SWK-S 312 Substance Abuse and Social Services (3 cr.)

Course Information

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<th>Semester Year:</th>
<th>Spring 2017</th>
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Course Description

The purpose of this course is to give students an overview of the field of addiction (alcohol & drugs) including discussion of several conceptual models and theories. The course focuses on self-help groups, assessment procedures, and current intervention strategies. Students are given an opportunity to explore special issues in the field among oppressed minorities that are of particular interest to them and to share their findings with other students. Emphasis will also be placed on introducing students to the particular culture and ideologies that contribute to the provision of services in the field of addictions. A brief overview on other addictions (gambling, sex, food) will be presented.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors.

Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability:

S312-01 To be familiar with the scope of the problem of addiction in the United States and around the world.
S312-02 To have a beginning understanding of the effects of alcohol and other drugs on the body, as well as other addictions.
S312-03 To recognize behaviors and other signs of substance abuse and other addictions.
S312-04 To develop a beginning understanding of various conceptual models of substance abuse and other addictions as well as approaches to treatment.
S312-05 To have a beginning understanding of how addiction affects the entire family and how family systems contribute to addiction.
S312-06 To understand the programs of the major mutual self-help groups for addictions and to know how these groups fit into the wider network of helping systems.
S312-07 To have awareness of unique aspects of substance abuse and other addiction areas for special populations, including oppressed minorities and women.
S312-08 To have a beginning understanding about social work ethics in the field of addiction.
Required Texts

Resources
- There will be readings available on reserve (both e-reserve and books on reserve) at Indiana University Wells Library. There may be additional assigned readings throughout the semester. Course password is APPLE for E Reserves.
- The following journals are also recommended.
  - Social Work Journal of Chemical Dependency.
  - Journal of Maintenance in the Addictions
  - Alcoholism Treatment Quarterly.
  - Drugs and Society Journal of Addictive Diseases
  - The International Journal of Addictions.
  - American Journal of Drug and Alcohol Abuse
  - Alcohol Health and Research World
  - Journal of Studies on Alcohol
  - Behavioral Health Management
  - International Journal of Addictions
  - International Journal of Eating Disorders
  - Journal of Drug Issues
  - Journal of Gay and Lesbian Social Services
  - Journal of Social Work Practice in the Additions
  - Journal Studies of Alcohol
  - Journal of Drug Education

- RELEVANT WEB SITES AND OTHER RESOURCES
  - Alcoholics Anonymous [aa.org](http://aa.org)
  - American Society of Addiction Medicine [asam.org](http://asam.org)
  - Center for AIDS Intervention Research [cair.mcw.edu](http://cair.mcw.edu)
  - Center for Substance Abuse Research (CESAR) at the University of Maryland [cesar.umd.edu](http://cesar.umd.edu)
  - Center for Substance Abuse Treatment (CSAT) [samhsa.gov](http://samhsa.gov)
  - Drug Free Partnership [drugfree.org](http://drugfree.org)
  - Harm Reduction Coalition [harmreduction.org](http://harmreduction.org)
  - Hazelden [hazelden.org](http://hazelden.org)
  - Institute of Behavioral Research Texas Christian University [ibr.tcu.edu](http://ibr.tcu.edu)
  - Narcotics Anonymous [na.org](http://na.org)
  - National Clearinghouse for Alcohol and Drug Information (NCADI) [ncadi.samhsa.gov](http://ncadi.samhsa.gov)
  - National Institute of Alcohol Abuse and Alcoholism [niaaa.nih.gov](http://niaaa.nih.gov)
Course Outline

Module 1: Introduction

Dates:

**Overview**
A. Syllabus Review  
B. Overview on Addiction

**Assignments**
1. Book chapters/article on theories (handout will be given to students per reading assignments)

**Readings**
1. From Fisher and Harrison:
   - **Chapter 1**: THE ROLE OF THE MENTAL HEALTH PROFESSIONAL IN PREVENTION AND TREATMENT  
   - **Chapter 2**: CLASSIFICATION OF DRUGS

Module 2: Alcohol and Drugs

Dates:

