UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850 – ADDICTIONS IN PARTICULAR POPULATIONS: GENDER AND ADDICTION
Course Syllabus – Fall, 2013

INSTRUCTOR: Gabriela Novotna, Ph.D.
PHONE: 403-394-3946
EMAIL: gabriela.novotna@uleth.ca
OFFICE: Markin Hall M3039
OFFICE HOURS: Tuesdays 1:00 – 3:00 p.m.
CLASS: Fridays, 9:00 – 11:50 a.m., Room TH143

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 PREREQUISITES:

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 term 2013. 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 lecture.
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

<table>
<thead>
<tr>
<th>Technical Competencies</th>
<th>Behavioral Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening and assessment</td>
<td>Adaptability and flexibility</td>
</tr>
<tr>
<td>Treatment planning</td>
<td>Client-centered change</td>
</tr>
<tr>
<td>Ethics and professionalism</td>
<td>Diversity &amp; cultural responsiveness</td>
</tr>
<tr>
<td>Diversity and cultural responsiveness</td>
<td>Ethical conduct &amp; professionalism</td>
</tr>
<tr>
<td>Prevention &amp; health promotion</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED TEXTBOOK:

There is no required text for this course. Journal articles will be posted on Moodle or can be accessed online via UofL Library. Recommended books can be purchased in the Bookstore or accessed in the Library.
RECOMMENDED TEXTBOOKS:

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

   The text is available online at the U of L library as an E-book.

3. **Additional readings (journal articles)** can be accessed via the U of L Library or will be posted on Moodle.

ADDITIONAL REFERENCES:

**Gender & Addiction**


**Women**


Men


LGBTQ


Transgender population:


STUDENT EVALUATION WILL BE BASED ON THE FOLLOWING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Description</th>
<th>Format</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation in in-class activities</td>
<td>10%</td>
<td>Class discussions and small group activities based on reading assignments</td>
<td>Individual/Group</td>
<td>Weekly</td>
</tr>
<tr>
<td>2. Mid-term exam (in-class)</td>
<td>30%</td>
<td>Material covered from weeks 1 to 6</td>
<td>Individual</td>
<td>Oct 18</td>
</tr>
<tr>
<td>3. Reflection Paper</td>
<td>20%</td>
<td>A self-reflective paper on your learning process (1300 words max)</td>
<td>Individual</td>
<td>Nov 15</td>
</tr>
<tr>
<td>Assignment</td>
<td>Weight</td>
<td>Description</td>
<td>Format</td>
<td>Due Dates</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>4. Presentation</td>
<td>20%</td>
<td>• Presentation related to a class topic</td>
<td>Groups</td>
<td>Sign-up sheet</td>
</tr>
<tr>
<td>5. Final take-home exam</td>
<td>20%</td>
<td>• Take-home exam will be handed out on December 6</td>
<td>Individual</td>
<td>Dec 13</td>
</tr>
</tbody>
</table>

Detailed Description of Assignments:

1. **Class Attendance and Participation in Small Group Exercises (10%) Due: Weekly**
   Class attendance and participation in in-class activities is 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 individual or group 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. Details will be discussed in class.

2. **Mid-term Exam (30%)**
   The in-class mid-term exam will be held on October 18. The midterm will consist of multiple-choice and open-ended questions. More details on the exam will be provided in class one week prior to the exam.

3. **Reflection Paper (20%) Due: November 15**
   You are expected to prepare one reflective evaluation of your learning (1300 words max). The paper should be submitted electronically via Moodle to the drop off box before 9:00am on the scheduled due date. Reflection paper should include the following:
   a) **Discussion of initial biases and blind spots related to gender and addiction.** What ideas and preconceptions regarding gender and/or gender identity relevant to onset, course and treatment of addictions did you bring into this course? If you think that you do not have any biases, identify societal, cultural or familial influences that can lead toward biases and preconceptions toward gendered populations (e.g. men, women, transgender).
   b) **Emerging insights and new awareness or perspectives based on the learning in the course.** Reflect on your learning experience in the course. Be specific and provide examples of the readings (include references), audiovisual material or class activities.
   c) **Practical implications of your learning for your discipline.** What is the one practical thing that you learned in this course (so far) that you may be able to use in the future? Do you have any ideas for actions that could be taken in gender-specific prevention, assessment and treatment that are based on the learning in this course? (e.g. individual, family or community level initiatives)
   d) **Self-evaluation:** 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.
Note: Keeping records of your participation and learning experience throughout the course will help you monitor your involvement with the course material, identify the areas of improvement and detail evidence for your reflective learning log/evaluation.

