A. Description of Course Content

This is an entry-level course that provides foundation level social work students with the fundamental concepts of Substance Use Disorders (SUD) and the addictive process. Students will examine the prevalence and characteristics of substance use disorders and the impact of such disorders on the individual, family, and the community. Theories of addiction and application of these theories will be examined. Students will develop conceptual knowledge and self-awareness concerning the etiology of addiction, assessment strategies, and wellness strategies for facilitating optimal development and preventing SUD. The course will cover the prevalence of SUD varies among ethnic and cultural groups, between men and women, across the life span, and through different socio-economic levels.

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

Specifically, while this course addresses competencies 1 - 9, the main foci are competencies 2, 6, and 7

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize
the implications of the larger practice context in the assessment process and value the importance of
inter-professional collaboration in this process. Social workers understand how their personal experiences and
affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other
  multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths,
  needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and
  preferences of clients and

C. Required Textbooks and Other Course Materials

There is no required textbook for this course. There will be materials posted on online and available online to
read for each Module.

D. Additional Recommended Textbooks and Other Course Materials


The APA manual will be useful to you in many of your classes. It provides the formatting guidelines for all
types of academic papers. With that being said you may search APA tips online and through the UTA library.

E. Descriptions of Major Assignments and Examinations

For each Module, there will be online reading assignments, powerpoint presentations, and videos that you
must review prior to participation. On some Modules, you will be expected to look at journal articles or other
online resources.

**Canvas Groups:** You will be randomly assigned into groups of 5. This will be your primary group. You will be
asked to come up with a group name and identity illustrated by a meme or a picture/animation posted on your
group page, be creative and have fun with this! The majority of your activity will be completed within your
group. Your discussions are centered within your group. You will engage and discuss the module topics with
the people in this primary group.

**Quizzes:** For many modules, there will be a 10-question quiz over the readings. This will not be a difficult quiz
if you paid attention and took notes during the videos and while reading the assignments. These quizzes will
help you demonstrate your understanding of the 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. Quizzes
will have a variety of question types including multiple-choice, fill in the blank, and potentially short answer
and short essay. The quizzes are timed and you can use your course materials to complete the quizzes but
since these quizzes are “open book” you will be expected to use correct grammar, spelling and sentence
structure, and completely answer all parts of each question in order to receive full credit.

Addresses Core Competencies 2, 6, and 7

**Discussion Boards - DUE Weekly:** There will be weekly Discussion Boards. **Your original post will be due
Wednesday at (11:59) midnight.** You will not be able to view other’s posts until you post your original
thoughts. If you have a blank post for your first post, that will be a zero. Unless otherwise stated in the
module directions, initial posts must be at least 250 words and no more than 500 words.
• You are required to respond to at least 2 peers within your group by Sunday at (11:59 pm) midnight. However, you are encouraged to post regularly throughout the week and respond to your group members who responded to your post for full credit. This is intended to create a virtual interactive discussion so reciprocal discussions are the intent of this assignment. Do not simply respond that you agree. If you agree then locate an article that supports your agreement and document it as an in-text citation using APA formatting. An example of a peer response will be provided in Canvas demonstrating an appropriate response.

• Posts must be substantive and related to course material. Personal opinions and anecdotes should be minimal unless indicated by the module directions. Each student will manage their posts and ensure they respond to questions from the instructor and peers.

• There are 14 Discussion Boards (including your introduction) = 20 points each. The topics are listed in the Course Schedule section of the syllabus as well as posted in the appropriate module of Canvas. The rubric for DB is outlined in the grading section of the syllabus and available in Canvas.

Addresses Core Competencies 2, 6, and 7

Reflection Paper - Reflection Posts: You will submit a total of 2 “Reflection Posts” as an assignment in relation to the content that was covered in the prior modules. I am the only one who will see your Reflection Post. This is an opportunity to discuss how what you learned fit or didn’t fit with what you have learned in the past, or to discuss a topic that piqued your interest that you would like to learn more about. This assignment also gives you the opportunity to discuss how the course content relates to your life experiences, current job or field placement. You can also use part of your post as a vehicle in which you can communicate if there are areas of the class that you are struggling with, or if there are things that may be interfering with your learning experience.

