

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work

Course: SoWo 252- Alcohol, Tobacco, and Other Drugs: Substance Use, Abuse and Dependence

Instructors: Bill Renn, MSW, LCSW, CCAS, CCS
Work: (919) 402-1644, Fax (919)402-8656
E-mail: brenn@css.unc.edu
Room: UNC ASAP Clinic, 2238 Highway 54, suite 300,
Chapel Hill, NC 27514
Office Hours: 9 a.m. to 5 p.m. (by appointment)

Tom Fuhrman, Ph.D.
E-mail: fuhrman@email.unc.edu
Work: (919) 962-9541, (Fax) 962-6562
Room: 324F, Office Hrs.: Monday, 3 p.m.-5 p.m.
and by appointment

Semester: Fall 2000

Days: Monday

Time: 6:00 PM – 8:50 PM

Location: Rm. 135

Course Description:

(3 hours) Surveys the field of substance use, abuse, and dependency, providing an overview of macro and micro issues and using the Bio-Psycho-Social-Spiritual model of addictions.

Advanced Course Description:

Topics examined include: historic and current theories of addiction and treatment; the substances of addiction, their effects, their signs and symptoms; addiction and special populations; direct practice with individuals, families, groups; community level intervention and public policy issues; and outcome research. Participants will be exposed to community based support groups and treatment professionals.

Knowledge Based Course Objectives:

At the conclusion of this course, students should be able to:

1. Describe various theories of addiction and treatment.
2. Fully describe the bio-psycho-social-spiritual model of addictions and how it relates to the treatment of addictions.
3. Understand the characteristics and dynamics of families affected by addiction and methods of intervention with families.
4. Demonstrate a beginning understanding of the application of various modalities and intervention theories in the treatment of addiction.
5. Become familiar with the treatment levels available to addicted persons and their families, and criteria for assignment to different levels using ASAM criteria.
6. Develop a working knowledge of 12-Step programs, other community based support groups, and their usefulness for addicted persons, their families and friends.
7. Develop an understanding of the relationship between HIV/AIDS and substance abuse.
8. Demonstrate an understanding of the 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 beginning competence in the assessment and diagnosis of substance abuse and substance dependence.
2. Identify signs and symptoms of substance intoxication, withdrawal, abuse, and dependence.
3. Describe addiction and its effects to clients in terms that are accurate and understandable.
4. Demonstrate sensitivity to issues specific to addictions and culture, gender, economic level, development stage, and sexual orientation, and a beginning competence in adapting intervention strategies to persons of these different groups.
5. Assist families and individuals in determining the appropriate level of treatment based on their individual needs and resources.

Course Textbook:

Fisher, G.L., & Harrison, T.C. (1997). Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

Additional Required Readings:

Copies of additional required readings are in two file folders on reserve in the 5th floor library at the School of Social Work. One hanging file folder (labeled SOWO 252, SSII 2000) is for practitioners, and the other hanging file folder is to be used by all other students. You may remove these articles for copying at the health sciences library. When you remove from the folder, please place a note with your name, phone number, date, time and which folders you have in the file. Please try to keep the articles in the files labeled with the correct class number for those who wish to copy after you. Each student may make one copy of each article for use during this class.

Additional Recommended Readings*:

***Given the quantity of material to be covered, these formerly required readings are instead highly recommended. HOWEVER, if a reading (or portion of a reading) is discussed in class, that portion discussed in class, may appear later on an exam. Portions of readings not discussed in class will not be tested.**

Extensive use will be made of several other books. Chapters from these books, and all other required or recommended readings are on reserve in the fifth floor library.

Levin, J. (1991), Treatment of Alcoholism and Other Addictions, Jerome Levinson, Northvale, N.J.

Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore.

Van Wormer, K. (!995). Alcoholism Treatment: A Social Work Perspective. Nelson-Hall Publishers, Chicago.

