

CAS/GERO/SW 437/637 Aging and Addiction

IMPORTANT: This is a web-based course operating on a condensed schedule, with at least one proctored examination (see the “Semester at a Glance” and “Examinations” sections for more information). This means that it is shorter and may have more rigorous weekly requirements than a standard-length course. Due to the dynamic nature of online courses, these details are subject to change. In order to ensure you have the most recent information available regarding assignment details, course policies, and additional information, please refer to the course site.

Contact information for your instructor and the Online Learning office can be found in the Getting Started module and on the Contacts and Help page within your course in WebCampus.

Table of Contents

Welcome and Introduction	2
Course Description	2
Student Learning Outcomes (SLOs)	2
Required Textbooks and Materials	3
Textbook.....	3
Accessibility of Required Materials.....	3
This Semester at a Glance	3
Grading	5
Point Distribution	5
Grade Scale.....	6
Introductory and Post-Course Surveys	6
Week 1 Scavenger Hunt Quiz	6
Discussions	6
Experiential Paper Discussions	7
Written Assignments.....	7
Undergraduate Interview Paper.....	8
Graduate Experiential Paper and Discussion Lead	8
Examinations.....	9
Midcourse Exam.....	9
Final Exam.....	9
Requirements.....	10
Late Policy	10
Online Learning Policies and Additional Information.....	10

Welcome and Introduction

Welcome to *Aging and Addiction!* This upper-division and graduate-level course has been designed to introduce students to addictions among the aging from a biopsychosocial perspective. Addictions among the aging are a serious public health concern often referred to as an “Invisible Epidemic.” Whether you plan on entering the addiction treatment field or another helping profession such as social work or nursing, the knowledge gained in this course will prepare you to respond to the needs of the elder client. This course will provide you with the fundamentals necessary to recognize the warning signs, engage the elder or their family member in a conversation, and refer as necessary to a licensed professional.

This course is cross-listed between CAS 437/637, GERO 437/637, and SW 437/637. This means we have a diverse group of scholars with varying life/work experiences and perspectives that will enhance the learning process.

A couple valuable resources on the University of Nevada, Reno campus are the Nevada Prevention Resource Center (NPRC) and Nevada’s Recovery and Prevention Community (NRAP). The NPRC is your gateway to information and resources on substance abuse prevention, treatment, and recovery. Peruse their website at your leisure by visiting [Nevada Prevention Resource Center \(NPRC\)](#). NRAP is located on the university campus and supports a sober community and campus life.

Questions concerning the technical aspects of online learning should be directed to the 365 Learning Office at 775-784-4652. Questions concerning the educational aspects of the course should be directed to the instructor through WebCampus Conversations accessible through Canvas “Inbox.”

Course Description

The following course description is from the [UNR catalog](#):

This course provides a multidisciplinary **overview** of the factors associated with the identification, intervention, and treatment of substance-related (chemical) and behavioral (non-substance-related) addictions among older adults.

This class was developed by Teresa M. Sacks, MPH and Colin Hodgen, PhD, LADC, CPGC.

Student Learning Outcomes (SLOs)

Upon completion of this course, students will be able to

- explain the aging process from a biopsychosocial perspective;
- differentiate and discuss the various theories and models of aging;
- differentiate and discuss the various theories and models of addiction;
- differentiate between substance-related (chemical) and behavioral disorders;
- demonstrate an understanding of the synergism between aging and addiction;
- identify risk and protective factors across the various domains;
- describe the process, progression, treatment, and recovery from addictive disorders among the aging; and
- identify prevention and intervention strategies and trends relevant to addiction among the aging.

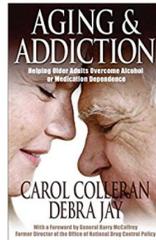
More details regarding course topics and learning objectives for each week are available in the weekly modules.

Required Textbooks and Materials

Textbook

The required textbooks will be available for purchase online or at the [Nevada Wolf Shop](#). Please note that you must have acquired your texts prior to the first day of the course.

