

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**HLSC 3850 – Addictions in Particular Populations: Gender and Addiction**  
**Course Syllabus – Fall, 2012**

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**Lecture:** Tuesdays & Thursdays, 8:00 – 9:15 a.m.  
**Room:** Anderson Hall, AH117  
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**Office hours:** Tuesdays, 9:30 a.m. – 11:30 a.m.



**Course Description:**

This course is part of the Addictions in Particular Populations series. It is designed to facilitate student learning about gender-based variations in substance use, abuse and process addictions. Students will gain knowledge about how gender-specific factors (physiological, psychological, and socio-economic) impact the screening, assessment and treatment planning of substance use, abuse and process addictions. An emphasis will be placed on understanding how gender roles in society affect treatment-seeking behaviors. Addiction-related issues among individuals who do not conform to traditional conceptions of sex and gender will also be addressed. To alleviate the gender-specific adversities related to treatment of addictions, students will learn how to motivate, support and empower gender-diverse populations in the development and implementation of culturally responsive solutions to addiction problems. At the end of the course, students will have a comprehensive understanding of a deep and wide-ranging knowledge of gender-diverse populations and will be able to strategically apply this information in planning and providing proactive and appropriate gender-specific prevention and treatment responses.

**Course prerequisite(s):**

Third-year standing (a minimum of 60.0 credit hours) OR a major in Addictions Counselling.

**Course format:**

The course is offered during the Fall 2012 semester. Each session will consist of lectures, audiovisual presentations, and analyses of case studies. Students will have the opportunity to participate in a process of experiential learning through interactive teaching modalities, including class discussions and in-class small group exercises. Class discussions will be based on the synthesis of required readings and material presented in lectures.

### Course Objectives:

Upon successful completion of the course, students will develop knowledge and competencies in the following areas:

- Perspectives on gender and gender differences, as well as the gendered implications for clinical practice in treatment of substance use, abuse, dependency and addictions.
- Knowledge about physiological, psychological, and social factors that aggravate or mitigate risk for problematic substance use and affect the onset, course and treatment of addictions.
- Knowledge and skills required to effectively prevent, delay or reduce immediate and long-term harms related to addictions in gendered populations.
- Knowledge and skills required to interact effectively in the provision of respectful, equitable and effective treatment services to gendered populations.
- Knowledge and skills required to match the client to the treatment activities that will assist in achieving his/her treatment goals.
- Knowledge of evidence-informed screening and assessment tools and practices specific to gendered populations.
- The ability to be flexible and adjust one's approach to the demands of clients with multiple and complex problems related to their gender identity and to the impact of social and structural arrangements of society on gender-specific services.
- The ability to provide client-centered care by enhancing, facilitating, supporting and empowering gendered clients in order to identify and address substance use, abuse and addiction problems from the clients' frame of reference.
- The ability to understand, monitor and manage one's own attitudes, behaviour and professional development as a requirement of effective and ethical practice with gendered populations.
- The ability to provide gender-specific services guided by the principles and values of integrity, competence, responsibility and respect.

### Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course:

Technical Competencies	Behavioral Competencies
<ul style="list-style-type: none"> <li>• Screening and assessment</li> <li>• Treatment planning</li> <li>• Ethics and professionalism</li> <li>• Diversity and cultural responsiveness</li> <li>• Prevention &amp; health promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability and flexibility</li> <li>• Client-centered change</li> <li>• Diversity &amp; cultural responsiveness</li> <li>• Ethical conduct &amp; professionalism</li> </ul>

### Readings:

Students are expected to complete the scheduled assigned readings prior to the lecture in order to actively participate in class discussions and small groups exercises.

### Texts:

1) **Briggs, C.A., & Pepperell, J.L. (2009). *Women, girls, and addiction. Celebrating the feminine in counseling treatment and recovery*. New York & London: Routledge.**

The text is on reserve at the U of L library (2 hour loan). It can be purchased at the UofL Bookstore.

