COURSE SYLLABUS

I. COURSE DESCRIPTION

This course examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. This course utilizes an advanced generalist practice modality for the development of professional social work knowledge, values, and skills in the prevention and treatment of chemically dependency across multi level systems. The course will examine current research in the areas of: epidemiology and etiology of substance use disorders; physiological and behavioral consequences; empirically based practices related to screening, assessment, intervention, and prevention with individuals, families, and communities; coordinated systems of care; social and economic justice and relevant policy issues, and legal and ethical issues. Special practice issues related to diversity and oppressed populations are also examined: rurality, culture, ethnicity, gender, sexual orientation, age, disability, family violence, and HIV/AIDS.

This course is an elective designed to support the concentration in social work, but is appropriate for graduate study in other helping professions.

II. PROGRAM LEARNING OUTCOMES

1. The student will identify as a professional Social Worker and conduct one self accordingly. (EPAS 2.1.1)
2. The student will apply Social Work ethical values and principles to guide professional practice. (EPAS 2.1.2)

3. The student will apply critical thinking to inform and communicate professional judgments as it relates to all client levels. (EPAS 2.1.3)

4. The student will engage diversity and difference in practice as it relates to all client levels and contexts. (EPAS 2.1.4)

5. The student will advance human rights and social and economic justice. (EPAS 2.1.5)

6. The student will engage in research-informed practice and practice informed research. (EPAS 2.1.6)

7. The student will apply knowledge of human behavior and the social environment as it relates to all service levels. Apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions amongst practice levels. (EPAS 2.1.7)

8. The student will engage in policy practice to advance social and economic well-being and to deliver effective social work services, in a rural context. (EPAS 2.1.8)

9. The student will respond to context that shapes practice. (EPAS 2.1.9)

10. The student will apply generalist practice to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities. (EPAS 2.1.10)

REQUIRED TEXTS:

RECOMMENDED TEXTS:

III. CURRICULUM DESCRIPTION
The MSW program of SFASU features a generalist foundation and a single concentration: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist practice is a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a narrow cadre of theories; rather; it is versatile enough to allow problems and situations as well as strengths, capacities and resources to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

Advanced generalist practice builds on the generalist foundation, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in practice settings; professional development.

The concentration for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes
the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural practice refers to social work with rural people and rural systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

IV. COURSE OBJECTIVES (Student Learning Outcomes)

Upon successful completion of this course, the student will be able to:

1. Demonstrate an understanding of the prevalence of chemical dependency and its impact on individuals, families, and communities.

2. Identify major models and theories of chemical dependency, including impact of social and ecological factors on the development and treatment of substance abuse and dependence.

3. Identify current research in the areas of epidemiology for prevention of substance use disorders at the individual, family, group, organizational, and local, state, and national level.

4. Understand legal and ethical issues in the field of chemical dependency and be able to apply knowledge and skills related to professional social work responsibilities to clients, colleagues, agencies, communities, and the social work profession.

5. Identify historical and current social work roles and skills necessary for the prevention and treatment of substance use disorders with all systems.

6. Demonstrate an understanding of multidimensional assessment and classification of substance use disorders.

7. Identify and apply knowledge of the biological, psychological, sociological, and spiritual factors in multidimensional assessment of substance use disorders.
8. Develop understanding, knowledge, and skills related to the selection of empirically based intervention strategies with chemically dependent individuals and their families.

9. Identify special practice issues in the field of chemical dependency related to diversity and rurality: including gender, age, ethnicity, culture, sexual orientation, religious affiliation, HIV/AIDS, partner and family violence, and homelessness.

10. Identify and understand issues of social and economic justice, including relevant social welfare policy and intervention strategies to influence change at the local, state, national and global policy levels.

11. Identify current research studies in the field of chemical dependency and application to the prevention and treatment of substance use disorders.

12. Demonstrates differential communication skills, including advanced use of technology in assessment, planning, intervention, evaluation, and termination processes.

V. INSTRUCTIONAL METHODS

The class will involve lecture by the instructor, student discussion and participation in class exercises, as well as guest speakers. This course will mostly be presented on-line. There will be 5 contact sessions in class. It is important that you read your e-mails every day and follow all instructions provided on-line to make this class a success.

In order to be successful in the class, it is important that students attend regularly, read the assigned material, and come to class prepared to discuss what they have read. Lectures will not duplicate the reading material except to clarify or to expand upon it. Students are expected to be active learners and to ask for clarification when they have questions.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Blackboard (myCourses) to support the delivery of course content (for help with Blackboard go to http://www.oit.sfasu.edu/webct/index.html). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1 Overview of Course
Introduction to Chemical Dependency
**Week 2**

**Definitions and Epidemiology of Substance Use, Abuse and Disorders**

1. Advanced Generalist practice in the rural context/role of social workers and other helping professionals
2. Definition of substance use, abuse and dependency (addiction)
3. Drinking/Using Patterns/Standardization of drinking units
4. Historical/national trends in alcohol and other drug use: prevalence, age, health, psychological problems, criminal justice, pregnancy, and mortality
5. Personal, Job-related and societal consequences of substance abuse/dependency