Class Schedule with Assignments:

<u>Class</u>	<u>Date</u>	<u>Topics</u>	<u>Reading & Assignments*</u>
1	8/28/00	Intro to class Intro to Reaction Paper Attitudes Assessment Myths re Addiction History of ATOD	Chapter 1, Fisher and Harrison Chapter 1, McNeece & DiNitto *AA article, Nace *Alternative Support Groups, Horvath *Historical Context, VanWormer
2	9/11	Review BioPsychoSocial- Spiritual Model of Addiction Other Models of Addiction Key ATOD concepts Introduce Practice Case History	Chapter 3, Fisher & Harrison Chapter 2, McNeece & DiNitto *Van Wormer, Chapter 4 *Class Notes
3	9/18	Biological Vulnerabilities Biological Consequences Physiological Action of Drugs Drug Classifications Health Effects (acute & chronic)	Chapter 2, Fisher & Harrison Chapters 3 & 4, McNeece & DiNitto
4	9/25	Psychological Vulnera- bilities and Consequences Sociocultural Vulnera- bilities and Consequences	Examine psychological aspects of case *Chapter 2, Johnson Examine social/cultural aspects of case *REACTION PAPER DUE
5	10/2	DSM-IV Highlights Dual Diagnosis	*Handouts on, Screening & Dual Diagnosis Chapter 13, DiNitto and Webb(Chapt. 13 in McNeece and DiNitto text) Chapter 5, Fisher & Harrison
6	10/9	History Gathering	In-Class Practice Chapter 5, McNeece & DiNitto *Screening and History instrument
7	10/16	Therapeutic Models Johnson Model of Intervention SA treatment Modalities Social Interventions	Chapter 6, Fisher & Harrison
8	10/23	Mid-Term Exam (1 st half of class) Guest Speaker (2 nd half of class)	

* denotes resources available on reserve in student and practitioner files in SSW 5th floor library

Class	Date	Topics	Reading and Assignments*
9	10/30	Treatment Levels ASAM Criteria Treatment Outcomes Research	Chapter 7, Fisher & Harrison Chapter 6, McNeece & DiNitto *ASAM instructor notes
10	11/6	Relapse Prevention Controlled Drinking Prevention	Chapter 16, Fisher & Harrison Chapter 7, McNeece & DiNitto Chapter 13, Fisher & Harrison *Relapse and Prevention instructor notes
11	11/13	Families in Addiction Guest Lecturer	Chapter 10, Fisher & Harrison Chapter 10, McNeece & DiNitto *Chapter 46, Stanton & Heath *Chapter 40, Kaufman *Berenson & Schrier article
12	11/20	MAJOR PAPER DUE Culture, ethnicity and addiction Gender, gay, lesbian, transgender, Bi-sexual and age issues Guest Lecturer	*Chap. 7, vanWormer Chap. 9, 11, 12, 14 & 15 McNeece & DiNitto *“Alcohol Abuse,” S. Anderson
13	11/27	Stages of Change/MET/CBT Spirituality/12 step groups	Chap. 8, Fisher & Harrison *“Alternative Support Grps.,” Horvath (see class one file) *“Alcoholics Anonymous,” Nace (see class one file)
14	12/4	Impact of managed care Public policies, i.e., Prohibition Drug Regulation/Consequences Student Forum	*“Historical Perspectives,” Musto *“Substance Abuse: Legal Issues,” Burke Chapter 8, “Regulating Drugs and Their Consequences,” McNeece and DiNitto Chapter 16, McNeece and DiNitto *Public Policy instructor notes
15	12/11	Ethics and Confidentiality Class Evals and Post-test	Chapter 17, Fisher & Harrison
16	12/18	FINAL EXAM	

* Denotes Resources available in student and practitioner files on reserve in 5th floor SSW library

Please Note: Most likely, the order in which topics are assigned will be adjusted to meet the needs of the class and to accommodate guest lecturers. The instructors will give advanced notice of any and all changes.

Reading Assignment (above) Bibliography:*

Class 1

Fisher, G.L., & Harrison, T.C. (1997). Chapter 1, "The Role of the Mental Health Professional in Prevention and Treatment". Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 1, "Definitions and Epidemiology of Alcoholism and Drug Addiction". Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Horvath, A. T., (1997). In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore.

*Nace, E. P., (1997). Alcoholics Anonymous.). In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore.

*Van Wormer, K. (!995). Chapter 2, "Historical Context", in, Alcoholism Treatment: A Social Work Perspective. Nelson-Hall Publishers, Chicago.

