FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM

LOCATOR INFORMATION:

Semester: 
Course Number and Name: SWRK 625, Social Work Practice with Chemically Dependent Families 
Semester Hours of Credit: 3 credits. 
Day/Time Class Meets: Room/Bldg. Where Class Meets: Taylor Science Bldg. Room #103 
Instructor’s Name: 
Office Phone#: 
Secretary’s Phone: 
Fax: 
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 study theory and knowledge on drugs and substance abuse as it relates to practice in social work settings. Dynamics of chemically dependent family are assessed and culturally competent intervention approaches for working with the family system and subsystems use patterns will be discussed. Attention will be given to issues arising at different stages in the life cycle including recognition of signs of misuse.

REQUIRED TEXTS:


**RECOMMENDED TEXT:**


**COURSE COMPETENCIES:**

Upon completion of this course students will be able to:

1. Analyze U.S. social policies and related social justice issues enabling students to understand these issues in relationship to families and chemical dependency.

2. Discuss theories concerning the etiology of different types of substance abuse.

3. Describe the symptoms and the biopsychosocial consequences of substance use and abuse.

4. Identify and discuss the types of drugs and other substances typically used by abusers.

5. Demonstrate ability to write psychosocial assessments that reflects understanding social systems of all sizes in which families are involved.

6. Differential select skills and interventions in way that reflect recognition of the effects of social and economic injustice and respect for social and human diversity.

7. Identify and analyze values and ethical concerns in practice with individuals and families and provide responses that consistent with social work values and the NASW Code of Ethics.
8. Critically evaluate and discuss his/her beliefs and values as a social worker, and identify strengths in terms of practice knowledge and skills in working with groups of all sizes as well as in which further development is needed in relation to working with chemically dependent families.

9. Apply selected theories, strategies and techniques in work with families.

10. Discuss the effectiveness of selected treatment and rehabilitation services and programs for improving family functioning.

11. Describe and be able to recommend appropriate public and private substance abuse prevention, education and treatment programs and services.

COURSE OUTLINE

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It is critically important to learn what is it like for a person of color, distinct and different from yourself to engage in substance misuse, abuse, and dependence and move into the difficult process of recovery. In this assignment, you will attempt to understand the experience of becoming addicted from an “insiders” point of view. Work diligently to try to capture the essence of issues regarding diversity, including, but not limited to: race, ethnicity, gender religious affiliation, sexual orientation, physical and/or mental disabilities, geographic region, etc.

Guidelines:

**Interview a recovering person from an ethnic group different from your own.**

Explore what the history and experience of addiction has been for them. Employ open-ended questions so that you obtain a solid wealth of rich information. Pay particular attention to how your person describes their descent into the ravages of addiction. Assume the role of an active learner and your interviewee becomes the principle guide, teaching you about their unique experience. Use the following questions with your person:

- When and why did you first begin using substances?
- When did you first realize that you were having a problem?
- How did your ethnicity, culture, philosophical, religious, and spiritual beliefs affect the experience, (i.e., increased sense of shame or guilt due to religious beliefs)?
- What are the usual attitudes of your group towards the abuse and dependency of drugs and alcohol?
- What were the factors that led you to begin the recovery process?
- How have you maintained your recovery? Have you relapsed?
What kinds of support, if any, have you received from family and friends?
Were there particular people who helped to empower you in the recovery process? Who were they?
Were there people who attempted to disempower you? If so, who and what specific ways? What were the things that helped you in the treatment process?
What was the impact of your addiction and treatment on self, family, life, work, career, social relationships, etc.?
Do you have any fears that you may not maintain your recovery?

Summarize your interview in five double spaced pages, removing all identifying names. Include at least three direct quotes from your person. In addition, provide a five page critique of your interview addressing each of the questions articulated below:

1. In general, how well do you think that you elicited information from your person about the experience of addiction?
2. Name two specific and concrete things that you might have done differently?
3. Looking back, what areas do you wish you had covered in your interview, but did not?
4. How “connected” did you feel to your person and why? What part of your interview was most difficult for you to “stay with” and why?
5. What was the most compelling thing that you learned about your person’s experience from an insider’s perspective?
6. What have you learned about yourself in this process? What positive and/or negative emotional reactions were generated within yourself?

**Interviews should be approximately 60-90 minutes** and may be taped with the written permission of your person. Confidentiality must be upheld and discussed with your person before the interview occurs.

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<th>ASSIGNMENT TWO:</th>
<th>Field Observations and Application Assignments</th>
<th>Percentage of Final Grade:</th>
<th>30 points</th>
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1. Each student will be expected to attend one open meeting of a 12-Step self-help group for chemical dependence. Students are required to write a 1-2 page reaction paper related to the meeting attended.

