THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SoWo 700

COURSE TITLE: Alcohol, Tobacco, & Other Drugs (ATOD): Abuse & Dependency

SEMESTER: Spring 2008 - Mondays from 6:00pm-8:50pm

INSTRUCTOR: Marty Weems, MSW, LCSW
UNC-CH School of Social Work – CB#3550
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OFFICE HOURS: Office Hours by appointment throughout the semester

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.
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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:
Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

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.

ASSIGNMENTS:

Reaction Paper (in response to attendance at a self-help group): Attend two (2) self help/twelve step recovery group meetings and prepare a reaction paper summarizing your experience. Guidelines for your participation and reaction paper are listed below.

The Observation:

1) Attend two self-help/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.

2) Attend two (2) meetings in the community; do not go to a meeting in an institution such as a treatment center (including Freedom House, The Healing Place...etc.), hospital, or mental health center. Some twelve step meetings are designated as “closed”. This means that they are only open to people who identify themselves as alcoholics or addicts. Unless you identify yourself as such, you will need to attend an “open” meeting. Open meetings are designated for anyone interested in twelve-step programs.

3) Should someone ask, be honest about your reason for attending.

4) On a participant/observer continuum, your role 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.

5) 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. Be mindful of your reaction.

The Reaction Paper:

1) Meeting/program description
   a) Name of the group attended, place, and time of the meeting
   b) Brief description of the demographics of the group
   c) Physical surroundings of the meeting, including atmosphere & tone of the
meeting

d) Description of the structure of the meeting
e) Description of activities and events
f) Noted individual and group dynamics
g) Compare/contrast meetings you attended

2) Analysis

This is not a strict ethnographic observation- you are not merely describing what is happening. Rather, this is an attempt to analyze and conceptualize the event you are observing. This analysis should include:

a) Information about both the structure and dynamics of the twelve-step group
b) Program philosophy (You should integrate AA literature into you paper with regard to the twelve steps and twelve traditions).
c) Discuss which models of addiction you saw illustrated in the meetings
d) Your personal reaction to this experience

3) Implications for social work practice

The focus of this section should be on understanding the twelve-step program based on your analysis and the implications for practice. This section should be clearly linked to the issues you chose to discuss in the previous section. Some considerations may include the following:

- How do twelve step groups fit into the mental health transformation that is currently occurring?
- When might referral to a twelve-step group be appropriate? What populations, if any might be harmed from the twelve-step philosophy?
- What is the role of the twelve-step group in the treatment process?
- What options exist besides twelve-step groups?
- Why do some individuals choose not to attend twelve-step groups?

4) Paper format

a) eight to ten pages (nine is the maximum), maintain anonymity of individuals if you cite them in the paper
b) Typed, double spaced, 1 inch margins
c) Use APA style and format
d) Reference page
e) Paper will be graded on fulfillment of assignment, clarity of ideas, use of
resources, correct format, and grammar.

f) Reaction Paper is due 2/25/08 at the beginning of class on 10/8/07

(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.)

Journal:

Starting on 2/25/08 you will abstain from a mood altering chemical, substance, or food for 5 weeks (required abstinence will stop on 3/28/08 your journal is due the following Monday. Substances may include alcohol, other drugs, nicotine, caffeine, sugar, chocolate, or other similar substances. You should choose a substance that will be challenging (not something that you already dislike).

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. The purpose of your abstinence is to assist you in understanding what chemically dependent people face in treatment and recovery in this culture. You will NOT be permitted to change your identified substance once the project has begun.

Journal Format:

1) Write a total of 5 journal entries (1- 2 pages) reflecting upon your experience. Each entry should be two double spaced pages describing your thoughts, experiences, feelings, successes, and struggles.

2) First entry- Describe the substance that you chose and why you chose it. Identify whom you told about this project, your thoughts about telling them, and their reaction. This entry should also include your initial expectations about how you will perform in this exercise.

