I. This course addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

Educational Policy and Accreditation Standards (EPAS) Section 4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

II. COURSE DESCRIPTION

Treatment of Addictive Behaviors (SOCW 6380 001)
Surveys major treatment alternatives, showing addictive behavior patterns such as alcohol/drug abuse or eating disorders. Student conducts field research of 12-step programs, practices interventions, and studies inpatient and outpatient treatment methods with emphasis on relapse prevention. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

Expanded Description of Course Content
This course is an introduction to the dynamics, assessment, and intervention of alcohol and substance abuse problems. In this course the incidence and etiology of alcohol and substance abuse will be examined along with its impact on individuals, families, and society. The biopsychosocial aspects involved in alcohol and substance abuse will be covered with particular focus on cultural aspects and special characteristics of diverse populations. This course is organized using a biopsychosocial framework.

III. STUDENT EARNING

Student Learning Outcomes
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.
2. Cite physiological and psychological effects of drugs and alcohol.
3. Review and discuss research related to the biological, social, and psychological dynamics of drug use and abuse.
4. Relate various factors such as culture, age, gender, sexual orientation, socioeconomic status, and ethnicity to alcohol and drug use.
5. Use empirically based tools and techniques for assessment of alcohol and substance use.
6. Use empirically based models for prevention and intervention services related to alcohol and substance abuse.
7. Locate, review, and evaluate alcohol and substance abuse treatment and prevention programs and community self-help resources available to individuals and families.
8. Apply laws, policies, and social work values and ethics related to drug use and abuse prevention and intervention.

IV. REQUIREMENTS

Reading
Reading will be assigned from the textbook(s) and may be augmented by the instructor. Additional reading may be assigned that is relevant to course material and will enhance student learning. A combination of lecture, discussion, and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Blackboard
Blackboard is a Learning Management System licensed by UTA for faculty members to communicate electronically with students. It may be used as a mechanism to deliver supplemental material. There are many Blackboard features that may be used during the course of this class, some of which include:

- E-mail & discussion groups
- Online quizzes
- Calendar
- Course notes
- Assignments
- External Resources
- Grade Book

It is expected that students will actively utilize the Blackboard platform to communicate with class members and the instructor. You may access the Blackboard platform at http://www.uta.edu/blackboard/index.html.

V. ATTENDANCE POLICY, CLASS PARTICIPATION, AND FEEDBACK

Attendance Policy
Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class meeting. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class). Furthermore, make-up assignments and exams will not be given. Students who have more than two (2) absences will be reduced one full letter grade for each additional class meeting missed.

Blackboard online classes are counted as part of attendance
Additionally, it is expected students will be on time and not leave early. Departing early for class is considered an absence. Being late for class is a distraction. Leaving early and/or arriving late will result in attendance points being subtracted.

Students who are absent are responsible for obtaining class material/content from a classmate.

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 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Incomplete
No incomplete will be given for this course.

Class Environment
Considering the objectives of this class, it is essential that we create an environment conducive to learning. Please avoid distracting or disrupting the class. There is also the possibility that you may disagree with another student or the instructor. This is to be expected with the issues social workers confront and our tendency to be passionate about our values and opinions. However, it is important that we be respectful of each other and their opinion.
Electronic Devices
Students will be allowed to bring their laptops, tablets or other electronic devices (excluding cell phones) to class, specifically for note taking purposes. The instructor will frequently move about the room, during the course of a class meeting. In the event the instructor discovers a student using their laptop or other device for purposes other than taking notes, the student will be tapped on the shoulder, suggesting that they should pack up their belongings and exit the classroom. The student will be allowed to return to class for the next regularly scheduled class meeting, however the student will not be allowed to bring any electronic devices for note taking purposes, to class for the remainder of the semester. Any student caught using a cell phone during class will also be tapped on the shoulder and asked to leave class. A student caught using their cell phone during class may not return until they have contacted and met with the instructor individually.

Class Participation
As this class relies on participation and involvement of all class members, it is important for students to come to class prepared to take part in informed discussion each week based upon the class readings. There will be ample opportunities for students to take part in experiential in-class exercises.

Feedback
Feedback is two-way. During this course, students will be asked to provide feedback on their learning in informal as well as formal ways, including the use of anonymous surveys. It is very important for me to know your reactions to what is taking place in class, so that adjustments can be made if necessary to best meet your needs. If you are concerned about your class performance, I am more than willing to work with you to help improve your understanding of course content. I am happy to meet with you during office hours, or by appointment.

Email Communication
I will be available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, I cannot guarantee a timely response.

Course Syllabus Modifications
Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made at my discretion based on new material, class discussions, or other legitimate pedagogical objectives. The updated syllabus will be posted via blackboard or email if necessary.

