A. Description of Course Content
This course will prepare you to begin the process of identifying and assessing Substance Use Disorders (SUD) across various practice settings. You will receive an overview of different intervention approaches for SUD and other substance-related concerns. You will gain knowledge of the unique needs of a variety of diverse populations experiencing SUD across the lifespan. This course will emphasize a strength-based social justice perspective, with a focus on abstinence, harm reduction, relapse prevention, and sustained recovery, as well as the destigmatization of substance use disorders.
Pre-requisite: SOCW 5311; Co-requisite: SOCW 5325.

B. Student Learning Outcomes
The Council on Social Work Education (CSWE) requires that accredited social work programs follow its Educational Policy and Standards (EPAS) that comprise 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


Clinical Evidence and Best Practice e-databases: The developing evidentiary base on group interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required “texts” in this course.

To access the Clinical Evidence and Best Practice e-database:
1. Login to the UTA library.
2. On the navigation pane (left side of screen) select Databases A-Z.
3. In the "Search for Databases" box, enter: Clinical Evidence and Best Practice.
4. Your search should result in one database found: "1 Databases found for Clinical Evidence and Best Practice."
5. The name of the database is: "BMJ Best Practice."
6. This should give you access to the "Clinical Evidence and Best Practice Database."

Additional instructional materials and readings as assigned (follow Canvas).

D. Additional Recommended Textbooks and Other Course Materials


E. Assignments / Expectations

**Update Profile Picture and Biography.**

Introduction/Icebreaker: You will need to upload a brief video introduction post about yourself into Canvas. Additional information on what needs to be included in your post can be found on the assignment page in Canvas.

**Quizzes.**

There will be 4 online quizzes. The quizzes will not be comprehensive. They will cover material from the preceding weeks. Quizzes will consist of 10 questions (multiple choice, true/false, perhaps one essay question). Each question will be worth two points for a total possible twenty points per quiz. There will be no time limit on the quizzes. Quizzes will normally be available for the length of a module. You may take the quiz anytime during the module’s start and end dates and times. Addresses competencies 1, 6, 7, 8, and 9. Four quizzes worth twenty points each equals a possible eighty points for quizzes.

**Certificate Training.**

You will complete 2 independent training courses through the Addiction Technology Transfer Center. Upon completion of each course, you will receive a certificate. These certificates are tools that will assist you in job interviews to indicate you have additional training, notwithstanding what you will learn as you complete the course work. You may access these independent online trainings free of charge at [https://healtheknowledge.org/](https://healtheknowledge.org/). You will need to create an account and register with the site. Once you complete a training, you need to upload each completed certificate to the appropriate assignment link in Canvas.

Approved topics for this assignment are:

1. SBIRT
2. Screening and Motivational Interviewing

Each certificate training will be worth a possible one hundred points for a total two hundred points.

**Discussions and Reaction Posts.**

There will be 3 discussion and 4 reaction posts offered during the course. Each discussion
and reaction post are worth a possible 10 points for a total of 70 points.

**A few words about your reaction posts:** Reaction posts come directly to me. No one else sees it. It might be helpful for you to view the reaction post as a vehicle for us to communicate.

In your post, you can reinforce what resonates with you; you can vent; you can use it as a journal; you can let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions. If something is bothering you and/or interfering with your learning experience, you can talk about that also.

The reaction post is not an assignment where you tell me everything you learned from the module’s activities. It is an assignment where you relate your "reaction" to what you are learning and/or how things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me (and the course content). Your reaction post should be at least one double-spaced Word document.

Addresses competencies 1, 6, 8 and 9.

**Participation.**
Your course participation score will consist of several different items. The Update Profile Picture and Biography assignment is worth a possible 10 points toward your participation score. The Introductions/Ice-Breaker assignment is worth a possible 10 points. Your participation on the Course Questions Discussion Board is worth a possible 50 points. I will provide the additional 30 participation task points. This will take the form of additional participation tasks that arise during the course, or my assessment of your participation during the course.

<table>
<thead>
<tr>
<th>Graded Components</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>30</td>
</tr>
<tr>
<td>Reaction Posts</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes</td>
<td>80</td>
</tr>
<tr>
<td>Certificate Training #1</td>
<td>100</td>
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<tr>
<td>Certificate Training #2</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>450</strong></td>
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</table>

**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 an 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.

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% – 100%</td>
<td>A</td>
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<tr>
<td>89.9 – 80</td>
<td>B</td>
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<td>79.9 – 70</td>
<td>C</td>
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<tr>
<td>69.9 – 60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or</td>
<td>F</td>
</tr>
</tbody>
</table>

H. Make-Up Assignments / Discussions/ Reaction Posts/ Quizzes
Make-Up Assignments, Discussions, Reaction Posts, and Quizzes will only be considered for those students who meet the criteria for an excused absence as outlined in the Student Handbook. Students who miss exams or other graded projects with an unexcused absence will not be able to make up the graded assignment. It is your responsibility to inform me of an absence (preferably in advance).

NOTE: I will accept late assignments for partial credit. The credit received will depend on the amount of time the assignment is submitted past the deadline. So, missing a deadline does not mean you will automatically receive a zero. If you miss a deadline, get the assignment submitted as soon you are able. There will be a point at which an assignment will receive very little (even if submitted late) because of the amount of time past the assignment deadline. In most cases, however, you will be able to recoup some credit for the late assignment.

I. Expectations for this Learning Format
This course is conducted in a distance learning format. Online class meetings will include a combination of synchronous and asynchronous formats utilizing an audio-visual platform. Class content will be delivered online and assignments will be submitted online. Students will be expected to engage in discussions using discussion boards, video conferencing, and other means of meetings as specified by the Instructor.