Class 2

Fisher, G.L., & Harrison, T.C. (1997). Chapter 3, "Models of Addiction", Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). The Etiology of Addiction", Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Fuhrman, T. W., (2000). Instructor Notes

*Van Wormer, K. (!995). Chapter 4, in, Alcoholism Treatment: A Social Work Perspective. Nelson-Hall Publishers, Chicago.

Class 3

Fisher, G.L., & Harrison, T.C. (1997). Chapter 2, "Classification of Drugs", Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 3, "Becoming Addicted", and, Chapter 4, "The Physiological and Behavioral Consequences of Alcohol and Drug Abuse", Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

Class 4

*Johnson, V. L. (1990). Chapter 2, “How Does Chemical Dependence Affect Individuals?”, in Everything you need to know about chemical dependence. Minneapolis, Johnson Institute.

Class 5

Fisher, G.L., & Harrison, T.C. (1997). Chapter 5, “Assessment and Diagnosis”, Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 13, “Compounding the Problem: Substance Abuse and other Disabilities” by DiNitto, D.M. & Webb, D.K., in, Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Fuhrman, T.F. (2000). Instructor Notes regarding Dual Diagnosis, Acute & Long Term Assessment, and, Mental Status Examination.

*Screening Instrument handout

Class 6

McNeece, C.A., & DiNitto, D.M. (1998). Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Instructor handout: Screening and History gathering tools for in-class practice

Class 7

Fisher, G.L., & Harrison, T.C. (1997). Chapter 6, “Intervention”, Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

Class 8

Mid-term Exam and Guest Speaker, no assigned readings

Class 9

Fisher, G.L., & Harrison, T.C. (1997). Chapter 7, “Treatment of Alcohol and Other Drug Problems”, Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 6, “Treatment-The System of Care”, Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Fuhrman, T.W. (1999). Instructor notes regarding American Society of Addiction Medicine (ASAM) Guidelines

Class 10

Fisher, G.L., & Harrison, T.C. (1997). Chapter 13, "Relapse Prevention", and, Chapter 16, "Prevention", Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 7, "Preventing Alcohol and Drug Problems", Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Fuhrman, T.W. (2000). Instructor notes regarding Relapse and Prevention

Class 11

Fisher, G.L., & Harrison, T.C. (1997). Chapter 10, "Families", Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 10, "Family Systems and Chemical Dependency", Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Berenson, D., & Schrier, E.W. (1994). "Current Family Treatment Approaches", in, American society of addiction medicine: Principles of addiction medicine.

*Kaufman, E. (1997). "Family Therapy: A Treatment Approach With Substance Abusers", In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore.

*Stanton, M.D., & Heath, A.W. (1997). "Family and Marital Therapy", In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore.

Class 12

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 9, "Treating Chemically Dependent Children and Adolescents", Chapter 11, "Ethnicity, Culture, and Substance Abuse", Chapter 12, "Gay Men, Lesbians, Bisexuals, and Chemical Dependency", Chapter 14, "Alcohol and Drug Use Among the Elderly", and, Chapter 15, "Gender and Drugs: Fact, Fiction, and Unanswered Questions", Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Anderson, S.C., (1997). "Alcohol Abuse", in, R.L. Edwards (Ed.-in-Chief), Encyclopedia of social work (19th ed., Vol. 1). Washington D.C., NASW Press

*Van Wormer, K. (1995). Chapter 7, "Special Groups and Substance Abuse", in, Alcoholism Treatment: A Social Work Perspective. Nelson-Hall Publishers, Chicago.

Class 13

Fisher, G.L., & Harrison, T.C. (1997). Chapter 8, "Twelve Step and other Types of Support Groups", Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

*Nace, E. P., (1997). Alcoholics Anonymous.). In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore. (In class 1 file).

*Horvath, A. T., (1997). In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore. (In Class 1 file).

Class 14

McNeece, C.A., & DiNitto, D.M. (1998). Chapter 8, "Regulating Drugs and Their Consequences", and, Chapter 16, "Chemical Dependency: current Issues and Future Prospects", in, Chemical Dependence: A Systems Approach. Allyn and Bacon, Boston.

*Burke, A.C., (1997).). "Alcohol Abuse", in, R.L. Edwards (Ed.-in-Chief), Encyclopedia of social work (19th ed., Vol. 1). Washington D.C., NASW Press

*Fuhrman, T.W. (2000). "ATOD Public Policy and Prevention", Instructor Notes.