VI. TEXTBOOKS AND OTHER COURSE MATERIAL

Required Text

VII. ASSIGNMENTS, EXAMINATIONS, AND DUE DATES

Assignment 1 (In-Class Presentation)
Students will select a topic from a list of topics provided by the instructor. Each student will develop a PowerPoint presentation and an outline based on the information learned from the topic. The PowerPoint presentation should be 15-20 minutes in length and the outline should be 1 to 2 pages. The PowerPoint cannot be used as the outline. When students present, they will bring a copy of the outline for the instructor and each student in the class.

Your grade will be calculated on:
1. Compliance with length of presentation and outline, and grammar
2. Ability to summarize at least 5 major points from the topic
3. Ability to relate the learning from the topic to the learning from this course

Assignment 2 (Debate)
Students will debate an issue related to addiction. Students will be assigned groups. Each group will have 2 to 4 members. Below is a list of ideas to get you thinking about possible topics for the debate. You must have my approval for you topic prior to starting the assignment.
Your group will argue both sides of the issue. You need to use at least five references, such as journal articles, books, news stories, or websites, as the foundation for your viewpoints. This debate will be presented in class. Each debate will be 30 minutes in length. Closing remarks need to include how the learning from the debate impacted each group member’s view of the policy. Before beginning the debate, each team will provide the instructor and each student in the class with a 1 to 2 page outline of their major points. The outline needs to include a reference page; the reference page is not included in the 1 to 2 page limit.

Ideas to get you thinking about topics for debate
1. Should marijuana be legalized?
2. Should the drinking age be 18 or 21?
3. Is addiction a medical disease?
4. Should the American Disabilities Act include people with drug or alcohol problems?
5. Should mandatory testing of drugs in schools or work places be allowed?
6. Inpatient or outpatient treatment for chemical dependency?
7. Should we test drug use in welfare recipients as a condition of receiving benefits?
8. Arguments for and against the use of the 12-steps as a tool for recovery?
9. Should methadone be used to treat heroin and opiate addiction?
10. Should there be needle exchange programs?

Your grade will be calculated on:
1. Compliance with length of presentation and outline, APA format, and grammar
2. Ability to discuss the history of the issue and the impact the issue has on society
3. Equally present both viewpoints
4. Ability to use references to support viewpoints
5. Ability to articulate closing remarks that identify how the learning from the debate impacted each group member’s view of the policy

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. Plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.

All written assignments must be submitted prior to class start time (2:00 pm) on the date listed on the Course Schedule (see below). Five points will be deducted for each calendar day the paper is late, including weekends.

Blackboard Assignments are not subject to the preceding paragraph. Blackboard assignments will NOT be accepted if late. Blackboard assignments must be submitted prior to class start time (2:00 pm) on the date listed on the Course Schedule (see below).

VIII. GRADING

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<tr>
<td>Debate</td>
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<td>Final Examination</td>
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<td>Attendance</td>
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## IX. COURSE SCHEDULE