2) **Woodford, M.S. (2012). *Men, addiction, & intimacy. Strengthening recovery by fostering the emotional development of boys and men*. New York & London: Routledge.**

The text is available online at the U of L library as an ebook. It can be purchased at the UofL Bookstore.

- 3) Barbara, A. M., Chaim, G., & Doctor, F. (2004). *Asking the right questions 2. Talking with clients about sexual orientation and gender identity in mental health, counselling and addiction settings*. Toronto: Centre for Addiction and Mental Health.

This clinical manual is on reserve at the U of L Library (2 hour loan).

- 4) Additional readings (journal articles) are posted on Moodle.

#### Evaluation:

Assignment	Weight	Description	Format	Due Date(s)
1. Class attendance and participation in in-class activities	10%	<ul style="list-style-type: none"> <li>Class discussions and small group activities based on reading assignments</li> </ul>	Individual and Group	Weekly
2. Reflective learning logs	30%	<ul style="list-style-type: none"> <li>Written reflection on your learning process (3 logs, each 700 words max)</li> </ul>	Individual	Oct. 2 Nov. 1 Dec. 6
3. Presentation	25%	<ul style="list-style-type: none"> <li>Presentation of an article related to a class topic</li> </ul>	In pairs/groups	Sign-up sheet
4. Final Paper	35%	<ul style="list-style-type: none"> <li>Paper on a topic relevant to the course learning objectives (8-10 pages, APA format)</li> </ul>	Individual	Dec. 6

#### Detailed description of assignments:

##### 1. Class attendance and participation in in-class activities (10%)

**Due: Weekly**

Class attendance and participation in in-class activities are crucial for having a meaningful learning experience in this course. You are expected to complete readings from the textbooks and other assigned material *before* the corresponding lectures, and participate in the class discussions and group activities. In-class activities will be built into each session so that students can demonstrate their familiarity with the reading assignments and make contributions to the overall learning experience.

##### 2. Reflective learning logs (3 X 10% = 30%)

**Due: Oct. 2, Nov. 1, Dec. 6**

You are expected to prepare three reflective learning logs/evaluations. The reflective learning logs/evaluations should be submitted electronically via Moodle to the drop-off box **before 8:00am on the scheduled due dates**.

##### A. The first reflective learning log (700 words max) is due Oct. 2 and should include the following:

- What ideas and preconceptions regarding gender/gender identity relevant to onset, course and treatment of addictions did you bring into this course?
- What have you changed your mind about as a result of the material covered so far in this course? i.e., What did you previously believe to be true about gender and addictions but now know is incorrect or you are unsure if it is still correct?
- Comment on any new knowledge, information, or challenges you encountered and provide specific examples. You can briefly comment on your thinking and feeling as you learned this material.
- What is the one practical thing that you have learned in this course (so far) that you may be able to use in the future as an addictions counsellor?
- Are you satisfied with your learning and participation in in-class activities? If yes, what has contributed most to your learning? If not, explain what you plan to do to enhance your learning.

- B. The second reflective learning log (700 words max) is due Nov. 1 and should include the following:
- What has material in the course (lectures, short film documents, class discussions) presented since your first reflective learning log taught you?
  - What were you thinking and feeling as you learned this material?
  - What is your understanding of the material covered so far? Comment on new knowledge, information, or challenges you've encountered and provide specific examples of how your knowledge has changed since your first reflective log/evaluation.
  - Are there any interesting ideas regarding the material that has been covered so far that you want to share?
- C. The third reflective learning log (700 words max) is due Dec 6<sup>th</sup> and should include the following:
- Reflect on your learning experience during the whole course. Be specific and provide examples of class activities that were helpful.
  - Are there any questions or issues related to gender-specific factors in addictions that have challenged your personal values and beliefs? If yes, how do you plan to deal with those issues as an addictions professional? You can comment on your level of comfort when potentially dealing with gender-diverse clients.
  - Do you have any ideas for action that could be taken in gender-specific assessment and treatment that are based on the learning in this course?
  - What are the issues related to gender & addiction that you would like to study in more detail in the future?

