawal Effects	
Module 8:	Oct 13 to Oct 19 <u>Heroin, Morphine, Opium, Opioids</u> Biological effects Psychological and Social effects Withdrawal Effects Methadone-(subutex/suboxone) Buprenorphine Needle exchange programs	Read/Review Module 9 Materials Doweiko 10th Ed: Chapter 11 <u>TIP 45:</u> Chapter 4; pg 66-74 Complete Module 9 Reflection Journal Activity *All posts due 10/19; 11:59 pm CST
Module 9:	Oct 20 to Oct 26 Fall Break	Work on research papers
Module 10	Oct 27 to Nov 2 <u>Pills</u> Benzodiazepines Barbituates Pharmaceuticals of abuse Common Prescription medications and effects Drugs on the internet Withdrawal Effects	Read/Review Module 10 Materials Doweiko 10th: Chap 6, 7 TIP 45: Benzodiazepines pgs 74-76 Complete Module 10 Reflection Journal Activity *All posts due 11/2; 11:59 pm CST
Module 11	Nov 3 to Nov 9 Research Papers and Presentations	Research Paper and Presentation Due 11/9; 11:59 pm CST
Module 12	Nov 10 to Nov 16 <u>Hallucinogens, Inhalants, Club Drugs</u> Overview of drugs of abuse and effects Salvia, K-2, Bath Salts Inhalants Emerging drug Trends Using music to get “high” Withdrawal Effects	Read/Review Module 12 Materials Doweiko 10th: Chapter 12, 13, 16 TIP 45: Chapter 4; pg 82-84, Club Drugs pgs 97-101 Complete Module 12

		Discussion Board *All posts due 11/16; 11:59 pm CST
Module 13	Nov 17 to Nov 23 <u>Cannabis</u> Biological Effects Psychological and Social Effects Progression of Dependency Withdrawal Effects Terminology of Marijuana use	Read/Review Module 13 Materials Doweiko 10th: Chapter 10 TIP 45: Chapter 4; pg 95-96 Complete Module 13 Discussion Board *All posts due 11/23; 11:59 pm CST
Module 14	Nov 24 to Nov 30 <u>Drug Schedule System</u> General Categorization of Drugs of Abuse Psychosocial Issues; Crimes, legalization <u>Wrap up</u> Course Evaluation	Read/Review Module 14 Materials Doweiko 10th: Chapter 37, 38, Appendix 2 Complete Module 14 Quiz Journal Reflection Activity *All posts due 11/30; 11:59 pm CST

***Assignments may be change or added at the discretion of the instructor. This schedule in the syllabus serves as a model and the dates posted on the Canvas site take precedent.**