**Week 3**

**Etiology and Natural History of Substance Abuse and Dependency**

1. The Moral Model
2. Psychological theories
3. Biological theories
4. Sociocultural theories
5. Alternative explanations
6. A multicausal model

DiNitto, D. & McNeese, C. (2005), Ch. 2

**Week 4 & 5**

**Substance Use Disorders and the Family**

1. Family Systems Theory of Alcoholism/Addiction and the Family
2. Influences on family; intergenerational history
3. Codependency and related Constructs
   A. Codependency
   B. Children of Alcoholics
   C. Adult Children of Alcoholics
4. Assessment and treatment considerations for the family
5. Effectiveness of family treatment
Week 6

The Brain Biology of Substance Abuse and Dependency
1. The genetics of addiction
2. Brain chemistry and the anatomy of addiction
3. Sensitization in addiction
4. Emotional learning in addiction
5. Addiction Therapy without medication
6. Drug therapy for addictions

DiNitto, D. & McNeese, C. (2005), Ch. 3

Week 7

Physiology/Behavioral Consequences of Substance Abuse/Dependency

1. The physiological/behavioral effects of:
   A. Central Nervous System Depressants
      1. Alcohol
      2. Tranquilizers/Sedatives
   B. Central Nervous System Stimulants;
      1. Cocaine
      2. Amphetamines and methamphetamines
   C. Narcotics
      1. Opioids
      2. OxyContin
   D. Cannabis
   E. Hallucinogens
   F. Inhalants and Volatile Hydrocarbons
   G. Anabolic Steroids
   H. Club Drugs
2. Drugs in the treatment of Mental Health Disorders

Film: Brain Chemistry: The Hijacked Brain

DiNitto, D. & McNeese, C. (2005), Ch. 4

Week 8

Screening for Substance Use Disorders
1. Screening vs. Assessment/Diagnosis of substance use disorders
2. Cultural and diversity issues
3. Screening in Social Work Practice Settings
4. Screening Tools

DiNitto, D. & McNeese, C. (2005), Ch. 5
Other readings and web links provided by instructor

Week 9  Midterm exam
Week 10  Multidimensional assessment of substance use disorders

1. Biological, psychological, social, spiritual factors; diversity
2. Defense mechanisms: denial, resistance, and motivation for recovery
3. Structured Clinical Interview of DSM-IV (SCID)/ICD-10
4. Diagnostic Interview Schedule (DIS)
5. Self-report inventories:
   A. Addiction Severity Index (ASI)
6. Readiness Stages of Change
DiNitto, D. & McNeese, C. (2005), Ch. 5

Week 11  Treatment Interventions

1. Barriers to treatment
2. Treatment Settings
   A. Detoxification Programs
   B. Intensive Treatment
   C. Residential Programs
   D. Outpatient Services
   E. Pharmacotherapy
3. Overview of treatment strategies
   A. Motivational Interviewing
   B. Brief Interventions
   C. Motivational Enhancement Therapy (MET)
   D. Cognitive Behavioral Therapy (CBT)
E. Pharmacological Interventions

4. Relapse Prevention and Recovery
   A. Aftercare and maintenance
   B. Education and Psychoeducation
   C. Twelve Steps/Other Types of Support Groups

5. Evaluation


### Week 12

**Coordinated Care Systems**

1. Components of the Coordinated System of Care
   A. Child welfare
   B. Primary health
   C. Mental health care
   D. Social service
   E. Educational and vocational
   F. Legal and criminal justice

2. Barriers to Coordinated Care


4. Local, state, federal, and international resources


### Week 13

**Prevention of Substance Abuse/Dependency Problems**

1. Prevention Factors:
   A. Vulnerability
   B. Resilience
   C. Risk
   D. Protective Factors

2. Public Information and Education

3. Legislative and Regulatory Measures

4. Family and Community Approaches

5. Spirituality and Religious Factors

6. Cultural Factors

DiNitto, D. & McNeese, C. (2005), Ch 7, p. 201-218

Week 14


Public Policy, Legal and Ethical Issues in Prevention & Treatment of Substance Use Disorders

2. NASW Public Policy Statement on the Impaired Professional
3. NASW Public Policy Statement on Alcohol, Tobacco, and other Substances,
5. Health Insurance Portability and Accountability Act (HIPPA)
6. Issues of informed consent, self-determination, and the duty to care
7. HIV/Aids and policy

NASW Social Work Speaks, (1997c), p. 149-151, p. 31-38
American Disabilities Act (1990)

Substance Abuse in the Workplace

1. Epidemiological trends of substance use in the workplace
2. Prevalence/Risk Factors Related to Chemical Dependency and Helping Professionals
3. Definition of professional impairment
4. Legal issues surrounding professional impairment
5. Responsibilities of colleagues and management
6. Barriers to reporting
7. Assessment of professional impairment in the workplace
8. Intervention strategies

NASW Code of Ethics: Standard 2.09, Impairment of
Week 15

Diversity, Ethnicity, Culture, and Substance Use Disorders

Substance Use, Abuse, and Dependency among:

A. Women  
B. Sexual Minorities  
C. Elders  
D. American Indians  
E. Alaskan Natives  
F. African Americans  
G. Hispanic Americans  
H. Asian and Pacific Islander Americans  
I. Jewish Americans


DiNitto, D. & McNeese, C. (2005), Ch 111, 328-384  

Week 16  

Final Exam

VIII. COURSE REQUIREMENTS:

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

B. Readings: The course outline provides a list of required readings for each week
(you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. Exams: There will be one final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. Quizzes/Exercises: There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

E. Assignments/Presentations: See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Abuse Awareness Exercises</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Class Presentations/Special Topics</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

- **A** = 360-400
- **B** = 320-359
- **C** = 280-319
- **D** = 240-279
- **F** = 239 or less

**Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at...
the web address below). **All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**IX. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Assignment I: Substance Abuse Awareness Exercises 100

During the course there will be various opportunities for group discussions, participation, self-reflection and observations. These will be done in the form of exercises and must be handed in upon request of the instructor. The following exercises are planned for this semester:

- In class exercises: (2 exercise x 10 points) = 20
- Group Exercises: (3 exercise x 10 points) = 30
- On-line exercises (chats, discussions, readings and postings): (3 exercise x 10 points) = 30
- Self-reflective exercises: (2 exercise x 10 points) = 20

Due dates will be announced on-line for each exercise.

Assignment II: Change Portfolio 100

Student will select a specific behavior they want to change and they will a behavior log during the semester. The behavior log will be provided. Students need to research the systematic dynamics, patterns of behavior, feedback loops, communication, power and structure associated with the behavior in class. Students will have the opportunity to learn about changing behavior by means of this exercise.

Due April 7, 2010

Mid term Exam (03/24/2010)

The exam is written on-line 100

Final exam (05/12/2010) 100

Student will engage in research and conduct a formal presentation regarding a special topic in the prevention and treatment of substance use disorders. Using an ecological ecosystems perspective, student will integrate knowledge of values and ethics, diversity, social and economic justice, as well as implications for generalist social work practice. Student will be assigned one of the following topics listed below. Instructor will further discuss the assignment in class, along with presentation content and format. Use of advanced technology in presentation is required. Copies of presentation format should be available to the students and instructor in class. Please use Blackboard to submit your presentations electronically.

Substance Abuse and Child Welfare

Substance Use among the Elderly
Substance Use and Co-occurring disabilities
Substance Abuse Treatment with Sexual Minorities
Substance Abuse Treatment and Youth
Fetal Alcohol Syndrome
Dual Diagnosis


Center for Substance Abuse Treatment. (1999a) *Brief interventions and brief therapies for substance abuse* (Treatment Improvement Protocol Series #34). Rockville, MD: Center for Substance Abuse Treatment.


1. **Centers for Disease Control and Prevention (CDCP)**
   1600 Clifton Road
   Atlanta, GA 30333
   **Phone:** (404) 639-3311
   **Website:** [www.cdc.gov](http://www.cdc.gov)

2. **National Council on Alcohol and Drug Dependence (NCADD)**
   20 Exchange Place, Suite 2902
   New York, NY 10005
   **Phone:** (212) 269-7797
   **Fax:** (212) 269-7510
   **Website:** [www.ncadd.org](http://www.ncadd.org)

3. **National Institute on Alcohol Abuse and Alcoholism (NIAAA)**
   6001 Executive Boulevard, Room 5213
   Bethesda, MD 20892-7003
   **Website:** [www.niaaa.nih.gov/](http://www.niaaa.nih.gov/)

4. **National Institute on Drug Abuse (NIDA)**
   National Institutes of Health
   6001 Executive Boulevard, Room 5213
   Bethesda, MD 20892-9561
   **Website:** [www.nida.nih.gov/](http://www.nida.nih.gov/)

**Websites**

1. **Academic Research and Counseling**- [www.acalogic.com/brain_chemistry.htm](http://www.acalogic.com/brain_chemistry.htm)
3. **Alcoholics Anonymous**- [www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org)
5. **ASI (Addiction Severity Index) Express, University Of Washington Alcohol and Drug Abuse Institute**- [www.sounddata.source.org](http://www.sounddata.source.org)
6. Association for Addiction Professionals (NAADAC)- www.nadac.org
7. Club Drugs- www.clubdrugs.org
8. DAWN- www.samhsa.gov/oas/dawn.htm
9. Drug and Alcohol Treatment and Prevention Global Network- www.drugnet.net/
10. Drug Enforcement Agency (DEA)- www.usdoj.gov/dea
11. Drugtext- www.drugtext.org
12. IHRA- www.ihra.nle
14. Lindesmith Center- Drug Policy Foundation- www.lindesmith.org
18. National Institute on Chemical Dependency-
   www.ni-cor.com/thediseaseconceptandbrainchemistry.html
22. Web of Addictions- www.well.com/user/woa/
23. World Health Organization drug abuse epidemiology guide-
   www.who.int/substance_abuse/PDFfiles/EPI_GUIDE_A.pdf