*Note: Keeping a record of your participation and learning experience throughout the course will help you monitor your involvement with the course material, identify areas of improvement, and detail evidence for your reflective learning log/evaluation.*

### **3. Presentation, Discussion, Handouts (25%)**

**Due: Sign-up sheet**

This assignment consists of two parts:

#### **A. Presentation and discussion (20%)**

During the first class session, students will pair up and select one class session during which they will present a review of one assigned article related to that day's class topic. On the assigned date, each pair of students will deliver a 20-minute presentation, followed by a 10-minute discussion moderated by the presenters. Students are encouraged to follow this presentation structure:

- Introduce a presented topic to the class and explain its relevance to clinical practice in addictions.
- Provide a summary of the presented article (What are the author(s)' main points?)
- Reflect on and critique the presented material:
  - What are your thoughts about the presented knowledge and ideas on the models of assessment, treatment (when applicable) or other issues specific to gendered populations?
  - Provide your insights and note the "surprises" or challenges that you encountered reviewing this article. Have you identified any stereotypes about addiction problems and their treatment in the population group that you were presenting on? If yes, describe them. Has the article brought some new, "fresh" ideas about the treatment of addictions in gendered populations?
  - Discuss the direct implications of the presented material to clinical practice in addictions and be prepared to answer questions from the instructor and your peers.

**B. Handouts provided to the class (5%)**

Presenters will provide a brief written summary of the presented topic to the class on the day of the presentation. Length of the written summary is a maximum of 2 pages (800 words max, when providing handout as a Word document). You can use bullet point format. Alternatively, you can alternatively provide PowerPoint presentation handouts (12 slides max). The instructor can assist you with making hard copies of your handouts for the class, or post your handouts on Moodle to make them available to your peers.

*Note: While this assignment (presentation, leading a discussion and providing handouts) can be done as an individual assignment, it is strongly recommended that you work in pairs to enhance your learning experience related to gender and addictions. You must talk to the course instructor if you wish to complete this assignment individually.*

**4. Individual Paper on a Selected Topic (35%)**

**Due: Dec.6**

This individual assignment will provide you the opportunity to explore a topic of your interest related to the course in more depth. You are expected to locate and review current literature (about 8-10 articles and/or book chapters) relevant to your topic. Your paper should be based on the review of available literature published in peer-reviewed journals or textbooks and your discussion of how the presented material can enhance clinical practice in addictions with specific populations (men, women, pregnant and parenting women, LGBTTTQ, etc.). Other possible paper topics can be related to the effectiveness of some of the treatment interventions (Cognitive-behavioral treatment, Motivational Enhancement Therapy, etc.) for gender-specific populations or different treatment modalities (residential abstinence-based treatment, outpatient day treatments).

The structure and marking of your paper: **(20 points total)**

- a) **Introduction:** Provide an introductory paragraph to the topic of your paper explaining what your paper is going to be about. Your introduction should provide a statement on what makes this topic important to examine and critique for you. The introduction can be about 1-2 pages in length. **(4 points)**
- b) **Synthesis** of your readings: Provide a succinct summary of your readings and present the main ideas. The most common way of presenting a review of someone else's work is to paraphrase and summarize (providing references). You can occasionally use direct quotations (3-4 pages). **(6 points)**
- d) **Discussion:** In what way has the presented literature enhanced your learning? Do you agree or disagree with the conclusions drawn from the articles by their authors? Discuss if/how the reviewed articles helped you to understand culturally appropriate addictions counseling that would respect the rights and particular needs of gender-specific populations. Are the presented ideas/arguments congruent with your personal and professional values and principles related to gender-specific treatment of substance use and addictive behaviors?

