

# **UNIVERSITY OF ALASKA FAIRBANKS**

## *Social Work Department*

<b>COURSE TITLE:</b>	Substance Abuse Theories and Treatment
<b>COURSE NUMBER:</b>	SWK F470-F61
<b>CREDIT HOURS:</b>	3.0
<b>PREREQUISITES:</b>	SWK F103X or permission of instructor
<b>CLASS MEETS:</b>	<b>May 20, 2019 to June 28, 2019.</b> <b>Tuesdays &amp; Thursdays, 10am-12pm</b>
<b>LOCATION:</b>	Duckering Building 342
<b>INSTRUCTOR:</b>	Linda Thai, MSW
<b>E-MAIL:</b>	lkthai@alaska.edu
<b>PHONE:</b>	(907) 712-4264
<b>OFFICE HOURS:</b>	By appointment in summer

### **Course Description**

This course offers an examination of research and theories of chemical dependency from a social work and systems/ecological framework. It critically examines current theory and practice in terms of effectiveness, cultural appropriateness and validity with vulnerable populations, as well as current issues in the field.

*Consistent with the mission of the UAF and the Social Work Program, special attention is given to differences in intervention and service provision in rural areas, particularly in rural, remote and Alaskan Native communities.*

### **Philosophical and Theoretical Framework**

The *NASW Standards for Social Work Practice with Clients with Substance Use Disorders* stress the importance of addressing the needs of the whole person as he or she seeks to recover from the disorder. In order to do this, professionals need to be able to use ecological and systems concepts to integrate biological, psychological, social, and spiritual understandings of clients, their situations, and approaches to recovery. They must be able to engage clients effectively, based on a culturally competent understanding of the client's perspective on his or her situation and an appreciation of the strengths the particular client brings to the recovery process.

Social workers must be aware of, and able to integrate, multiple approaches to screening, assessment, and the placement of chemically-dependent clients in appropriate treatment settings. They should be aware of the importance of evidence-based treatment strategies and open to growing knowledge. They should also be able to utilize case management skills to integrate resources for effective treatment.

## Course Goals/Learning Outcomes

Upon completion of the course, students should be able to:

1. Understand the basic theories, models and definitions of chemical dependency treatment and theory as it applies to social work practice and approaches.
2. Understand how chemical dependency issues uniquely impact vulnerable populations.
3. Display a fundamental understanding of the functional, biological, developmental, and environmental factors surrounding addiction and substance abuse and of the connection between trauma and addiction.
4. Understand how the person-in-environment (systems/ecological) theoretical perspective, and strengths perspective of social work can be utilized in the field of chemical dependency.
5. Understand chemical dependency screening, assessment, diagnosis, and treatment referral.
6. Have a solid case management referral list for chemical dependency screening, assessment, and treatment.
7. Understand community-based support groups and their role in chemical dependency recovery.
8. Describe the addictive process as it affects family structure and the roles/behaviors characteristically assumed by family members in the presence of addiction.
9. Understand co-occurring disorders, cross-addictions, and behavioral addictions.
10. Understand the unique issues related to chemical dependency faced by Alaska Natives and Rural populations in the state of Alaska.
11. Understand confidentiality, ethical and other regulatory issues in the field of addiction treatment.

## Teaching Statement

I believe that, first and foremost, I teach people. The subject matter is secondary to the human experience of collaboration and exchange, self-reflection and growth, critical thinking and insight.

Premised upon democratic participation and non-hierarchical structures, I seek to co-create a classroom environment that enables students to feel secure and comfortable enough to participate in mutuality with other, where my role is as a knowledgeable collaborator and guide, rather than as an information-provider. I truly believe that, as an educator, I need to learn more from my students than what they learn from me.

My hope is to empower the student to learn *how she learns*, because once a student is engaged in this process of self-discovery, then this individual has uncovered the capacity to learn *anything*. Life-long learning underpins life-long growth across all domains of the human physical-emotional-mental-spiritual condition, and requires the cultivation of the

qualities of curiosity, open-mindedness, receptivity, generosity, self-reflection and critical thinking from multiple perceptual vantage points.