J. Grade Grievances

K. 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.

L. 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
M. 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 your responsibility to officially withdraw if you do not plan to attend after registering. You will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aaofao/).

N. 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 based on 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.

O. 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.

P. 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

Q. 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

R. 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.

S. 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/.

T. 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.

U. 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.

V. Next Page: Course Schedule
# THE UNIVERSITY OF TEXAS AT ARLINGTON

## Course Schedule: SOCW 5354 Treatment of Addictive Behaviors (Summer)

<table>
<thead>
<tr>
<th>Module 1 (Jun 08—Jun 14)</th>
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<tbody>
<tr>
<td>First Day of Classes <strong>(Jun 08)</strong></td>
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<tr>
<td>Welcome!</td>
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<tr>
<td>About Your Instructor</td>
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<tr>
<td>Technical Requirements</td>
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<tr>
<td>Course Resources</td>
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<tr>
<td>Assignment: Update Profile Picture and Biography</td>
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<tr>
<td>Assignment: Introductions/Ice-breaker</td>
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<tr>
<td>Assignment: Participation on the Course Questions Discussion Board</td>
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<tr>
<td>Content Overview: Module 1</td>
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<tr>
<td>Reading: Module 1</td>
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<tr>
<td>Ch 01 Slides Faulkner - Competencies Standards and Case Scenario</td>
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</tr>
<tr>
<td>Ch 01 Slides Faulkner - Competencies Standards and Case Scenario</td>
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<tr>
<td>Video: Historical Themes and Psychoactive Drugs</td>
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<tr>
<td>Assignment: Reaction Post #1</td>
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<td>• See canvas for details.</td>
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<tr>
<td>• <em>All assignments in this module (unless expressly noted) are due on last day of the module, Sunday at 11:59 PM.</em></td>
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<table>
<thead>
<tr>
<th>Module 2 (Jun 15—Jun 21)</th>
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<tbody>
<tr>
<td>Content Overview: Module 2</td>
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<tr>
<td>Reading: Module 2</td>
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<tr>
<td>Ch 02 Slides Faulkner - Drug Classifications</td>
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<tr>
<td>Video: Disease or Choice</td>
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<tr>
<td>Assignment: Discussion #1</td>
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<td>• See canvas for details.</td>
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<tr>
<td>• <em>All assignments in this module (unless expressly noted) are due on last day of the module, Sunday at 11:59 PM.</em></td>
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<table>
<thead>
<tr>
<th>Module 3 (Jun 22—Jun 28)</th>
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<tbody>
<tr>
<td>Content Overview: Module 3</td>
<td></td>
</tr>
<tr>
<td>Reading: Module 3</td>
<td></td>
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<tr>
<td>Ch 02 Slides Faulkner - Intake</td>
<td></td>
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<tr>
<td>Ch 03 Slides Faulkner - Assessment</td>
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</tbody>
</table>
Video: Landscape of the Mind
Assignment: Quiz #1 (Chapters 1-3)
Assignment: Reaction Post #2

- See canvas for details.
- All assignments in this module (unless expressly noted) are due on last day of the module, Sunday at 11:59 PM.

Module 4 (Jun 29—Jul 05)

Content Overview: Module 4
Reading: Module 4
Ch 04 Slides Faulkner - Diagnosis Placement and Treatment Planning
Video: Heredity, Environment and Psychoactive Drugs
Video DSM - 5 (Required Viewing)
Assignment: Certificate Training #1 (SBIRT)

- See canvas for details.
- All assignments in this module (unless expressly noted) are due on last day of the module, Sunday at 11:59 PM.

Module 5 (Jul 06—Jul 12)

Content Overview: Module 5
Reading: Module 5
Polyvagal Theory Video
Video Girls Night Out
Assignment: Quiz #2 (COPSD and Trauma Informed Care)

- See canvas for details.
- All assignments in this module (unless expressly noted) are due on last day of the module, Sunday at 11:59 PM.

Module 6 (Jul 13—Jul 19)

Content Overview: Module 6
Reading: Module 6
Treatment
How not to Do Motivational Interviewing
Intro and Act 1
Assignment: Discussion #2

- See canvas for details.
- All assignments in this module (unless expressly noted) are due on last day of the module, Sunday at 11:59 PM.

Module 7 (Jul 20—Jul 26)

Content Overview: Module 7
Reading: Module 7
Cognitive Behavioral Therapy Overview
Cognitive Behavior Therapy for Substance Use Disorders / Cognitive Behavioral Tools
Group Treatment
Group Treatment
Assignment: Reaction Post #3
Assignment: Certificate Training #2 (Motivational Interviewing)

• See canvas for details.
• All assignments in this module (unless expressly noted) are due on last day of the module,
Sunday at 11:59 PM.

Module 8 (Jul 27—Aug 02)

Content Overview: Module 8
Reading: Module 8
Slides SAMHSA - Value of Peers
Assignment: Discussion #3

• See canvas for details.
• All assignments in this module (unless expressly noted) are due on last day of the module,
Sunday at 11:59 PM.

Module 9 (Aug 03—Aug 09)

Content Overview: Module 9
Video: MAT Benefit & Costs in Correctional Settings
Video: Other Drugs & Addictions
Assignment: Quiz #4 (Harm Reduction & MAT)

• See canvas for details.
• All assignments in this module (unless expressly noted) are due on last day of the module,
Sunday at 11:59 PM.

Module 10 (Aug 10—Aug 13)

Last Day of Classes (Aug 13)

Content Overview: Module 10
Reading: Module 10
Assignment: Reaction Post #4

• See canvas for details.

I may adjust this schedule if doing so would better serve the educational needs of the students enrolled in this course.