This assignment is not a summary of what you learned during the week. Pick one or two things that really stood out to you to discuss and relate them back to your personal and professional experiences. There is no particular rubric for the reflection post, it is just an opportunity for you to reflect on what you have learned and how it may (or may not) be useful in your personal life or in your career as a social worker. The ability to be self-reflective is essential to competent social work practice. I’d like you to pay particular attention to things in the course work that causes you to have a strong reaction and to think about what may be going on with you internally to elicit such a strong reaction.

Each post should be put into a Word document and be at least 1 full page single-spaced in length, but less than two single-spaced pages. Upload the document to the assignment link.

Addresses competencies 2, 6 and 7

Book Report – Selection of book DUE Feb 2, 2020: You will select a book – typically a biography or autobiography – of someone who struggled with addiction and recovery. There will be a list of books to choose from posted in Canvas and in the syllabus. You may choose another book but must get permission from your professor and provide substantial reasons and rationale for choosing a book not on the list. (I highly recommend sticking with the list.)

Addresses Core Competencies 2 and 6

• You will write a brief book report about the contents and end with your reflections on the book.

• This is to be written in 3rd-person and abide by APA formatting. You need to use good grammar in sentence and paragraph structure and check your spelling. Your paper should be approximately 4-6 pages not including the title page or the reference page. For the APA formatting, I expect a title page, running head, page numbers, headings and a reference page (this will be the book, referenced in APA format). Your headings should include the headings outlined in the rubric. The book report is 300 points.

• There are writing resources listed on the syllabus and on online as well as a link to the Purdue Owl APA Sample Paper.

• I recommend you upload your paper early because you will need to run your paper through the
Unichecker to ensure you have not accidentally plagiarized any other writing! You will need to turn in your completed paper via Unicheck (the version of TurnItIn for Canvas) and review your similarity rating. You should receive a report right after submitting the paper. If your similarity rating is over 18% or you have phrases of 6 or more words that are copied directly from other sources, you will need to revise your paper and resubmit by the final due date of Nov 19th. Papers turned in with a similarity rating higher than 18% or that have a number of phrases that are not appropriately cited and paraphrased will not be graded and be given a score of zero. Please observe all UTA and School of Social Work guidelines about academic integrity and plagiarism. Plagiarism tutorial - https://library.uta.edu/plagiarism/index.php

Library tutorial Links - https://library.uta.edu/how-to (Links to an external site.) or click on the UTA Libraries link on the left side column in Canvas.

The library can provide free tutoring for students writing papers- click the link to go to the page to schedule appointments. The goal of the Writing Resources Office is to provide superlative writing-related assistance to students in the BSW, MSW, and Ph.D. programs. From outlining and brainstorming to proofreading and APA formatting, the Writing Resources Office offers programs specifically tailored to the kinds of writing tasks you will be facing in the School of Social Work.

https://www.uta.edu/ssw/student-resources/writing-resources/index.php

Final Exam - This will be a combination of questions from the quizzes and short answers.

Addresses Core Competencies 2, 6, and 7

List of Books to Choose for Book Report

- **Beautiful Boy: A Father's Journey Through His Son's Addiction Year** by David Sheff, 326 pages. The book is written by David Sheff about his son Nic's addiction (Tweaked). The book is all about his struggle to love his son although he is a danger to his family. Nic steals, gets arrested, and throughout attends rehab many times. While Nic experiences his own struggle so does Sheff, he attends many al-anon meetings and struggles with accepts Nic's addiction.

