

**Valdosta State University, Division of Social Work  
SOWK 7820 Summer 2013  
3 Credit Hours**

**Topics in Substance Abuse**

<b>Instructor:</b>	<b>Laura Mullis, LMSW</b>
<b>Office Hours:</b>	Please call or email for an appointment
<b>Phone:</b>	Office: Cell: (912) 293-1122
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<b>Class:</b>	Education Bld: 114 Fridays 5:00 – 9:00 PM

**CATALOG DESCRIPTION**

Alcohol and drug abuse issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with emphasis on the bio-psycho-social approaches.

**COURSE DESCRIPTION**

The course will provide an overview of drug and alcohol abuse: etiology and epidemiology; assessment, diagnosis, and treatment; and the impact the abuser has upon the family, the workplace, and the community. Emphasis will be on the student's development of knowledge of these areas with specific attention to assessment skills and the therapeutic processes of recovery. The students will be given descriptions and explanations of existing treatment modalities and interventions, including outcome data to work with in the development of a complex and layered understanding of substance abuse issues. Students will also be asked to incorporate information about special populations and dual diagnosis in their analytical approaches.

Please note that this course is structured as a Web Hybrid course which means it will require additional work outside of the classroom setting. Please review the assignments and due dates on the syllabus thoroughly so you do not miss important due dates.

**PREREQUISITE**

Concentration status for Social Work students and permission of the department head for other graduate students.

**RELATION TO OTHER COURSES**

This course builds on or draws from Human Behavior in Social Environments I and II as well as Foundational and Advanced Generalist Practice courses, Policy courses and the Research courses. Information, experiences, and applications drawn from practicum and included in practicum seminar are important in this course as well.

## **REQUIRED TEXT**

Miller, W.R. & Carroll, K.M. (2006). *Rethinking substance abuse: What the science shows and what we should do about it*. New York, NY: Guilford Press. **(Do not purchase, the assigned chapters will be posted under their assigned weeks)**

Perkinson, R. (2012). *Chemical Dependency Counseling: A Practical Guide*. Thousand Oaks, CA: Sage Publications. **(Must purchase this book)**

**Additional Required Readings:** *Posted on Blazeview under their assigned week*

Grant, J.E., Brewer, J.A. & Potenza, M.N. (2006). The neurobiology of substance and behavioral addictions [Electronic Version]. *CNS Spectrums*, 11, 12, 924-930.

National Institute on Drug Abuse. (Rev. 2010). *Comorbidity: Addiction and Other Mental Illnesses*. Located at <http://www.drugabuse.gov/sites/default/files/rcomorbidity.pdf>

National Institute on Drug Abuse. (2010). *Drugs, Brain, and Behavior*. Located at <http://www.drugabuse.gov/sites/default/files/sciofaddiction.pdf>

National Institute on Drug Abuse. (2011). Research Reports: Prescription Drug Abuse and Addiction. Located at <http://www.drugabuse.gov/sites/default/files/rprescription.pdf>

Sellman, D. (2009). The 10 most important things known about addiction. *Addiction*, 105, 6-13.

Stewart, J. (2008). Psychological and neural mechanisms of relapse. *Philosophical Transactions of the Royal Society*, 363, 3147-3158.

Woody, G.E. (2003). Research findings on psychotherapy of addictive disorders. *The American Journal of Addictions*, 12, S19-S26.

### VSU Blazeview Support

Valdosta State provides free technical support for students. If you need technical assistance with Blazeview, call the Help Desk at 229-245-4357 229-245-4357 or visit Blazeview self help for Frequently Asked Questions and Self Help.

## **COURSE OUTCOMES**

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives,

and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course.

**Upon completion of this course, students should be able to:**

1. Identify and evaluate current research on the epidemiology and etiology of substance abuse and addiction.
2. Identify, analyze and apply selected skills in screening and assessment of drug and alcohol abuse.
3. Articulate and differentiate models of the identification, assessment and treatment of chemically dependent individuals in treatment centers and in non-specialized settings.
4. Develop and articulate insight and understanding of one's attitudes, beliefs, and values regarding the issues of drug abuse and alcoholism.
5. Demonstrate cultural sensitivity in explanations and presentations of interventions with special populations.
6. Identify and apply strategies for providing and managing the different levels of substance abuse treatment in a managed care environment.
7. Develop and articulate an understanding of the assessment and treatment of individuals with co-occurring addictive disorders.
8. Identify the effects of substance abuse on the families, friends, and workplaces of the chemically dependent individual.
9. Describe the roles of public policy, public opinion, and the criminal justice system relative to individuals with substance abuse issues and their families.
10. Promote an organizational milieu that challenges discrimination and oppression of chemically dependent individuals or their families.
11. Identify, analyze and address ethical issues in the workplace.

