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 evidence-based intervention approaches for the treatment 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 de-stigmatization of substance use and people using or misusing substances. Pre-requisite SOCW 5311; 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 2, 4, 7, and 8.

**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


Additional required readings such as 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

Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.) *Trauma*
E. Descriptions of Major Assignments and Examinations

(This syllabus should be followed if different than any dated online material).

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective practice. The following assignments are intended to help you to continue to develop this knowledge and skill. These assignments should be approached professionally and seriously. All assignments must be completed to be eligible to receive a passing grade.

**• DISCUSSION POSTS (Addresses Competencies 1, 4, 8, and 9)**

Students are to answer questions posted for each of the required discussion boards. These will pertain to all class materials. Discussion boards end on the due date at 11:59pm. Post early enough to allow your classmates to respond.

1. These are substantive minimum of 200+ word responses to EACH question demonstrating thoughtfulness and effort.
2. Post early enough to allow for classmates to respond to your posts.
3. Respond to at least 2 classmates’ postings.
4. There will be 6 discussion posts.

**• Skills Videos (Addresses Competencies 1, 4, 6, 7, 8, and 9)**

You will be asked to upload 2 videos to Canvas demonstrating your skills in using an intervention technique learned in class. Your instructor will be the only one who will see your video. The first video will be based on you conducting a substance use screening, assessment and brief intervention (SBIRT) session using the CRAFFT (for adolescents) of the AUDIT (for adults). The second video will demonstrate you working with a client on a change plan, relapse prevention or aftercare plan using MI and/or CBT. Your instructor will view your video and offer feedback. Once you have posted your video, you will need to provide a self-reflective critique of it, highlighting the places you demonstrated your skills effectively and identifying opportunities for improvement. go into Canvas and critique (annotate) your video, highlighting the places you think you demonstrated your skills effectively and where there are opportunities for improvement. Details and grading rubric are under Assignments on Canvas.

**• Stages of Change Project (Addresses Competencies 4, 8, and 9)**

Select one substance (caffeine, nicotine, alcohol, marijuana, etc.) or food (chocolate, sugar, soda, cookies, bread, etc.) or behavior (watching television/Netflix, playing video games, shopping, texting, being on Facebook, online gaming, negative self-talk, sex, etc.) and completely abstain for at least a 4-week period. Keep a journal of your daily experiences. Details will be under Assignments on Canvas.
Webinar Response Papers (Addresses Competencies 1, 4, 8, and 9)

You will be directed to NAADAC’s free on demand webinar series (https://www.naadac.org/webinars) and instructed regarding the selected topic. Your 3-page paper will address how the webinar aligns with the course content. Details and grading rubric are under Assignments on Canvas.

Reflections (Addresses Competencies 1, 4, 8, and 9)

You will provide 3 reflections on specific modules with detailed and substantial thoughts.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts (6 @ 4 points)</td>
<td>24 points</td>
</tr>
<tr>
<td>Webinar Response Papers (2 @ 10 points)</td>
<td>20 points</td>
</tr>
<tr>
<td>Reflections (1 @ 3 points, 2 @4 points)</td>
<td>11 points</td>
</tr>
<tr>
<td>Stages of Change Project</td>
<td>15 points</td>
</tr>
<tr>
<td>Skills Video #1</td>
<td>15 points</td>
</tr>
<tr>
<td>Skills Video #2</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</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 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This course is asynchronous online - this means that you will not need to attend class but will be required to complete assignments by the due dates.

Check Canvas at least twice a week to read the announcements, complete/submit assignments, monitor your threads and review course materials posted by the instructor. Complete your readings. Take notes, watch videos as many times as needed to digest the material presented. Complete the assignments for each week. These are designated in the course outline in this document and outside resources will be available in Canvas. Assignments will be submitted via Canvas by 11:59 PM (midnight) on the due date. It is easiest to navigate to the module first - review each section and then complete your assignment located within the module. However, other ways to access the same assignments include the Assignments tab, quiz tab and DB in the Discussions table in the main menu on Canvas.

In borderline grade situations, Canvas access will count at the professor's discretion.

G. Grading
Suggestions for a higher grade.

The course materials, assigned readings, powerpoints, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, and/or UTA’s English Writing Center.

Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor Dean.Roper@UTA.edu.

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

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

Your papers and posts should be professional in tone and style. References should be used with APA formatting where appropriate. Be sure to read the directions for each assignment and follow those directions.

100-90 = A
89-80 = B
79-70 = C
69-60 =D
59 & Below = 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

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted up to 7 days late, only under extreme circumstances and at the discretion of the instructor. Points may be deducted.