*Musto, D.F. (1997). "Historical Perspectives", In Lowinson, J.H., Ruiz, P., Millman, R.B., and Lan, J.G. (editors), Substance Abuse: A Comprehensive Textbook (3rd edition). Williams and Wilkins, Baltimore.

Class 15

Fisher, G.L., & Harrison, T.C. (1997). Chapter 17, "Confidentiality and Ethical Issues", Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Allyn and Bacon, Boston.

Class 16

Final Examination, no assigned readings.

***Denotes articles and resources available on reserve in the SSW fifth floor library**

Assignments:

1. Reaction Paper-Self-Help Group

Attend one 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:

- A) Attend at least one (though you may choose two-three for an enriched experience) self-help / twelve-step recovery group meetings. You may select Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, Narcotics-Anon, Cocaine Anonymous, Adult Children of Alcoholics, Codependents Anonymous or another recovery group. While one meeting is all that is required, if you decide to choose to go to a second meeting, we suggest that you try different types of meetings.
- B) You are expected to go alone – do not take a friend, relative, classmate or companion. This is very important – no exceptions. Attending with others may detract from the experience.
- C) Do not attend an institutional meeting. That is, do not go to meetings in hospitals, mental health centers, alcohol treatment centers etc. You must attend meetings held in the community. Some AA or NA meetings may be designated as a “closed” meeting. This means it is open only to people who identify themselves as alcoholics or addicts. Unless you identify yourself as such, you will need to attend “open” meetings. “Open” meetings are open to anyone interested in the twelve-step program.
- D) Should someone ask, be honest about your reasons for attending. People are typically appreciative of your interest in the organization.
- E) On a participant/observer continuum, your role leans toward the observer end. You may want to research the type of meeting you plan to attend as well as the philosophy behind the program before you go. To be a good participant/observer, you need to know something about what you are observing.
- F) If you are already a member of a recovery group, attend a group that is new to you. Groups vary in focus, style, and composition. Try to attend a group that differs from your primary group. Attend a group where you will be a stranger.
- G) Above all, respect the anonymity of the people you meet during this experience. You may meet people you know, but did not know about their participation in a recovery group. Be mindful of your reaction.

The Reaction Paper:

A. Introduction

- 1. Name of group attended
- 2. Place and time of meeting
- 3. Brief description of the demographics of the group, including the number in attendance, male/female ratio, racial composition, social class, age range, and any other distinguishing features or characteristics
- 4. Physical surrounding of the meeting

B. Meeting/Program Description

1. Atmosphere and tone of the meeting
2. Description of the structure of the meeting
3. Description of the activities and events

C. Analysis

This is not a strict ethnographic observation, and you are not merely describing what is happening. Rather, this is an attempt to analyze and conceptualize the event you are observing. The analysis should include something about both the structure and dynamics of self-help, recovery groups and your personal reaction to this experience. Address program philosophy as well as underlying individual and group dynamics. You should use AA literature because no analysis is complete without mention of the concept of the twelve steps and twelve traditions. You should also use relevant clinical and socio-behavioral literature, including references to individual, group, organizational, and community dynamics. In other words, there should be some organizing principle in your analysis that requires an integration of the readings, your reaction to this experience, and the behaviors and events that you observed.

D. Implications for social work practice

The focus of this section should be on an understanding of the self-help/twelve-step recovery program based on your analysis and the implications for practice. This section should be clearly linked to the points you chose to discuss in the previous section. Implications for both direct and macro practice issues should be explored.

E. Reaction Paper Format:

1. Three pages minimum, five pages maximum
2. Typed, double spaced, 1 inch margins
3. Use current APA publication style and format
4. Reference Page (to maintain anonymity when citing individuals use the name John Doe I, John Doe II, Jane Doe I, Jane Doe II, etc)
5. The reaction paper will be graded on fulfillment of the assignment, clarity of ideas, use of resources, and correct format/grammar.
6. The reaction paper is **due September 25, 2000.**

Reaction paper grades will be reduced by 5% for each 24-hour day they are turned in to the instructors late.