**Overview**
A. Effects  
B. Assessment  
C. Overview of Treatment

**Assignments**
1. Mini Presentation on Theories due

**Readings**
1. From Fisher and Harrison:
   - **Chapter 6**: ASSESSMENT AND DIAGNOSIS  
   - **Chapter 7**: CLIENT ENGAGEMENT AND BRIEF INTERVENTIONS

Dates:

**Readings**
1. From Fisher and Harrison:
   - **Chapter 8**: TREATMENT OF AOD PROBLEMS  
   - **Chapter 9**: RELAPSE PREVENTION AND RECOVERY  
   - **Chapter 10**: TWELVE STEP AND OTHER TYPES OF SUPPORT GROUPS
Readings

1. SELF HELP GROUPS by Doweiko and AA AS A RESOURCE FOR THE HEALTH PROFESSIONAL (e-reserve readings)
2. E-reserve readings (you will need to read four additional readings out of the below for Exam I. It is up to you which four e-readings you choose)
   - Explorations in Counseling and Spirituality: The Spirituality of the Twelve Steps (Faiver)
   - Recent Research offer compelling support for the effectiveness of Twelve Step-based programs (Toft)
   - Step Twelve: Carry the Message, Practice the Principal (Toft)
   - Facilitating 12-Step Recovery from Substance Abuse and Addiction (Nowski)
   - Alcohol Anonymous (Hedblom)
   - Soul Survivors: Spirituality and Religion (Orzech)
   - Recovering Religion: The Complex Legacy of Alcoholics Anonymous (Robertson)
   - How do people recover from alcohol dependence: A systematic review of the research on mechanisms of behavior change in Alcoholics Anonymous (Kelly)
   - How Well Does AA work (Mcintire)
   - Alcoholic Anonymous (Ruiz)

Exam 1

Overview

A. Exam 1

Reading

1. From Fisher and Harrison:
   - Chapter 11 CHILDREN AND: FAMILIES
   - Chapter 12: ADULT CHILDREN, AND CODEPENDENCY

Module 3: Families of Addicted

Overview

A. Effects
B. Assessment
C. Overview of Treatment

Module 4: Alcohol Assessment

Overview

A. Effects
B. Assessment
C. Overview of Treatment

Assignments

1. Alcohol Assessment Due
Exam 2

Dates:

Overview
A. Exam 2

Reading
1. From Fisher and Harrison:
   • Chapter 14: GAMBLING AND OTHER ADDICTIONS

Module 5: Gambling Addiction, Sexual Addiction, and Food Addiction

Dates:

Overview
A. Effects
B. Assessment
C. Overview of Treatment
D. PANEL of recovering addicts, alcoholics, and family members

Readings
1. Chapter 5 CONFIDENTAILY AND ETHICAL ISSUES

Module 6 Professional Enabling, Ethics, and Self Care,

Dates:

Module 7 Library

Dates:

Module 8 Group Meetings (Undergraduate) Research (Graduate)

Dates:

Group Presentations

Dates:

Group Presentations

Dates:

Final Exam

Dates:

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)
Assignments

1. Participation and Attendance
   a. DUE: .......................................date
   b. Final Grade Percentage: .......4%

2. Mini Presentation on Theories
   a. DUE: .......................................date
   b. Final Grade Percentage: .......1%

3. Exam 1
   a. DUE: .......................................date
   b. Final Grade Percentage: .......22%

4. Alcohol Assessment
   c. DUE: .......................................date
   d. Final Grade Percentage: .......1%

5. Exam 2
   a. DUE: .......................................date
   b. Final Grade Percentage: .......22%

6. Group Presentation
   a. DUE: .......................................date
   b. Final Grade Percentage: .......10%

7. Paper/Case Study
   a. DUE: .......................................date
   b. Final Grade Percentage: .......10%

8. Final Exam
   a. DUE: .......................................date
   b. Final Grade Percentage: .......30%

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.
Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

**Grading scale**

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

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<th>Minimum</th>
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<tr>
<td>A</td>
<td>93%</td>
<td>Excellent, Exceptional Quality</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>Superior Quality</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>Very Good, Slightly Higher Quality</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>Good, High Quality (expected of most BSW students)</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>Satisfactory Quality</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>Marginal, Modestly Acceptable Quality</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>Marginal, Minimally Acceptable Quality</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>Unsatisfactory Quality</td>
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Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this
course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss five or more classes you will fail the course.