



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: 0

Course Title: Treatment of Addictive Behaviors

Course Prefix/Number/Section: SOCW 5354 (formerly SOCW 6380)-

Instructor Name: Donald Schuman, PhD, LCSW (S), LCDC

Faculty Position: Assistant Professor in Practice

Faculty Profile: <https://www.uta.edu/profiles/donald-schuman>

Office Number: SWC-B119

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Email Address: donald.schuman@uta.edu

Office Hours: By Appointment

Day and Time of Class (if applicable):

Location:

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu>; Canvas: <https://uta.instructure.com/>

A. Description of Course Content

Surveys major treatment alternatives, showing addictive behavior patterns such as alcohol/drug abuse or eating disorders. Student conducts field research of programs, practices interventions, and studies inpatient and outpatient treatment methods with emphasis on relapse prevention. Corequisite: SOCW 5325.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

- 1.Demonstrate Ethical and Professional Behavior
- 2.Engage Diversity and Difference in Practice
- 3.Advance Human Rights and Social, Economic, and Environmental Justice
- 4.Engage in Practice-informed Research and Research-informed Practice
- 5.Engage in Policy Practice
- 6.Engage with Individuals, Families, Groups, Organizations, and Communities

7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The emphasis in this course is on competencies 1, 6, 7, 8 and 9.

EPAS core competencies and related advanced practice behaviors addressed in this course:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced practitioners working with mental health clients practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Advanced practitioners in mental health/substance abuse implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions/treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

C. Required Textbooks and Other Course Materials

McNeece, C.A., & DiNitto, D.M. (2012). *Chemical dependency: A systems approach* (4th ed.). Boston: Pearson.

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 Textbooks and Other Course Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: Author. **ISBN:** 978-1-4338-0561-5

Additional readings as assigned throughout the semester.

TIP 35: *Enhancing Motivation for Change in Substance Abuse Treatment*. Retrieved from

<http://store.samhsa.gov/product/TIP-35-Enhancing-Motivation-for-Change-in-Substance-Abuse-Treatment/SMA13-4212>

TAP 21: *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice*.

Retrieved from <https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171>

Alcoholics Anonymous. ("Big Book," 4th ed.) (2001). New York: AA World Services, Inc. Thirty-second printing, December 2013. Retrieved from http://www.aa.org/pages/en_US/alcoholics-anonymous

Twelve steps and twelve traditions. (2002). New York, NY: Alcoholics Anonymous World Services. Seventy-Seventh Printing, July 2012. Retrieved from

http://www.aa.org/pages/en_US/twelve-steps-and-twelve-traditions

E. Descriptions of Major Assignments and Examinations

- **Research Project:** This project gives you an opportunity to investigate a topic related to addiction studies that is of interest to you. Writing is an important skill in any profession and this is an opportunity for you to demonstrate your effective written communication skills.

In academic writing, you interpret and draw conclusions based on research literature from scientific articles. The advantage of this literature is that it is rather objective, unbiased, and in many cases, provides directions for practical applications. For this assignment, you will write an 8-10-page academic paper based on existing addiction literature. This provides an opportunity for you to explore an area of interest in addiction studies.

Research in the field of addiction studies has important implications for individuals, groups, organizations, the government, and society at large.

Select an issue that interests you and is related to addiction. You may choose an issue related to prevention, etiology, treatment, relapse and/or relapse prevention, federal, state, or local laws/policies, etc. Develop and hone your empirical question/issue, search the literature, read and analyze the literature, and form conclusions regarding your research question/issue based on the scientific articles.

Once you have chosen a topic, *email your choice to me*. If your topic is appropriate and no one else has chosen it, I will let you know via return email whether your topic is approved. I am providing a list of topics below to get you thinking. This is a list of examples. You do not need to choose from this list:

Should marijuana be legalized?

Should the legal drinking age be 18 or 21? Is addiction a medical disease?

Should the American Disabilities Act include people with drug or alcohol problems?