4. Presentation, Discussion, Handouts (20%) Due: Sign-up sheet
   During the first class session, students will form groups and select one class session during which they will present a review of assigned articles that are 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 presenters. Students are encouraged to follow this presentation structure:

   This assignment consists of three parts:
   a) Presentation (10%) Introduce a presented topic to the class and explain its relevance to the course.
      • Provide a summary of the presented material (provide a review of the main points/arguments made in the article).
      • Reflect on the presented material: What are your thoughts about the presented knowledge and ideas on the models of prevention, treatment (when applicable), stigma, 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 in the population group you were presenting on? If yes, describe them. Has the article brought some new, “fresh” ideas about addictions in gendered populations?
   b) Discussion (5%): Facilitate the class discussion and answer questions from the instructor and your peers. Engage the class in a lively discussion (you can prepare questions for the audience, use experiential exercises, short audiovisual document to illustrate the major points)
   c) 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. You can alternatively provide power point presentation handouts (12 slides max).

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

5. Take-Home Final Exam (20%) Due: December 13, 2013
   This individual assignment will be handed out on December 6. More detailed instructions will be discussed in class.

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

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

**COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.
**CLASS SCHEDULE AND READINGS:**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1 Sept. 6    | • Introductions  
• Review of the course outline, readings and assignments  
• *Sign-up for student presentations*  
• Lecture: Introduction to the concept of gender and gender identity and its social, cultural and economic aspects; moving beyond the gender dichotomy | Per use: PowerPoint presentation will be posted on Moodle |
| 2 Sept. 13   | • Gender-related course and severity of substance abuse problems | Moodle:  
Textbook:  
Poole, & Greaves (2007) Chapter 1: Women's substance use in Canada; & Chapter 2: Gender differences by province in alcohol consumption and consequences. |
| 3 Sept. 20   | • Men as “gendered beings”  
• The role of identity development, socialization and attachment in addiction problems in men  
• The media’s portrayal of men & addictions: examples and discussion | Moodle:  
E-Book (UofL Library)  
Chapter 3: Strengthening recovery by fostering emotional intimacy in males (pp.39-60). |
<table>
<thead>
<tr>
<th>Session/ Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4 Sept. 27   | • "Arousal" addictions: cybersex, porn, sex addiction  
Additional readings will be posted on Moodle. |
E-Book (UoL Library)  
Woodford (2012). *Men, addiction, & intimacy*: Chapter 8: Substance abuse counseling with older adult males (Ages 60 and above). (pp.146-161). |
| 6 Oct. 11    | • Women and addictions  
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 8 Oct. 25    | • Pregnant and parenting women  
               • Harm reduction for pregnant women | Moodle:  
| 9 Nov. 1     | No class (make-up class on Dec. 6) | Moodle:  
| 10 Nov. 8    | • Body Image I: Exercise Addiction, Bodybuilding, Eating Disorders | Moodle:  
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 11 Nov. 15   | • Body image II  
  Reflection Paper Due | Moodle:  
| 12 Nov. 22   | • LGBTTQ: Specifics of identity development  
  • Risk factors for substance use/abuse and addiction in LGBTTQ population | Moodle:  
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Dec. 6      | • Transgender clients with addiction problems  
• Course wrap-up  
OR  
<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Scoring/Mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of personal ideas and preconceptions regarding gender and gender identify (identification of societal, cultural and familial influences).</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Emerging insights: Review of personal learning experience (specific examples of new knowledge, material).</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Practical implications of your learning for your future profession</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Self-evaluation and plans for enhancing your learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clarity, organization of writing, spelling, grammar.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:
<table>
<thead>
<tr>
<th>Elements of Evaluation</th>
<th>Scoring/Mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of presented material, relevance to the topic</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Summary of the presented material, review of the main arguments/ statements made in the articles. Showing depth of knowledge.</td>
<td>/6</td>
<td></td>
</tr>
<tr>
<td>Clarity and organization of presentation, presenting style</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Discussion facilitation (ability to answer questions from the instructor and the audience)</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>Engaging the audience (use of examples, experiential exercises to illustrate the main points)</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td>Handouts (clarity, concise summary of the main points)</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>/20</strong></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments: