**Indiana University**

**School Of Social Work**

**S442 Practice-Policy Seminar in Field of Practice: Addictions (3 crs.)**

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| --- | --- |
| **Section**  | **Instructor Name:**  |
|  | **Office:**  |
| **Time:**   | **Office Hours:**  |
| **Day:**  | **Phone:**  |
| **Room:**  | **Email:**  |

**Course Description and Place in the Curriculum**

This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Case management exists within the broad area of social welfare and social services, and requires knowledge about the human condition, problems in living, the delivery of human services, and the institutions that comprise today’s social welfare system. Case Management is explored through its direct practice with individuals and families, and application in multiple human service delivery systems. The course focuses on client-centered practice, based on an understanding of the multi-dimensional aspects of interdisciplinary collaboration. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application of case management. The course emphasizes the value base of social work practice and its commitment to social and economic justice as they identify and analyze ethical dilemmas found in case management practice.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs.   The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies.  These competencies are evidenced by corresponding practice behaviors. The course contributes to building knowledge and skills for students to demonstrate EPAS (CSWE, 2008) competencies 2.1.1 (professional identity), 2.1.2 (values and ethics), 2.1.3 (critical thinking), 2.1.4 (diversity), 2.1.8 (policy practice) and 2.1.10 (practice) as they relate to one specific field of practice. This course is one of multiple choices for BSW Senior level students (Pre-requisites are completion of all 300 level Social Work courses) to focus their learning in a specific area/method of practice and is also a required course for students seeking the Certificate in Case Management (Pre-requisite S200 Introduction to Case Management).

**Course Objectives and Competencies**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

S442-01. Analyze the current trends and emerging challenges that may require specialized services (EP 2.1.3; 2.1.9).

S442-02. Analyze the policies and resources available to deal with those trends and challenges (EP 2.1.3; 2.1.8).

S442-03. Articulate the purposes, nature, role, and status of social work (including its relationship to other relevant professions) within this field of practice (EP 2.1.1).

S442-04. Clarify the values, attitudes, and ethical principles, including concern for social and economic justice and respect for diversity, significant to social work in this field of practice (EP 2.1.2).

S442-05. Synthesize the current knowledge of policies and research-informed practices in this field of practice and suggest ways in which it might be applied in their current and future practice (EP 2.1.3; 2.1.8; 2.1.10).

S442-06. Propose strategies for professional roles and interventions in selected situations in this field of practice within organizational and external realities (EP 2.1.10).

S442-07. Analyze accessibility of services particularly for people who identify factors that may increase their vulnerability including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation (EP 2.1.4).

S442-08. Synthesize the importance of continuing professional development in this field of

practice as well as the general social work profession (EP 2.1.1).

**Content Outline and Reading Assignments**

| DATE | CLASS FOCUS & ASSIGNMENTS | READINGS |
| --- | --- | --- |
| Jan 11 | Introductions, Review Syllabus, & Lecture/Discussion* What is *Addiction*?
* What does it matter what we call *it*?
* Stigma & Associated Problems: Public and Private
 | Syllabus“The Problem” (book chapter posted under resources on Oncourse) |
| Jan 18 | Lecture/Discussion:* The Nature of Addiction
* Historical Perspectives
 | van Wormer & Davis: Chapters 1 & 2  |
| Jan 25 | **Due: DEAL Reflection Paper**Lecture/Discussion:* The Strengths Approach
* Harm Reduction,
* Public Policies (Failed and Successful)
* What is Evidence Based?
 | van Wormer & Davis: Chapters 3 & 12Petra & Walter article (see Oncourse under Resources) |
| Feb 1 | Lecture/Discussion* The biology of addiction
* How biology should influence public policy
 | van Wormer & Davis: Chapters 4 & 5  |
| Feb 8 | Lecture/Discussion* Treatment Across the Life Span & Related Policies
 | van Wormer & Davis: Chapter 6 |
| Feb 15 | Lecture/Discussion* Other Addictions: Public Policy, Attitudes, & Costs
 | van Wormer & Davis: Chapters 7  |
| Feb 22 | Lecture/Discussion* Co-occurring Disorders: Policy & Treatment Issues
* Review
 | van Wormer & Davis: Chapter 8 |
| **Mar 1** | **Mid-term Examination** | van Wormer & Davis: Chapters 1—8  |
| Mar 8 | Lecture/Discussion* Families: How are families included & excluded
* Agency Inclusion/Exclusion Policies
 | van Wormer & Davis: Chapter 9 |
| Mar 15 | **SPRING BREAK** |  |
| Mar 22 | Lecture/Discussion* Cultural Competency
* Ethical Concerns
 | van Wormer & Davis: Chapter 10 & 11 |
| Mar 29 | Lecture/Discussion* Public Policy: Past, Present, & Planning for the Future
 | van Wormer & Davis: Chapter 13 |
| Apr 5 | Group Presentations | See Assignment Details |
| Apr 12 | Group Presentations**Due: DEAL Reflection II** | See Assignment Details |
| Apr 19 | Review | van Wormer & Davis: Chapters 1—13 |
| Apr 26 | **Final Exam—Tuesday, 1:30—3pm****Professional Participation Due via Oncourse** |  |

