Course Number: SOWO 700
Course Title: Alcohol, Tobacco, and Other Drugs
Semester and Year: Fall 2015
Instructor: Marty Weems, LCSW, LCAS
Office: TTK, Room 355
Phone: 919-843-9161
Email: weems@email.unc.edu
Office Hours: By appointment

COURSE DESCRIPTION:
This course is designed to introduce the field of substance abuse to social workers. It will provide specific information regarding the use, abuse & dependency issues related to chemical substances and an overview of the policy and practice issues related to working with substance abusers and their families.

ADVANCED COURSE DESCRIPTION:
Related topical information includes: historic and current theories of addiction and treatment; the substances of abuse & addiction, their effects, their signs and symptoms; introduction to addiction and special populations; direct practice with individuals, families, & small groups; public policy issues; and an overview of relevant research data impacting current understanding of this complex social phenomenon.

KNOWLEDGE-BASED COURSE OBJECTIVES:
At the conclusion of this course, students should be able to:

1. Describe various theories of addiction and related treatment interventions.
2. Describe the “Bio-Psycho-Social-Spiritual Model” of addictions and how this relates to the treatment of substance-abusing clients.
3. Understand the characteristics and dynamics of families affected by addiction and methods of intervention with families.
4. Demonstrate introductory familiarity with the clinical application of various modes of treatment to the client’s level of severity regarding substance abuse and/or dependency.
5. Understand the application of the Substance Abuse Continuum of Care model developed by the American Society of Addiction Medicine, (ASAM), and its relevance to addiction treatment.
6. Develop a working knowledge and sensitivity to issues specific to addictions and culture, gender, economic level, developmental stage, and sexual orientation.
7. Develop a working knowledge of community-based support groups (i.e. Alcoholics Anonymous, Narcotics Anonymous) and their usefulness for addicted persons, their families and/or significant others.
8. Demonstrate an understanding of the relevant ethical standards of conduct when working with substance abusing clients and their families.

**SKILL-BASED COURSE OBJECTIVES:**
At the conclusion of this course, participants should be able to:

1. Demonstrate competence in screening for the presence of Substance-Related Disorders.
2. Demonstrate beginning competence in understanding the essential elements of assessment and diagnosis of Substance-Related Disorders.
3. Identify signs & symptoms relative to substance intoxication, substance withdrawal, substance abuse, and substance dependence.
4. Demonstrate ability to assist individuals and/or families in determining the appropriate level of intervention based on their available needs and resources.

**REQUIRED COURSE TEXTBOOK:**

**TEACHING METHODS:**
Class sessions will involve lecture, question & answer, large & small group discussion, clinical case studies, and the use of audio-visual aids. This mix of teaching methodologies will insure cognitive, affective, and experiential stimulation regarding clinical interactions with substance-abusing clients. Students are expected to have completed required readings before coming to class and also expected to actively participate in class discussions & activities.

Working with this population involves issues from many points of view and the ability to listen to ideas and opinions that differ from your own will enhance the development of a supportive learning environment. It is appropriate to share materials from work settings and internships; personal experiences, comments, concerns and observations are also welcome. Confidentiality is expected of all class members when personal sharing occurs. If students have personal issues surface in class and would like support to address the concerns, they are encouraged to ask the instructor for referral information.

**POLICY ON INCOMPLETE AND LATE ASSIGNMENTS:**
I do not accept late papers, so please plan accordingly! **A hardcopy of your paper is due at 5:30 pm on the due date.** Make-up exams must be taken within one week of the announced date and will require documentation of illness or family crisis to be scheduled.

**POLICY ON MISSED CLASSES:**
If a class session is missed the student will be given ample opportunity to make up the missed hours. The School of Social Work has entered into an agreement with the NC Substance Abuse Professional Certification Board regarding the Certificate of Substance Abuse Studies and the required 180 hours of required education, therefore each course represents 45 contact hours. Hours missed are made up to stay consistent with the Board’s request that each course contain 45 contact hours. (This is particularly important to those in the Certificate of Substance Abuse Studies Program.) You may make-up missed classes by watching a movie about substance abuse and writing a two page synopsis of that movie. **Those in the substance abuse certificate program MUST make-up any missed classes. You must complete this make-up work prior to the last class!** If you do not make-up missed hours in class your course certificate will reflect the actual number of hours that you did complete.
POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
Students with disabilities that affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, or other issues considered and addressed.

GRADING SYSTEM:
Courses in the School of Social Work are graded as H or H- (High, indicating clear excellence), P+, P, or P- (Pass, indicating entirely satisfactory work), L (Low Pass), and F (Fail, indicating performance is not acceptable at the graduate level). Only the letter grades H, P, L, and F appear on official transcripts, but it is customary within the School to use pluses and minuses to provide students with more specific feedback.

