

COURSE INFORMATION

Course Units: 3
Semester & Year: Spring 2025
Course ID & Section #: ADCT-10-V7606

Day/Time of Class: NONE (fully online)
16-week Virtual Synchronous (*Synchronous in this case means that we have no live or virtual classroom sessions but work week-by-week together as a class, through online learning tools available to each of us in Canvas.*)

INSTRUCTOR CONTACT INFORMATION

Professor's name: Carolyn Perkins
Office location: AT-135
Office hours: Thursdays from 9:00am – 10:00am
(in person or via Zoom – link provided on Canvas)
Phone number: 707-476-4354
Email address: The best way to email me is through Canvas Inbox

CATALOG DESCRIPTION

This course provides a historical and sociological perspective on the use, abuse, and social control of drugs associated with substance use disorder. Included are overviews of the biopsychosocial nature of addiction; the impact of addiction on children, families, and society; contemporary treatment and prevention approaches; and the addiction counseling profession.

COURSE STUDENT LEARNING OUTCOMES *(from course outline of record)*

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

1. Identify drug classifications, stages of use and effects of drugs on the individual and society.
2. Articulate the principles of prevention, treatment, 12-Step programs, enforcement, and harm reduction in addressing substance use and abuse.
3. Analyze historical themes of drug use and synthesize that information with current scientific knowledge to address individual and societal problems of substance abuse.

PREREQUISITES/CO-REQUISITES/ RECOMMENDED PREPARATION

None

REQUIRED MATERIALS

Van Wormer, K., & Rae Davis, D. (2025). *Addiction Treatment: A Strengths Perspective* (5th ed.). Cengage. ISBN: 978-0-357-93634-4

EDUCATIONAL ACCESSIBILITY & SUPPORT

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2353, Main Building, near the library
- Klamath-Trinity: 707-476-4280

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments usually cannot be accommodated.

SPRING 2025 ADMISSIONS DEADLINES & ENROLLMENT POLICIES: You can find a rundown of important dates regarding the beginning of classes, add/drop deadlines, breaks, finals and more, by clicking [this link](#). This includes **the deadline to add/drop/withdraw from courses**. Be sure that you are familiar with these dates and how they impact your individual situation.

INSTRUCTOR APPROACH TO THIS COURSE

Classes will include a mixture of lectures, student engagement, information gathering, and individual self-reflection. Students are strongly encouraged to ask questions of the instructor, as well as other students. This allows each of us to learn and grow in our understanding of ourselves and of this field of study. Each of us comes to this course, and this career path, with different lived experiences. Rather than expecting others to accept one viewpoint, students will be encouraged to allow space for the experiences of others from differing backgrounds to exist simultaneously. Through this understanding of ourselves and those around us, students will begin to develop an ecological approach to their understanding of this important field of study.

This course is an on-campus/in-person course that will be completed **synchronously one week at a time**. Students are expected to engage through attendance, participation in classroom discussions, and the completion of assignments, worksheets, and quizzes. The instructor will take attendance daily and utilize Canvas Analytics to ensure that students are engaged with the course material each week.

All students are expected to thoroughly read this syllabus and take the time to understand the assignment details as laid out in this syllabus, as well as on the “Assignment Drop-Box” page on this course’s Canvas homepage.

Before posting/interacting with this online course, be sure to familiarize yourself with the following tabs (*which you can access from our Canvas “Home” page*): Start Here, Classroom Agreements, Meet your Instructor, Office Hours, and Assignment Drop-Box. All these items can be accessed directly from the course’s Home Page on Canvas. Students should also be sure to follow the directions of each week’s module closely.

Do not rely on the Canvas “Calendar” to indicate what is due for this course. Doing this will mean that you miss a large chunk of the material for this course.

INCLUSIVITY STATEMENT

Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. I believe learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. I encourage anyone who experiences or observes environments at our college that become unfair or hostile on the basis of people’s identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the information and resources provided [on this page](#).

Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, ability and neurodiversity, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. You will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel our classroom community isolates you in any way because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an

environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. As outlined in our Classroom Agreements, in this class we are committed to equalizing our space, checking our assumptions, accepting each other's right to make mistakes, practice giving and receiving forgiveness, and recognizing consensual dialogue. It is expected that some of the material in this course may evoke strong emotions, cause discomfort, or call for us to examine our privilege, power, and/or individual lens. In the field of social work, this process of sitting in discomfort, unpacking our own lived experiences, and creating a space where others can also do these things, allows each of us to grow in our understanding of the human experience. That said, please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes offense. While our intention may not be to cause offense, the impact of what happens throughout the course is not to be ignored. It is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt that you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue that you trust.

(Adapted from Cal Poly Humboldt and Brown University)

FREE FOR STUDENTS - OFFICE 365 EDUCATION

Office 365 software is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. You can access these by clicking "MyCR" at the top left-hand side of CR's main webpage: www.redwoods.edu

BEFORE ASKING FOR HELP FROM YOUR INSTRUCTOR

Be sure to check your syllabus for the information that you are seeking. In the field of Social Work, professionals are often asked to find answers to complex laws, policies, treatment modalities, and regulations. Often, we are working in agencies that are fast paced and require us to be on the move. This can mean that we are on our own finding the answers that our clients need. Your ability to find and interpret those answers on your own is key to your success. This course is a great opportunity to hone your skills. While I am *more than happy* to connect and *truly enjoy* getting to know/help students, know that it is equally important to me that you learn to navigate the unknown independently.

WHEN REACHING OUT TO CAROLYN

When reaching out, **please allow at least 24-48 business hours for a response.** If your matter is urgent, feel free to add that to the subject line so that I am aware of this. Please know that one way that I facilitate self-care in my own life (a key component to longevity in the field of social work and

addiction studies), **I do not work 7 days a week.** This means that I rarely check/respond to emails over the weekend or on holidays. This can be tricky when students wait until the last minute to begin their assignments (which are due on Sunday's). When mapping out your semester, **be sure to leave yourself plenty of time to ask questions** and obtain answers during the workweek, well before your assignment is due.

OFFICE HOURS

Every Thursday from 9:00am – 10:00am, I will hold **in-person & virtual office hours simultaneously**. Students are invited to join me in my office (AT-135) during this time or hop into my office virtually via the Zoom link (provided under Course Resources on Canvas), depending on what best fits your schedule.

This is a good time to check in with me about questions, discuss upcoming assignments, alert me to anything that I should know about your personal situation, or simply check-in and chat.

If this time slot does not work for your schedule, let me know. I am more than happy to see if we can line up schedules at another time for us to talk. When seeking an alternative meeting time, please know that it may take a few days/weeks for us to find a time when we are both available. If your matter is *urgent*, please be sure to explain that to me with your meeting request.

ASSIGNMENT FORMAT

Most of the assignments for this course will involve written materials. When submitting a paper for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a *digestion* of that material in *your own words*. This includes research papers, discussions, and reflections. Papers should be dominated with *your interpretation, thoughts and understanding* of the material, rather than quotations you have picked up elsewhere. If using quotations, be sure to cite them using APA format.

All submissions for this course are to be double-spaced, using Times New Roman in a font of 12. **All assignments must be submitted in MS Word or PDF format.** *Assignments uploaded in any other format cannot be opened, and therefore will not be graded.*

DUE DATES AND LATE ASSIGNMENTS

No late submissions will be accepted.

With all assignments known *well in advance*, students must work to create a schedule of completion on their own that meets the timeline laid out below. Each student is expected to create a buffer for yourself, accounting for any unexpected events (personal, academic and technology related) that may occur near the due dates. When submitting assignments to Canvas, technical issues can arise. Be sure that you are allowing time to seek assistance from the Canvas Support folks, should something prevent you from submitting the assignment. ***This is great practice for the pressures and deadlines that are a key part of your future career as a recovery center/program employee, Social Worker, or other helping profession.*** Late assignments/work in our field means that individuals go without something

that they need to be successful/healthy/whole.