- **Between Breaths: A Memoir of Panic and Addiction**, by Elizabeth Vargas "From the moment she uttered the brave and honest words, “I am an alcoholic,” to interviewer George Stephanopoulos, Elizabeth Vargas began writing her story, as her experiences were still raw. In Between Breaths, Vargas discusses how she developed anxiety at the age of six when her father served in Vietnam and how this anxiety impacted her over the course of her life. Alcohol offered relief from this anxiety until, of course, it didn’t. Vagas discusses her time in rehab, her first year of sobriety, and the guilt she felt as a working mother who “never found the right balance.”

- **Beneath a Meth Moon** by Jacqueline Woodson Laurel is trying to move on after Hurricane Katrina destroyed her home, and left her without her mother and grandmother. When Laurel’s new boyfriend introduces her to meth, she immediately falls under its spell, loving the way it erases, even if only briefly, her past. But as she becomes alienated from her friends and family, she becomes a shell of her former self and longs to be whole again.

- **Blackout: Remembering the Things I Drank to Forget** by Sarah Hepola, 256 pages. Alcohol was "the gasoline of all adventure" for Sarah Hepola. She spent her evenings at cocktail parties and dark bars where she proudly stayed till last call. Drinking felt like freedom, part of her birthright as a strong, enlightened twenty-first-century woman. But there was a price. She often blacked out, waking up with a blank space where four hours should have been. Mornings became detective work on her own life. What did I say last night? How did I meet that guy? She apologized for things she couldn't remember doing, as though she were cleaning up after an evil twin. Publicly, she covered her shame with self-deprecating jokes, and her career flourished, but as the blackouts accumulated, she could no longer avoid a sinking truth. The fuel she thought she needed was draining her spirit instead.

- **Broken: My Story of Addiction and Redemption** by William Cope Moyers, 372 pages. William's addiction to crack cocaine and experiencing a downward spiral that led him to the brink of death and how spirituality brought him back.

- **Cheating death, stealing life:** The Eddie Guerrero Story by Eddie Guerrero, 345 pages. Eddie Guerrero was destined to be a pro wrestler from the moment he was born. His father was Gory Guerrero, the founding
father of Lucha Libre (Mexican pro wrestling), widely considered the best wrestler, pound for pound, in Mexican history. A car crash in 1997 had left him addicted to painkillers and this, coupled with alcohol problems, led the WWE to release him for rehabilitation. Nevertheless, with true strength of character, he overcame his demons, ultimately returning to become WWE Champion in 2004.

- **Come Back: A Mother and Daughter's Journey Through Hell and Back** by Claire Fontaine and Mia Fontaine, 311 pages. The unflinching true account of a teenage girl’s descent into society’s underbelly – and her mother’s desperate and ultimately successful attempts to bring her back.

- **Drinking, A Love Story**, by Caroline Knapp, 286 pages. Knapp explores how alcohol and alcoholism have impacted her life from her teen through middle adulthood from the perspective of a recovered alcoholic. The book is an autobiography of the author’s experience with alcohol.

- **Drunk Mom** by Jowita Bydlowska, 320 pages. Three years after giving up drinking, Jowita Bydlowska found herself throwing back a glass of champagne like it was ginger ale. It was a special occasion: a party celebrating the birth of her first child. It also marked Bydlowska’s immediate, full-blown return to crippling alcoholism. In the gritty and sometimes grimly comic tradition of the bestselling memoirs Lit by Mary Karr and Smashed by Koren Zailckas, Drunk Mom is Bydlowska’s account of the ways substance abuse took control of her life- the binges and blackouts, the humiliations, the extraordinary risk-taking - as well as her fight toward recovery as a young mother. This courageous memoir brilliantly shines a light on the twisted logic of an addicted mind and the powerful, transformative love of one’s child. Ultimately it gives hope, especially to those struggling in the same way.

- **High Price: A Neuroscientist's Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society**, by Dr. Carl Hart  *High Price* is the harrowing and inspiring memoir of neuroscientist Carl Hart, a man who grew up in one of Miami’s toughest neighborhoods and, determined to make a difference as an adult, tirelessly applies his scientific training to help save real lives.

