I. LOCATOR INFORMATION:

Semester: 2012
Course Number and Name: SW 420 Substance Abuse
Semester Hours of Credit: 3.0 Semester Hours
Day/Time Class Meets: Room/Bldg.
Instructor’s Name: 
Office Phone#: 
FAX: 910-672-1755
Email Address: 
Office Location: 
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

COURSE DESCRIPTION:

Students will acquire an overview of the dynamics of alcohol and psychoactive drug addictions, including social work practices specific to prevention, identification, assessment, treatment, and referral of persons with alcohol and other drug related problems. Theory and knowledge on drugs and alcohol related to social work practice are emphasized. Drugs are defined to include caffeine, nicotine, drugs used for psychiatric treatment and behavior control, as well as alcohol and the drugs associated with misuse and dependency. This course facilitates students’ understanding of the diverse needs of clients with substance abuse addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, and treatment are addressed.
REQUIRED TEXTS:


OPTIONAL TEXTS


COURSE OBJECTIVES:

Upon successful completion of this course students will be able to:

1. Acquire an understanding of the etiology of substance abuse.
2. Critically evaluate policies and programs and the roles these policies and programs play in the prevention and treatment of substance abuse.
3. Learn how families and society are affected by a person with substance abuse addiction.
4. Gain knowledge on the various drug classifications.
5. Critically evaluate services and programs available to persons with substance abuse addiction.
7. Compare and contrast models of addiction and appropriate interventions relevant to each model.
8. Articulate strategies used to conduct effective assessments, planning, intervention, case management and evaluation.
9. Analyze issues regarding race, culture, ethnicity, gender, age, and sexual orientation within the context of substance abuse intervention.
10. Critically examine and evaluate social work standards, values, ethics and principles as they relate to responses in substance abuse prevention and treatment.
11. Embrace UNC’s interests in focusing specific efforts in meeting the needs of rural and underserved areas of the state, particularly with respect to substance abuse and substance dependence issues.
<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Activities &amp; Additional Readings</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Roles of Mental Health Professionals in Prevention and Treatment</td>
<td>(Obj. 1, 10)</td>
<td>Fisher &amp; Harrison, Chapter 1</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<tr>
<td>Session 2</td>
<td>Classification of Drugs (Alcohol, Caffeine, Entactogens, Hallucinogens, Herbal Drugs, Inhalants, Marijuana, Nicotine, Opiates, Sedatives, Steroids, Stimulants)</td>
<td>(Obj. 1, 2, 4)</td>
<td>Fisher &amp; Harrison, Chapter 2</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>Kuhn, Swartzwelder, &amp; Wilson, pp.13-195</td>
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<td>Session 3</td>
<td>Central Nervous System &amp; Brain Basics Models of Addiction Legal Issues</td>
<td>(Obj. 5, 6, 7)</td>
<td>Fisher &amp; Harrison, Chapter 3</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>Kuhn, Swartzwelder, &amp; Wilson, pp.219-266 Book Report I Due</td>
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<td>Session 4</td>
<td>Culturally and Ethnically Diverse Groups</td>
<td>(Obj. 7,9)</td>
<td>Fisher &amp; Harrison, Chapter 4</td>
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<td>Session 5</td>
<td>Assessment &amp; Diagnosis</td>
<td>(Obj. 7, 8, 10)</td>
<td>Fisher &amp; Harrison, Chapter 5</td>
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<td>Session 6</td>
<td>Client Engagement &amp; Intervention</td>
<td>(Obj. 7, 8, 10)</td>
<td>Fisher &amp; Harrison, Chapter 6</td>
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<td>Session 7</td>
<td>Treatment of AOD Problems</td>
<td>(Obj. 7, 8)</td>
<td>Fisher &amp; Harrison, Chapter 7</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>Session 8</td>
<td>Relapse Prevention &amp; Recovery Twelve –Step</td>
<td>(Obj. 3, 7, 10)</td>
<td>Fisher &amp; Harrison, Chapters 8, 9</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>Session 9</td>
<td>Families</td>
<td>(Obj. 3, 8,9,10)</td>
<td>Fisher &amp; Harrison, Chapter 10</td>
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<td>Children, Adult Children, and Codependency</td>
<td>(Obj. 3, 8, 9,10)</td>
<td>Fisher &amp; Harrison, Chapter 11</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>Session 11</td>
<td>HIV/AIDS</td>
<td>(Obj. 3, 8, 9)</td>
<td>Fisher &amp; Harrison, Chapter 12</td>
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<td>Session 12</td>
<td>Gambling and Other Addictions</td>
<td>(Obj. 6, 7, 9)</td>
<td>Fisher &amp; Harrison, Chapter 13</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>Session</td>
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<td>Session 13</td>
<td>Prevention (Obj. 6, 7, 8, 9, 10)</td>
<td>Fisher &amp; Harrison, Chapter 14</td>
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<td>Session 14</td>
<td>Confidentiality and Ethical Issues (Obj. 6, 7, 8, 9, 10)</td>
<td>Fisher &amp; Harrison, Chapter 15</td>
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<td>Video Interview Due &amp; Class Presentations</td>
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<td>Session 15</td>
<td>Mental Reform (Obj. 7, 8, 9, 10)</td>
<td>Fisher &amp; Harrison, Chapter 15 continued</td>
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COURSE ASSIGNMENTS