My ultimate aim - to facilitate the capacity to see one other through the lens of unconditional human regard and utmost respect - aligns with the core values of the profession of Social Work. In this way, I hope to educate individuals to develop the skills and competencies so that they can become agents for transformative change for a better quality of life for all people, including themselves.

### Course Readings/Materials

Fisher, G. L. & Harrison, T. C. (2018). *Substance abuse: Information for school counselors, social workers, therapists, and counselors*. (6th ed.). Boston, MA: Pearson Education, Inc.

Required Reading and Videos in Blackboard - Additional readings, handouts, and links to videos will be posted in Blackboard.

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### Instructional Methods

Class sessions are conducted in-person. Class lectures will comprise summaries and elaboration of the assigned readings, in-class exercises, videos, and guest speakers. Students will be asked to use email, Blackboard, and browse a web site or search the Internet from time to time.

### Course Policies

**1. Attendance, tardies, and participation:** It is to your benefit to attend class since much learning about course material occurs during the class times from discussing experiences, readings, and knowledge gleaned from guest speakers. Attendance will be taken at the very beginning and end of each class.

**2. Written assignments** should be neat, with no greater than 12-point Times New Roman font and double-spaced. All papers need to be in proper American Psychological Association (APA) format, with a cover and reference page.

**APA Style Guide:** <http://owl.english.purdue.edu/owl/resource/560/01/>

- Students MAY submit papers ONE WEEK in advance, via email, for review by the instructor.
- **Papers will be submitted via Blackboard**

**3. Late assignments and missing deadlines.** Deadlines are just that, deadlines. Plan now for meeting them, including rewriting of draft copies and time for getting your

questions answered by your instructor. If a student is not able to turn an assignment in on time **the student must contact the instructor 48 HOURS BEFORE the deadline** and discuss and receive approval for an alternate timeline. It is up to the discretion of the instructor on whether to negotiate an alternate timeline. All other homework submitted late will not be accepted.

**It is the student's responsibility to ALWAYS keep a copy of their work in case items are lost in the submission process.**

**4. Plagiarism.** Plagiarism is never acceptable. According to the *U.A.F. 2013-2014 Catalogue* students are expected to adhere to the UAF Student Code of Conduct, to include not engaging in, or permitting, "...cheating, plagiarism, or other forms of academic dishonesty." Plagiarism is preventable by students "not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, these and other reports." If you have questions about what constitutes plagiarism or how to cite the work of others please ask. You are responsible for citing all materials according to APA format.

**5. Incompletes, Withdrawals and No Basis Grades.** If you are unable to complete or attend this class on a regular basis, there are several possibilities for your final grade. You are able to withdraw from the course up until the withdraw date (see current academic calendar for specific date). If you do not withdraw, but have not attended more than 75% of classes **AND** submitted 75% of the course work you will earn a No Basis (NB) grade.

In order to receive an Incomplete (I) in this course, students must have completed more than 75% of the required work for the course, including time spent in the practicum placement, and have attended more than 75% of the class sessions, and must submit a written plan for completion that includes a timeline and is **pre-approved** by the instructor prior to the end of the semester. **Allowing incompletes is entirely at the discretion of the instructor.**

### Course Calendar

Date	Topics	Assignments	Due Date	Points
<b>Week 1</b>	Introductions	<b>Readings:</b>		
	Syllabus co-creation	Chapter 1, 2, 3		
	Assignment review	<b>Quiz 1</b> by Friday 11:59 pm		15
	Classification of drugs	<b>Self-reflection paper 1</b> by		
	Definition of addiction	Friday 11:59pm		40
	Models of addiction			