MSW Student’s final grade for this course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reaction Paper</td>
<td>25%</td>
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<tr>
<td>Abstinence Project</td>
<td>30%</td>
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<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>15%</td>
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MSW Practitioner’s will not receive a formal grade on official university records for this course, however, a P (70%) or better is required to receive a certificate of completion for the course. Successful completion of the course includes active class participation. Making relevant comments with regards to the assigned/recommended readings and the ability to apply covered material to class discussions is an important part of the learning process and will be considered in assigning a percentage of grades from “Class Participation/Attendance”.

Written assignment, examinations, and final grade will be based on the following percentage scale:

- **H** = 94 - 100
- **L** = 70 - 79
- **P** = 80 - 93
- **F** = 69 and below

EVALUATION OF STUDENT PERFORMANCE:
The following factors are considered when determining the grade earned by each student in this course:

- An “F” will be assigned for failing to complete any of the above-mentioned requirements as set forth in this syllabus. Total score for all assignments completed that fall below a grade of 70 also will result in a course grade of “F”.

- An “L” will be assigned when a student has excessive absences or tardiness from class without justifiable reason and fails to participate in class discussions and activities. An inability to produce written work that demonstrates graduate-level skills, (e.g. excessive spelling, punctuation, grammatical, and citation errors) will also adversely affect a student’s grade. Students are expected to use a 12-point font and the reference style of the Publication Manual of the American Psychological Association.

- A “P” will be awarded for completion of all requirements as set forth in this syllabus and with none of the deficiencies noted above. A “P” as defined by the Graduate School signifies entirely satisfactory work.

- An “H” is awarded to students whose work reflects “clear excellence” as defined by the Graduate School. “Clear excellence” means exceeding “P-level” requirements in two ways: (a) analysis & evaluation of class practice, and (b) extensive use of scholarly literature.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>REQUIRED READINGS</th>
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<tbody>
<tr>
<td>Class 1:</td>
<td>Introduction, Frameworks for Understanding</td>
<td>• Fisher &amp; Harrison- Chapter 3</td>
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<td>Policy Context for Addiction and Treatment</td>
<td>• Fisher &amp; Harrison- Chapter 5</td>
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<td>Monday September 7- Labor Day Holiday! Enjoy!</td>
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<tr>
<td>Class 3:</td>
<td>Substances of Abuse</td>
<td>• Explore <em>Addiction</em> website- <a href="http://www.hbo.com/addiction/">http://www.hbo.com/addiction/</a></td>
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<td>9/14/15</td>
<td></td>
<td>• Fisher &amp; Harrison- Chapter 2</td>
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<td></td>
<td>• NIDA- Commonly Abused Drugs charts</td>
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<td>Class 4:</td>
<td>Substances of Abuse (cont.)</td>
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<tr>
<td>9/21/15</td>
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<tr>
<td>9/28/15</td>
<td></td>
<td>• Review screening tools</td>
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<td>Abstinence</td>
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<td>Abstinence</td>
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<td>Class 6:</td>
<td>Assessing &amp; Diagnosing Substance Use Disorders</td>
<td>• Fisher &amp; Harrison- Chapter 6 (skip information on diagnosis)</td>
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<tr>
<td>10/5/15</td>
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<td>• Review DSM-5 criteria for SUDS on psychiatryonline via UNC library website</td>
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<tr>
<td>Abstinence</td>
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<td>Paper Due</td>
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<tr>
<td>10/12/15</td>
<td>Panel Presentation</td>
<td>• Fisher &amp; Harrison- Chapter 8</td>
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<td>Class 8:</td>
<td>Evidence-Based Practices: Motivational</td>
<td>• Fisher &amp; Harrison Chapter 7</td>
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<td>Class</td>
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<td>Topic</td>
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| 10    | 11/2/15    | The Role of Support Groups & Group Therapy in Recovery | - Fisher & Harrison Chapter- 10  
| 11    | 11/9/15    | Relapse and Recovery                        | - Fisher & Harrison- Chapter 9  
| Class 13: 11/23/15 | Addiction In Families | Guest speaker- Satir Therapy | • Fisher & Harrison- Chapter 11  
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<tbody>
<tr>
<td>Class 14: 11/30/15</td>
<td>Closing</td>
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**ASSIGNMENTS:**

**Abstinence Project:**

Starting on 8/24/15 you will abstain from a mood altering chemical, substance, or food until the beginning of class on 9/28/15. Substances may include alcohol, other drugs, nicotine, caffeine, sugar, chocolate, or other similar substances. You should choose a substance that will be extremely challenging (not something that you already dislike). You will be graded on your understanding and insight about how this project relates to addiction, as well as the dynamics involved in initiating and maintaining behavior change. (I will be looking for insight and novel thoughts related to this experience). The learning in this project comes from abstaining, thus it is important to make your very best effort in this regard.

You will inform the instructor (at the outset) the substance from which you will be abstaining. You will also tell two significant persons in your life about this project and the reasons for it. You will **NOT** be permitted to change your identified substance once the project begins.