**Required and Recommended Texts and Journal Articles:**

**Required:** Van Wormer, K., & Davis, D.R. (2009). *Addictions treatment: A strengths perspective* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Recommended: Taleff, M. J. (2006). *Critical thinking for addiction professionals.* New York: Springer Company.

Additional readings are posted on the syllabus and may be announced during the semester as needed.

**Assignments:**

Indiana University School of Social Work (IUSSW) utilizes an eportfolio system to document student achievement of CSWE competencies.  Students admitted to the Social Work Program are expected to provide evidence of CSWE mandated competencies and designated practice behaviors, which are the behavioral manifestation of the competencies, from the Educational Policy and Accreditation Standards (EPAS).  Below you will read about specific assignments.  The completed assignment may provide evidence of a competency for a specific Practice Behavior and may be useful to document your achievement of the competency in the eportoflio.  You are encouraged to save an electronic copy of your assignments as one or more may be useful in documenting competencies.

A variety of teaching-learning methods and experiences will be used throughout the semester in an effort to address course content and to help students meet the course objectives. Activities may include lectures, class discussions, guest speakers, films and small group discussions. Disguised case materials, simulations and other class exercises will be utilized as appropriate to help clarify particular subject areas. Similarly, experiences of students and the instructor will be highlighted for illustrative purposes.

This is not a lecture class. The expectation is that students will have read the material before class and be ready to engage in a weekly thoughtful and critical discussion of the readings. The objective is to see how the material applies to actual field work.

**Assignments 1 and 2:**

**DEAL Structured Reflection Papers #1 & #2 :** These papers are to reflect an integration of academic content covered in the course with practice experience. Each paper includes a specific focus, related questions in the examine section, and is to be written in accordance with the **Criteria for Grading Papers** (see below)**.** Each paper is worth 15 points (see rubric ) for a total of 30 points. **Due dates: Jan 25th & April 12th**

**Assignment 1: DEAL Structured Reflection #1**: Use the exact DEAL format as presented to complete this structured critical reflection paper. Critical thinking is expected throughout this reflection paper. You must use APA, 6th Edition format, citing all sources, and include a reference page. This paper should be 5 pages (reference page not included). Papers not in the appropriate format will be returned and rewrites will not be for full points.

I. DESCRIBE a professional (practicum) experience you have had with *addiction*. . This should be a *thick* description of the experience, including, what, where and when as objectively as possible…of the experience inclusive of your feelings, attitudes, and beliefs about the client, situation, and experience.

II. EXAMINE in detail the following questions. Remember that an examination means to inspect or scrutinize closely. We do this utilizing the intellectual standards of critical thinking. Discuss your response to the following, integrating academic content from readings and class discussion (Be sure to cite sources).

What are the practice and policy themes and implications with regard to your experience?

What are the implications for treatment?

What are the ethical concerns implications?