		<b>BlackBoard Discussion Post:</b> Introduction, Reason for taking this class, Personal learning goal(s), Statement of intention for Self-reflection Paper 1 by Friday by 11:59 pm		40
<b>Week 2</b>	Culturally & ethnically diverse populations Confidentiality & ethical issues Screening, assessment and diagnosis Introduction to ASAM  <b>Guest speaker</b>	<b>Readings:</b> Chapter 4, 5, 6  <b>Quiz 2</b> by Friday 11:59 pm  <b>Self-reflection paper 2</b> by Friday 11:59pm  <b>In-class</b> check-in: behavior change  <b>Discussion Board Post 1</b> – community support group self-reflection by Friday by 11:59 pm		15 40 10 20
<b>Week 3</b>	Treatment – ASAM levels of care Relapse prevention & recovery 12 Step and other community support groups  <b>Guest speaker</b>	<b>Readings:</b> Chapter 8, 10, 11  <b>Quiz 3</b> by Friday 11:59 pm  <b>Self-reflection paper 3</b> by Friday 11:59pm  <b>In-class</b> check-in: behavior change  <b>Discussion Board Post 2</b> – community support group self-reflection by Friday by 11:59 pm		15 40 10 20
<b>Week 4</b>	Co-occurring disorders & other special populations Cross-addiction & other behavioral addictions  <b>Guest Speaker</b>	<b>Readings:</b> Chapter 9, 15  <b>Quiz 4</b> by Friday 11:59 pm  <b>Self-reflection paper 4</b> by		15 40

		Friday 11:59pm  <b>In-class</b> check-in: behavior change  <b>Discussion Board Post 3</b> – community support group self-reflection by Friday by 11:59 pm	10  20
<b>Week 5</b>	Trauma & addiction Family dysfunction & addiction  <b>Guest Speaker</b>	<b>Readings:</b> Chapter 12, 13  <b>Quiz 5</b> by Friday 11:59 pm  <b>Self-reflection paper 5</b> by Friday 11:59pm  <b>In-class</b> check-in: behavior change  <b>Discussion Board Post 4</b> – community support group self-reflection by Friday by 11:59 pm	15  40  10  20
<b>Week 6</b>	Harm reduction Prevention	<b>Readings:</b> Chapter 14, 16  <b>Quiz 6</b> by Friday 11:59 pm  <b>Self-reflection paper 6</b> by Friday 11:59pm  <b>In-class</b> check-in: behavior change  <b>Case management referral list</b> by Sunday 11:59pm  <b>BlackBoard Discussion Post:</b> Self-reflection & analysis of learning goals/behavior change assignment & reflections on this class, by Sunday 11:59 pm	15  40  10  100  50

## Evaluation

- 1. Introduction Discussion Board Post by Week 1, Friday, 11:59pm. Include: personal introduction, reason(s) for taking this class, personal learning goal(s), statement of intention for behavior change. (40 points)**

Write a discussion board post to introduce yourself to your classmates. Include your reason(s) for taking this class, and your personal learning goal(s) for the class. Make a statement on intention for one thing you will give up or add on to your current behaviors (for example, give up sugar or add exercise) for the duration of the class. Make it something you really want to do, because you will be reporting back to the class on it.

The purpose of this exercise is to experience the difficulties of making changes in one's life. Hopefully, this will result in empathy towards individuals who experience addiction. Make the goals very specific and measurable and time-limited: "I will give up sugar and sugar products for the next six weeks"; or "I will drink only 1 soda per day instead of my usual 5 for the next eight weeks"; or "I will walk a mile every day for the first four weeks and two miles every day for the second four weeks."

**Weekly in-class check-ins in regards to behavior change assignment (10 points per week x 5 weeks = 50 points).**

You will have the opportunity to check in in-class, weekly, in regards to your behavior change endeavors.

**Self-Reflection & Analysis on Behavior Change and personal learning goal(s) in Discussion Board by Week 6, Friday 11:59pm. (50 points)**

This is an opportunity for you to reflect on how well you achieved your personal learning goal(s) for this class and your personal behavior change goal. This self-reflective analysis will be posted to BlackBoard.

- 2. Attendance at four community-based support groups (4 x 20 points = 80 points).**

Please attend four community-based support groups for addiction recovery: Alcoholics Anonymous, Narcotics Anonymous, Overeaters Anonymous, Al-Anon (for family members of alcoholics), Y12SR (Yoga & 12 Step Recovery), Celebrate Recovery, Life Ring. You will be required to have your attendance be verified by the meeting facilitator. A self-reflection of your experiences are to be posted to a BlackBoard Discussion Board. You can choose to attend a variety of support groups, or you can choose to attend the same group four times.

