COURSE DESCRIPTION:
Considers constructs and theories related to legalized and illicit drug use, abuse and addiction across the lifespan. Focuses on biological, psychological, social antecedents of drug use, and on biopsychosocial consequences of drug use and dependence within developmental contexts. Examines specific drug addictions and treatment approaches. Health psychology, counseling psychology, developmental psychology, neuropsychology, medicine, health education, and public health perspectives are considered. Emphasizes the interplay of the knowledge and understandings developed from these perspectives, and applies this knowledge to research and counseling practice.

COURSE OBJECTIVES:
By the conclusion of this course students will:
• Define the history, chemistry, and impact of illicit and legalized drugs of use and abuse
• Understand and consider the interplay between the biological, psychological, and social antecedents and consequences of drug abuse and addiction
• Consider the antecedents and sequelae of alcohol, nicotine, hallucinogen, opiate and “club drug” addictions
• Analyze and apply theories of addiction
• Delineate counseling and other treatment approaches to drug abuse and addiction
• Read, analyze, and evaluate primary literature in the areas of drug abuse and addiction

REQUIRED READINGS:
Primary source journal readings (Online; listed by session)

EVALUATION:
Reading Reflections 20 points
Presentation: The Biopsychosocial Antecedents of [Drug]Use, Abuse or Dependence 15 points
Book Review and Analysis of Project Match Treatment Manuals 15 points
Companion Research Chapter to Methamphetamine: a biopsychosocial perspective 40 points
Class Participation 10 points

ADDICTIONS AND ADDICTIONS THEORY

SESSION 1:
Historical, Clinical, and Legal Considerations of Drug Use, Abuse and Dependence
Readings:

SESSION 2:
Etiology and Course of Drug Use Disorders
Assignment Due: Reading Reflection 1

SESSION3:
Drug Use Disorders and Associated Comorbidities: Psychopathology, Trauma, and HIV
Readings:
Assignment Due: Reading Reflection 2

DRUGS OF ABUSE:
HISTORY, CHEMISTRY AND BIOPSYCHOSOCIAL CONSEQUENCES & ANTECEDENTS

SESSION 4:
Alcohol and Tobacco (Nicotine): History, Chemistry, Biopsychosocial Consequences
Readings:
Assignment Due: Reading Reflection 3
SESSION 5:
Biological, Psychological and Social Antecedents of Alcohol and Tobacco (Nicotine) Use, Abuse and Dependence

Readings:

Assignment Due: Reading Reflection 4
Assignment Due: Presentation Group 1

SESSION 6:
Heroin and other Opiates: History, Chemistry, Biopsychosocial Consequences

Readings:

Assignment Due: Reading Reflection 5

SESSION 7:
Biological, Psychological and Social Antecedents of Heroin and other Opiate Use, Abuse and Dependence

Readings:

Assignment Due: Reading Reflection 6
Assignment Due: Presentation Group 2

SESSION 8: Cocaine, Amphetamines, Methamphetamine, and MDMA: History, Chemistry, Biopsychosocial Consequences

Readings:

Assignment Due: Reading Reflection 7
SESSION 9:
Biological, Psychological and Social Antecedents of Cocaine, Amphetamines, Methamphetamine and MDMA, Abuse and Dependence

Readings:

Assignment Due: Reading Reflection 8
Assignment Due: Presentation Group 3

SESSION 10:
Marijuana, (Cannabis), LSD and other Hallucinogens: History, Chemistry, Biopsychosocial Consequences

Readings:

Assignment Due: Reading Reflection 9

SESSION 11:
Biological, Psychological and Social Antecedents of Marijuana, (Cannabis), LSD and other Hallucinogen Use, Abuse and Dependence


Assignment Due: Reading Reflection 10
Assignment Due: Presentation Group 4

THE TREATMENT OF DRUG ABUSE AND DEPENDENCE

SESSION 12:
12-Step and 12-Step Facilitation

Readings:
SESSION 13:
Cognitive Behavioral Therapy

Readings:

SESSION 14:
Motivational Interviewing and Motivation Enhancement Therapy

Readings:

SESSION 15:
Pharmacotherapies and Vaccines

Assignment Due: Book Review and Analysis of Project Match Treatment Manuals

Final Assignment Due One Week after Last Class: Companion Research Chapter to Methamphetamine: a Biopsychosocial Perspective.

ASSIGNMENTS

Readings & Reflections
After each class, you are to complete the assigned readings, which relate to the topics of the day, and write a reflection paper. Your reflection should be between 500 and 600 words. This assignment should be a chance to think deeply and scientifically about some of these issues, perhaps for the first time. The reflections should include (a) your reaction to the readings and (b) how the subject matter of the articles speaks to your domain of study—psychology, education, public health, public policy, nursing etc. Please be specific in your reflection by referencing elements of the articles you have read. There are 10 reflections, and each assignment is worth 2 points, for a total of 20 points. Assignments must be turned in at the beginning of class. There is a 1-point deduction for each day late.

Presentation: The Biopsychosocial Antecedents of [Drug] Use, Abuse or Dependence
For this assignment you will be assigned one of the drugs, we have discussed. You are to identify a scientific study that examines the biological, psychological, and/or social reasons that individuals use this drug. This empirical study must examine intrapersonal, interpersonal, contextual, cultural factors. Then you are to fashion a 20-minute presentation which (1) describes the purpose of the study; (2) delineates the methods used in the study; (3) reports on the results of the study; (4) considers the psychosocial implication of the study—how does the study inform you work with an individual who is using or thinking about using this drug. This presentation must be designed using PowerPoint or other presentation software. The assignment will be staggered over four dates: SESSIONS 5, 7, 9, 11. You will assigned your drug and your due date during our first class session. You will email your presentation to me (pnhl@nyu.edu) by noon on the day of your presentation, and provide hard copy of the presentation prior to beginning your talk. The assignment is worth 15 points and late assignments cannot be accepted.
Book Review and Analysis of *Project Match* Treatment Manuals
After you have read the Project MATCH treatment manuals, you are to write word critique of no more than 100 words of the treatment approaches. Your review should (1) briefly describe each approach with an emphasis on similarities and differences in the approaches; (2) differentiate the strengths and weakness of each of the treatment modalities; and (3) assess the applicability of each program in either a research or clinical setting, and across different developmental levels. Finally, using the drug, which you studied for your presentation assignment, identify the treatment approach that you think would best be suited for addressing that particular drug addiction. Provide commentary as to why you have and your selection. This assignment is worth 15 points. There is 3-point deduction for each day late.

Companion Research Chapter to *Methamphetamine: a Biopsychosocial Perspective*
For this assignment you are to select a drug in which you have interest, and chapter from the *Methamphetamine: a Biopsychosocial Perspective*, and write compassion chapter to the book for the drug that you have selected. For example, you could write a chapter on “Media Reactions to Marijuana,” “Treatment Considerations for Cocaine Addiction,” “The Chemistry of LSD Use,” etc. This chapter should be fully research and written for an audience that is composed of both researchers and practitioners. The chapter should be no more than 25-pages, including references, APA format. The assignment is due one week after our last class, and should be emailed to me at PNH1@NYU.EDU. The assignment is worth 40 points and there is a 5 point deduction for each day late.

Class Participation
You are expected to attend all classes, complete all the readings, and be actively engaged in the classroom activities and discussions. This course will rely heavily upon class participation.

| Students are reminded free expression in an academic community is essential to the mission of providing the highest caliber of education possible. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. New York University encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. The teachers for this course are committed to maintaining an environment that opens doors, opens hearts, and opens minds. |