III. ARTICULATE LEARNING: Respond to the following questions.

*What did I learn? About myself? Addiction? What I thought I thought? Etc…*

*How did I learn it?* (Be specific. It is not sufficient to merely state, I reflected or wrote. Think about what it was with regard to the assignment, afterwards conversation, reflection, etc… that prompted your learning.)

*Why does this learning matter? (personally and professionally)*

*What will I do in the future, in light of this learning? (personally and professionally)*

**Assignment 2: DEAL Structured Reflection #2**: Use the DEAL format as presented to complete this structured critical reflection paper. Critical thinking is expected throughout this reflection paper. You must use APA, 6th Edition format, citing all sources, and include a reference page. This paper should be 5 pages (reference page not included). Papers not in the appropriate format will be returned and rewrites will not be for full points.

I. DESCRIBE a learning experience you have had with this semester related to *addiction*. . This should be a *thick* description of the experience, including, what, where and when as objectively as possible…of the experience inclusive of your feelings, attitudes, and beliefs about the client, situation, and experience.

II. EXAMINE in detail the following questions focusing on a specific learning experience during this course. Remember that an examination means to inspect or scrutinize closely. We do this utilizing the intellectual standards of critical thinking. Discuss your response to the following, integrating academic content from readings and class discussion (Be sure to cite sources).

What are the practice and policy themes and implications with regard to your learning experience? For example are there policies that you see differently? Have certain policies been reinforced this semester?

What are the implications for treatment with regard to your learning? For example do you have treatment concerns that you have now that did not exist before? What counts as evidence for successful treatment?

What are the ethical concerns implications of your learning? (See NASW Code of Ethics under resources). What are your ethical concerns? What constitutes and ethical practice.

All of the above examination questions should have a focused theme and integration with academic content. This is not a discussion of beliefs that are unsupported—you must support your discussion with evidence from scholarly sources.

 III. ARTICULATE LEARNING: Respond to the following questions.

*What did I learn? About myself? Addiction? What I thought I thought? Etc…*

*How did I learn it?* (Be specific. It is not sufficient to merely state, I reflected or wrote. Think about what it was with regard to the assignment, afterwards conversation, reflection, etc… that prompted your learning.)

*Why does it matter?(Personally and professionally)*

*What will I do in the future, in light of it? (Personally and professionally)*

**These structured critical reflections assignments, *depending on your focus and themes*, may provide evidence of competency for Practice Behavior #2 (Practice personal reflection and self-correction to assure continual professional development), Practice Behavior #7 (Recognize and manage personal values in a way that allows professional values to guide practice). Practice Behavior #8 (Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles). Practice Behavior #10 (Apply strategies for ethical reasoning to arrive at principled decisions). Practice Behavior #11 (Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom). Practice Behavior #20 (Engage in practices that advance social and economic justice). Practice Behavior #25 (Analyze, formulate, and advocate, for practices that advance social well-being). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors**

**Assignment 3: Midterm Essay Question**

In the Chapter, Defining and Addressing the Problem\*, Carroll and Miller (2006) pose a question:

“Suppose we knew all that science has revealed regarding substance use problems and dependence, but had no organized systems for addressing them. Imagine if we could start from scratch to design creative ways to prevent, decrease, and treat substance use problems and disorders.  What if we were to set aside all current specialist systems, brand-name treatments, and existing programs, and start from the scientific knowledge base to develop social strategies for combating these problems?’’ (p. 4).

If the above were true, what differences do you believe we would see in policies related to substance use disorders?  How would our culture be different? How would treatment of substance use disorders be different?  Discuss your answer in no more than 2 pages, single-spaced.  It is expected that you will integrate academic content, cite all sources, and have a reference page (not counted in the 3 pages).