**Written Work & Submission of Assignments**

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Written work should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late assignments, posts, and exams - for every 24-hour period an assignment or posting is late (including weekends), five percent (5%) of the indicated possible grade or points will be deducted.
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your assignments before the final due dates. You may also turn in papers before the due date for corrections or suggestions. If you do so, please notify the instructor to assure yourself of adequate turn around time before the paper is due.
- Make-up exams, assignments, and posts as a rule, will *not* be permitted. Only in extraordinary circumstances where there is documentation (discharge summary from a hospital, an obituary) will such work be accepted.

*Because of these standards the kindest thing you can do for yourself is to plan ahead and work ahead. Make backups of your backups, and complete and submit assignments early! And, familiarize yourself with the policies on this syllabus and Division of Social Work policies.*

### **INSTRUCTOR FEEDBACK POLICY**

In addition to teaching this course, I also work a full-time job. Therefore, in an effort to keep me accountable and to ease any student anxieties, I have created a feedback policy regarding my timelines for responses to student emails and assignments. The feedback guidelines are as follows:

All emails will be responded within 48 hours

All assignments will be graded within 7-10 days

All discussion postings will be responded to within 48 hours

Please note that the above mentioned timelines are the maximum ranges for my responses. If at all possible, I will try to respond in less time.

### **ASSIGNMENTS**

You will demonstrate your achievement of the course outcomes through your submitted projects, exams, and assignments. Rubrics for all assignments are in the Rubrics file in the Blazeview course web shell.

1. Discussion Postings 4 X 25= 100 pts

For this assignment students will be required to post a response to a discussion question and respond to two of their peers' discussion postings. (Please see discussion posting rubrics for grading criteria)

2. Substance Abuse Case Studies 50 points each x 2= 100 points  
For this assignment, students will be required to read 2 substance abuse specific case studies. Each case study is followed by approximately 5 questions and students will be required to provide at least a one paragraph answer to each question.
3. In class Mock Educational Group 100 points  
For this assignment, students will be required to conduct a mock psychoeducational group based off of one of the recovery skills listed in Chapter 8 of Chemical Dependency Counseling: A Practical Approach. (Rubric for this assignment can be found in the course assignments section of Blazeview)
4. Relapse Prevention Group Project (100Pts) For this assignment, students will be required to review a case study scenario about a client's relapse. Students will be divided into groups of 3. As a group, student's will then have to determine all of the internal and external triggers the person in the case scenario encountered and possible intervention strategies that could have been used to prevent relapse. (Please see rubric for more details)

### **Written Work & Submission of Assignments**

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Written work should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
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- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your assignments before the final due dates. You may also turn in papers before the due date for corrections or suggestions. If you do so, please notify the instructor to assure yourself of adequate turnaround time before the paper is due.
- Make-up exams, assignments, and posts as a rule, will *not* be permitted. Only in extraordinary circumstances where there is documentation (discharge summary from a hospital, an obituary) will such work be accepted.

*Because of these standards the kindest thing you can do for yourself is to plan ahead and work ahead. Make backups of your backups, and complete and submit assignments early! And, familiarize yourself with the policies on this syllabus and Division of Social Work policies.*

## **GRADING SCALE**

- A 90 -100% of 400 available points**
- B 80 - 89% of 400 available points.**
- C 70 - 79% of 400 available points.**  
“C” involves one deficiency point—See Student Handbook, p. 21.
- D 60 - 69% of 400 available points.**  
“D” involves two deficiency points—See Student Handbook, p. 21.
- F 59% or below of 400 available points.**  
“F” involves three deficiency points and you must retake the course—See your student handbook for a full description of this policy.

I will need to inform your Advisor if your final grade falls below a “B.”

***Please Note:*** Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook07-08.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. *Remember the “STATEMENT OF UNDERSTANDING” signed by all students (see pages 20-24).*

Please contact me with any special needs or developing problems. I will help you all I can.