If you are experiencing an unexpected crisis, **please reach out to me BEFORE assignments are due.** *When we communicate ahead of time, it allows us to develop ways for you to remain successful in this course.* **Students who reach after the fact should know that it will be too late to create strategies for success.**

ATTENDANCE POLICY AND THE IMPORTANCE OF COMMUNICATION

I recognize the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, participation with and punctuality around classroom Discussion Boards demonstrate professional behavior and respect for peers and the learning environment. **Students are expected to communicate with me regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.**

If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all course requirements to pass this class on time.

ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER:

There are 5 ways to obtain points in this course. The details of these are broken down below.

Information about these assignments can also be found under the “Assignment Drop Box” page on our Canvas course home page. The rubric that will be used to grade each assignment can be found directly under the spot to submit each assignment in the “Assignment Drop Box” tab. All assignments will be discussed in class prior to their due dates.

1. DISCUSSION POSTS: These opportunities occur six times, spanning the entire semester.

Students can earn points for active engagement/attendance through actively engaging in our classroom conversations. Engaging in our classroom discussions is a way to show that you are (1) engaged with the course material, (2) working to translate course information into real life application, and (3) genuinely attempting to learn from others in this course. Each time we meet I will spend a chunk of time talking with you about the material we are addressing that week, while also creating opportunities for us to step back and digest the material as a class. This means that we will each have a chance to share how our own understanding and lived experiences help to create our vantage point on the issue. We will learn to listen to each other's ideas and create a safe space to talk through how we see things similarly/different. Students who actively engage in these classroom conversations can earn up to 5 additional points for that day. Students who engage in some way during every class session over the course of the semester are eligible for up to 150 points. While I recognize that speaking in groups is more difficult for some than others, know that you can approach me to brainstorm ways to engaging if this applies to you. For those that are quite comfortable speaking in groups, know that I will be asking you to do what you can to leave time for others to join in on our conversations as well.

All students are expected to abide by the Classroom Agreements (which can be found in the Course Resources via Canvas) **when engaging with one another.** Be sure that you have read and understand them. Should any issues arise this semester around our classroom discussions, I will call our attention

back to this agreement. Students who repeatedly fail to abide by this classroom agreement will be ineligible for the full 300 points. Students who are blatantly in violation of these classroom agreements may be referred to CR's student disciplinary team.

ALL-CLASS DISCUSSION	DATE DUE	POINTS AVAILABLE
First Discussion	Week One	50 points
Second Discussion	Week Two	50 points
Third Discussion	Week Four	50 points
Fourth Discussion	Week Five	50 points
Fifth Discussion	Week Eight	50 points
Sixth Discussion	Week Eleven	50 points
		TOTAL OF 300 POINTS

2. WORKSHEET: There are two worksheets due over the course of the semester.

In an effort to demonstrate what you have learned regarding Drug Classifications, as well as the Principles of Prevention and Treatment for Addiction worksheet (which will be available on/completed on Canvas).

MIDTERMS/FINAL	DUE	POINTS AVAILABLE
Drug Classification Worksheet	Week Two	18 points
Principles of Prevention and Treatment for Addiction(s)	Week Sixteen	12 points
		TOTAL OF 30 POINTS

3. Quizzes: There will be 4 of these over the semester.

These exams are designed to provide an opportunity for students to demonstrate their understanding of our assigned readings and videos for this course. Exams will take place on Canvas. Students are expected to complete these individually. Each quiz is due by Sunday at 11:59pm at the end of the assigned week.

Since quizzes are open for a full week and are not time limited. Students have one opportunity to answer each question, and are encouraged to have their course book, notes, and Canvas materials available to them throughout the exam. **All exams must complete within the assigned week.**

Arrangements cannot be made to retake or make-up a missed quiz. Be sure that you are carving out the time well in advance, to ensure that you can get these done during the assigned week.

