THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Spring 2020
Course Title: Treatment of Addictive Behaviors
Course Prefix/Number/Section: SOCW 5354 (formerly SOCW 6380)-002, 009, 010
Instructor Name: Sherry Bobo, LCSW
Faculty Position: Adjunct
Faculty Profile:
Office Number:
Phone Number: 214-645-0914
Email Address: sherry.bobo@uta.edu
Office Hours: by appointment
Day and Time of Class (if applicable): Wednesdays 7:00 - 9:50
Location: SWCA308

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.

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

**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


**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


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


E. Descriptions of Major Assignments and Examinations

**Bring laptop to class to complete in-class assignments and quizzes.**

I. **Weekly In-Class Assignments / Quizzes** (150 Points) *Addresses competencies 1,6,7,8, and 9.*

There will be weekly exercises or quiz completed in class, or if there is an online class scheduled, to be completed online. There is no make-up for these assignments, so missing class will be missing a grade. We meet 15 times - each assignment is worth 10 points. If the professor chooses not to give an assignment, there will be 10 points given for class attendance. **DUE:** Weekly in class.

II. **Attend and Report on two 12-Step / Recovery Support meetings** (100 Points) *Addresses competencies 8 and 9.*

Students will visit two (2) 12-Step meetings. At least one needs to be AA or NA. Others can be groups such as Al-Anon, Gamblers Anonymous or Celebrate Recovery. Students must either make sure it is an open meeting OR be qualified and interested in participating. The same meeting can be attended more than once. Students should look for lists of meetings online. If you are already involved in a 12-Step program, you need to visit a different type of 12-Step group. After attending the meetings, students need to write and submit a Reaction Paper via CANVAS. The paper should detail the meetings attended and personal experience, including opinions and reactions. This paper should be written in first person. Include cover page with APA format. The paper must conclude with an honest analysis of the group. Sub-heading with major topics are encouraged. Students will give a brief oral presentation of the experience. You will only receive half credit if only one
meeting attended.

Your grade will be calculated on:

1. Details of type, date, time, location of meetings - 20 Points
2. Instructions Followed, Grammar, Spelling - 15 Points
3. Personal Experience / Reaction - 25 Points
4. Analysis of group to include whether you would refer a client there and why or why not - 25 Points
5. Oral presentation (points deducted if absent on scheduled date) - 15 Points

**Due: with oral presentations in class February 26th. Papers due by midnight.**

III. **Book Report** (100 Points) *Addresses competencies 1,6,7,8, and 9.*

Students will select a book related to addictions and how it impacts the individual and family. This should be a biography or auto-biography or a fictional book written about someone with an addiction. Once a book or topic is selected, the student must receive approval from the instructor that the book is appropriate for this assignment unless the book is chosen from the list provided.

Typically, book reviews are 3-4 pages in length, but content is graded, not length. The book review must follow APA format and use Times New Roman, 12-point font. You will give a brief (3-5 minute) oral review of your report in class. The use of sub-headings of major points is encouraged.

Grade for reports will be calculated on:

1. Compliance with APA format, spelling and grammar (Title Page, running head, page numbers, and reference page should have APA reference of book)-15 Points

Format of review

1. Title and author(s)- 5 Points
2. Summary of story line, showing the impact of the addiction. Include specific examples of the impact of addiction on the main character and, if applicable, others - 55 Points
3. Impact on you as the reader, including lessons learned for Social Work practice - 15 Points
4. Oral presentation in class - 10 Points

**Due: March 25 with oral presentation in class and paper due by midnight.**

IV. **Group Research Project** (100 Points) *Addresses competencies 1,6,7,8, and 9.*

There are many areas of controversy in the area of treating addictive behaviors. As a clinician, you need to be well-versed in not only treatment issues, but policy issues and be able to have a stance.

Below is a list of topics for this research project. Each group will research the arguments for and against the topic and present your conclusions. This will be a class presentation. It can be in the form of presenting pros and cons or as a debate. Each group member needs to use at least 2 peer-reviewed articles published within the past 10 years, although non-traditional and non-peer reviewed articles can be used to supplement the information. The presentation needs to be formatted as:

1. Introduction / historical perspective / impact on society
2. Pros / Cons based on literature
3. Conclusion, including:

- how the issue impacts society and treatment issues;
- how researching this topic impacted each group member and whether opinions were changed or re-enforced;
- how conflicting information from opposing views was resolved to formulate the conclusion.

The presentations should be 30-40 minutes in length. The group needs to have a Power Point presentation that needs to be printed for the professor prior to the presentation and uploaded on Canvas. The group may have hand-outs for the class, but this is not required.

