A. Description of Course Content

This is an entry-level course that provides foundation level social work students with the fundamental concepts of Substance Use Disorders (SUD) and the addictive process. Students will examine the prevalence and characteristics of substance use disorders and the impact of such disorders on the individual, family, and the community. Theories of addiction and application of these theories will be examined. Students will develop conceptual knowledge and self-awareness concerning the etiology of addiction, assessment strategies, and wellness strategies for facilitating optimal development and preventing SUD. The course will cover the prevalence of SUD varies among ethnic and cultural groups, between men and women, across the life span, and through different socio-economic levels.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) 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

Specifically, while this course addresses competencies 1 - 9, the main foci are competencies 2, 6, & 7

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

C. Required Textbooks and Other Course Materials

There is no required textbook for this course. There will be materials posted on online and available online to read for each Module.

D. Additional Recommended Textbooks and Other Course Materials


- ISBN-10 : 1433950618

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Discussion Boards (5 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Book Report</td>
<td>5</td>
</tr>
<tr>
<td>4 Quizzes</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

For each Module, there will be online reading assignments, power point presentations, and videos that you must review prior to participation. On some Modules, you will be expected to look at journal articles or other online resources.

Assignment links will be available in the Assignments tab, Quiz tab and DB in the Discussions table in the main menu on Canvas.

1) **4 Quizzes (5 points each; 20 points total)** *Addresses EPAS Competencies 2, 6, & 7*

There will be 4 quizzes over the readings, Power Point presentations and videos. This will not be a difficult quiz if you paid attention and took some notes during the videos and while reading the assignments. Questions will vary and could be multiple choice, true / false, matching, or fill in the blank questions.

2) **Discussion Boards - DUE Weekly (5 points each; 75 points total)** *Addresses EPAS Competencies 2, 6, & 7*

There will be weekly Discussion Boards. You are required to respond to at least 2 peers. This is intended to a virtual interactive discussion so reciprocal discussions are the intent of this. The Discussion Boards will not be available until each Module opens.

Here is a preview of the questions so that you can prepare, however please note ADDITIONAL criteria may be listed in the canvas assignment link. The list below is a preview only- make sure to fully read and double check the canvas assignment directions for each module:
- **Discussion Board 1** - Please introduce yourself to the class using a video. Tell us just a little about yourself and one interesting or unique fact about you. Then list some stereotypes you have seen or heard about people who have an addiction. This is not a reflection of your personal beliefs, but rather stereotypes that you know about.

- **Discussion Board 2** - What are the 3 most significant things you learned from this module about the brain and addiction? Explain why you feel they are significant. Did this changed how you view addiction? Why or why not?

- **Discussion Board 3** - Reflect on the module materials related to the history of addiction. 1. What were the 3 (or more) new things you learned this week? 2. What were 2 (or more) things you already knew? 3. What is 1 (or more) thing you are still confused about?

- **Discussion Board 4** - After viewing this video, respond to all of the following questions:

  1. The practitioner commonly encounters clients with the diagnosis of substance dependence who also have a history of legal and/or interpersonal problems. The interviewer asks Tim, “What was going on in your life back then that made you think you had a problem with drinking?” Evaluate his response.

  2. Many clients who are dependent on substances simply accept withdrawal symptoms, such as a hangover, as an accepted outcome of using substances. Critique Tim’s response to the interviewer’s question, “Have you noticed that you need more and more alcohol to get the same effect you had before?”

  3. What internal and external strengths do you see in Tim’s situation?

  4. How is Tim’s drinking different from social drinking or even abusive drinking?

  5. Anything else about the interview that stood out to you?

- **Discussion Board 5** - Find a peer-reviewed article about nicotine or caffeine addiction. If choosing nicotine, you can include any forms of nicotine, such as snuff, hookahs or e-cigs. Give a summary of the article without plagiarizing the content- write it in your own words. Give a brief summary and any thoughts or reactions you have about the article. Label your Discussion Board with the title of the article. Be sure to include the article reference at the end.