In your concluding paragraph, reflect on the significance of the presented topic for your own learning process in this course (4-5 pages) **(7points)**

- e) **Format:** APA 6th edition, 8-10 double-spaced pages (excluding references) **(3 points)**

*More detailed instructions will be discussed in the class. Students are encouraged to discuss their topic with the instructor, or prepare brief outlines of their papers that can be reviewed by the instructor if they would like feedback before they begin writing.*

**Grading Breakdown:**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

Late assignments will be deducted 5% on the first day and 2% for each subsequent day (including weekends) for the first week, after which the assignments will not be accepted. Students are encouraged to discuss any problems related to assignments with the instructor. Extensions will be granted only for compelling reasons if negotiated in advance.

**Plagiarism Statement:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

**Accommodations for Students with a Disability:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**Class Schedule and Readings:**

<b>Session/ Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Class Activities/ Assignments</b>
Class 1 Sept. 6	<ul style="list-style-type: none"> <li>• Introductions and discussion about students' expectations for the course</li> <li>• Review of the course outline, readings and assignments</li> <li>• <i>Sign-up for student presentations</i></li> </ul>		<p><b>Class discussion:</b> Positioning ourselves &amp; reflecting upon our personal preconceptions about gender &amp; gender identity. Discussing the main sources of these preconceptions.</p>
Class 2 Sept. 11	<ul style="list-style-type: none"> <li>• Introduction to the concept of gender and its social, cultural and economic aspects</li> <li>• Gender-related course and severity of addiction problems globally and locally.</li> </ul>	<p>Holmila, M., &amp; Raitasalo, K. (2005). Gender differences in drinking: Why do they still exist? <i>Addiction</i>, 100, 1763–1769.</p> <p>Moodle: Introductory lecture: PowerPoint slides on the gender differences in substance use and addictions in Canada</p>	
Class 3 Sept. 13	<ul style="list-style-type: none"> <li>• <b>Men as “gendered beings”</b></li> <li>• The role of identity development, socialization and attachment in addiction problems in men</li> </ul>	<p>Woodford (2012). <i>Men, addiction, &amp; intimacy: Strengthening recovery by fostering the emotional development of boys and men</i>. Preface pp. xiii-xxii. Chapter 1: Substance abuse counselling with boys and men: gender and development matters. (pp.1-18)</p>	<p>The media's portrayal of men &amp; addictions: examples and discussion</p>
Class 4 Sept. 18	<ul style="list-style-type: none"> <li>• Gender-specific differences in addiction &amp; addictive behaviours I</li> <li>• “Arousal” addictions: cybersex, porn and video games.</li> </ul>	<p>Sanders, J.M. (2011). Coming of age: How adolescent boys construct masculinities via substance use, juvenile delinquency and recreation. <i>Journal of Ethnicity in Substance Abuse</i>, 10, 48–70.</p>	<p><b>Short film:</b> <a href="http://www.ted.com/talks/zimbarado_challenge.html">www.ted.com/talks/zimbarado_challenge.html</a> Zimbardo &amp; Duncan: “The demise of guys: How video games and porn are ruining a generation”</p>
Class 5 Sept. 20	<ul style="list-style-type: none"> <li>• Gender-specific differences in addiction &amp; addictive behaviours II</li> <li>• Sex seeking behaviors online: implications for gender-specific addiction counselling</li> </ul>	<p>Albright, J.M. (2008). Sex in America Online: An exploration of sex, marital status, and sexual identity in internet sex seeking and its impacts. <i>Journal of Sex Research</i>, 45(2), 175–186.</p> <p>Griffiths, M. (2001): Sex on the internet: Observations and implications for internet sex addiction, <i>Journal of Sex Research</i>, 38(4), 333-342.</p>	<p><b>Student presentation</b></p>