Possible Topics:

1. Marijuana - Is it addictive? Should it be legalized recreationally? Legalized medically? What are the effects on fetus, infants and children?
2. Should drinking underage and using drugs be a criminal offense? Why or why not? What are the options?
3. Is there a difference in the brain biology of a chemical addiction versus a behavioral addiction? What is the difference in treatment? List out chemical and behavioral addictions and include at least 2 specific behavioral addictions and 2 chemical addictions in the treatment descriptions.
4. Should the American Disabilities Act include people with drug or alcohol problems? Should adults qualify for SSI or SSDI due to having a drug or alcohol use disorder?
5. Should mandatory testing of drugs in schools or work places be allowed or even required?
6. Should we test drug use in welfare recipients as a condition of receiving benefits?
7. Research various harm reduction interventions for alcohol and drug misuse and argue for and against using harm reduction methods. Include whether the government should fund harm reduction interventions.

Your grade will be calculated on:

1. Compliance with directions, length of presentation, depth of analysis - 20 Points
2. Discuss the history of the issue and the impact the issue has on society or treatment issues - 10 Points
3. Equally present both viewpoints -20 Points
4. Use researched references to support viewpoints -30 Points
5. Each group member having approximately equal duties -10 Points (you will be evaluating each other's participation. If there is a group member that the other members agree have not contributed, that group member may receive a zero).
6. Ability to articulate closing remarks that identify how the learning from the debate impacted each group member's view of the policy -10 Points

Due: Power Point due April 29 with presentations April 29 and May 6.

V. Final Exam will be online and cover contents of the week. (50 Points) 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.
Most of the learning is completed through the activities and discussion in class. Attendance is not graded directly, but there will be in-class assignments that cannot be completed outside of that class time.

**G. Grading**

There is no rounding or extra credit.

450-500 Points = A

400-449 Points = B

350-399 Points = C

300-349 Points = D

Under 300 Points = F

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**

There is no make-up times for missed quizzes. The only exam is the Final Exam, so to qualify for a make-up, a student would need to qualify, apply, and be approved for an Incomplete for the class.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>Syllabus &amp; Schedule Course Introduction</td>
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<td>McNeece, Ch. 1: Definitions and Epidemiology of</td>
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<td>Substance Use, Abuse, and Disorders</td>
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<td><em>Introductions - Review of Semester and Assignments</em></td>
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<td>2</td>
<td>Jan 29</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 2: The Etiology of Addiction</td>
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<td><em>Sign up for Research Groups</em></td>
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<td>3</td>
<td>Feb 5</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 3: The Brain Biology of Drug Abuse</td>
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<td>and Addiction</td>
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<td>4</td>
<td>Feb 12</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 4: The Physiological and Behavioral</td>
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<td>Consequences of Alcohol and Drug Abuse</td>
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<td>5</td>
<td>Feb 19</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 5: Screening, Diagnosis, Assessment,</td>
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<td>and Referral</td>
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<td>6</td>
<td>Feb 26</td>
<td><strong>Reading and Class Discussion</strong></td>
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<td>McNeece, Ch. 6: Treatment: The System of Care</td>
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<td><em>Oral Report on 12-Step / Recovery Support Meetings</em></td>
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<td><em>Reflection Paper due by midnight submitted on CANVAS</em></td>
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|   | March 4 | Reading and Class Discussion  
McNeece, Ch. 7: Preventing Alcohol and Drug Problems |
|---|---------|-------------------------------------------------|
| 8 | March 18 | Reading and Class Discussion  
McNeece, Ch. 8: Regulating Drugs & their Consequences |
| 9 | March 25 | Reading and Class Discussion  
McNeece, Ch. 9: Treating Substance-Abusing Youth  
Oral Presentation of Book Report Due  
Written Book Report due by midnight submitted on CANVAS |
| 10 | April 1 | Reading and Class Discussion  
McNeece, Ch. 10: Family Systems & Chemical Dependency |
| 11 | April 8 | Reading and Class Discussion  
McNeece, Ch. 11: Ethnicity, Culture, and Substance-Use Disorders |
| 12 | April 15 | Reading and Class Discussion  
McNeece, Ch. 12: Substance Abuse Treatment with Sexual Minorities |
| 13 | April 22 | Reading and Class Discussion  
McNeece, Ch. 13: Substance Use Disorders and Co-Occurring Disabilities |
| 14 | April 29 | Reading and Class Discussion  
McNeece, Ch. 14: Alcohol and Drug Misuse and Abuse in Late Life  
Research Group Presentations  
Power Points Due by Midnight - regardless of presentation date |
| 15 | May 6 | Reading and Class Discussion  
McNeece, Ch. 15: Gender, Substance Use, and Substance Use Disorders  
McNeece, Ch. 16: Chemical Dependency Current Issues and Future Prospects  
Research Group Presentations |

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. 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 (
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.