QUIZ	DUE	POINTS AVAILABLE
Course Layout & Expectations	Week One	20 points
Quiz One (Weeks 1 – 6))	Week Six	75 points
Quiz Two (Weeks 7 - 12)	Week Twelve	75 points

Quiz Three	(Weeks 13 - 16)	Week Sixteen	75 points
			TOTAL OF 245 POINTS

4. PAPER: There is 1 paper due over the course of the semester.

Each student is required to submit a research paper covering one particular type of psychoactive drug, or compulsive behavior covered in this course.

Each paper must address: (a) the Class of this drug (if applicable), (b) its history and prevalence in the United States, (c) the short & long-term effect that it has on the human body, (d) the way this particular substance or compulsion is seen by the larger society, (e) how special populations are impacted by this substance/compulsion, (f) prevention methods, and (g) at least one treatment modality. Headers are a great way to organize your paper but are not required.

Full directions can be found in the Assignment Drop Box, as well as in the assignment itself via Canvas. The following is a rough overview of the general layout: Your paper should be 6-8 pages total. That page count includes a Title Page (page 1), 4-6 pages of content (pages 2 – 5, 6, or 7), and a 1-page reference page.

Students are required to include at least 4 individual peer reviewed citations (using APA format), attaching a list of references to the back of their paper. Of these referenced resources, at least 3 must be sought by the student OUTSIDE of provided course materials (ex: CR Library). Sourced material must also be from academic sources, government entities, or evidence-based programs. The use of unchecked/loose internet sites (ex: Wikipedia) will not count towards your 4 references.

While there is a lot to say on each type of addiction you can select from, students are discouraged from going over the page limit. Often in this line of work, individuals are pressed for time. It is important that we learn how to say several important things in a clear and concise manner.

STEP IN THE PROCESS	DATE DUE	POINTS AVAILABLE
Addiction Studies Paper	Week Thirteen	150 points
		TOTAL OF 150 POINTS

5. EXTRA CREDIT (OPTIONAL): 1 – 2 extra credit opportunities will be available throughout the semester for extra credit points. Students can opt to submit ONE of them only.

OPTION 1: Students who wish to gain extra credit in this course may write a formal letter to a governing body, elected official, or news outlet regarding a particular issue that you would like to see changed/supported in the field of addiction, recovery, prevention, treatment, and/or legislation.

Letters should include the name/address of the party contacted, the date written, less than one page of content, and the student's name/signature (following the salutation at the end of the letter).

Letters should be written using Times New Roman Font of 12 and should be single spaced.

Letters should NOT exceed one page and/or be formatted incorrectly. While students do not need to show proof of mailing these letters, you are encouraged to send them.

OPTION 2: Changes each semester, due to changing community events that students can engage in for extra points in this course. Check the bottom of the Assignment Drop Box on Canvas for the most up to date information on this option.

OPTIONAL ASSIGNMENT	DATE DUE	POINTS AVAILABLE
Extra Credit Opportunity	Check the Assignment Drop Box in Canvas	25 points
		TOTAL OF 25 POINTS

TOTAL CLASS AVAILABLE FOR THE SEMESTER 755 POINTS

**This does not include the additional points available for extra credit.*

ATTENANCE POLICY AND GRADING STANDARDS

I recognize the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment. **Students are expected to communicate with instructors regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.**

If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all course requirements to pass this class on time.

GRADING STANDARDS

The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

A (94-100%) - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.

A- (90-94%) – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.

B+ (87-89%) – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.

B (84-86%) – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.

B- (80-83%) - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.

C+ (77-79%) - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.

C (70-76%) – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.

D (64-69%) – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.

F (63% or below) – Unacceptable work that does not meet minimum course expectations.