Session/ Date	Topic	Readings	Class Activities/ Assignments
Class 6 Sept. 25	<ul style="list-style-type: none"> <li>Men-specific approaches to addiction treatment I</li> </ul>	Woodford (2012): Chapter 3: Strengthening recovery by fostering emotional intimacy in males (pp.39-60).	
Class 7 Sept. 27	<ul style="list-style-type: none"> <li>Men-specific approaches to treatment of addictions II</li> </ul>	Ezzel, M.B. (2012). "I am in control": Compensatory manhood in therapeutic community. <i>Gender &amp; Society</i> , 26(2), 190-215.  Moodle: Power point slides on incorporating men's values into treatment	<b>Student presentation</b>
Class 8 Oct. 2	<ul style="list-style-type: none"> <li>Age-specific addiction treatment in men: Early Adolescence</li> </ul>	Woodford (2012): Chapter 4: Substance abuse counseling with early adolescent males (12-18 years old) (pp. 61-88)	<b>1<sup>st</sup> reflective learning log due</b>
Class 9 Oct. 4	<ul style="list-style-type: none"> <li>Age-specific addiction treatment in men II: Later Adolescence</li> </ul>	Woodford (2012): Chapter 5: Substance abuse counseling with later adolescents (ages 18 to 24) (pp. 89-109).	
Class 10 Oct. 9	<ul style="list-style-type: none"> <li>Age-specific addiction treatment in men III: Middle adulthood and older adult males</li> </ul>	Woodford (2012): Chapter 7: Substance abuse counselling with males in middle adulthood (Ages 34-60) (pp.130-145) Chapter 8: Substance abuse counseling with older adult males (Ages 60 and above). (pp.146-161)	<b>Student presentation</b>
Class 11 Oct. 11	<ul style="list-style-type: none"> <li><b>Women &amp; Addiction</b></li> </ul>	Briggs & Pepperell (2009): <i>Women, girls, and addiction: Celebrating the feminine in counseling treatment and recovery</i> Chapter 1: Feminist theory and addiction counselling (pp.3-33).	
Class 12 Oct. 16	<ul style="list-style-type: none"> <li>Women's biopsychosocial uniqueness</li> <li>Identity development and addictions</li> </ul>	Briggs & Pepperell (2009): Chapter 3: Biological factors (pp.37-54) Chapter 4: Psychological factors (pp. 57-77)	<b>Film:</b> Women with alcohol dependency: More common than you think (Uleth library)
Class 13 Oct. 18	<ul style="list-style-type: none"> <li>Women-specific treatment approaches: Applying relational theory to addiction treatment I</li> </ul>	Briggs & Pepperell (2009): Chapter 5: Social factors (pp. 79-88)  Zelvin, E. (1999). Applying relational theory to the treatment of women's addictions. <i>Affilia</i> , 14(1), 9-23.	<b>Student presentation</b>