Three Book Reports 15% (5% Each)

The book reports provide students an opportunity to upgrade their knowledge and skills, as well as prepare for life long learning. Students will select four books from the attached bibliography, and in a typed three-page paper address the following:

- Summarization of book
- Analyze the content and arguments presented in the book
- What questions did you have about the information that was presented to you? How did you go about obtaining answers to your questions, and what answers did you find?
- After obtaining your answers, what are your conclusions?
- Discuss strengths and limitations of content
- Discuss assumptions and implications for social work practice with chemically dependent families?

Self-Help Group Assignment (10%) 

Attend one addiction support group. This can be an AA, NA, Alanon, etc., or it can be a group session at an outpatient or inpatient treatment facility. If you have experience in a treatment facility, select a group or program that is different to the one where you worked. Working from your memory, write a five-page paper on your experiences and the pertinent literature. Your five page typed paper should not contain identifying information such as names. Discuss in your paper your personal experiences at the meeting. Also, provide an analysis of twelve-step recovery groups based on your experiences and the literature.

Substance Abuse Paper (20%)

The purpose of this paper is to provide students an opportunity to develop specialized knowledge about a particular area of substance treatment. Pick an area of interest to you. Topics might include, but are not limited to working with children of alcoholics; relapse prevention and
recovery; HIV/AIDS and substance abuse; domestic violence and substance abuse; women and substance abuse; adult children of alcoholics; special populations and substance abuse, etc.

Address the following in the paper:

- Provide a biopsychosocial description of an identified problem, or population. Use scholarly journals to provide recent research findings.

- Discuss why the identified problem or population is important.

- Identify and discuss treatment options with special attention paid treatment process, evaluations and treatment outcomes, ethical issues, and special family concerns.

- Discuss issues concerning relapse, addiction and prevention.

- Include in your discussion evaluation of program planning options and concerns.

The paper should be fifteen to twenty typed pages.

**Video Interview (20%)**

This project will enable students to demonstrate their critical thinking skills, problem solving skills, interviewing skills, and utilization of treatment strategies through the use of videotaping interview client/worker role-plays. Students may work in teams of two to three members. Students will present and discuss video with the class. This project will be graded on the quality of skills demonstrated and the overall quality of the interview and video presentation. The team
should prepare a two to three page typed handout for distribution to the class. This handout should summarize treatment strategy used and important points of the presentation. The handouts should be emailed to the professor before the presentation, and the professor will make the handouts available on Blackboard.

Examples of treatment strategies students may use are:

- Relapse Prevention
- Motivational Enhancement Therapy
- The Matrix Model
- Behavioral Therapy
- Multidimensional Family Therapy
- Supportive Expressive Psychotherapy
- Group Therapy
- Twelve Step Model

**Class Participation and Attendance (15%)**

After professor’s overview of assigned readings, students will be responsible for critically evaluating assigned readings and giving presentations on additional readings (to include at least three articles from scholarly journals) and resources relating to assigned materials (readings and resources, books, videos, and speakers). Dates of presentations will be assigned to students on the first day of class. Students may use handouts, give PowerPoint presentations, have discussion boards, etc. The purpose of this assignment is to provide students an opportunity to gain a deep understanding of course content. The professor does not want students to just memorize course content, but to critically evaluate readings by thinking about how the readings may change your way of thinking and how these reading may relate to social work practice and to your personal and professional self.