Colleran, C. & Jay, D. E. (2002). *Aging and addiction: Helping older adults overcome alcohol or medication dependence*. Center City, MN: Hazelden; ISBN: 9781568387925.



Also required and available in course reserves:

Center for Substance Abuse Treatment (1998, Revised 2012). *Substance abuse among older adults*. Treatment Improvement Protocol (TIP) series, number 26. HHS publication no. (SMA) 12-3918. Rockville, MD: Substance Abuse and Mental Health Services Administration.

The textbook(s) are supplemented by other material: journal articles, online reports, videos, etc. These readings and viewings will be provided in course reserve or will be available on the internet. A complete list of each week's readings/viewings is located in the weekly modules.

Accessibility of Required Materials

Please note that 365 Learning has made every effort to ensure that the required materials in our courses are universally accessible. If you require specific accessibility accommodations, please review the course material and contact 365 Learning and the [Disability Resource Center](#) at the start of the semester to discuss your needs.

This Semester at a Glance

This course is NOT self-paced. You will have readings, a lecture, and assignments every week. All assignments have a due date that is listed in the syllabus, in the modules, and on the calendar. You may want to map out all of the due dates in your personal planner at the beginning of the semester so that you can work to meet these deadlines at a comfortable pace.

This is a suggested outline only. The instructor may change the topics or schedule as needed.

Week/Date	Topics	Readings and Viewings	Assignments
Getting Started: January 20–26	Course Information	<ul style="list-style-type: none"> • Course Syllabus 	<ul style="list-style-type: none"> • Familiarize yourself with the course in WebCampus • Introductory Discussion • Scavenger Hunt Quiz
Week 1: January 27– February 2	Introduction; Aging, Part 1	<ul style="list-style-type: none"> • Course Reserves • <i>Viewing: The Future of Aging</i> 	<ul style="list-style-type: none"> • Introductory Survey • Discussion • Written Assignment
Week 2: February 3–9	Aging, Part 2: Physiology and Psychology of Aging	<ul style="list-style-type: none"> • Course Reserves • <i>Viewing: Successful Aging</i> 	<ul style="list-style-type: none"> • Discussion • Written Assignment
Week 3: February 10–16	Aging, Part 3: Psychosocial Aspects of Aging	<ul style="list-style-type: none"> • Course Reserves 	<ul style="list-style-type: none"> • Discussion • Written Assignment • Graduate Experiential Presentation Sign-up • <i>Schedule Midcourse Exam</i>
Week 4: February 17–23	Aging, Part 3: Psychosocial Aspects of Aging (continued)	<ul style="list-style-type: none"> • Course Reserves 	<ul style="list-style-type: none"> • Discussion • Written Assignment • Graduate Experiential Topic and Method
Week 5: February 24–28	Proctored Midcourse Exam		
Week 6: March 2–8	Theories and Models of Addiction	<ul style="list-style-type: none"> • Aging and Addiction, section 2 • Course Reserves 	<ul style="list-style-type: none"> • Discussion • Written Assignment
Week 7: March 9–15	Family, Aging, and Addiction; Genetic and Environmental Factors; Social Aspects of Aging and Addiction	<ul style="list-style-type: none"> • Aging and Addiction, section 1 	<ul style="list-style-type: none"> • Discussion • Written Assignment • Undergraduate Interview Paper Topic and Draft Questions
<i>Spring Break: March 16–22</i>			
Week 8: March 23–29	Aging and Addiction	<ul style="list-style-type: none"> • Course Reserves • <i>Viewing: YouTube videos</i> • <i>Viewing: Beyond the Game: Nevada Seniors and Problem Gambling</i> 	<ul style="list-style-type: none"> • Discussion • Written Assignment
Week 9: March 30–April 5	Identification, Screening, Assessment, and Pre- Treatment Efforts	<ul style="list-style-type: none"> • Aging and Addiction, section 3 • Course Reserves 	<ul style="list-style-type: none"> • Discussion • Written Assignment • Round 1: Graduate Experiential Paper and Discussion Lead • Experiential Paper Discussions