Session/ Date	Topic	Readings	Class Activities/ Assignments
Class 14 Oct. 23	<ul style="list-style-type: none"> <li>• Intersection between gender &amp; intimate partner violence &amp; addiction</li> <li>• Survival sex work &amp; addiction</li> </ul>	<p>Briggs &amp; Pepperell (2009): Chapter 5: Sociological issues for women (pp. 88-96).</p> <p>Shannon et al. (2008). Social and structural violence and power relations in mitigating HIV risk of drug-using women in survival sex work. <i>Social Science &amp; Medicine</i>, 66, 911-921.</p>	<b>Student presentation</b>
Class 15 Oct. 25	<ul style="list-style-type: none"> <li>• Contextualizing violence and drug abuse</li> <li>• Addressing double-stigma of intimate partner violence &amp; addiction</li> </ul>	<p>Bourgois et al. (2004). The everyday violence of Hep C among young women who inject drugs in SF. <i>Human Organization</i>, 63(3),253-264.</p> <p>Erickson et al. (2000). Crack and prostitution: gender, myths and experiences. <i>Journal of Drug Issues</i>, 30(4), 767-788.</p>	<b>Student Presentation</b>
Class 16 Oct. 30	<ul style="list-style-type: none"> <li>• Strategies for the development of a safety plan for the victims of IPV</li> </ul>	<p>Kail, B.L. (2008). Motivating women with substance abuse and intimate partner violence. <i>Journal of Social Work Practice in the Addictions</i>, 10 (1), 25-43.</p>	
Class 17 Nov. 1	<ul style="list-style-type: none"> <li>• Pregnant women and addiction</li> <li>• Harm reduction for pregnant women</li> </ul>	<p>Moodle: PowerPoint presentation</p> <p>Flavin, J. (2002). A glass half full? Harm reduction among pregnant women who use cocaine. <i>Journal of Drug Issues</i>, 32(3), 973-998.</p>	<b>2<sup>nd</sup> Reflective learning log due</b>
Class 18 Nov. 6	<ul style="list-style-type: none"> <li>• Addiction and recovery in parenting women: From the pathology and powerlessness to empowerment and personal agency</li> </ul>	<p>Wong, J.P. (2006). Social support: a key to positive parenting outcomes for mothers in residential drug treatment with their children. <i>Journal of Social Work Practice in the Addictions</i>, 6(1-2),113-137.</p> <p>Pyng Sun-An (2001). Helping substance-abusing mothers in the child-welfare system: Turning crisis into opportunity. <i>Families in Society: The Journal of Contemporary Human Services</i>, 142-151.</p>	<b>Student Presentation</b>
Class 19 Nov. 8	<ul style="list-style-type: none"> <li>• <b>LGBTQ</b>: Definitions: Sexual orientation vs. gender identity</li> <li>• Social and cultural responses to gender diversity: Stigma and oppressive practices</li> </ul>	<p>Beverly A. McPhail, B.A. Questioning gender and sexuality binaries. <i>Journal of Gay &amp; Lesbian Social Services</i>, 17(1),3-21.</p> <p>Boulden, W.T. (2008). Gay men living in a rural environment. <i>Journal of Gay &amp; Lesbian Social Services</i>, 12(3-4), 63-75.</p>	<p><b>Film:</b> "In the Flesh" (UofL) OR</p> <p>Film: UofL: Psychotherapy with gay, lesbian and bisexual clients, Program 6: Diversity and multiple identities</p>

Session/ Date	Topic	Readings	Class Activities/ Assignments
Class 20 Nov. 13	<ul style="list-style-type: none"> <li>Substance use and abuse and addictions in LGBTTTQ populations</li> </ul>	Green, K.E., & Feinstein, B.A. (2012). Substance use in lesbian, gay, and bisexual populations: An update on empirical research and implications for treatment. <i>Psychology of Addictive Behaviors</i> , 26 (2), 265-278.	Student presentation
Class 21 Nov. 15	<ul style="list-style-type: none"> <li>Specifics of identity development</li> <li>Coming-out process as a risk factor for substance use/abuse and addiction</li> </ul>	Rosario, M., Schrimshaw, E.W., & Hunter, J. (2004). Predictors of substance use over time among gay, lesbian and bisexual youths: An examination of three hypotheses. <i>Addictive Behaviours</i> , 29, 1623-1631.  Moodle: Lecture, power point presentation.	Discussion of 3 hypotheses
Class 22 Nov. 20	<ul style="list-style-type: none"> <li>Assessment of LGBTTTQ populations</li> </ul>	Barbara, A., & Chaim, G. (2004). Asking about sexual orientation during assessment for drug and alcohol concerns: A pilot study. <i>Journal of Social Work Practice in the Addictions</i> , 4(4), 89-109.	A case studies and role plays of an assessment interview
Class 23 Nov. 22	<ul style="list-style-type: none"> <li>Treatment issues in LGBTTTQ</li> </ul>	Barbara, A.M. (2008). Substance abuse treatment with lesbian, gay and bisexual people. <i>Journal of Gay &amp; Lesbian Social Services</i> , 14(4), 1-17.  Matthews, C. R., & Selvidge, M. M. D. (2005). Lesbian, gay, and bisexual clients' experiences in treatment for addiction. <i>Journal of Lesbian Studies</i> , 9, 79-90.	<b>Student Presentation</b>
Class 24 Nov. 27	<ul style="list-style-type: none"> <li>Relationship between homophobia and sex addiction in LGBTTTQ or in MSM</li> </ul>	Chaney, M.P. & Chang, C.Y. (2005). A trio of turmoil for internet sexually addicted men who have sex with men: Boredom proneness, social connectedness, and dissociation. <i>Sexual Addiction &amp; Compulsivity</i> , 12, 3-18.	<b>Student presentation</b>

