A. Description of Course Content
This course will prepare you to begin to identify and assess Substance Use Disorders (SUDs) across various practice settings, as well as present an overview of different intervention approaches for SUDs and other substance related concerns. Additionally, this course will help to gain knowledge of the unique needs of variety of diverse populations who may be experiencing SUDs across the lifespan. This course will be taught from a strength-based social justice perspective, with a focus on harm reduction, relapse prevention and sustained recovery as well as the destigmatization of substance abuse and people who are abusing substance. Pre-requisite SOCW 5311; Co-requisite: 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, 4, 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 4: Engage in Practice-informed Research and Research-informed Practice**
Advanced social workers in mental health/substance abuse use strategies informed by research to guide practice decision making and intervention selection and implementation.

**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.

**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.
**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: including mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders.

**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**


Additional required readings such as chapters from other texts and research articles will be posted directly to Canvas – please consult course schedule for other required readings.

**D. Additional Recommended Textbooks and Other Course Materials**


Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.) *Resources for Screening, Brief Intervention, and Referral to Treatment (SBIRT).* Retrieved from [https://www.samhsa.gov/sbirt/resources](https://www.samhsa.gov/sbirt/resources)


**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.

### E. Descriptions of Major Assignments

All assignment are due on Wednesday night by midnight central time for online assignments (quizzes and videos) or Thursday at the beginning of class for reflections.

**Video Introduction Post** – You will need to upload a brief video introduction post about yourself into Canvas. I have posted an example introduction post for you. Additional information on what needs to be included in your post can be found on the assignment page in Canvas.

**Skills Videos** – You will be asked to upload 2 videos to Canvas demonstrating your skills in using an intervention technique learned in class. I will be the only one who will see your video. The first video will be based on you conducting a substance use screening, assessment or SBIRT feedback session. The second video will be based on you 1.) using MI or CBT in an individual or group format to address client ambivalence, craving or stress or 2.) demonstrate you working with a client on a relapse prevention or aftercare plan or 3.) will show you giving a client psychoeducation on a topic related to their recovery. Once you have posted your video, you will need to go into Canvas and critique (annotate) your video, highlighting the places you think you demonstrated your skills effectively and where you think that you have opportunities for improvement. I will also go through and offer feedback on your video as a part of your grade. You will receive more detailed instructions via Canvas.

**Quizzes:** Most weeks 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. Quizzes will have a variety of question types including multiple
choice, fill in the blank, short answer and short essay. The quizzes are not 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. **Each quiz is worth 50 points.** You are able to drop your lowest quiz grade. If a quiz is missed, the missed quiz will be counted as the “dropped” grade. Combined over the semester the quizzes are worth a possible 300 points. Study detailed assignment instructions are on the course platform. **Addresses competencies 1,6,7,8, and 9**

**Reflection Posts:** You will submit a total of 5 “Reflection Posts” 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 peaked 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 post 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 to 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 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.

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. When you are ready to submit your assignment: Under the "Assignment Submission" section, select "Browse My Computer," find your assignment document on your computer, select it, and upload it, or if you prefer, copy it from your Word document directly into the Rich Text Editor. Please observe the UT Arlington School of Social Work Professional Standards when formulating and submitting your reflection. **Each Reflection Post is worth 25 points.** **Addresses competencies 1,6,7,8, and 9**

**The total number of possible points for this class is 500**

1 – Introduction post @ 25 points – 25 points
2 - Skills videos @ 75 points each – 25 points for your critique, 50 points for my critique and evaluation of the skills you demonstrated – 150 points
6 - Quiz grades (@ 50 points each) – 300 points
5 - Reflection posts (@ 25 points each) – 125 points
The grading criteria is as follows and is consistent with the UTA School of Social Work grading policy: Point values of .5 and above will be rounded up, so for example 425.7 points = 426 points

A+ = 97-100% (485-500 points) A = 94-96.9% (470-484 points) A- = 90-93.9% (450-469 points)
B+ = 87-89.9% (435-449 points) B = 84-86.9% (420-434 points) B- = 80-83.9% (400-419 points)
C+ = 77-79.9% (385-399 points) C = 74-76.9% (370-384 points) C- = 71-73.9% (355-369 points)
D = 67-70.9% (335-354 points) F = 66.9% or below (334.4 points or fewer)

Extra Credit: Students will have the opportunity to engage in up to 25 total points of extra credit during the course of the semester.

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. Students who miss 2 or more classes in a semester will be required to meet with their instructor in person within a week of the second missed class and your academic adviser will be notified. 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

A. 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.

B. Make-Up Assignments – There are no make-up assignments for this class. If you miss an assignment, then I would strongly recommend that you do all of the extra credit assignments to make up some of the missed points.

C. Course Schedule

Please see the course schedule uploaded to Canvas. 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.
D. Expectations for Out-of-Class Study

In the face to face format for a three-credit hour course, students are expected to attend class each week for three hours and complete a total of 135 hours of class related activities during the semester including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

E. Grade Grievances


F. 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). The UTA Counseling and Psychological Services also has a number of free online resources for off campus students, Therapy Assistance Online (TAO), that can help with things like stress management, problem solving, mindfulness and relationship strategies. You can access these resources at https://www.uta.edu/caps/services/index.php and log in to the TAO link on the bottom right portion of this webpage and click the “sign-up self-help” button.

On campus (not enrolled online) students can 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.

G. 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

H. 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/aaoo/fao/).

The drop date for this 15-week semester is 4:00 PM Central time Friday April 3rd. You must submit the appropriate paperwork in order to drop this course. To access the drop form and directions, please go to http://www.uta.edu/ssw/academics/msw/advising.php

I. 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](http://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](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://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.

J. 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](http://uta.edu/eos).*

In addition, the non-discrimination policy in my class also covers gender identity, gender expression, documentation status, residency status, and ethnicity.

K. 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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

L. 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/

M. 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 daily. 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. Please do not email me directly in Canvas, as it will delay my response time.

N. 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/

O. 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
P. 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.