- **Discussion Board 6** - Reflect on module materials related to abuse or addiction to prescription drugs?1. What were the 3 (or more) new things you learned this week? 2. What were 2 (or more) things you already knew? 3. What is 1 (or more) thing you are still confused about?

- **Discussion Board 7** - Find one peer-reviewed journal article or news article from a reliable source in favor of legalization of marijuana and one against the legalization of marijuana. It can be for medical marijuana or recreational use – your choice. Briefly summarize key points (can be bullet-points) of each article. Be sure to include the references for the articles (APA style) at the end of your post.

- **Discussion Board 8** - Create an infographic of the opioid crisis. You may use any format you like. If you wish, please review how to create an infographic:

  1. Go to [http://spark.adobe.com](http://spark.adobe.com)

  2. Click start now

  3. Click to login with school and use the same signon you use for your email

  4. Follow the steps to pick a format

  5. Once your format is selected, you will be on a screen in which you can click each area of graphic to customize it

  6. Upload a copy of infographic by first downloading from spark and then uploading to canvas

- **Discussion Board 9** - Reflect on anything that stood out to you about this module on cocaine and amphetamines. 1. What were the 3 (or more) new things you learned this week? 2. What were 2 (or more) things you already knew? 3. What is 1 (or more) thing you are still confused about?
- **Discussion Board 10** - Find a newspaper or online article or information about LSD and Other Hallucinogens. Briefly summarize key points for the class.

- **Discussion Board 11** - Create an infographic of performance-enhancing drugs. You may use any format you like. If you wish, please review how to create an infographic:
  1. Go to [http://spark.adobe.com](http://spark.adobe.com) (Links to an external site.)
  2. Click start now
  3. Click to login with school and use the same signon you use for your email
  4. Follow the steps to pick a format
  5. Once your format is selected, you will be on a screen in which you can click each area of graphic to customize it
  6. Upload a copy of infographic by first downloading from spark and then uploading to canvas

- **Discussion Board 12** - Find a newspaper or online article about things you can buy legally at the store or a smoke shop that can make you high. Briefly summarize key points for the class. Are there any peer reviewed articles or information available on the SAMHSA and NIDA websites about this substance? Does this substance affect any particular group of people, what are the implications of the use of this substance?

- **Discussion Board 13** - Share with the class the title and author of the book you read and a paragraph synopsis. Then share what you learned from the book about addiction. End with telling us whether or not you would recommend this book.

- **Discussion Board 14** - Reflect on the most significant things you learned from this module. 1. What were the 3 (or more) new things you learned this week? 2. What were 2 (or more) things you already knew? 3. What is 1 (or more) thing you are still confused about?

3) **Reflection Paper/Book Report** - (5 points) *Addresses EPAS Competencies 2 & 6*

You will select a book – typically a biography or autobiography – of someone who struggled with addiction and recovery. There will be a list of books to choose from posted in Canvas. You may choose another book but must get permission from your professor.

You will write a brief summary book report about the contents and end with your reflections on the book.

You need to use good grammar in sentence and paragraph structure and check your spelling. For the APA formatting, I expect a title page, headings, page numbers, and a reference page (this will be the book, referenced in APA format). Your headings should include, at minimum, the following, as outlined in the rubric below.

There are writing resources listed on the syllabus and on online as well as a link to the Purdue Owl APA Sample Paper.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>.05</td>
</tr>
<tr>
<td>Title, author(s), number of pages, state if autobiography, biography or fiction and why you selected this book, what drew you to it, and how long did it take you to read it. This is one-two paragraphs.</td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>.05</td>
</tr>
<tr>
<td>Summary of Story Line- at least one page minimum -2 pages maximum</td>
<td></td>
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</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

All assignments are due at midnight on the due date.
Assignments | Points
---|---
15 Discussion Boards (5 points each) | 75
Book Report | 5
4 Quizzes | 20