Evaluation criteria for all assignments include clarity, organization, synthesis of material, and overall mastery of content. Utilize APA style for all papers. Introduce your topic and outline what will be addressed in your paper. Use subheadings to direct the reader in the body of your paper. The paper should have an introduction paragraph and concluding paragraph.

**Final Exam (Comprehensive) (20%)**
Evaluation:

a. Comprehensiveness in addressing assignment outline
b. Neatness, grammar, spelling and sentence structure
c. APA Format (if applicable)

Papers with severe misspelling and poor grammar will be returned to students. Students will be expected to correct errors and submit paper back to the instructor. If paper is returned to student, the highest grade student may receive is a “B”.

Grading Scale:
A 92-100  
B 83-91  
C 73-82  
D 64-72  
F Below 63 (Academic Failure)

A grade of A represents work which is of outstanding quality, well-researched, or unusually insightful; B work is that which is thoughtful and above the group average; C work meets but does not exceed expectations; D work is below average and does not meet minimal standards; F work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

POLICY ON DISABILITIES

Any student with a documented disability condition who needs to arrange accommodations must contact the Center for Personal Development; 114 Collins Administration Building. The phone number (910) 672-1204.

Attendance and Participation Policy

Class attendance and participation mean students will come to class having read the assigned materials and be prepared to discuss them. Regular and punctual class attendance is essential to the enhancement of student performance. Students are expected to notify the instructor of absences from class immediately before or after the absence. Absences beyond three may result in a reduction in students’ attendance and classroom participation grade. A class attendance and participation grade of zero may be given for five or more absences.

- Exam Policy
There will be one comprehensive exam at the end of the semester. Students must take the examination when the exam is scheduled. A make-up examination will only be administered for legitimate university business, documented medical emergencies, or deaths. The make-up examination will be scheduled with prior approval and arrangement with the instructor only.

Final Exam Policy

Make up final exams will normally not be given. A final exam may be given early under very extraordinary circumstances. Students who miss a final exam without giving the instructor prior notification will be assigned a final grade including a zero for the final. If a student has a legitimate, documented reason for missing the final exam, he or she should contact the instructor as soon as possible after the examination. During the next semester the instructor will arrange with the student a time to take the final exam, and submit a change of final grade form. THE INSTRUCTOR WILL NOT GIVE AN “I” (INCOMPLETE) GRADE FOR STUDENTS WHO MISS THE FINAL EXAMINATION UNLESS THE STUDENT HAS MADE A PRIOR AGREEMENT TO DO SO.
Course Expectations

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones, and beepers are not allowed to be turned on or used during class time. **According to University policy Visitors and children are not allowed in class.**

THE WEB ENHANCED COURSE ON BLACKBOARD

Students enrolled in SW 420 Substance Abuse and Social Work Practice during the semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts, study guides, related websites, lecture notes, and chat rooms.

TEACHING STRATEGIES

Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.
References

Results from the 2010 National Survey on Drug Use and Health: Summary of National Findings.
Substance Abuse and Mental Health Services Administration -- (National Survey on Drug Use and Health (NSDUH) Series, H-41 ; HHS Publication No. (SMA) 11-4658.) -- Rockville: SAMHSA, Center for Behavioral Health Statistics and Quality, September 2011

Results from the 2009 National Survey on Drug Use and Health: Volume 1: Summary of National Findings.
Substance Abuse and Mental Health Services Administration -- (National Survey on Drug Use and Health (NSDUH) Series, H-38A ; HHS Publication No. (SMA) 10-4586Findings) -- Rockville: SAMHSA, Office of Applied Studies, September 2010

Results from the 2008 National Survey on Drug Use and Health: National Findings.


Epidemic: Responding to America's Prescription Drug Abuse Crisis.