Session/ Date	Topic	Readings	Class Activities/ Assignments
Class 25 Nov. 29	<ul style="list-style-type: none"> <li>Beyond the gender dichotomy</li> <li>Transgender clients with addiction problems</li> </ul>	<p>Senreich, E. (2011): The substance abuse treatment experiences of a small sample of transgender clients, <i>Journal of Social Work Practice in the Addictions</i>, 11(3), 295-299.</p> <p>Lombardi, E. L., &amp; van Servellen, G. (2000). Building culturally sensitive substance use prevention and treatment programs for transgendered populations. <i>Journal of Substance Abuse Treatment</i>, 19, 291-296.</p>	<p><b>Film:</b> Transgender children: <a href="http://www.youtube.com/watch?v=Y5rod9VQydw&amp;feature=related">http://www.youtube.com/watch?v=Y5rod9VQydw&amp;feature=related</a></p> <p><b>Student presentation</b></p>
Class 26 Dec. 4	<ul style="list-style-type: none"> <li>Treatment for transgender individuals</li> </ul>	Rogério M. Pinto, Rita M. Melendez & Anya Y. Spector (2008): Male-to-female transgender individuals building social support and capital from within a gender-focused network, <i>Journal of Gay &amp; Lesbian Social Services</i> , 20(3), 203-220.	<b>Film:</b> "Becoming Me"
Class 27 Dec. 6	<ul style="list-style-type: none"> <li>Course wrap-up</li> <li>Course evaluations</li> </ul>		<p><b>3<sup>rd</sup> reflective learning log due</b></p> <p><b>Final assignment due</b></p>

#### Other literature that you might find informative:

##### Gender & Addiction

Csiernik, R. & Rowe, W.S. (2010). *Responding to the oppression of addiction: Canadian Social Work Perspectives on Addictions*. Toronto: Canadian Scholars Press. (several chapters in this book are related to gender issues and addictions in the Canadian context).

Filmore, M.T. & Weafer, J. (2003). Alcohol impairment of behavior in men and women, *Addiction*, 99, 1237–1246.

##### Women

Anderson, T. (2008). *Neither villain nor victim: Empowerment and agency among women substance abusers*. New Brunswick: Rutgers University Press.

Carlson, B. E. (2006). Best practices in the treatment of substance-abusing women in the child welfare system. *Journal of Social Work Practice in the Addictions*, 6, 3, 97-115.

Fowler, D. (2009). Screening for co-occurring intimate partner abuse and substance abuse: Challenges across service delivery systems. *Journal of Social Work Practice in the Addictions*, 9(3), 318-339.

Center for Substance Abuse Treatment. *Substance abuse treatment: Addressing the specific needs of women*. Treatment Improvement Protocol (TIP) Series 51. HHS Publication No. (SMA) 09-4426. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2009.

Substance Abuse and Mental Health Services Administration (SAMHSA). (2003). Substance abuse treatment and domestic violence (Treatment Improvement Protocol [TIP] Series 25). Rockville, MD: Center for Substance Abuse Treatment (CSAT) (DHHS Publication No. SMA 03-3808).

### **Men**

Bly, R. (1992). *Iron John: a book about men*. New York: Vintage Books.

Keen, S. (1992). *Fire in the belly: on being a man*. New York: Bantam Books

### **LGBTQ**

Anderson, A. (2009). *Substance use disorders in lesbian, gay, bisexual, & transgender clients. Assessment and treatment*. New York: Columbia University Press.

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