A. Description of Course Content

Enter Course Description Here:

B. Student Learning Outcomes

Mental Health / Substance Abuse Social Work Competencies

**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 2: Engage Diversity and Difference in Practice

Advanced social workers in mental health/substance abuse can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced social workers in mental health/substance abuse use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses ad psychiatric disabilities, and incorporate them in their assessment and intervention.

Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and identify health disparities.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Advanced social workers in mental health/substance abuse use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.

Advanced social workers in mental health/substance abuse develop effective models, programs, policies and interventions and assess their effectiveness.

Advanced social workers in mental health/substance abuse use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.

Competency 5: Engage in Policy Practice

Advanced social workers in mental health/substance abuse use cognitive and affective processes to communicate to stakeholders the implication of policies and policy change in the lives of people with mental health/substance abuse concerns.

Advanced social workers in mental health/substance abuse use cognitive and affective processes to advocate for policies that advance the social and economic well-being of people with mental health/substance abuse concerns.
**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

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

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

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

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

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

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

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

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**C. Required Textbooks and Other Course Materials**

Choose one of the following:

- **Dopesick: Dealers, Doctors and the Drug Company that Addicted America** Book by Beth Macy
- **Hillbilly Elegy** Book by J. D. Vance
- **Dreamland: The True Tale of America's Opiate Epidemic** Book by Sam Quinones

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


[https://www.asam.org/resources/definition-of-addiction](https://www.asam.org/resources/definition-of-addiction)

The True Cause of the Opioid Epidemic, *The Atlantic*, January 2, 2020


Physicians Get Addicted Too, *The Atlantic*, by Sam Quinones, May 2019


Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.) *Enhancing Motivation for Change in Substance Abuse Treatment*. TIP 35.
E. Descriptions of Major Assignments and Examinations

I. Case Study (Objectives 1-7) 50 Points - 20% of grade

You will choose a “client” - this can be a client you work with through your internship, a fictional character, or a deceased public figure - with a substance use problem. Throughout the semester, that you will screen, diagnose, develop a treatment plan and develop an intervention. You will use Motivational Interviewing techniques in your intervention. You should NOT choose a family member or close friend. If you choose an actual client, you need to de-identify the client in your submissions.

Due Dates for Following Parts listed in Syllabus:

- Submit a “client” for approval DUE Monday 2/3 by end of class
- Complete a brief screen and assessment for your “client” for Substance Use Disorders, including assessment of etiology of Substance Use Disorder and DSM diagnosis (20 points) DUE Monday, 2/24
- Develop Treatment Plan (20 points) - DUE Monday, 3/30
- Discharge Planning / Aftercare (10 points) - DUE Monday, 4/27

II. Demonstrate a Mock Motivational Interviewing - 25 points - 10% of grade

In-Class reviews on Monday, 3/2

You will conduct a substance use screening, assessment or SBIRT/MI feedback session and will record a 10-15 minute segment with a client in which you are using MI to address some area of behavior change (education, employment, anger management, changing peer associates, avoiding drug use, etc.). Feel free to use any of the techniques you learned in training. Think about OARS, change talk, strengths, rulers, two paths, menu of options, etc. Feel free to use the “Some Great Phrases” sheet and any other worksheets or training material to help you. From an MI standpoint, your goal is to listen carefully and elicit thoughts and ideas about change. Videos will be viewed in class and "scored" by your peers.

III. Reflection Posts: 5 posts @ 25 points/10 % each of grade = 125 Points total - 50% of grade

DUE: February 3, February 10, March 16, March 30, April 13

You will submit a total of 5 “Reflection Posts” about the assigned articles - one page each. 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 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 reflection 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. Please observe the UT Arlington School of Social Work Professional Standards when formulating and submitting your reflection. Each Reflection Post is worth 15 points. Addresses competencies 1,6,7,8, and 9

IV. Book Report (Objectives 1-3) 50 Points - 25% of grade

DUE: May 4

Students will select a book from one of the three listed as "required texts". Book reviews should be 4-5 pages in length, but the 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 format and content of review:

- Compliance with APA format, spelling and grammar (Title Page, running head, page numbers, and reference page should have APA reference of book) - 5 Points
- Title and author(s) - 5 Points
- Summary of story line, showing the impact of the addiction. Include specific examples of the impact of addiction on the community or society at large and, if applicable, others - 20 Points
- Impact on you as the reader, including lessons learned for Social Work practice - 20 Points

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.