Should mandatory testing of drugs in schools or work places be allowed?

Should we test drug use in welfare recipients as a condition of receiving benefits?

Using the 12-Steps as a tool for recovery?

Using methadone to treat heroin and opiate addiction? Should there be needle exchange programs?

Once I have approved your topic, you can begin working on the project.

Length and elements: The paper length will be 8-10 pages, typed and double spaced (the page length does not include the title page, abstract page (optional), or reference page).

Number of references: Your paper should include a minimum of 5 references. References should be current (published within the last seven years). Appropriate sources include: (a) research articles from scientific journals (not popular articles such as Psychology Today or Omni) (b) books (but not encyclopedias or textbooks). Use sources that have strong scientific support. Cite your sources in-text and reference on the References page.

Appearance: All final papers should be proofread, and easy to follow. Use headings in your paper. What does your essay look like? Are all sections identified, present, and well organized?

Format: Your paper should follow current APA formatting conventions. APA provides for up to five heading levels. Refer to the APA publication manual. In addition, there are several credible websites. One such website is the APA Guide portion of the Purdue University Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/>.

Guidelines:

- Introduction:

1. Description of Issue: The purpose, problem, or question to be considered is stated Describe the issue
2. Explain why it is an issue.
3. Interest: Convince the reader that the paper is worth reading in an interesting
4. Explain your position: What do you think and why do you think this
5. Expectation: Present a clearly focused main idea that addresses the topic as well as an insightful position on the

Body:

1. Analysis: Demonstrate that an analysis of the literature has been used to support the statements made, and that assumptions are
2. First Viewpoint: Present and discuss one side of the
3. Opposing Viewpoint (optional): Present and discuss an opposing\
4. Expectation: Develop your position(s) with compelling reasons and/or persuasive

5. Integration: If sources contradict one another, were the conflicts adequately resolved? Multiple sources are compared if A simple listing of information is not sufficient.
6. The points are internally consistent, (i.e. one point follows from another), plausible and well
7. Suitability of focus: The problem chosen is focused enough to be adequately covered in the space of the paper, but not too
8. Research/Argument: Identify and discuss the evidence behind the
9. Addition Language: Demonstrate a command of addition language and Express ideas fluently and precisely using effective addition vocabulary and sentence variety.
10. Expectation: Present thorough research and use the research to create a strong case for a primary and alternative

Conclusion:

1. Summarize your findings adequately, and draw appropriate conclusions
2. Discuss the applications of the topic in the field
3. References are recent, high quality, and appropriate to the paper topic (research articles and edit books).

Form:

1. Correct Grammar and correct use of words (not awkward or inappropriate)
2. Paragraph form: Topic sentences are used to introduce transitions, and the order of transitions
3. Borrowed ideas and statements are given credit (citations used frequently and listed in reference section)
4. The paper is written using current APA formatting

Scoring will be based on the following rubric:

- Introduction - 20 point
- Body - 40 point
- Conclusion - 20 points
- Form - 20 points

Reminder: You must obtain my approval (via email) for your topic/issue before you begin working. *The case study is worth a possible 100 points.*

Study detailed assignment instructions on the online platform.

Addresses competency 1 and 9

Weekly Quizzes: Each week you will have an opportunity to complete an online quiz. These quizzes will help you demonstrate your understanding of important elements of the course material. Before taking each quiz, be sure to read and digest all assignments and material provided in the weekly learning module. *Each quiz is worth 100 points. Combined over the eight-week semester the quizzes are worth a possible 800 points. Study detailed assignment instructions are on the course platform. Addresses competencies 1,6,7,8, and 9*

Weekly Reaction Posts: You will have an opportunity to submit weekly reaction posts. Each reaction post is worth 12.5 points for a semester total of 100 points. The reaction post comes directly to me. No one else sees it. It might be helpful for you to view the reaction post as a vehicle for us to communicate. In your post, you can reinforce what resonates with you; you can vent; you can use it as a journal; you can let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions. If something is bothering you and/or interfering with your learning experience, you can talk about that also.