- **Indian Horse** by Richard Wagamese “Saul Indian Horse’s last binge almost killed him, and now he’s a reluctant resident in a treatment center for alcoholics, surrounded by people he’s sure will never understand him. But Saul wants peace, and he grudgingly comes to see that he’ll find it only through telling his story. With him, readers embark on a journey back through the life he’s led as a northern Ojibway, with all its joys and sorrows.”

- **Last Night I Sang to the Monster** by Benjamin Alire Sáenz  “Zach is eighteen. He is bright and articulate. He’s also an alcoholic and in rehab instead of high school, but he doesn’t remember how he got there. He’s not sure he wants to remember.”

- **Lost Years: Surviving A Mother's and Daughter's Worst Nightmare** by Kristina Wandzilak and Constance Curry, 280 pages. The book is a memoir of both a mother and a daughter and their horrors of addiction. The mother tells her story of addiction, and the daughter explains how this affected her all the way into adulthood as she too became an alcoholic.

- **More, Now, Again: A Memoir of Addiction**, by Elizabeth Wurtzel  I crush up my pills and snort them like dust. They are my sugar. They are the sweetness in the days that have none. They drip through me like tupelo honey. Then they are gone. Then I need more. I always need more. For all of my life I have A precocious literary light, Elizabeth Wurtzel published her groundbreaking memoir of depression, *Prozac Nation*, at the tender age of twenty-six. A worldwide success, a cultural phenomenon, the book opened doors to a rarefied world about which Elizabeth had only dared to dream during her middle-class upbringing in New York City. But no success could staunch her continuous battle with depression. The terrible truth was that nothing had changed the emptiness inside Elizabeth. Her relationships universally failed; she was fired from every magazine job she held. Indeed, the absence of fulfillment in the wake of success became yet another seemingly insurmountable hurdle. When her doctor
prescribed Ritalin to boost the effects of her antidepressant medication, Elizabeth jumped. And the Ritalin worked. And worked. And worked. Within weeks, she was grinding up the pills and snorting them for a greater effect. It reached the point where she couldn't go more than five minutes without a fix. It was Ritalin, and then cocaine, and then more Ritalin. In a harrowing account, Elizabeth Wurtzel contemplates what it means to be in love with something in your blood that takes over your body, becomes the life force within you -- and could ultimately kill you.

- **My Fair Junkie: A Memoir of Getting Dirty and Staying Clean** by Amy Dresner, 256 pages. Growing up in Beverly Hills, Amy Dresner had it all: a top-notch private school education, the most expensive summer camps, and even a weekly clothing allowance. But at 24, she started dabbling in meth in San Francisco and unleashed a fiendish addiction monster. Soon, if you could snort it, smoke it, or have sex with, she did. Smart and charming, with Daddy's money to fall back on, she sort of managed to keep it all together. But on Christmas Eve 2011 all of that changed when high on Oxycontin, she stupidly "brandished" a bread knife on her husband and was promptly arrested for "felony domestic violence with a deadly weapon." Within months, she found herself in the psych ward and then penniless, divorced, and looking at 240 hours of court-ordered community service.

- **Prison Baby: A Memoir** by Deborah Jiang Stein A deeply personal and inspiring memoir recounting one woman's struggles--beginning with her birth in prison--to find self-acceptance. **Prison Baby** is a revised and substantially expanded version of Deborah Jiang Stein's self-published memoir, *Even Tough Girls Wear Tutus*. Even at twelve years old, Deborah, the adopted daughter of a progressive Jewish couple in Seattle, felt like an outsider. Her multiracial features set her apart from her white, well-intentioned parents who evaded questions about her past. But when she discovered a letter revealing the truth of her prison birth to a heroin-addicted mother--and that she spent the first year of life in prison--Deborah spiraled into emotional lockdown. For years she turned to drugs, violence, and crime as a way to cope with her grief. Ultimately, Deborah overcame the stigma, shame, and secrecy of her birth, and found peace by helping others--proving that redemption and acceptance is possible even from the darkest corners.