Week/Date	Topics	Readings and Viewings	Assignments
Week 10: April 6–12	Referral and Treatment	<ul style="list-style-type: none"> • Aging and Addiction, section 4 • Course Reserves 	<ul style="list-style-type: none"> • Discussion • Round 2: Graduate Experiential Paper and Discussion Lead • Undergraduate Interview Paper • Experiential Paper Discussions • <i>Schedule Final Exam</i>
Week 11: April 13–19	Recovery, Future Directions, Closing	<ul style="list-style-type: none"> • Aging and Addiction, section 5 • Course Reserves • <i>Viewing: Older Adults in Recovery</i> 	<ul style="list-style-type: none"> • Discussion • Written Assignment • Round 3: Graduate Experiential Paper and Discussion Lead • Experiential Paper Discussions • Post-Course Survey
Week 12: April 20–24	Proctored Final Exam		

Grading

Point Distribution

Assignment	Undergraduate Points	Graduate Points
Introductory Survey	20	20
Scavenger Hunt	25	25
Discussions (ten worth 15 points each)	150	150
Written Assignments (nine worth 15 points each)	135	135
Undergraduate Interview Paper	200	—
Graduate Experiential Paper and Discussion Lead	—	200
Experiential Paper Discussions (15 points each)	45	45
Post-Course Survey	25	25
Proctored Midcourse Exam	200	200
Proctored Final Exam	200	200
<i>Total</i>	<i>1000</i>	<i>1000</i>

Students are required to take all proctored exams. Students may not retake proctored exams.

Grade Scale

The following scale will be used to determine letter grades. Please note: No half grades (i.e., A– or B+) are given in this course.

Letter	Percentage
A	90–100
B	80–89
C	70–79
D	60–69
F	59 and below

Introductory and Post-Course Surveys

Due: Sundays of weeks 1 and 11, by 11:59 p.m. (Pacific Time)

Introductory Survey Value: 20 points

Post-Course Survey Value: 25 points

You will be asked to complete two surveys in this course: one in the first week and one in the final week of the course. The Introductory Survey will help me learn a little more about you and your expectations for this class; the Post-Course Survey will ask you to provide feedback about your experience in this course.

Week 1 Scavenger Hunt Quiz

Due: Sunday, by 11:59 p.m. (Pacific Time)

Value: 25 points

Students are expected to complete the Scavenger Hunt quiz due Sunday the first week of class (Week 1). This quiz will cover the syllabus and course information.

Discussions

Original discussion post due: by 11:59 p.m. (Pacific Time) on Thursdays

Response to a classmate's post due: by 11:59 p.m. (Pacific Time) on Sundays

Value: 150 points (15 points each)

Late submissions will not be accepted.

After reading the lecture notes and assigned readings for the week, students will create one original post in response to the weekly discussion prompts. Students will respond to a classmate's post for a total of two posts per week.

You will type your discussion post directly into the discussion submission tool or cut and paste from a word document. This typically works well for students interested in verifying spelling and grammar. Consider discussion posts scholarly work. Proper grammar, correct spelling, and complete sentence structure count toward points (including the use of capital "I" as opposed to "i"). While there is no "required" length, students are advised to be thoughtful and thorough, yet concise.

Answer each of the discussion prompts. For example, Discussion 1 includes an introduction prompt as well as several individual questions that cover the concepts of “old” and “aging” from various perspectives. Failure to respond to all items within each week’s discussion will result in a loss of points. The discussions elicit interaction among students and provide richness to the overall learning experience. I review all student postings and provide feedback. I may even pose a question or two to elicit further thought and discussion.

A rubric will be available for each weekly discussion.

Experiential Paper Discussions

Original post due: by 11:59 p.m. (Pacific Time) on Sundays of weeks 9–11

Value: 45 points (15 points each)

Late submissions will not be accepted.