- Exceptions to this late policy may **POSSIBLY** be granted according to the instructor's discretion in the event of a family death (spouse, child, parent, parent-in-law, sibling, grandparent) or extreme personal illness.

2. Major Paper:

All non-practitioner participants in the class (i.e. all class members who are enrolled in the graduate school at UNC-CH or those who are visiting here from other universities) will be expected to complete a major paper of 8-10 pages. Students will choose one of three case histories provided by the instructors and will describe the important clinical aspects of the case. The student will then write an assessment of the salient clinical issues addressing the client's strengths, positions of risks for this client, appropriate treatment alternatives as well as how the student would engage the client in treatment. The student should then cite research supporting current best practice to address these issues and develop a treatment plan for the individual that they have chosen. Papers should be typed, double-spaced, 1-inch margins, minimum of five references, and use current APA publication style. The major paper will be graded on fulfillment of assignment, clarity of ideas, broad use of resources, and correct format/grammar. Generally, the paper should include the following sections:

❖ Introduction

Identify the case history that you have selected. How will your primary theoretical counseling orientation work for this client? What issues might you need to be mindful of in your past that may influence how you approach this case?

- Assessment of Salient Clinical Issues

❖ Literature review

-Based on literature review, describe the current best practice as explored in the literature, regarding how to best approach this client's clinical presentation

❖ Analysis and Treatment Plan

-What specific steps would you take to engage this individual in treatment?

-How would you decide which treatment strategy as described in recent literature, would be most appropriate for this client?

-Write a treatment plan for this individual.

❖ Conclusions

-What do you expect to be the outcome for this client?

-Describe a relapse prevention strategy for this individual.

-What supports would you need to put into place to enhance the possibility of a positive outcome?

❖ References

Other Format Considerations

- Typed, double spaced, 1 inch margins
- Use current APA publication style and format
- Reference Page(s)
- The reaction paper will be graded on fulfillment of the assignment, clarity of ideas, use of resources, and correct format/grammar.

The research paper is due on November 20, 2000. Papers are due on this date unless prearranged with the instructor. Papers will be graded 5% lower each day late. Exceptions to this late policy may **POSSIBLY** be granted according to the instructor's discretion in the event of a family death (spouse, child, parent, parent-in-law, sibling, grandparent) or extreme personal illness.

Feel free to discuss your case history with one of the instructors. They will announce their scheduled office hours the first night of class.

3. **Exams:**

Two exams will be given during this course. Examinations, administered under the University Honor Code (see Honor Code below), are designed to evaluate knowledge and understanding of the material covered in class and in the required readings. Each exam essentially covers content for the period designated students will need to draw on general knowledge from previous readings and class lectures. This is especially true of the final exam, which will require students to integrate some material and skills from across the entire semester. Exam questions will be a combination of multiple choice, short answer, case studies and/or brief essay. No make-up exams will be given unless prearranged with the instructor.

Mid-Term Exam – Class 1 through 7 (There will be lecture following the exam)

Test Date: October 23, 2000

Final Exam – Class 8 through 15

Test Date: December 18, 2000 (unless it must be scheduled on a different date according to University Schedule).

4. **Personal Growth Assignment:**

The following assignment will not be formally graded and therefore is not required. However, students and practitioners are strongly encouraged to do this assignment for their own personal and professional growth and awareness.

Choose a substance or activity and abstain from this substance or activity for the semester. Examples may include substances such as alcohol, drugs, chocolate, sugar, caffeine, tobacco or activities such as gambling, or watching television. Students and practitioners are encouraged to record this experience in a journal. Take note of any difficulties, defense mechanisms, and feelings that may arise as a result of giving up this substance or activity. If need be, seek out the support of others so as not to slip back into using the substance or engaging in the activity. Note any thoughts or feelings that surface as a result of seeking out support and talking with others. The instructors will check in periodically during class for a brief discussion and check-in around this assignment. Journals are private and will not be read by the instructors.

5. Assessment Practice:

All class participants will be asked to take part in each of four practice sessions during regularly scheduled class meetings (September 11, 2000, September 25, 2000, and October 9, 2000). The purpose is to break a comprehensive substance abuse assessment into its four major parts (screening, substance abuse history, medical and psychiatric history and areas of life functioning assessment) allowing class participants the opportunity to practice basic substance abuse assessment skills in manageable steps. Participants should come to class prepared to perform these functions after a brief 20-30 minute lecture. Recommended readings should be studied closely prior to class time.