- **Save Me from Myself: How I Found God, Quit Korn, Kicked Drugs, And Lived To Tell My Story** by Brian (Head) Welch 240 pages. Head's memoir talks for the first time about his shocking embrace of God and the tumultuous decade that led him into the arms of Jesus Christ. Offering a backstage pass to his time with Korn, Head tells the inside story of his years in the band and explains how his rock star lifestyle resulted in an all-consuming addiction to methamphetamines. Writing openly about the tour bus mayhem of Ozzfest and The Family Values tour, he provides a candid look at how the routine of recording, traveling and partying placed him in a cycle of addiction that he could not break on his own.

- **Slash** by Slash and Anthony Bozza, 480 pages. The book is about his life in different bands and his addiction to multiple drugs and alcohol and how he overcame it. It is an intensely personal account of struggle and triumph: as Guns N' Roses journeyed to the top, Slash battled his demons, escaping the overwhelming reality with women, heroin, coke, crack, vodka, and whatever else came along. He survived it all: lawsuits, rehab, riots, notoriety, debauchery, and destruction, and ultimately found his creative evolution. From Slash's Snakepit to his current band, the massively successful Velvet Revolver, Slash found an even keel by sticking to his guns.

- **Smashed: Story of a Drunken Girlhood** by Koren Zailckas, 342 pages. With one stiff sip of Southern Comfort at the age of fourteen, Zailckas is initiated into the world of drinking. From then on, she will drink faithfully, fanatically. In high school, her experimentation will lead to a stomach pumping. In college, her excess will give way to a pattern of self-poisoning that will grow more destructive each year. At age twenty-two, Zailckas will wake up in an unfamiliar apartment in New York City, elbow her friend who is passed out next to her, and ask, "Where are we?" **Smashed** is a sober look at how she got there and, after years of blackouts and smashups, what it took for her to realize she had to stop drinking.

- **The Glass Castle** by Jeannette Walls, 288 pages. The Glass Castle is a memoir of Jeannette's family and their struggle with addiction. The book goes through the journey of how Jeannette's father's addiction to alcohol affects each member of the family. Her mother also struggled with domesticity and raising a family. Her father took care of the children well but he became very destructive every time he drank.

- **Tweak: Growing Up On Methamphetamines** by Nic Sheff, 352 pages. The book is an autobiography about a man was drunk for the first time at age eleven and tried many different drugs like marijuana, cocaine, and Ecstasy. Two of those drugs, heroin and crystal meth, are drugs that he would develop addictions to.
Even with these addictions, he felt like he would always be able to quit and get his life together whenever he needed until one summer here he had a violent relapse and realized that he had lost control. Nic writes candidly about eye-opening stays at rehab centers, devastating relapses, and hard-won realizations about what it means to be a young person living with addiction. (*Beautiful Boy* is his father's memoir about him.)

**We All Fall Down: Living with Addiction** by Nic Sheff, 362 pages. In his bestselling memoir *Tweak*, Nic Sheff took readers on an emotionally gripping roller-coaster ride through his days as an addict. Now in this powerful follow-up about his continued efforts to stay clean, Nic writes candidly about eye-opening stays at rehab centers, devastating relapses, and hard-won realizations about what it means to be a young person living with addiction. By candidly revealing his own failures and small personal triumphs, Nic inspires readers to maintain hope and to remember that they are not alone in their battles.

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,

Your engagement with the course will be monitored to ensure you are successful. Statistics indicate students who stay engaged with the course on a regular and weekly (at a minimum) basis earn higher grades.

**Class participation includes:** regularly accessing the course in Canvas, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructors. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include but are not limited to failure to submit assignments in a timely manner, posting contents that are not supported by readings, not logging in at least twice weekly to Canvas and not using critical thinking skills. In borderline grade situations, Canvas access will count at the professor's discretion.