**100 Total Points**

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>Modules</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Class Expectations, Requirements Introduction to Substance Use Disorders</td>
<td>Read Canvas, Introductions, etc.</td>
<td>Discussion Board 1</td>
<td>1/24/21</td>
</tr>
<tr>
<td>3</td>
<td>Historical Perspective</td>
<td>The Doctor's Opinion Timeline: History of Addiction Treatment. Significant Events in the History of Addiction Treatment and Recovery in America.</td>
<td>Discussion Board 3</td>
<td>2/7/21</td>
</tr>
<tr>
<td>4</td>
<td>Legal Drugs: Alcohol</td>
<td>Alcohol Overdose College Drinking Video - Interview of Tim</td>
<td>Discussion Board 4 Quiz</td>
<td>2/14/21</td>
</tr>
<tr>
<td>5</td>
<td>Legal Drugs- Tobacco &amp; Nicotine – cigarettes, hookahs e-cigs Legal Drugs- Caffeine</td>
<td>How to Recognize Peer-reviewed (Refereed) Journals Drugs of Abuse—Caffeine and Nicotine The Buzz on Energy Drinks What is Caffeine?</td>
<td>Discussion Board 5</td>
<td>2/21/21</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Discussion Board</td>
<td>Date</td>
<td></td>
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<tr>
<td>6</td>
<td>Legal Drugs - Prescription Drugs</td>
<td>Prescription Drugs Vs. Illegal Drugs - It's All Still Drug Abuse Prescription Drugs Associated with Reports of Violence Towards Others</td>
<td>Discussion Board 6</td>
<td>2/28/21</td>
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<tr>
<td></td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Illicit Drugs - Opioids – Heroin &amp; Fentanyl</td>
<td>Narcotics (Information to Consider for LCDC) Pharmacists Could Be Front-line Fighters in Battle Against Opioid Epidemic Taking opioids for chronic pain: here’s what the experts recommend Violence against women is overlooked in its role in opioid epidemic</td>
<td>Discussion Board 8</td>
<td>3/21/21</td>
</tr>
<tr>
<td>9</td>
<td>Illicit Drugs - Methamphetamines and Cocaine</td>
<td>Narcotics DEA labels North Texas a 'meth hub' after spike in drug seizures</td>
<td>Discussion Board 9</td>
<td>3/28/21</td>
</tr>
<tr>
<td>10</td>
<td>Illicit Drugs - LSD and Other Hallucinogens</td>
<td>Potential Therapeutic Effects of Psilocybin Hallucinogens and Dissociative Drugs</td>
<td>Discussion Board 10 Quiz</td>
<td>4/4/21</td>
</tr>
<tr>
<td>11</td>
<td>Illicit Drugs - Performance-Enhancing Drugs and Drug Testing in Sports</td>
<td>Performance Enhancing Drugs and Drug Testing Performance-enhancing drugs: Know the risks Stimulants</td>
<td>Discussion Board 11</td>
<td>4/11/21</td>
</tr>
<tr>
<td>12</td>
<td>Other ways to get high – Inhalants, bath salts and synthetic drugs Other non-substance addictions</td>
<td>Synthetic Organic Chemicals Signs &amp; Symptoms of Club Drug Dependence Designer Drugs-Definition, Types, Examples Patterns of Inhalant Abuse</td>
<td>Discussion Board 12</td>
<td>4/18/21</td>
</tr>
<tr>
<td>13</td>
<td>Screening Tools, Official Diagnosis Differences between use, misuse, abuse / chronic use, and addiction</td>
<td>Differences between use, misuse, abuse / chronic use, and addiction</td>
<td>Book Report Due Discussion Board 13</td>
<td>4/25/21</td>
</tr>
</tbody>
</table>
There will be Power Point presentations, videos and readings in each Module. You are expected to review all materials on each Module. Taking notes is a good idea. These are the dates and themes of each Module along with the topics and assignments due that week.

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
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
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.