I. Course Schedule

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DUE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Content</th>
<th>Reading Material</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>1/24/21</td>
<td>Introduction and theories of substance misuse. Substance abuse myths. Use of affirming/non-stigmatizing language.</td>
<td>Read Faulkner &amp; Faulkner chapter 1 &amp; 5; Lassiter &amp; Culbreth chapters 1 &amp; 2; Materials online</td>
<td><strong>Due: Introduction and Discussion post #1</strong></td>
</tr>
<tr>
<td>Module 2</td>
<td>1/31/21</td>
<td>What happens to the body when substances are used?</td>
<td>Read Faulkner &amp; Faulkner chapter 13; Lassiter &amp; Culbreth chapters 3 &amp; 8; Materials online</td>
<td><strong>Due: Reflection #1</strong></td>
</tr>
<tr>
<td>Module 3</td>
<td>2/14/21</td>
<td>Intake and assessment Stages of Change</td>
<td>Read Faulkner &amp; Faulkner chapters 2 &amp; 3; Lassiter &amp; Culbreth chapter 10; Materials online</td>
<td><strong>Due: Discussion post #2</strong></td>
</tr>
<tr>
<td>Module 4</td>
<td>2/7/21</td>
<td>Diagnosis of Substance Use Disorders Unhealthy Substance Use SBIRT Model (Screening, Brief Intervention and Referral to Treatment)</td>
<td>Read Faulkner &amp; Faulkner chapter 4; Lassiter &amp; Culbreth chapter 7; Materials online</td>
<td><strong>Due: Webinar response paper #1</strong></td>
</tr>
<tr>
<td>Module 5</td>
<td>2/28/21</td>
<td>Principles of Trauma Informed Care and Treatment of Co-Occurring Substance Misuse and Mental Health Concerns</td>
<td>Read Faulkner &amp; Faulkner chapters 8 &amp; 11; Lassiter &amp; Culbreth chapter 9; Materials online</td>
<td><strong>Due: Discussion post #3</strong></td>
</tr>
<tr>
<td>Module 6</td>
<td>2/28/21</td>
<td>Interventions for Substance Use Disorders - Part I Stages of Change Motivational Interviewing</td>
<td>Review Faulkner &amp; Faulkner pages 36-39, 84; Materials online</td>
<td><strong>Due: Skills Video #1</strong></td>
</tr>
<tr>
<td>Module 7</td>
<td>3/7/21</td>
<td>Interventions for Substance Use Disorders - Part II Cognitive and Behavioral Approaches</td>
<td>Read Lassiter &amp; Culbreth chapter 11; Materials online</td>
<td><strong>Due: Reflection #2</strong></td>
</tr>
<tr>
<td>Module 8</td>
<td>3/14/21</td>
<td>Interventions for Substance Use Disorders - Part III Group Intervention Approaches</td>
<td>Read Faulkner &amp; Faulkner chapter 7; Lassiter &amp; Culbreth chapter 17; Materials online</td>
<td><strong>Due: Webinar Response #2</strong></td>
</tr>
<tr>
<td>Module 9</td>
<td>3/28/21</td>
<td>Interventions for Substance Use Disorders - Part IV Medication Assisted Therapy &amp; Harm Reduction Strategies</td>
<td>Lassiter &amp; Culbreth chapter 12; Materials online</td>
<td><strong>Due: Discussion post #4</strong></td>
</tr>
<tr>
<td>Module 10</td>
<td>4/4/21</td>
<td>Discharge Planning Relapse Prevention</td>
<td>Read Faulkner &amp; Faulkner chapters 9 &amp; 10; Lassiter &amp; Culbreth chapter 18; Materials online</td>
<td><strong>Due: Reflection #3</strong></td>
</tr>
<tr>
<td>Module 11</td>
<td>4/11/21</td>
<td>Peer Support Approaches - 12 step, SMART Recovery and Recovery Coaching</td>
<td>Read Lassiter &amp; Culbreth chapter 14; Materials online</td>
<td><strong>Due: Discussion post #5</strong></td>
</tr>
<tr>
<td>Module 12</td>
<td>4/18/21</td>
<td>Treatment Considerations for Specific Populations Part I Meeting the unique treatment needs of youth and elder</td>
<td>Read Faulkner &amp; Faulkner chapter 12; Lassiter &amp; Culbreth chapter 6; Materials online</td>
<td><strong>Due: Stages of Change</strong></td>
</tr>
</tbody>
</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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

### L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

### M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observedance of Religious Holy Days
N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.