All students will participate in discussions regarding Graduate Student Experiential Papers in weeks 9, 10, and 11.

Graduate Students are required to present their Experiential Papers during weeks 9–11. Graduate students will post their papers to the Experiential Paper Discussion board for the Round (1, 2, or 3) they have chosen. More information on the Graduate Experiential Paper can be found below and in the weeks 9, 10, and 11 modules.

***In weeks 9, 10, and 11, all students** will choose one graduate student Experiential Paper to read, appraise, assess, or evaluate and post a response to the paper. In the event there are two or more graduate students presenting their papers in a given week, students will select **one paper** to read and provide feedback in the form of a discussion post. These additional postings are due on Sunday by 11:59 p.m. during the week the paper is posted. The total number of discussion paper postings will depend on the total number of enrolled graduate students. I will send a reminder email out to the class with a schedule of Graduate Student presentations.

A rubric will be available for each discussion.

Written Assignments

Due: by 11:59 p.m. Pacific Time on Sundays

Value: 135 points (15 points each)

Late submissions will not be accepted.

Each week (except week 10), students will complete a writing assignment related to that week’s topic. Assignment details are contained in the weekly module, under “Written Assignment.” All weekly written assignments are worth 15 points. Papers should be no more than two pages in length.

A rubric will be available for each weekly written assignment.

Undergraduate Interview Paper

Due: by 11:59 p.m. Pacific Time on Sunday of week 10

Value: 200 points

Late submissions will not be accepted.

An active-learning, experiential paper is due from all **undergraduate students**. This paper will be 3–4 pages long. Students will interview an adult age fifty or older on **one** of the following topics:

1. Ageism and the adult's experience with the issue.
2. Coping mechanisms used to adjust to age-related changes. Identify the specific age-related change the adult has experienced and what coping mechanisms or strategies worked or didn't work for them. You **MUST** apply Selection, Optimization, and Compensation (SOC) in your paper.
3. Experience or concerns with substance use or abuse; or problems with gambling. This also could be the interviewee dealing with a family member, neighbor, friend, etc. with the problem. Regardless, the person with the problem **MUST** be an older adult (age fifty+).

You will submit your topic choice and a draft of ten–fifteen interview questions in Week 7. The instructor will review your questions and provide feedback. The instructor will let you know when the questions are approved. Once approved, you may proceed with the interview.

More information on this assignment, including important Paper Guidelines, Interview Questions by topic, sample papers, and a grading rubric, is available in the weeks 7 and 10 modules. You will upload your paper as a .doc or .docx document.

Graduate Experiential Paper and Discussion Lead

Due: by 11:59 p.m. Pacific Time on Sundays of weeks 9–11, as assigned

Value: 200 points

Late submissions will not be accepted.

An active-learning, experiential discussion paper is due from all **graduate** students.

1. **Topic:** Pick a topic of interest that relates to aging *and* addiction. For example, students in the past have interviewed assisted living facility directors to determine the organization's policies with respect to alcohol and whether substance abuse programs or referrals are available. Others have researched treatment programs in their area and interviewed staff about older adult specific programs. You also could interview older adults about their views and experiences with addiction. The possibilities are endless. **Your topic and method must be approved in advance by the instructor.**
2. **Population:** Pick your population of interest. This should be a group that is accessible to you. For example, if you are interested in older adult substance abuse programs in your community, you must be able to locate treatment programs and interview a director or counselor about their programs. A supplemental question might be how many of their staff have received training in gerontology or geriatrics.