Additional Readings and Web-Based Study:

As a foundation course, much basic, yet vital information can be delivered in a self-study format. For this reason, the instructors will periodically be handing out basic lecture notes covering important course material yet freeing up valuable class time for discussion and skills. The instructors further will lecture with the assumption that that classes assigned readings are already familiar to students. These handouts and other assigned readings may be included on quizzes and exams.

Attendance and Class Participation:

Class attendance and participation will be critical at each class meeting. For this reason, class attendance will be given a point value for SOWO 252.

Ten percent (10%) of the grade will be determined by the instructor's evaluation of in-class performance, based on contributions to discussions (and knowledge of assigned readings), small group tasks, and responsiveness to others' comments, as well as attendance.

Evaluation Methods:

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 of Social Work to use pluses and minuses to provide students with more specific feedback.

All students' (with the exception of those participants admitted to the class as current practitioners) final grade for this course will be determined as follows:

Reaction Paper	15%
Research Paper	25%
Exam # 1	25%
Exam # 2	25%
Attendance and Participation	10%

For practitioners, the final grade for this course will be determined as follows:

Reaction Paper	20%
Exam #1	35%
Exam #2	35%
Attendance and Participation	10%

Attendance, general class participation, as well as participation in the classroom assessment practice exercises will be factored in when a student's grade is at or very near a cutoff between grade levels. Excellent attendance and thoughtful participation can bring the grade up to the higher level.

MSW practitioners 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 using the same percentages as those used to assign students final grades as listed above.

This course has been approved by the NCSAPCB for 45 "substance abuse specific" credits. However, actual class time is 34 hours of education. The above assignments (including course reading) count as the remaining eleven hours. Practitioners will not receive credit for any missed classes (i.e. 3 hours of "substance abuse specific credit" will be forfeited for each class session missed). Practitioners who successfully complete this course will be awarded a certificate within six weeks of the end of the semester.

The exams, papers, and final grade will be based on the following percentage scale:

H	=	95% and above
H-	=	90-94%
P+	=	85-89%
P	=	75-84%
P-	=	70-74%
L	=	65-69%
F	=	64% and below

Class Format and Expectations:

Students and practitioners are expected to attend every class. Lectures, class discussion, films, experiential exercises, and interviews with visitors will comprise the class activities. Students are expected to be prepared for class by reading and considering assigned materials. Materials from work settings, personal experience, and internships are appropriate to share in class. Comments, concerns, and observations are welcome. Due to the nature of this course, personal sharing often occurs and feelings may arise. Confidentiality is expected of all students when personal sharing occurs. Students who have personal issues surface during the course are encouraged to talk with the instructor about available support to address these issues.

Honor Code:

Students and practitioners are responsible for complying with and supporting the University's Honor Code to ensure the integrity of our academic work. Review the copy of the Honor Code in the Record and Manual.

The Honor Code is, as always, in effect in this course. The following sections explain what is expected from you in terms of meeting these standards. If you have any questions at all about these matters, please do not hesitate to ask the instructor.

- ❖ Pledge: *The Instrument of Student Judicial Governance* requires that you sign a pledge on all written work. ("On my honor, I have neither given nor received unauthorized aid on this assignment."). This includes all papers and exams. The first time you hand in an assignment, you are expected to write out the pledge in full. After that, you may simply write "Pledge" and sign your name.
- ❖ Exams: All exams will be in-class exams and are to be taken without the assistance of books, notes, or other people. However, you may study with your classmates. In fact, forming study groups is an excellent way to prepare for exams.

Papers: As with exams, you are encouraged to discuss your papers with your classmates and anyone else, for that matter. The crucial thing to remember is that you must give citation for ideas that are not your own, whether or not those ideas have been written down somewhere. If your roommate comes up with a brilliant example and you use it in your paper, then you must cite him or her in a footnote.

Policy on Accommodations for Students with Disabilities:

Students with disabilities, which affect their participation in the course, may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered.

Other Policies/General Information:

Papers or other take home assignments will **NOT** be accepted via FAX or email.