| Week 1 | 8/21/14 | • Review Syllabus  
• Introduction to Addiction | Syllabus  
McNeece, & DiNitto | Blackboard |
|--------|---------|----------------------------------|-----------------|-----------|
| Week 2 | 8/26/14  
8/28/14 | • Definitions & Epidemiology of SUD  
McNeece, & DiNitto,  
Chapter 1 | McNeece, & DiNitto,  
Chapter 2 | Blackboard |
| Week 3 | 9/2/14  
9/4/14 | • Etiology of Addiction  
McNeece, & DiNitto,  
Chapter 2 | McNeece, & DiNitto,  
Chapter 3 | Blackboard |
| Week 4 | 9/9/14  
9/11/14 | • Brain Biology of SUD  
McNeece, & DiNitto,  
Chapter 3 | McNeece, & DiNitto,  
Chapter 4 | Blackboard |
| Week 5 | 9/16/14  
9/18/14 | • Physiological & Behavioral  
Consequences of SUD  
McNeece, & DiNitto,  
Chapter 4 | McNeece, & DiNitto,  
Chapter 5 | Blackboard |
| Week 6 | 9/23/14  
9/25/14 | • Screening, Diagnosis, Treatment &  
Referral  
McNeece, & DiNitto,  
Chapter 5 | McNeece, & DiNitto,  
Chapter 6 | Blackboard |
| Week 7 | 9/30/14  
10/2/14 | • Treatment  
McNeece, & DiNitto,  
Chapter 6 | McNeece, & DiNitto,  
Chapter 7 | Blackboard |
| Week 8 | 10/7/14  
10/9/14 | • Mid-term Exam Review  
• Mid-term Exam | McNeece, & DiNitto,  
Chapter 8 | Blackboard |
| Week 9 | 10/14/14  
10/16/14 | • Preventing SUD  
McNeece, & DiNitto,  
Chapter 9 | McNeece, & DiNitto,  
Chapter 10 | Blackboard |
| Week 10 | 10/14/14  
10/16/14 | • Regulating Drugs & their Consequences  
McNeece, & DiNitto,  
Chapter 10 | McNeece, & DiNitto,  
Chapter 11 | Blackboard |
| Week 11 | 10/21/12  
10/23/12 | • Family Systems & SUD  
McNeece, & DiNitto,  
Chapter 11 | McNeece, & DiNitto,  
Chapter 12 | Blackboard |
| Week 12 | 10/28/14  
10/30/14 | • SUD & Co-Occurring Disabilities  
McNeece, & DiNitto,  
Chapter 12 | McNeece, & DiNitto,  
Chapter 13 | Blackboard |
| Week 13 | 11/4/14  
11/6/14 | • Debates | McNeece, & DiNitto,  
Chapter 14 | Blackboard |
| Week 13 | 11/11/14  
11/13/14 | • Debates | McNeece, & DiNitto,  
Chapter 15 | Blackboard |
| Week 14 | 11/18/14  
11/20/14 | • Debates | McNeece, & DiNitto,  
Chapter 16 | Blackboard |
| Week 15 | 11/25/14  
11/27/14 | • Thanksgiving Day  
• Current Issues & Future Prospects  
McNeece, & DiNitto,  
Chapter 17 | McNeece, & DiNitto,  
Chapter 18 | Blackboard |
| Week 16 | 12/2/14  
12/4/14 | • Final Exam Review  
• Final Exam | McNeece, & DiNitto,  
Chapter 19 | Blackboard |

## X. OTHER INFORMATION AND UNIVERSITY POLICIES
Dropping the Class
If you choose to drop this course at any point during the semester, please be attentive to specific University calendar dates established for completing this process. It is your responsibility to complete the necessary paperwork according to the University’s schedule. Not doing so will result in a failing grade.

Student Support Services/Student Retention
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Integrity
It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2).

For this class, be attentive to the manner in which you use and cite reference material. When in doubt, it is best to insert a citation. Avoid excessive use of quotations – cited or not – and if you use any kind of a writing tutor, be careful about the degree of assistance they provide to you. Assignments are intended to represent YOUR work – for better or worse. So over-reliance on outside help is discouraged. The instructor reserves the right to give a grade of “F” for the course to any student found guilty of academic dishonesty (including, but not limited to, cheating, plagiarism, collusion) of any assignment by the Office of Student Conduct.

Americans with Disabilities Act (ADA)
If you are a student who requires accommodations in compliance with the ADA, please see me at the beginning of the semester. Faculty members are required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. The student’s responsibility is to inform the instructor of the disability at the beginning of the semester and provide documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) that is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Bomb threats
If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Librarian to Contact
The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the Social Work Electronic Library (SWEL) located in Building A: Suite 111 of the UTA Social Work Complex at 211 South Cooper Street, Arlington, Texas. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, or through the SWEL phone: (817) 272-7518. His SWEL office hours are usually: 10:00 am to 6:00 pm, Monday through Thursday. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page. The SWEL library contains a number of computer work stations and printing facilities, and resource guides for conducting research.

E-Culture Policy
The University of Texas at Arlington has adopted the University email address as an official means of
communication with students. All communication for this class will be conducted through the UTA email system. Through the use of email, UT- Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. **Students are responsible for checking their UTA issued email regularly**

**Grade Grievance Policy**
It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director’s decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean’s decision, they may appeal to the dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

**XI. HELPFUL WEBSITES**

Department of Field Instruction – UTA
http://www3.uta.edu/sswtech/field/system/

NASW
http://www.socialworkers.org/

On-Line Study Skills Improvement Information
http://www.sas.calpoly.edu/asc/ssl.html

The New Social Worker Online
http://www.socialworker.com/home/index.php

Texas Chapter of NASW
http://www.naswtx.org/

The Owl at Purdue – information on APA guidelines
http://owl.english.purdue.edu/owl/resource/560/01/

UTA Social Work Library
http://libraries.uta.edu/dillard/

Writing Help and APA Guide Online
http://depts.washington.edu/sswweb/students/writehelp.html

World Wide Web Resources for Social Workers (WWWRSW) and Information for Practice (IP)
http://blogs.nyu.edu/socialwork/ip/newsimages.php

Writing Resource Coordinator
http://www.uta.edu/ssw/student-resources/writing%20resources/index.php