3. **Five-hour** experiential project: This means that you should be engaged in the community for at least five hours. This time would include administering a survey, conducting interviews with staff and/or older adults, etc.
 - a. If you choose to do a survey or interview: Research and develop the questions that you intend to ask your sample. **The instructor must approve these questions BEFORE you proceed with the survey or interview.**
 - b. If you choose to volunteer, then you should tell the instructor what you will be observing in the community. For example, you could volunteer at a Senior Center with the idea of examining the activities offered by the center to help older adults engage, cope, improve their self-esteem, and reduce the need for substance use.
4. Write the paper using APA format and the guidelines listed in the assignment description in the module in which it is due.
5. You must sign up for a presentation Round no later than **Sunday of week 3**. You can find the sign-up sheet by clicking on "People" on the course menu, then selecting the "Groups" tab. Select the week that you'd like to present, and click on "Join."
6. You will upload your word document Graduate Experiential Paper to the discussion board so that all class members can access your paper and comment. This is located in the module. For example, if you chose Week 9, Round 1, you will upload your paper to the assignment, "Round 1: Graduate Experiential Paper Discussion." You must upload your paper by Sunday at 11:59 PM **prior to the week** you are presenting your paper.

More information on this assignment, including important Paper Guidelines, sample papers, and a grading rubric will be available in each weekly module in which an Experiential Paper discussion takes place. Additional information on APA format is located in the Getting Started module.

Examinations

You will complete two exams, which will test lectures, assigned text readings, videos, and supplemental posted material. Combined, the exams represent 40 percent of your overall grade. You will be provided with a study guide for each exam, and they will be graded according to the accuracy, clarity, detail, and insight of the answers. More information about each exam can be found below.

Midcourse Exam

Due: week 5

Value: 200 points

The Midcourse Exam is a **proctored** exam that must be taken during week 5. A study guide and testing information will be provided to you in the week 5 module.

Final Exam

Due: week 12

Value: 200 points

The Final Exam is a **proctored** exam that must be taken during week 12. A study guide and testing information will be provided to you in the week 12 module.

Requirements

Rigorous testing policies and procedures are required of an accredited university; therefore, exams must always be administered in a proctored setting. You may choose from the following options:

1. Test in person at the 365 Learning testing room on the University of Nevada, Reno campus.
2. Test remotely via an online proctoring system.

No other proctoring options are available.

Refer to the modules for scheduled exam dates and the Schedule Exam link on the course site for further information about the proctoring options. **Early/late exams are not permitted. Failure to take your exam within the specified date range will result in a grade of zero for the exam. Students may not retake proctored exams.**

Please note the following:

- It is important to plan ahead. Waiting until the week of the exam to make arrangements for your proctored exam may result in not being able to take the exam at all.
- If you require DRC accommodations for your exam and have not already contacted 365 Learning *and* the DRC, then please do so **immediately**. See [365 Learning's Testing Accommodations page](#) for more information.
- If you choose to test at the 365 Learning testing room, you should schedule an appointment at least two weeks in advance.
- Testing remotely requires specific technical and testing environment requirements. Please carefully read all information provided under the Schedule Exam link on the homepage before testing. Technical difficulties will not permit a late examination. Failure to meet the technical requirements may result in the invalidation of your exam.
- If you choose to test remotely, 365 Learning suggests you take the exam earlier in the scheduled exam week (i.e. not waiting until Friday afternoon to take the test). Doing so gives you time to make adjustments should issues arise.

Late Policy

Assignments must be submitted at the designated time. No late work is accepted. In rare cases, extensions may be granted at the instructor's discretion in the event of serious illness or other personal emergencies.

Online Learning Policies and Additional Information

- [State Authorization for Distance Education](#)
- [Technical Requirements](#)
- [Proctored/Supervised Examinations](#)
- [365 Learning Testing Policies](#)
- [Testing Accommodations](#)
- [Academic Standards Policy](#)
- [Class Rules](#)
- [Student Athletes Academic Integrity Policy](#)
- [Late Work Policy](#)
- [Equal Access](#)
- [Academic Success Services](#)
- [Safe Learning Environment](#)
- [Civility and Class Conduct](#)
- [Netiquette](#)
- [Incomplete Policy](#)
- [Course Changes](#)
- [Outside Resources](#)
- [Course Materials Copyright](#)
- [Statement on Audio and Video Recording](#)
- [Course Evaluations](#)