## **COURSE SCHEDULE**

**Please note summer semester II runs from June 5<sup>th</sup>-July 23<sup>rd</sup>. For the purpose of this class, each week will run from Friday until the following Thursday.**

**Week 1: June 7<sup>th</sup>- 13<sup>th</sup> : First Face to Face Class**

**In class:**

Overview of the course format and assignments

Overview of Drugs of Abuse

Definition and Biopsychosocial of Addiction

**Assignment:**

Discussion One: Initial Posting due by Tuesday 6/11/13 at 11:59PM

**Required Readings:**

Review of Syllabus and Assignment Rubrics

Chemical Dependency Counseling Chapter 2

National Institute on Drug Abuse. (2011). Research Reports: Prescription Drug Abuse and Addiction. Located at <http://www.drugabuse.gov/sites/default/files/rrprescription.pdf>

**Week 2: June 14<sup>th</sup>-June 20<sup>th</sup>**

**Readings:**

National Institute on Drug Abuse. (2010). *Drugs, Brain, and Behavior*. Located at <http://www.drugabuse.gov/sites/default/files/sciofaddiction.pdf>

Rethinking Substance Abuse Chapter 4

Grant, J.E., Brewer, J.A. & Potenza, M.N. (2006). The neurobiology of substance and behavioral addictions [Electronic Version]. *CNS Spectrums*, 11, 12, 924-930.

Substance Abuse and Dependence Diagnostic Criteria from DSM-V.

**Assignments**

Discussion Posting 2: Initial Posting due by Tuesday 6/18/13 at 11:59PM

**Week 3: June 21<sup>st</sup>-June 27<sup>th</sup>: Second Face to Face Class**

**In class:**

Overview of the Neurobiology of Addiction

Video: Unwoven Pleasure

Overview of DSM-V Diagnostic Criteria for Substance Abuse and Substance Dependence

Overview of Screening, Assessment, Placement and Referral

Overview of assessing co-occurring disorders

**Readings:**

Chemical Dependency: A Practical Guide: Chapter 3 (39-51), 11

ASAM Placement Criteria (posted online)

National Institute on Drug Abuse. (Rev. 2010). *Comorbidity: Addiction and Other Mental Illnesses*. Located at <http://www.drugabuse.gov/sites/default/files/rcomorbidity.pdf>

**Assignments**

Discussion Three: Initial Posting Due by Tuesday 6/25/13 at 11:59PM

Case Study One: Due by Thursday 6/27/13 at 11:59PM

**Week 4: June 28<sup>th</sup> - July 4<sup>th</sup>**

**Readings:**

Chemical Dependency Counseling: A Practical Guide: Chapter 4, 5, 8

**Assignments**

Case Study Two: Due by Thursday 7/4/13 at 11:59PM

Email instructor group topic based off of readings from Chapter 8 by 7/4/13 at 11:59PM

Begin Working on Group Project

**Week 5: July 5<sup>th</sup> - July 11<sup>th</sup>: Third Face to Face Class**

**In Class**

Overview of Group and Individual Therapy for SA

Stages of Change

Overview of 12 Steps, NA/AA

Overview of the Process of Relapse and Possible Interventions

**Readings:**

Chemical Dependency Counseling: A Practical Approach: Chapter 6,7

Sellman. D. (2009). The 10 most important things known about addiction. *Addiction*, 105, 6-13.



Stewart, J. (2008). Psychological and neural mechanisms of relapse. *Philosophical Transactions of the Royal Society*, 363, 3147-3158.

Woody, G.E. (2003). Research findings on psychotherapy of addictive disorders. *The American Journal of Addictions*, 12, S19-S26.

### **Assignments**

Discussion Posting Four: Initial Posting due by Tuesday 7/9/13 at 11:59PM

Continue working on group project

### **Week 6: July 12<sup>th</sup>- July 18<sup>th</sup>**

#### **Readings:**

Gorski Relapse Prevention Materials

Chemical Dependency Counseling: Chapters 15 and 16

### **Assignments**

Submit Group Project: Due by Thursday 7/18/13 at 11:59PM

Submit handouts and outline for mock psychoeducational group: Due by Wednesday 7/17/13 at 11:59PM

### **Week Seven: July 19<sup>th</sup>-July 23<sup>rd</sup>: Fourth Face to Face Class**

#### **In Class:**

Discharge Planning

Mock Psychoeducational Groups

## **DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES**

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 23-27 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about

grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

**Class Attendance:** **Class Attendance:** Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 19. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

**Submission of Assignments:** All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Late assignments, posts, and exams will lose one full letter grade (10%) for every 24-hour period they are late (including weekends). Five percent (5%) of the final grade will be deducted for assignments, posts and exams that are less than 24 hours late.