**Abstinence Paper Organization**

1. **Introduction**

2. **Abstinence Expectancies**- Discuss what you expect from the project including:
   a. The substance you chose to abstain from and why
   b. Identified supports and your expectations of them
   c. Your motivation for change (or lack thereof)
   d. Your expectancy about the project, that is, whether you will succeed or fail
   e. Exploration of potential stumbling blocks during the project

3. **Reflections of the Process**- Reflect on your experience over the past five weeks. This should be an account of your struggles, successes, insights, setbacks, perceptions...etc. You would do well to consider this from a bio-psycho-social perspective and touch on each of those areas of your functioning (integrate coursework). Your paper should incorporate course as it relates to this project.

4. **The Educational Experience**- Summarize your experience and what you learned. You should relate your experience to coursework. This section of the project should answer the following questions:
   a. What did you about yourself?
   b. What did you learn about behavior and attitude change?
   c. How did your motivation change during the five weeks (according to the stages of change)?
   d. Can change occur without intrinsic desire?
   e. What did you learn about relapse and relapse prevention?
   f. Identify relapse triggers and future strategies to deal effectively with those.
   g. How this project impacted your view of addiction? Addicts? Treatment?

Your paper should be 6-8 pages (8 is the maximum). You may write the paper from a first person perspective, but all other APA rules apply. Your paper will be graded on fulfillment of assignment, clarity
of ideas, use of resources, and correct format and grammar.

Reaction Paper:

Attend two (2) open twelve step recovery group meetings and prepare a reaction paper summarizing your experience. Guidelines for your participation and reaction paper are listed below.

Meeting Attendance:

- Attend two (2) twelve step recovery group meetings. You may select from Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, Adult Children of Alcoholics, Codependents Anonymous or another recovery group.
- You must attend meetings in community-based settings (not treatment centers, hospitals, or mental health centers).
- Unless you identify as an addict or recovering person, you must go to a meeting designated as “open”. Open meetings are designed for anyone interested in twelve-step programs.
- Should someone ask, be honest about your reason for attending... “I am here because I want to learn more about twelve step meetings”.
- On a participant/observer continuum, your roles leans more towards observer. You may want to research the type of meeting you plan to attend as well as the philosophy of the program before you go. To be a good observer, you need to know something about what you are observing. Do not take notes during the meeting.
- Above all, respect the anonymity of the people you meet during this experience. You may meet people that you know, but did not know about their participation in a recovery group.

Reaction Paper Organization:

1. Introduction
2. Review of Meetings- You must provide a brief review of the meetings, covering the major points. This section will give me a sense of your overall understanding of the format, structure, and atmosphere in the meeting. You should provide demographic information, and compare and contrast the meetings you attended.
3. Relationship to Course Content- This paper is not a mere description of what occurred at the meetings. You are also attempting to analyze and conceptualize the event you observed as it relates to your coursework.
   - Discuss how the meetings helped you more fully understand class concepts. Include lectures, handouts, videos and class activities. Here you might talk about drugs of abuse, relapse, recovery, treatment or other themes that emerged in the meetings that connect to your coursework.
4. Implications for practice- This section should explore your experience in the twelve step groups as it relates to your practice as a social worker. You may address issues from a micro, mezzo, or macro perspective. For instance, you might discuss the ethics around mandated 12 step groups, how twelve step groups serve counties where formal services are scarce, the evidence on twelve step groups for dually diagnosed individuals... etc. You have a lot of latitude here and I am happy to be a sounding board for your ideas. You are required to use three (3) scholarly resources (beyond the text and assigned articles).
5. Personal Reaction- This section should be more than a simple summary of the material; it should contain your reaction to meetings.
   - What was this experience like for you (specifically preparing for and attending the meetings)?
   - How would your experience influence your work with addicted clients?
How did your personal constructs about substance abuse and recovery change as a result of this project?

What was the most important thing you learned from this project?

What questions, concerns, and reassurances did this project bring to mind?

6. Conclusion

Your paper should be 6-8 pages (8 is the maximum) and should maintain anonymity of individuals if you encountered in the meeting. You may write the paper from a first person perspective, but all other APA rules apply. Your paper will be graded on fulfillment of assignment, clarity of ideas, use of resources, and correct format and grammar.

(Note: Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing/completing this written work”. In keeping with the UNC Honor Code, if a reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.)

Final Exam:
There will be a comprehensive final exam that will occur the last day of the course. The exam will consist of multiple choice, true/false, fill in the blank, matching, and short answer questions related to lectures and reading assignments. Be advised that the exam will cover information that may not have been covered in the lectures (but that was part of your reading assignments). The final will be in class with books closed, and within the purview of the University Honor Code. It is designed to evaluate knowledge, understanding, and application of the material covered in class and in the required readings. Study groups are permissible and, in fact, can be excellent for preparation.