Additional requirements:

1. A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

2. Meaningful class participation is one of the requirements of the university. In this online course participation includes: regularly accessing the course, meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

G. Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (8) 20 points each</td>
<td>160</td>
</tr>
<tr>
<td>Reaction Paper (2) 20 points each</td>
<td>40</td>
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<tr>
<td></td>
<td>Points</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>Discussion Boards + Introduction (1-14) 20 points each</td>
<td>280</td>
</tr>
<tr>
<td>Selection of Book for book report turned in on time = 20 points</td>
<td>20</td>
</tr>
<tr>
<td>Book Report</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read and view the assigned material.
- Second, ask your question regarding the course materials through an email to the professor or the Ask the Instructor Link on Canvas.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.
- Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.”
- The course materials, assigned readings, powerpoints, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas.
- It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, and/or UTA’s English Writing Center.

Recommendations:

1. Check Canvas at least twice a week to read the announcements, complete/submit assignments, communicate with your group, monitor your threads and review course materials posted by the instructor.
2. Complete your readings. Take notes, watch videos as many times as needed to digest the material presented.
3. Complete the assignments for each week. These are designated in the course outline in this document. Assignments will be submitted via Canvas by 11:59 PM (midnight) on the due date. Assignment links will be available in the “Assignments” tab and DB in the Discussions tabe in the main menu on Canvas. NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.
4. Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor Roper@UTA.edu or the post in your group or post on the “Ask the Instructor” tab on Canvas. Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes.
The rubrics for assignments will also be posted in Canvas.

Rubrics

### Discussion Board (DB) Grading Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Original Response – a minimum of 250 words unless otherwise specified. Well thought out, correct grammar and spelling, and on time. Reference your work with APA style format.</td>
<td>10</td>
</tr>
<tr>
<td>Respond to at least 2 peers with intellectual conversation. Post throughout the week, respond to posts of classmates who responded to your post. Put some thought into it rather than responding that you agree! Use professional literature references to support your statement. Minimum 200 words.</td>
<td>10</td>
</tr>
</tbody>
</table>

An example of an appropriate peer response post will be available in Canvas. You are encouraged to read the example and do your best to use it as a frame for responding to your peers in your group.

### Book Report

**Book Report Grading Rubric**  
Your paper should be approximately 4-6 pages not including the title page or the reference page.

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>: Title, author(s), number of pages, state if autobiography, biography or fiction and why you selected this book. This is one paragraph.</td>
<td>25</td>
</tr>
<tr>
<td><strong>Summary of Story Line</strong></td>
<td>50</td>
</tr>
</tbody>
</table>
| **Negative Impact of Addiction.**  
Detail at least 3 examples of how the addiction negatively impacted the person. Each example is at least one paragraph. | 50              |
| **Detail the personal struggles and / or failures of the person wanting to get clean and barriers to recovery. This is a minimum of half a page but may be much longer.** | 50              |
| **Impact on the reader**: what did you learn about substance use disorders from reading this book. This is a minimum of 1 page. | 50              |
| **Conclusion**                                         | 25              |
| **APA style, grammar, and spelling (NOT A HEADING FOR THE PAPER)** | 50              |

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

**Examinations** and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted. **YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.**

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

I. Course Schedule

There will be PowerPoint presentations, videos and readings in each Module, and a Discussion Board. You are expected to review all materials on each Module. Taking notes is a good idea. These are the dates and themes of each Module along with the topics and assignments due that week.

<table>
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<th>Module</th>
<th>Week of</th>
<th>Topic</th>
<th>Assignments</th>
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| 1      | 1/21/20 | Introduction to Substance Use Disorders-Introduction to Class Expectations, Requirements | Discussion Board 1- VIDEO Introduction: Using Canvas Video - not written responses- Please introduce yourself to the class. Tell us just a little about yourself and one interesting or unique fact about you. Then identify some stereotypes you have seen or heard about people who have an addiction. This is not a reflection of your personal beliefs, but rather stereotypes that you know about. **Due 1/24/20**
Review Canvas Course and Syllabus |
| 2      | 1/26/20 | Moral Weakness or Disease? Video & other materials - about brain biology of addiction | Discussion Board 2: What are the 3 most significant things you learned from this module about the brain and addiction? Explain why you feel they are significant. Did this change how you view addiction? Why or why not?• **Initial Post to Group Due 1/29/20**
• **Peer Response to 2 Group Members Due 2/2/20**
• **Book Selection Assignment Due 2/2/20**: Using the list provided in the syllabus/canvas select a book for the book report that is due near the end of the semester- submit the title of the book you chose through Canvas Assignments- NOT via EMAIL -you will not get credit if your book selection is emailed.
• **Quiz 1: due 2/2/20** |
| Discussion Board 3 | Reflect on the module materials presented and discuss within your group your insights into the history of addiction.  
• Initial Post to Group Due 2/5/20  
• Peer Response to 2 Group Members Due 2/9/20  
• Assignment: Reaction Paper Due 2/09/20  
Pick two things that really stood out to you to discuss and relate them back to your personal and professional experiences. Explain why you feel they are significant. This is an opportunity for you to reflect on what you have learned and how it may (or may not) be useful in your personal life or in your career as a social worker. The ability to be self-reflective is essential to competent social work practice. I’d like you to pay particular attention to things in the materials that cause you to have a strong reaction and to think about what may be going on with you internally to elicit such a strong reaction. This paper is not shared with anyone else, I will be the only one reading it. |
|---|---|
| Discussion Board 4 | After viewing this video, respond to all of the following questions: Write the question number and then the answer for your responses.  
1. The practitioner commonly encounters clients with the diagnosis of substance dependence who also have a history of legal and/or interpersonal problems. The interviewer asks Tim, “What was going on in your life back then that made you think you had a problem with drinking?” Evaluate his response.  
2. Many clients who are dependent on substances simply accept withdrawal symptoms, such as a hangover, as an acceptable outcome of using substances. Critique Tim’s response to the interviewer’s question, “Have you noticed that you need more and more alcohol to get the same effect you had before?”  
3. What internal and external strengths do you see in Tim’s situation?  
4. How it Tim’s drinking different from social drinking or even abusive drinking?  
5. Anything else about the interview that stood out to you?  
• Initial Post to Group Due 2/12/20  
• Peer Response to 2 Group Members Due 2/16/20 |
| Discussion Board 5 | Find a peer-reviewed RESEARCH article about nicotine or caffeine addiction. If choosing nicotine can include any forms of nicotine, such as snuff, hookahs or e-cigs. Give a thorough summary of the article, minimum 250 words. Do not choose the same article as some else in your group. Each article summarized must be unique. Be sure to include the article reference at the end in APA format.  
• Initial Post to Group Due 2/19/20  
• Peer Response to 2 Group Members Due 2/23/20  
• Quiz 2: 2/23/20 |
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<th>Discussion Board 6</th>
<th>Discussion Board 7</th>
<th>Discussion Board 8</th>
<th>Discussion Board 9</th>
<th>Discussion Board 10</th>
<th>Discussion Board 11</th>
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| 6  | 2/23/20 | Legal Drugs - Prescription Drugs                                     | What are the 3 most significant things you learned from this module about abuse or addiction to prescription drugs? Explain why you feel they are significant.  
• Initial Post to Group Due 2/26/20  
• Peer Response to 2 Group Members Due 3/1/20  
• Quiz 3: 3/1/20 | Find one peer-reviewed journal article or news article from a reliable source in favor of the legalization of marijuana and one against the legalization of marijuana. It can be for medical marijuana or recreational use - your choice. Briefly summarize the key points of each article and state a position of your opinion. Be sure to include the references for the articles (APA style) at the end of your post. Articles must be unique to your group.  
• Initial Post to Group Due 3/4/20  
• Peer Response to 2 Group Members Due 3/8/20  
• Quiz 4: 3/8/20 | Investigate the history of the opioid crisis and compare and contrast this to the epidemic of crack use in the 1990's. Significantly address the systemic mezzo and macro factors as you compare and contrast the two epidemics.  
• Initial Post to Group Due 3/18/20  
• Peer Response to 2 Group Members Due 3/22/20  
• Quiz 5: 3/22/20 | Reflect on anything that stood out to you about this module on cocaine and amphetamines. What were the top 2 significant things you learned from this module? Explain why you feel they are significant.  
• Initial Post to Group Due 3/25/20  
• Peer Response to 2 Group Members Due 3/29/20  
• Quiz 6: 3/29/20 | Find a professional research, journal or clinical article about LSD and Other Hallucinogens. Provide an annotation of the article. Be sure to not plagiarize the abstract or portions of the article. Articles must be unique to the group (no duplicates).  
• Initial Post to Group Due 4/1/20  
• Peer Response to 2 Group Members Due 4/5/20  
• Quiz 7: 4/5/20 | What are the reasons you think performance enhancing drugs are used? What do you think can be done to prevent athletes of all ages from using these drugs? Should they be illegal?  
• Initial Post to Group Due 4/8/20  
• Peer Response to 2 Group Members Due 4/12/20  
• Quiz 8: 4/12/20 |
| 7  | 3/1/20  | Legal Drugs - but not in Texas - Marijuana                           |                      |                     |                     |                     |                     |                     |
| 8  | 3/15/20 | Illicit Drugs - Opioids - Heroin & Fentanyl                         |                     |                     |                     |                     |                     |                     |
| 9  | 3/22/20 | Illicit Drugs - Methamphetamines and Cocaine                        |                     |                     |                     |                     |                     |                     |
| 10 | 3/29/20 | Illicit Drugs - LSD and Other Hallucinogens                        |                     |                     |                     |                     |                     |                     |
| 11 | 4/5/20  | Performance enhancing drugs and drug testing in sports.            |                     |                     |                     |                     |                     |                     |