2. Each student is expected to attend one session of drug court and write a 2 page reaction paper related to the session attended.
3. Student enrolled in SWRK 625.01 are required to select two articles from the following list of journals: American Journal of Addictions  
   International Journal of the Addictions  
   Journal of Addiction and Mental Health  
   Journal of Drug Education  
   Journal of Social Work in the Addictions  
write a short summary (1-2 pages) of each article for presentation in class.

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<th>ASSIGNMENT THREE:</th>
<th>Essentials of Treatment Planning Paper:</th>
<th>Percentage of Final Grade:</th>
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<tr>
<td>Total Number of Pages:</td>
<td>10</td>
<td>35 points</td>
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The provision of direct clinical social work services constitutes the principle career focus of many MSW students with a concentration in mental health and substance abuse. The complex repertoire of clinical skills required to effectively treat others will be one of your most challenging learning experiences. The ability to formulate client, or person-centered treatment plans will be absolutely essential to your success as a clinician. This third paper will consist of your ability to craft an assignment that touches on key aspects of the treatment planning process, (i.e., life-span issues, clinician factors that may impact the treatment planning experience, client factors that may impact and/or influence treatment planning, factors that facilitate change, etc.), all within the context of how these issues and dynamics may become manifest in working with persons from different cultural backgrounds. Examples include, African Americans, Hispanics, Asian Americans, Disabled Persons, etc. Select an area considered to be essential to the process of formulating an accurate diagnostic assessment that will support the need for the development of a comprehensive treatment plan. Areas may include: the importance of incorporating cultural competency as a vital and always necessary component of the diagnostic assessment process, specific components of multi-axial protocols and procedures, etc. Once you have identified your particular area, (and upon my approval) craft a ten-page paper that cogently articulates key dimensions uniquely associated with that area. You must also schedule an individual, in-office consultation session with me prior to the completion of your project. The purpose of this meeting would be for you to: 1). Show me a draft copy of your paper, and 2). Share with me what steps you have taken to complete your project, including, but not limited to, data base search engines that you have utilized to obtain primary and supplemental information.

**Final grades will be based on the following points:**

Ethnographic Interview ........................................ 25 points

Field Observations and Application Assignments .............. 30 points
Essentials of Treatment Planning Paper ............................ 35 points

Class Participation/Attendance........................................... 10 points
(Includes in-class presentations, assignments, experiential exercises)

TOTAL .......................................................... 100 points

GRADING SCALE:
A  90-100    Exceptional
B  89-80     Above Average
C  79-70     Average
Below 70    Academic Failure

GRADING CRITERIA:
A: Exceeded expectations. Superior quality on all assignments.
B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.
C: Meets minimum course requirements.
F: Did not meet minimum course requirements.
A grade of A represents work which is of superior quality, well-researched, or unusually insightful and exceeded expectations; B work meets expectations according to the syllabus and is that which is thoughtful, commendable, and above the group average; C work meets minimum but does not exceed expectations; F work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

A brief note about grades: it is important to realize that you are not your grade, nor does the grade you earn reflect the totality of the talents you bring to the social work profession. Students come to their professional social work education with different skill sets and levels of academic preparedness. Some students are juggling a variety of roles and responsibilities as they go through their social work education. All of these life circumstances understandably may have an impact on the grade that you earn. Additionally, in spite of the trends of grad inflation, it is important to remember that a grade of A truly represents outstanding work and a grade of B reflects solid achievement of the course requirements. Therefore, if you earn a grade of B or better, and are satisfied with the energy and effort you have put into the class, you should feel very good about your performance. A grade of C indicates you either have a minimal grasp of the material, are poorly organized and serious deficiencies are present. A grade of F indicates serious issues around your performance as a graduate student.

CLASS FORMAT: This is an interactive and lecture/discussion class. Students are expected to have completed required readings before class and are expected to
participate in class activities and to bring relevant information and questions to class for discussion.

VII. ACADEMIC SUPPORT RESOURCE
Students can use Smart Thinking and the University Writing Center in the Chick Building for assistance with writing and are strongly encouraged to do so, if needed.

VIII. COURSE OUTLINE
NOTE: The content of this syllabus is subject to change depending on the scheduling demands of the instructor and other circumstances. All changes will be announced in class or forwarded to students thru Black Board/email.

IX. TEACHING METHODS/STRATEGIES:
A variety of teaching methods will be used. The class will provide opportunities for both theory and skills development. Teaching strategies and methods will consist of lectures, class discussions, video analyses, group oral student presentations, and in class experiential activities. Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate. This is a web enhanced course with some information posted on Blackboard.

Course Expectations
This is a graduate class and students will be expected to maintain a high level of advanced reading and active participation. Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Students are expected to do assigned readings prior to class in order to enable them to participate in classroom discussions. It is expected that all students will participate in classroom discussions, and experiential exercises.