3) Journal entries should include:
   • Daily experiences and emotions related to this project
   • Physical observations
   • Daily thoughts and opinions
   • Daily emotions
   • Spiritual state
   • The reactions of others around you
   • Risk & protective factors
4) A 2-3 page paper will accompany your journal entries. You should discuss:
   a) What you learned about yourself
   b) What you learned about behavior and attitude change
   c) Your motivation for change
   d) Relapse triggers you recognize in yourself & relapse plan
   e) How this project impacted your view of addiction

5) The journal project will start on Monday 2/25/08 and will stop on 3/28/08. The journal and paper are due at the beginning of class on 4/7/08.

You will not be graded on your success or failure with regard to abstinence, but on understanding of yourself and the dynamics involved in dealing with addiction (I will be looking for insight and novel thoughts related to this experience). It is, however, important to make your very best effort to abstain for the full time.

**Final Examination:** There will be one final exam, which will be comprehensive and will consist of multiple choice, true/false, fill in the blank, and matching questions pertinent 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 exam will be in class with books closed, and within the purview of the University Honor Code. The exam 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. There will be no partial credit given for incomplete or incorrect answers on this exam.

**POLICY ON INCOMPLETE AND LATE ASSIGNMENTS:**
Any deviation from announced deadlines for written assignments or examinations must be cleared in advance with the Instructor. If papers are late without instructor approval, they will be graded 5% lower for each day they are turned into the instructor late. Assignments received late will have three (3) points deducted commensurate with the number of days late they were received but no assignment will be accepted if it is more than five (5) school days late. You will not be allowed to turn assignments in late due to poor planning on your part. 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. Please see the instructor for further instructions. 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:

- Reaction paper: 30% of final grade
- Journal: 20% of final grade
- Final examination: 35% of final grade
- Class Participation/Attendance: 15% of final grade

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 will be determined as follows:

Class participation will include attendance and active participation in all phases of class activities. 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.
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, 4th edition.

- 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.

CLASS SCHEDULE WITH ASSIGNMENTS:

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<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>1/14/08</td>
<td>Introduction To Class</td>
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<tr>
<td>2</td>
<td>1/28/08</td>
<td>Physiological/Psychological Effects Of Drugs, Drug Classifications</td>
<td>Chapter 1 &amp; 2, Fisher &amp; Harrison Additional Readings</td>
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<td>3</td>
<td>2/4/08</td>
<td>Models Of Addiction &amp;</td>
<td>Chapter 3, Fisher &amp; Harrison</td>
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<td>Models Of Addiction &amp; Screening Part II</td>
<td>Chapter 3, Fisher &amp; Harrison</td>
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<td>5</td>
<td>2/18/08</td>
<td>Assessment, Diagnosis</td>
<td>Chapter 5, Fisher &amp; Harrison</td>
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<td>2/25/08</td>
<td>Support Groups</td>
<td>Chapter 9, Fisher &amp; Harrison</td>
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<td>Additional Reading; Reaction Paper Due</td>
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<td>7</td>
<td>3/3/08</td>
<td>Models of Treatment, ASAM, Treatment Settings</td>
<td>Chapter 7, Fisher &amp; Harrison</td>
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<td>3/17/08</td>
<td>Treatment Models/Settings Midterm Evaluation</td>
<td>Chapter 6, Fisher &amp; Harrison</td>
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<td>3/24/08</td>
<td>Reform Issues</td>
<td>State Plan 2006, Ch 1-3, Ch 8 Service Definitions for SA</td>
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<td>3/31/08</td>
<td>Crisis Intervention in Addiction Treatment</td>
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<td>4/7/08</td>
<td>Relapse Prevention</td>
<td>Chapter 8, Fisher &amp; Harrison</td>
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<td>12</td>
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<td>Addiction In Families</td>
<td>Chapter 10, Fisher &amp; Harrison</td>
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<td>4/21/08</td>
<td>Confidentiality &amp; Ethics, Exam Review</td>
<td>Chapter 15, Fisher &amp; Harrison</td>
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<td>4/28/08</td>
<td>FINAL EXAM</td>
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