## University of Texas at Arlington

### School of Social Work

<table>
<thead>
<tr>
<th>Semester/Year:</th>
<th>Spring 2015</th>
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<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Treatment of Addictive Behaviors</td>
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<tr>
<td><strong>Course Prefix/Number/Section:</strong></td>
<td>SOCW 6380-001 (Thu) and 6380-002 (Tue)</td>
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<tr>
<td><strong>Instructor Name:</strong></td>
<td>Dr. Donald L. Schuman</td>
</tr>
<tr>
<td><strong>Office Number:</strong></td>
<td>SWC-B, Room 119</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>(817) 272-3181</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:schumand@uta.edu">schumand@uta.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>By Appointment</td>
</tr>
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<td><strong>Day and Time (if applicable):</strong></td>
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<tr>
<td><strong>Location (Building/Classroom Number):</strong></td>
<td>6380-001 (GS 109) or 6380-002 (SWC-A 316)</td>
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<tr>
<td><strong>Equipment:</strong></td>
<td>A laptop computer with wireless capability or equivalent is required for all SSW classes.</td>
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<tr>
<td><strong>Blackboard:</strong></td>
<td><a href="https://elearn.uta.edu/webapps/login/">https://elearn.uta.edu/webapps/login/</a></td>
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</table>

### A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Surveys major treatment alternatives, showing addictive behavior patterns such as alcohol/drug abuse or eating disorders. Student’s research 12-step programs and relapse prevention, practice interventions, and studies inpatient and outpatient treatment methods. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

### B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:
EPAS core competencies and related advanced practice behaviors addressed in this course:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.
2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1. Advanced practitioners in DPMHSA use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.
2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.
2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.
2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.

Educational Policy 2.1.9—Respond to contexts that shape practice.
1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts.
2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement
1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.

Educational Policy 2.1.10(b)—Assessment
1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

Educational Policy 2.1.10(c)—Intervention
1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.
1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Upon successful completion of this course, the student will be able to:
1. Demonstrate an understanding of the incidence of alcohol and substance abuse and its
impact on individuals, families and communities. EPAS 2.1.6, 2.1.7
2. Cite physiological and psychological effects of drugs and alcohol. EPAS 2.1.6, 2.1.7
3. Review and discuss research related to the biological, social, and psychological dynamics of drug use and abuse. EPAS 2.1.6, 2.1.7, 2.1.9
4. Relate various factors such as culture, age, gender, sexual orientation, socioeconomic status, and ethnicity to alcohol and drug use. EPAS 2.1.4, 2.1.6, 2.1.7, 2.1.9
5. Use empirically based tools and techniques for assessment of alcohol and substance use. EPAS 2.1.6, 2.1.7, 2.1.10(b)
6. Use empirically based models for prevention and intervention services related to alcohol and substance abuse. EPAS 2.1.6, 2.1.7, 2.1.10(a-c)
7. Locate, review, and evaluate alcohol and substance abuse treatment and prevention programs and community self-help resources available to individuals and families. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.10(a-d)
8. Apply laws, policies, and social work values and ethics related to drug use and abuse prevention and intervention. EPAS 2.1.1, 2.1.2, 2.1.5, 2.1.8

C. Required Text(s) and Other Course Materials:


Clinical Evidence and Best Practice e-databases: The developing evidentiary base on mental health interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required “texts” in this course.

D. Additional (Recommended) Text(s) and Other Course Materials:

(I suggest you do Not purchase the Recommended texts until we have discussed them in class.)


Additional readings may be assigned throughout the semester but they will be available online.

E. Major Course Assignments & Examinations:

My intention is to complete all course requirements while transitioning through the five phases of the treatment process (below) while incorporating the four performance domains identified by the 2013 IC&RC Alcohol and Drug Counselor Job Analysis and adapted by the State of Texas for the LCDC examination.
1. Engagement/Intake
2. Assessment
3. Treatment Planning
4. Intervention
5. Termination

**In-Class Activities** (Objectives 1, 2, 3, 4, 5, 6, 8) *(25% of Course Grade)*
Quizzes, role-play, small and larger group projects, presentations, etc. All designed to test comprehension of material presented in the text and classroom as well as to inform and support the final project. More details will be provided in class.

**Attend 12-Step Meeting & Community Resource** (Objectives 1, 4, 6, 7, 8) *(20% of Course Grade)*
Attend/Visit and report on one 12-Step Meeting (or equivalent) and one Local/Community Resource. More details will be provided in class.

**Course Project** (Objectives 1, 2, 3, 4, 5, 6, 7, 8) *(30% of Course Grade)*
1. Comprehensive Biopsychosocial Assessment w/Narrative Summary (Written and Oral)
2. Treatment Plan with documented evidenced based treatment interventions (Written and Oral)
3. Discharge and Relapse Prevention Plan (Written and Oral)
More details will be provided in class.

**Comprehensive Final Exam** (Objectives 1, 2, 3, 4, 5, 6, 8) *(25% of Course Grade)*

**F. Grading Policy:**

All papers must be grammatically correct using APA style.

Students are to respond completely to assignments. *Make sure you read details of assignments carefully.* You may have headers, italics, or bolded words to emphasize your addressing all areas required. Some assignments will have a grading rubric available on Blackboard. Clarity, organization, substance, and APA format will be assessed. All assignments must be turned in on the scheduled due date by the beginning of class.

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69

You are expected to keep track of your performance throughout the semester and seek guidance from available sources (including me) if your performance drops below satisfactory levels.
G. Make-Up Exam or Assignment Policy:

Make up examinations will be allowed under documented emergent circumstances. Since the only major examination for this class is a final, the student will need to apply for an Incomplete for the class.

There is no make-up for missed in-class activities.

Late Assignments:
Assignments are due at the beginning of class on the date assigned. Please submit an outline to the instructor for all presentations.

H. Attendance Policy:

Attendance, participation and professionalism are essential. Since it is not possible to participate in class discussions and activities if you are not present, attendance will be critical. Arriving late and departing early is disruptive. Attendance at every scheduled class session is expected.

The instructor will not provide make-up work or information for missed classes. You need to ask a peer about any information or activities you miss.

Your experience with this course will be determined, to a large degree by the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept constructive feedback; being prepared to work with your colleagues on in-class activities. Become familiar/review the NASW Code of Ethics, it establishes the foundation for respect of each other and the evolving perspectives we possess and share throughout the course.

I. Course Schedule:

See the Agenda for your class and section (attached).

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.
K. Grade Grievance Policy:

See BSW/MSW Program Manual.

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page......................http://www.uta.edu/library
Subject Guides .............................http://libguides.uta.edu
Subject Librarians ........................http://www-test.uta.edu/library/help/subject-librarians.php
Database List ................................http://www-test.uta.edu/library/databases/index.php
Course Reserves ...........................http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog .............................http://discover.uta.edu/
E-Journals .................................http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials ...........................http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus ...http://libguides.uta.edu/offcampus
Ask a Librarian .............................http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty
members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/fao/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA).* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of*
academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting
10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.