CLASS POLICIES:
Attendance/Participation Policy
Each student is expected to be on time, attend and be prepared for each class, as all social work courses are preparation for professional practice. Thus, excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Preparation for class is interpreted as the student's completion of assigned readings and readiness to engage in class discussions and activities. Graduate education is viewed as an interactive process. Therefore, it is expected that students actively engage in all class discussions and activities. Active participation includes discussions which demonstrate a reflective knowledge of the material and weekly readings, as well as thoughtful efforts to integrate and apply the theories to actual practice. If there is reading material you do not understand or have questions about, please raise your concerns at the beginning of class.
Participation also involves active listening to your colleagues and professional behavior at all times. Behave in class as if you were at an agency working as a master’s level social worker. This means that you must be able to modulate your affect appropriately, use appropriate vocal tones and body language, and engage in disagreements on the basis of ideas, not personal characteristics.

All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Regular and punctual class attendance and participation is expected and is an integral part of this course. The Social Work Program feels learning cannot take place unless the student is present during class meetings. One must recognize that commitment to a goal (in this case, learning) is important. Attending all classes constitutes a commitment to learning. Students are expected to attend class, arrive on time and to stay for the duration of the class. *Absences beyond (3) three may result in a letter grade reduction.*

**Academic Integrity, Plagiarism and Honor Code:**

Academic integrity is of central importance in the university community and involves committed allegiance to the values, the principles, and the code of behavior held to be central in that community. Integrity concerns honesty and implies being truthful, fair, and free from lies, fraud, and deceit. The University policy regarding plagiarism is strictly followed. The Student Honor Code is in effect in this course. Students who cheat on exams and/or assignments, or commit plagiarism, will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession. It is also unfair to other students, and will not be tolerated in any form (see MSW Handbook).

**Class Behavior**

Telephones and /or beepers are to be turned to vibrate during class. Please refrain from eating or any behavior that distracts from the learning process. Additionally, it is important for social workers to be aware of group dynamics, including those of peer groups in which they participate. It is important to contribute to the group and class process. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute.

**Electronic Equipment:**

Please set mobile phones and pagers to vibrate so that they may not interfere with the classroom environment. If you must take/make a call please excuse yourself from class.
Please no in and outs to take calls. Please refrain from engaging in text messaging during class. Laptop computers are permitted if used for class note taking. Students found to be texting or using computers for e-mail, web browsing, or other non-class related purposes will be prohibited from using computers/electronic devices in class.

Blackboard:

This is the primary means of communication between students and the professor. It is important that you check your blackboard account on a tri-weekly basis for class updates, additional instructions for class, class cancellations, and any other information that is important that must be communicated to the class.

FSU Policy on Disruptive Behavior in the Classroom. The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

Confidentiality
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality

Written Work
The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. All work should be carefully proofread and corrected. This includes first writing, reviewing, editing and then rewriting. Papers should be free of errors in spelling, grammar and punctuation as there will not be an opportunity to resubmit written work except in extreme academic circumstance. If necessary, use Smart Thinking and the writing center in the Chick Building as resources. Failure to use the APA style may result in points being taken off any papers written in this social work course.

All papers must also meet the following standards:

**Structure:** identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.

**Content:** significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.

**Presentation or style:** correct voice, person, and variety in sentence structure as appropriate.

**Mechanics:** correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.

**Format:** All papers must be double-spaced. Font size should be 12. Papers should have a cover sheet with name, title of paper, course number and name, date and instructor's name. If a paper is poor enough to require a rewrite, then the grading for the rewrite will start at a B (89) for the rewritten paper.

**STUDENTS WITH DISABILITIES:**

According to the Fayetteville Sate University Graduate Catalogue for 2013-2014, “the university provides for the matriculation of all students without regard to sex, race, religion, or physical disability. The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.” (pp 37-38).

**DUPLICATING ASSIGNMENTS**

Work must be original to the assignment of this course and must not be replicated from or to another course assignment. Under no circumstances will a student be allowed to turn in identical papers to different professors in the Social Work Department or to use any type of commercial service to prepare their assignments. For example, a student cannot use a term paper or revise a term paper that he or she wrote for Social Work with Families for a term paper assigned for this class. A grade of “0” will be assigned the duplicated or revised term paper.

There are instances when a similar or identical topic, theme, issues, population, problem, or method is examined in the course assignments for two or more courses. If similar
topics, etc. are used, the paper or assignment has to be distinctively different from assignments in other courses on the same topic or subject. The student has to obtain the written consent or approval of both or more instructors (in the case of more than two instructors) before the assignment is turned in. Instructors are under no obligation to provide their consent.

If you have questions about assignments, you need to consult with the instructor