**Academic Honesty:** Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link of the [Division of Social Work website](#).

**Safe assign statement:** By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml\)](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

**Incompletes:** Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

**Academic Performance:** Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

**Cancellation of Classes:** The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

## **ADDITIONAL STUDENT INFORMATION**

**Technology Assistance:** Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357 229-245-4357 ) or e-mail a question at [helpdesk@valdosta.edu](mailto:helpdesk@valdosta.edu). The Help Desk is located on the 2<sup>nd</sup> floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to [Common Questions & Solutions](#) or use the [Blazeview Contact Form](#).

Students may also visit or call the Hub at 229-245-6490 229-245-6490 . The Hub is located in 2616 Odom Library and is available to help students with problems in Blazeview courses. Students also should talk with their instructors if the technology problems are not easily resolved.

**Specific Learning Needs:** Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 229-245-2498 ( 229-219-1348 229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

**Students Experiencing Academic Difficulties:** Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570 229-333-7570 . The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services include the [Counseling Center](#) (phone 229-333-5940 229-333-5940 ; e-mail [pjaynor@valdosta.edu](mailto:pjaynor@valdosta.edu)). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886 229-333-5886 ).

**Emergency Campus Policy:** The Police Contact Number is **229-259-5555 229-259-5555** . The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and \*447** (GA State Highway Patrol) **into their cell phone.**

**Use of Laptops and Cell Phones in Class:** Student use of laptops for in-class note taking must be approved by instructor unless mandated by the Student Access Program at VSU. In this case, students must submit paperwork to instructor and discuss the assistive devices that will be needed to enhance student learning. Use of cell phones for texting or posting on the web is prohibited during class time. Students are expected to advise the instructor if they are on call and to put phones on silent and leave the classroom to take call. Phone calls during class, just as phone calls during client sessions, are not acceptable professional behavior. Based on complaints from other students in the MSW Program, use of these devices class often distracts other students who can observe and overhear these activities. These behaviors are identified in the *MSW Student Code of Conduct*.

## **EXPLANATION OF THE POCO MAP**

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or “PoCo Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. They are measured directly through tests, assignments, discussions, and activities.

Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map shows that these 19 Program Objectives are met in different courses across the two-year curriculum. For example, most of the objectives that are related to Social Policy will be met in the two required Policy Courses. Further, each of the 19 Program Objectives is linked with specific Course Outcomes.

In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Think of a window, which might be a combination of a specific size of glass, with a type of wood and metal. The achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned. Further, we will identify specific assignments, exercises, and quizzes that relate to course outcomes.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education (*July 24, 2008*).

### **"MINI-POCO MAP" FOR SOWK 7820**

*The Course Mini PoCo Map displays the connections of the course outcomes and their measures, to the overall Program Objectives for this course (i.e., "FPO 2" is Foundation Program Objective 2; "7320-CO1" is Course Outcome 1).*

**FPO1: Conduct multi-level generalist practice based on the planned intervention process (FPO is included/subsumed in the Concentration Program Objective 15 and 19)**

**FPO2: Demonstrate the ability to apply critical thinking within the context of professional social work practice.**

**FPO3: Analyze and apply the values and ethics of the social work profession.**

**FPO4: Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.**

**FPO5: Understand and challenge mechanisms of oppression and discrimination.**

**FPO6: Apply strategies of advocacy and social change to advance social justice.**

**FPO7: Understand and interpret the history, development and current trends of the profession.**

**FPO8: Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework (included subsumed under Concentration Program Objective 19).**

**FPO9: Demonstrate the ability to analyze, formulate, and influence social policies.**

**FPO10: Evaluate and apply research findings to practice and evaluate individual practice interventions at multi-levels appropriately.**

**FPO11: Demonstrate the ability to communicate across client populations, colleagues, and communities in both written and verbal forms.**

**FPO12: Demonstrate the ability to appropriately use feedback, supervision, and consultation in the service of professional conduct and growth (subsumed/included under Objective 15).**

**FPO13: Demonstrate the ability to function within the structure of organizations, delivery systems and community networks and seek organizational change (included/subsumed under Concentration Program Objective 17)**

**FPO14: Identify with the social work profession and behave professionally.**

**CPO 15: Demonstrate an increasing ability to engage in informed and systematic self-directed practice.**

**CPO16: Demonstrate elements of leadership and the ability to shape the professional environment.**

**CPO17: Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.**

**CPO18: Apply attention to balanced multi-level practice.**

**CPO19: Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.**