Attendance will be taken weekly. Missing more than 2 classes will result in a decrease of one letter grade for the final grade. Missing 5 or more will result in a decrease in 2 letter grades.

G. Grading

Students are to respond completely to these assignments. Make sure you read details of assignments carefully. Clarity, organization, substance, and APA format will be assessed. Case Study sections and submission of book subject assignments must be turned in on the scheduled Monday by midnight via Canvas. Late papers will be assessed a 5 % deduction for each calendar day or part of a day that the paper is late for up to 7 days. No papers are accepted after that time.

The total number of possible points for this class is 250

- Case Study: 50 Points - 20% of grade
- Mock Motivational Interviewing - 25 points - 10% of grade
- Reflection posts: 5 posts @ 25 points/10 % each of grade = 125 Points total - 50% of grade
- Book Report - 50 Points - 20% of grade
A = 90-100% (225 - 250 points)
B = 80-89.9% (200 - 226 points)
C = 70-79.9% (175 - 199 points)
D = 60 - 69.9% (150 - 176 points)
F = 59% or below (149 points or fewer)

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 are no make-up assignments for this class.

I. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module and Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 27</td>
<td>Substance Use Disorder - Addiction - Physical Dependence</td>
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<td></td>
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<td>American Society of Addiction Medicine: Definition of Addiction</td>
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<td><a href="https://www.asam.org/resources/definition-of-addiction">https://www.asam.org/resources/definition-of-addiction</a></td>
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<td>2</td>
<td>Feb 3</td>
<td>The BioPsychoSocial Evaluation</td>
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<td></td>
<td></td>
<td>Case study DUE: Proposed “client” for approval</td>
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<td>3</td>
<td>Feb 10</td>
<td>Opioids and Opiates - What are These?</td>
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<td></td>
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<td>DUE: Read and write Reflection post #2: <a href="https://www.nytimes.com/2019/12/30/health/FDA-opioids.html">As Tens of Thousands Died, F.D.A. Failed to Police Opioids</a></td>
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<tr>
<td>4</td>
<td>Feb 17</td>
<td>Opioids - History of Use and the Current Opioid Crisis</td>
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|      |          | Read before class: Subsplace Abuse and Mental Health Services Administration
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>5</td>
<td>Feb 24</td>
<td>Opioid Topics Pertinent to Pregnant Women</td>
<td>Case study DUE: brief screens and biopsychosocial assessment, including assessment of etiology of Substance Use Disorder and DSM diagnosis section</td>
</tr>
<tr>
<td>6</td>
<td>Mar 2</td>
<td>Treatment of Opioid Use Disorder - Introduction &amp; Medication Introductions</td>
<td>In-Class assignment: Demonstrate a Mock Motivational Interviewing session</td>
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<td>Spring Break</td>
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<td>In-Class assignment: Demonstrate a Mock Motivational Interviewing session</td>
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<tr>
<td>8</td>
<td>Mar 23</td>
<td>Naloxone</td>
<td>Screening, Brief Intervention, and Referral to Treatment (SBIRT)</td>
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<td></td>
<td></td>
<td></td>
<td>Read before class: Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.) Resources for Screening, Brief Intervention, and Referral to Treatment (SBIRT). <a href="https://www.samhsa.gov/sbirt/resources">https://www.samhsa.gov/sbirt/resources</a></td>
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<td>In-Class assignment: Demonstrate a Mock Motivational Interviewing session</td>
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<tr>
<td>9</td>
<td>Mar 30</td>
<td>Marijuana</td>
<td>Guest speaker: Sherry Bobo - Treatment Planning</td>
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<td>10</td>
<td>Apr 6</td>
<td>Alcohol and Benzodiazepines</td>
<td>Case study DUE: Treatment Plan section</td>
</tr>
<tr>
<td>11</td>
<td>Apr 13</td>
<td>Methamphetamines</td>
<td>Guest speaker: Melissa Patel - Discharge Planning / Aftercare</td>
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</table>
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 (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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

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

R. Title IX Policy

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

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

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

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on
how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.