COURSE NUMBER: SOWO 700

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

SEMESTER: Spring 2009 - Mondays from 5:30pm - 8:30pm

INSTRUCTOR: Marty Weems, MSW, LCSW
UNC-CH School of Social Work – CB#3550
Office 116C
325 Pittsboro Street
Chapel Hill, N.C. 27599-3550
919-843-9161
email: weems@email.unc.edu

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.
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.

**ASSIGMENTS:**
**Reaction Paper** (in response to attendance at a self-help group): 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:**
1. Attend **two (2)** twelve step recovery group meeting. You may select from Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, Adult Children of Alcoholics, Codependents Anonymous or another recovery group.
2. You must attend meetings in **community-based settings** (not treatment centers, hospitals, or mental health centers).
3. 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.
4. Should someone ask, be honest about your reason for attending... “I am here because I want to learn more about twelve step meetings”.
5. 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.

6. 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 especially as it relates to addiction and recovery.
   - Discuss in detail your experience and the twelve step meetings as they relate to course content. Include lectures, handouts, videos and class activities. Discuss how the meetings helped you more fully understand class concepts.
4. **Implications** - This section should include three (3) scholarly resources (beyond the text) related to the recovery movement and substance abuse. You may want to consider the following:
   - What ethical issues that arise from and within the twelve step groups?
   - How do twelve step groups interface with our new service system in North Carolina?
   - Do mandated support groups work?
   - Exploration of the effectiveness of support groups with dually diagnosed clients
   - How do support groups impact social work? Substance abuse treatment?
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**

Paper Format:
- 6-8 pages (8 is the maximum), maintain anonymity of individuals if you cite them in the paper
- Typed, double spaced, 1 inch margins
- Use APA style and format
- Reference page
- Paper will be graded on fulfillment of assignment, clarity of ideas, use of resources, correct format, and grammar
A **hard copy** of the Reaction Paper is **due 10-12-09** at the **beginning of class**.

**(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.)

**ABSTINENCE PROJECT:**

**Starting on 10/19/09 through 11/15/09 you will abstain from a mood altering chemical, substance, or food.** 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 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 has begun.**

**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. Your paper should incorporate course as it relates to this project.
4. **The Educational Experience**- Summarize your experience and what you learned. 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?

**Paper Format**

1. 5-7 pages typed (not including the reference page), double spaced, 1 inch margins
2. Use APA style and format
3. Reference page
4. Paper will be graded on fulfillment of assignment, clarity of ideas, use of resources, correct format, and grammar

A hard copy of this paper is due on 11/23/09 at the beginning of class.

EXAMS: There will be a midterm and final exam during this course. The midterm exam will cover classes 1-7 and the final exam will cover classes 9-13. Both quizzes 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 quizzes will be in class with books closed, and within the purview of the University Honor Code. The quizzes are 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 the exams.

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 10% lower for each day they are turned into the instructor late. An assignment will not 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. 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:

- Reaction Paper: 30%
- Abstinence Project: 30%
- Midterm Exam: 15%
- Final Exam: 15%
- Class Participation/Attendance: 10%

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 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.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/31/09</td>
<td>Introduction To Class</td>
<td>History Channel Video</td>
</tr>
<tr>
<td>2</td>
<td>9/14/09</td>
<td>Effects Of Drugs</td>
<td>Chapters 1 &amp; 2, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asked Amir Rezvani</td>
<td>NIDA Frequently Abused Drugs Chart (BB)</td>
</tr>
<tr>
<td>3</td>
<td>9/21/09</td>
<td>Models Of Addiction</td>
<td>Chapter 3, Fisher &amp; Harrison</td>
</tr>
<tr>
<td>4</td>
<td>9/28/09</td>
<td>Evaluating Substance Use:</td>
<td>“Clinical Issues in the Assessment of Adolescent Alcohol and Other Drug Use” (BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Screening</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10/5/09</td>
<td>Evaluating Substance Use:</td>
<td>Chapter 6, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment, Diagnosis</td>
<td>Assessment of Alcohol and Other Drug Use Among Adolescents” (BB)</td>
</tr>
<tr>
<td>6</td>
<td>10/12/09</td>
<td>Support Groups &amp; Group</td>
<td>Chapter 10, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treatment REACTION PAPERS</td>
<td>Big Book- Chapter 5 “How it Works” (BB)</td>
</tr>
<tr>
<td>7</td>
<td>10/19/09</td>
<td>Client Engagement &amp; Brief</td>
<td>Chapter 7, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interventions</td>
<td>“CBT for Alcohol Dependence” (BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worth Bolton</td>
<td>“MI Philosophy” (BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Motivation &amp; Addiction” (BB)</td>
</tr>
<tr>
<td>8</td>
<td>10/26/09</td>
<td>MIDTERM EXAM</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>11/2/09</td>
<td>Treatment Models &amp; Settings</td>
<td>Chapter 8, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panel: Amanda Osborne, Andrea</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winkler, Elise Alexander</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/9/09</td>
<td>Relapse Prevention</td>
<td>Chapter 9, Fisher &amp; Harrison</td>
</tr>
<tr>
<td>11</td>
<td>11/16/09</td>
<td>Special Populations</td>
<td>Chapter 4, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class presentations</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/23/09</td>
<td>Addiction In Families</td>
<td>Chapter 11, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video &amp; Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>JOURNAL DUE</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/30/09</td>
<td>Confidentiality &amp; Ethics/</td>
<td>Chapter 5, Fisher &amp; Harrison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills lab</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/7/09</td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>