CANVAS ISSUES/TECHNOLOGY HELP

It is crucial to seek help when you can't access Canvas, or you have difficulty with your computer settings or browser. If you run in to issues with technology throughout the semester, contact the Student Tech Support office at 707-476-4288 or via email at tech-helpline@redwoods.edu

ACADEMIC INTEGRITY

In the academic community, the high value placed on truth implies corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website.

DISRUPTIVE BEHAVIOR

Student behavior or speech that disrupts the instructional setting will not be tolerated.

Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to the instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website.

EXPECTATIONS OF THE STUDENT

- Come to class *prepared*.
- Expect to spend about 4 - 5 hours per week working on this course.
- ***Prepare to the best of your ability*** for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; ***don't plagiarize***. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this with a digestion of ***your own thoughts/interpretation*** on the subject is critical.
- Find ways to ***engage in class*** (by speaking, asking questions, sharing observations, ...) so that you can demonstrate and expand on your awareness of subject material. This will also help you to ensure that you get participation points for this course.
- While it is fine to look ahead a week or two on Canvas, ***please refrain from pre-watching video clips or looking through PowerPoint slides until we have gone through them together***. This will ensure that class is more interesting for all, while also allowing room for the instructor to make changes and bring in areas of interest expressed by the class over time.
- Work to ***maintain a sense of flexibility and humor*** as we work our way through this semester. With the ever-shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- ***Engage in timely communication with the instructor*** if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- ***Take the time to learn about campus services***. Then take steps to utilize them as needed.
- ***Create the opportunities for self-care*** that you need in order to maintain your mental health and overall success in this course.

EXPECTATIONS OF THE INSTRUCTOR

- I will ***come to class prepared***.
- I will prepare and refresh ***course materials which are as current*** and accurate as possible.
- I will be ***available to answer questions that may arise for you*** during this course, whether that is during my set office hours, or at another time that is more convenient.
- I will make myself available for reliable Office Hours (online & in person simultaneously) each week. Links/directions to these will be available to all students on our Canvas "Home" page.
- I will ***return emails within a 24–48-hour business days***. If something is URGENT, please indicate that in the subject line.
- I will ***prepare you*** for the quizzes and other assessments in this course to the best of my ability.
- I will utilize ***fair and honest evaluation*** techniques for each assignment required for this course.
- To the best of my ability, make this a ***valid and worthwhile learning experience***.
- I will do my best to ***address the needs of a diverse range of learning styles*** in this course.
- I will ***only*** share your student information per FERPA guidelines.
- I will ***remain flexible regarding unexpected events impacting all of us*** over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.

WEEKLY TOPIC AREAS TO BE COVERED THIS SEMESTER:

WEEK ONE	Human Relationship to Psychoactive Substances Throughout History
WEEK TWO	Drug Classifications – A look at the Various Breakdowns
WEEK THREE	Race, Ethnicity, Culture, & the Socioeconomic Determinants of Addiction
WEEK FOUR	A Closer Look at “Uppers” (Stimulants)
WEEK FIVE	A Closer Look at “Downer” (Opioids & More)
WEEK SIX	A Closer Look at Alcohol: Another “Downer”
WEEK SEVEN	A Continued Look at Alcohol
WEEK EIGHT	A Closer Look at “All Rounders” (Psychedelics)
WEEK NINE	--- No Class / Spring Break ---
WEEK TEN	The Relationship Between Addiction and Our Mental Health
WEEK ELEVEN	Addiction Across the Lifespan & the War on Drugs
WEEK TWELVE	Family Systems: Risk & Resiliencies
WEEK THIRTEEN	Gambling, Eating, Spending Disorders & Other Behavioral Addictions
WEEK FOURTEEN	The Technology Revolution’s Impact on All Things Addiction
WEEK FIFTEEN	Strengths-Based Helping Strategies
WEEK SIXTEEN	Mutual-Help Groups & Faith-Based Approaches

Course Outline, Assignments & Due Dates Are Subject to Change at Instructors Discretion