- 3. Weekly self-reflection journals, due weekly by Friday 11:59pm. (6 x 40 points = 240 points).**

Please keep a journal on BlackBoard containing your self-reflections, insights and the struggles that this course stirs up in you (readings, guest speakers, lecture material, class discussion). Addiction and addiction recovery can be a challenging and emotional subject. Consider that these weekly submissions are your way to connect with me, to share insights, to process any difficulties that arise, as well as to indicate that you are engaging in the course. Paper length is to be a minimum of 2 pages.

**4. Case Management Referral List, by Week 6 Friday 11:59pm (100 points)**

**5. Weekly Quizzes (15 questions x 6 weeks = 120 points)**

Multiple choice quizzes will be posted to BlackBoard each week, based on class reading materials. Quizzes are to be completed Friday 11:59pm.

**6. Class attendance & Participation (100 points)**

Class attendance = 50 points, with 5 points deducted for each class missed.

Class participation beyond required participation = 50 points, with 5 points deducted for each class missed.

**Assignment Points Summary**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Discussion Board Post: Introduction, Reason for taking this class, Personal learning goal(s), Statement of intention for behavior change.	Week 1 Friday 11:59pm	40
Weekly check-in in regards to behavior change	Each week in class, Week 2-6	50
Attend 4 x recovery support groups and report back to the class via Discussion Board Post (AA, NA, OA, Al-Anon, Celebrate Recovery, Y12SR, Life Ring)	Week 2, 3, 4, 5	80
Weekly Self-Reflections, based on course material (readings, guest speakers, lecture material, class discussion)	Due weekly, by Friday 11:59pm	40 x 6 weeks = 240
Self-Reflection & Analysis: Behavior Change/Personal Learning Goal(s)	Week 6 Friday 11:59pm	50
Case management referral list	Week 6 Friday 11:59pm	100
Weekly quizzes x 6	Each week, by Friday 11:59pm	15 x 6 tests = 90
Class attendance and participation		100

**Grading Scale:**



A = 750 - 675  
B = 674 - 600  
C = 599 - 525  
D = 524 - 450  
F = 449 and below

**PLEASE NOTE:** Social work majors are required to earn a “C” or better in this class.

### **Student Support Services (SSS)**

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For students with disabilities or whose parents did not attend college and do not have incomes above \$28,000, the Student Support Services program offers a range of types of assistance. These include: Free tutorial services, Small study groups, Academic advising, mentoring and personal support, Direct financial assistance to qualified Pell Grant recipients, Use of laptop computers, labs, and other technology resources, Cultural and social engagement

The Student Support Services tutoring center is **510A Gruening**.  
**Call (907) 474-6844 for tutoring schedules and appointments.**

#### **Writing Center**

If you need help with writing skills, the UAF Writing Center is equipped to assist students on campus and at a distance. The Center is located 801 Gruening Bldg. The contact number is 1-907- 474-5314, or fax 1-800-478-5246.

#### **Library Access**

Students may access the book, journal, and electronic database holdings of the Rasmuson Library on-campus or through distance technology. All students are given a student ID and password that enables them to access full-text and journal articles and other resources online. Access to the library is available at [www.uaf.edu/academics/libraries.html](http://www.uaf.edu/academics/libraries.html), or call (907) 474-7481 for assistance from a librarian.

#### **UAF Help Desk (OIT)**

Students are able to receive technical support related to university email, the Blackboard on-line course delivery system, and other UAF related technology issues by contacting the UAF Helpdesk at 1-800-478-4667.

#### **Disabilities Services**

The University seeks to provide equal access for people with disabilities. The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Their phone number is (907) 474-7043. Every effort will be made to provide reasonable accommodation for students with disabilities and to ensure that this class is an equal learning environment for all students enrolled. Reasonable prior notice is needed to arrange accommodations.

## **Title IX Protection**

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

### **Student protections and services statement.**

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: [www.uaf.edu/handbook/](http://www.uaf.edu/handbook/)