**This assignment may provide evidence of competency for Practice Behavior #11 (Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom), Practice Behavior #12 (Analyze models of assessment, prevention, intervention and evaluation), Practice Behavior #22 (Use research evidence to inform practice) and/or Practice Behavior #27 (Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

**Assignment #4: Group Presentations:** This group presentation is to be a power point format (provide hard copies to class via email to instructor). You will be divided into 4 to 5 groups for this 20 to 30 minute presentation on the following topics:

* War on Drugs: Policies and Impact on the Treatment of Drug/Alcohol Misuse
* Zero Tolerance Policies in Secondary Education
* Prevention: Policies and Programs (evidenced-based)
* Criminalization of Drug Offences: Impact on African Americans and Hispanics
* Drug Courts: Promises and Failures
* Medicare, Medicaid, and Private Payment of Drug/Alcohol Treatment

In addition to other sources, the following websites must be used as a source for information:

<http://www.cms.hhs.gov/> (Health & Human Services/Center for Medicare & Medicaid Services)

<http://www.samhsa.gov/> (Substance Abuse and Mental Health Administration)

<http://www.nih.gov/> (National Institute of Health)

<http://www.niaaa.nih.gov/> (National Institute on Alcohol Abuse and Alcoholism)

<http://www.nida.nih.gov/> (National Institute on Drugs)

<http://www.socialworkers.org/pubs/code/default.asp> (NASW Code of Ethics)

Note: Your fellow group members will evaluate you anonymously on your contribution to this group assignment. The presentation is worth 15 points. **Due Dates: April 5 & 12**

**This assignment may provide evidence of competency for Practice Behavior #11 (Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom), Practice Behavior #12 (Analyze models of assessment, prevention, intervention and evaluation). Practice Behavior #18 (Understand the forms and mechanisms of oppression). Practice Behavior #19 (Advocate for human rights and social and economic justice). Practice Behavior #20 (Engage in practices that advance social and economic justice). Practice Behavior #22 (Use research evidence to inform practice). Practice Behavior #25 (Analyze, formulate, and advocate for policies that advance social well-being). Practice Behavior #27 (Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

**Assignment 5: Final Examination**

You will be given a final examination, cumulative of course content. This objective exam will serve to evaluate your ability to comprehend and apply relevant course content to real world practice.

**This assignment may provide evidence of competency for Practice Behavior #22 (Use research evidence to inform practice). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors.**

**Assignment 6:** **Professional Participation:** Attendance is expected in this policy/practice seminar. 100% attendance is required for all points associated with scholarly participation; however 100% attendance is not the only requirement for full points. Scholarly and professional participation is to include discussion that reflects the readings, critical thinking, and posing questions that reflect the same. Participation is to be professional and inclusive of other colleagues. *Professionalism* demonstrated in class is evaluated as follows:  Overall evaluation of class participation will take into account the manner and extent to which a learner: a) attends regularly and is on-time; b) is prepared for the class discussion; c) shares experiences, viewpoints, and reactions; d) raises relevant questions and issues; e) participates in analysis of practices under discussion; and f) gives and uses feedback constructively.  Professional class participation is essential. You are to complete a self-evaluation of scholarly and professional participation using the guidelines above and including a final statement of points awarded. (15 points). If you do not complete the narrative and rubric, your automatic grade for participation will result in a C. **Due April 26, 2010.**

**This assignment may provide evidence of competency for Practice Behavior #3 (Attend to professional roles and boundaries. Practice Behavior #4 (Demonstrate professional demeanor in behavior appearance and communication), Practice Behavior #30 (Use empathy and other interpersonal skills). As such, this assignment may be an appropriate product for inclusion in the ePortfolio for those or other practice behaviors**

**Grading:**

Reflection papers: 15 pts each for 30 pts

Midterm Essay Question: 20 points

Presentation: 15 pts

Professional Participation in class discussions: 15 pts

Final examination: 20 pts

TOTAL: 100 points

The following grading scale will be used for all assignments:

90%-> A; 80%-> B; 70%-> C; 60%-> D; 59%-< F (Plus/Minus grades to be determined)

Students will not receive credit for late assignments.

**University and School Policies**

*Students*should be familiar with the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (<http://www.iu.edu/~code/> ), from which many of the policies below are derived. In addition, students should refer to the BSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person’s actual words, whether oral or written;
2. Using another person’s ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Right to Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws. For more information, contact Adaptive Educational Services ([life.iupui.edu/aes/index.asp](http://life.iupui.edu/aes/index.asp)).

Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the [end of the 2nd week of the semester](http://registrar.iupui.edu/accal.html) , or equivalent for non-semester length courses,to the course instructor and must use the [Request for Course Accommodation Due to Religious Observance](http://registrar.iupui.edu/religiousholidayform.html). In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date.The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to <http://veterans.iupui.edu/resources/withdrawal/>

Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar’s Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/default.asp>).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts.

Additional Course Policies

**Principles of Undergraduate Learning (PUL)**

IUPUI Principles of Undergraduate Learning

*Revised March 2007; Approved May 1, 2007*

The undergraduate education experience at IUPUI is guided by six principles of learning.  The Principles of Undergraduate Learning (PULs) are as follows:

      Principle 1:      Core Communication and Quantitative Skills;

      Principle 2:      Critical Thinking;

      Principle 3:      Integration and Application of Knowledge;

      Principle 4:      Intellectual Depth, Breath, and Adaptiveness;

      Principle 5:      Understanding Society and Culture; and

      Principle 6:      Values and Ethics

This course addresses the following PULs (All PULs are described at [**http://www.iport.iupui.edu/selfstudy/tl/puls/**](https://sn2prd0106.outlook.com/owa/redir.aspx?C=go9Fttn_c0KwVhV66LxIIYMOR4F_kc8I6WW5fB-IFxb50SkV-uzopjbZQFaWvM91JFTK2IKEMVs.&URL=http%3a%2f%2fwww.iport.iupui.edu%2fselfstudy%2ftl%2fpuls%2f), as well as under the “Resource” tab):

 #3: Intellectual depth, breadth, and adaptiveness (Most Emphasis)

 #5: Understanding society and culture (Moderate Emphasis)

 #2: Critical thinking (Some Emphasis)

**For further information regarding PULs at IUPUI, please see** [**http://www.iport.iupui.edu/selfstudy/tl/puls/**](https://sn2prd0106.outlook.com/owa/redir.aspx?C=go9Fttn_c0KwVhV66LxIIYMOR4F_kc8I6WW5fB-IFxb50SkV-uzopjbZQFaWvM91JFTK2IKEMVs.&URL=http%3a%2f%2fwww.iport.iupui.edu%2fselfstudy%2ftl%2fpuls%2f)**.**

**Counseling and Psychological Services (CAPS)**

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located in the Walker building at 719 Indiana Avenue and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: <http://life.iupui.edu/caps/>

**Administrative Withdrawal and Emergency Withdrawal**

A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignment. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: if you miss two weeks of class during the first month of the semester, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Various circumstances, often unexpected, may force students to withdraw from an academic term or session; they include, among others, major medical issues, death in the family, job loss, divorce, etc. If students need to use the Emergency Withdrawal procedure, they MUST contact the Student Advocate:

**IUPUI Student Advocate
Division of Student Life
Campus Center, Suite 350
420 University Blvd.
Indianapolis, IN 46202
Phone: (317) 278-7594
Fax: (317) 278-9904****stuadvoc@iupui.edu**

 **Additional Contact Information**

I will also be available before and after class upon request. The best way to ensure that you will meet with me, even during office hours, is by making an appointment. My office is located in Room 4107. If it is necessary to reach me by phone, 317-278-8607 My e-mail address is kalay@iupui.edu.

**Bibliography**

Agrawal, A., & Lynskey, M. T. (2008). Are there genetic influences on addiction: evidence from family, adoption and twin studies. *Addiction*, *103*(7), 1069-1081. doi:10.1111/j.1360-0443.2008.02213.x

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Barbieri, J. L. (2008). The URGES approach: Urge Reduction by Growing Ego Strength (URGES) for Trauma/addiction treatment using alternate bilateral stimulation, hypnotherapy, ego state therapy and energy psychology. *Sexual Addiction & Compulsivity*, *15*(2), 116-138. doi:10.1080/10720160802035584

Calabrese, E. J. (2008). Addiction and dose response: The psychomotor stimulant theory of addiction reveals that hormetic dose responses are dominant. *Critical Reviews in Toxicology*, *38*(7), 599-617. doi:10.1080/10408440802026315

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