MARCH 9-15  
SPRING BREAK
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| **12** | 4/12/20 | Other ways to get high – Inhalants, bath salts, and synthetic drugs, other non-substance addictions | **Assignment: Book Report Due 4/19/20**
**Discussion Board 12** Find a newspaper or online article about things you can buy legally at the store or a smoke shop that can make you high. Briefly summarize key points for the class.
• Initial Post to Group Due 4/15/20
• *Peer Response to 1 Group Member Due 4/19/20** |
| **13** | 4/19/20 | Screening Tools, Official Diagnosis Differences between use, misuse, abuse/chronic use, and addiction | **Discussion Board 13** Share with the class the title and author of the book you read and a paragraph synopsis. Then share what you learned from the book about addiction. End with telling us whether or not you would recommend this book.
• Initial Post to Group Due 4/22/20
• Peer Response to 2 Group Members Due 4/26/20
• Reflection Paper: 4/26/20 |
| **14** | 4/26/20 | Video - Recovery | **Discussion Board 14** What are the 3 most significant things you learned from this module? What are your thoughts about what the video has to say about relapse prevention and planning?
• Initial Post to Group Due 4/29/20
• Peer Response to 2 Group Members Due 5/3/20 |
| **15** | 5/3/20 | Recovery Tools Advocating against the shame of addiction Medications, Support, Treatment Options | **Assignment: Personal Reaction Due- 5/6/20**
Pick three ideas/concepts/issues that really stood out to you over the course of this semester to discuss and relate them back to your personal and professional experiences. Explain why you feel they are significant. How did your group respond to your comments? This is an opportunity for you to reflect on what you have learned and how it may (or may not) be useful in your personal life or in your career as a social worker. The ability to be self-reflective is essential to competent social work practice. I’d like you to pay particular attention to things in the class that causes you to have a strong reaction and to think about what may be going on with you internally to elicit such a strong reaction. |
| FINALS WEEK | May 11-May 15 | Final Exam | This will be an online Final Exam, taking during Finals Week. You may take is at any time, but you will not see the correct answers until after Finals Week. You will have 2 hours and need to plan to take it in one sitting. |

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.

**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**

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. 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://wweb.uta.edu/aao/fao/).

O. 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.

P. 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.

Q. 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

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 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/

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. 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/.

U. 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.

V. 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.