The reaction post is not an assignment where you tell me everything you learned from this week's activities. It is an assignment where you relate your "reaction" to what you are learning and/or how

things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me. Your reaction post should be at least one double-spaced Word document. *Each reaction post is worth 12.5 points. Combined over the eight-week semester the quizzes are worth a possible 100 points. Study detailed assignment instructions on the course platform that is by the 2013 IC&RC Alcohol and Drug Counselor Job Analysis and adapted by the State of Texas for the Licensed Chemical Dependency Counselor (LCDC) examination. Addresses competencies 1,6,7,8, and 9*

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

G. Grading

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

I. Course Schedule

Session	DATE	TOPIC
1		<i>Reading and Class Discussion</i> Syllabus & Schedule Course Introduction McNeece, Ch. 1: Definitions and Epidemiology of Substance Use, Abuse, and Disorders <i>Complete all items in this week's learning online module</i>
2		<i>Reading and Class Discussion</i> McNeece, Ch. 2: The Etiology of Addiction <i>Complete all items in this week's learning online module</i>
3		<i>Reading and Class Discussion</i> McNeece, Ch. 3: The Brain Biology of Drug Abuse and Addiction <i>Complete all items in this week's learning online module. Research Paper Topic must be approved by the end of Week 3</i>
4		<i>Reading and Class Discussion</i> McNeece, Ch. 4: The Physiological and Behavioral Consequences of Alcohol and Drug Abuse <i>Complete all items in this week's learning online module</i>

5		Reading and Class Discussion McNeece, Ch. 5: Screening, Diagnosis, Assessment, and Referral <i>Complete all items in this week's learning online module</i>	
6		Reading and Class Discussion McNeece, Ch. 6: Treatment: The System of Care <i>Complete all items in this week's learning online module</i>	
7		Reading and Class Discussion McNeece, Ch. 7: Preventing Alcohol and Drug Problems <i>Complete all items in this week's learning online module</i>	
8		Reading and Class Discussion McNeece, Ch. 8: Regulating Drugs & their Consequences <i>Complete all items in this week's learning online module</i>	
9		Reading and Class Discussion McNeece, Ch. 9: Treating Substance-Abusing Youth <i>Complete all items in this week's learning online module</i>	
10		Reading and Class Discussion McNeece, Ch. 10: Family Systems & Chemical Dependency <i>Complete all items in this week's learning online module</i>	
11		Reading and Class Discussion McNeece, Ch. 11: Ethnicity, Culture, and Substance-Use Disorders <i>Complete all items in this week's learning online module</i> <i>REMINDER: RESEARCH PAPER IS DUE MODULE 15.</i>	
12		Reading and Class Discussion McNeece, Ch. 12: Substance Abuse Treatment with Sexual Minorities <i>Complete all items in this week's learning online module</i>	
13		Reading and Class Discussion McNeece, Ch. 13: Substance Use Disorders and Co-Occurring Disabilities <i>Complete all items in this week's learning online module</i>	
14		Reading and Class Discussion McNeece, Ch. 14: Alcohol and Drug Misuse and Abuse in Late Life <i>Complete all items in this week's learning online module</i>	
15		Reading and Class Discussion McNeece, Ch. 15: Gender, Substance Use, and Substance Use Disorders McNeece, Ch. 16: Chemical Dependency Current Issues and Future Prospects <i>Complete all items in this week's learning online module</i> <i>RESEARCH PAPER DUE. See AREA ON THE COURSE PLATFORM MENU "ASSIGNMENTS".</i>	

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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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 Grievances

See BSW Program Manual at: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>

Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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 the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 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://library.uta.edu/subject-librarians>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://library.uta.edu/how-to>
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 individuals with disabilities.

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. Disability Accommodations

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu*

S. 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

T. 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>.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

W. Final Review Week

For semester-long courses, 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.