UNO GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOWK/COUN 4680/8686 MEDICAL AND PSYCHOSOCIAL ASPECTS OF ALCOHOL/DRUG USE AND ADDICTION
(3 credit hours)

SYLLABUS

1.0 Course description information

1.1 Catalog description: This course introduces students to substance abuse disorders and their impact on the individual, family, and society. It covers psychopharmacology, alcohol and drug interactions, drug classifications, theories of chemical dependency, various models of treatment, vulnerable populations, and ethical and legal issues.

1.2 Prerequisites of the course:
Undergraduate: Admission to the BSSW program or permission of the School.
Graduate: Admission to the MSW program, Counseling program, or by permission of programs.

1.3 Overview of content and purpose of the course: This is the first course for earning the certificate in Alcohol and Drug Treatment. It introduces students to substance abuse disorders and their impact on the individual, family, and society. Basic psychopharmacology, alcohol and drug interactions in the body, and drug classifications are highlighted. Theories of chemical dependency and the historical development of various models of treatment are presented. Emphasis is placed upon prevention activities, social policies, and current treatment approaches. Attention is given to vulnerable and special populations, the impact of poverty and diversity, cultural competence in treatment delivery, and ethical and legal issues.

1.4 Unusual circumstances of the course: This may be offered as an online course.

2.0 Course justification information

2.1 Anticipated audience/demand: This course can serve as an elective for students in the BSSW and MSW degree programs and other interested students. This course is required for Counseling students. It is the first requirement in the sequence for the Certificate in Alcohol and Drug Treatment.

2.2 Indicate how often this course will be offered and the anticipated enrollment:
This course is offered once each academic year. Enrollment is anticipated to be 15-20 students.

2.3 If it is a significant change to an existing course, please explain why it is needed: This is a new course that provides content not previously offered to undergraduate and graduate social work students, and cross-listed with the
3.0 Objective information

3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

By the end of the course students will be able to:
1. Describe the stages and processes of substance abuse and dependency disorders.
2. Identify characteristics of addictive substances and their effects: physiological, psychological, genetic, and behavioral.
3. Describe the characteristics of vulnerable persons, special populations, and high risk groups with regard to substance disorders.
4. Describe the roles and functions of the family system and other interpersonal relationships in the maintenance of substance disorders.
5. Describe current socio-cultural influences on substance abuse and dependency across the life span.
6. Explore the influences of spirituality and alternative rationales in the development of treatment for substance abuse and dependency.
7. Explain public policies (e.g., managed care, mandated treatment) and potential ethical/legal issues in the substance abuse field.

(The following table applies to social work students.)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the stages and processes of substance abuse and dependency disorders.</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
<td>Readings Class discussion</td>
</tr>
<tr>
<td>2. Identify characteristics of addictive substances and their effects: physical, physiological, psychological, genetic, and behavioral.</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
<td>Readings Midterm exam Final exam</td>
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<tr>
<td>3. Describe the characteristics of vulnerable persons, special populations, and high risk groups with regard to substance disorders.</td>
<td>Comp #3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Readings Article reviews (Undergraduate) Research paper (graduate only) Presentations</td>
</tr>
<tr>
<td>Comp #4 Engage diversity</td>
<td>Gen 4.1 Recognize the extent to which a culture’s structures and</td>
<td>Experiential community activity</td>
<td></td>
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<tr>
<td>Course Objectives</td>
<td>EPAS Competencies</td>
<td>Generalist Practice Behaviors</td>
<td>Assignments</td>
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<tr>
<td>4. Describe the roles and functions of the family system/other interpersonal</td>
<td>Comp #5 Advance human rights and social and economic justice.</td>
<td>Gen 5.1 Understand the forms and mechanisms of oppression and discrimination.</td>
<td>Readings</td>
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<tr>
<td>relationships in the maintenance of substance disorders.</td>
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<td>Midterm exam</td>
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<td></td>
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<td></td>
<td>Final exam</td>
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<td></td>
<td></td>
<td></td>
<td>Class participation</td>
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<td></td>
<td></td>
<td></td>
<td>Group projects</td>
</tr>
<tr>
<td>5. Describe current socio-cultural influences on substance abuse and dependency</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and</td>
<td>Readings</td>
</tr>
<tr>
<td>across the life span.</td>
<td></td>
<td>evaluation.</td>
<td>Article reviews</td>
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<tr>
<td></td>
<td></td>
<td>Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
<td>(Undergraduate)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Research paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(graduate only)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Experiential community activity</td>
</tr>
<tr>
<td>6. Explore the influences of spirituality and alternative rationales in the</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and</td>
<td>Readings</td>
</tr>
<tr>
<td>development of treatment for substance abuse and dependency.</td>
<td></td>
<td>evaluation.</td>
<td>Experiential community</td>
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<tr>
<td></td>
<td></td>
<td>Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
<td>activity, presentation, paper</td>
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<td>7. Explain public policies (e.g., managed care, mandated treatment) and potential</td>
<td>Comp #2 Apply social work ethical principles to guide professional practice.</td>
<td>Gen 2.2 Make ethical decisions by applying standards of the National Association of Social</td>
<td>Readings</td>
</tr>
<tr>
<td>ethical/legal issues in the substance abuse field.</td>
<td></td>
<td>Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Association of Schools of Social Work Ethics in Social Work, Statement of</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles.</td>
<td>Final exam</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>EPAS Competencies</td>
<td>Generalist Practice Behaviors</td>
<td>Assignments</td>
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<td>Comp #8</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>Gen 8.1 Analyze, formulate, and advocate for policies that advance social well-being.</td>
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</table>

4.0 Content and organization information

4.1 List the major topics central to this course

- The role of mental health professionals in substance abuse and dependency disorders
- Comprehensive Drug Abuse Prevention and Control Act
- Definitions and classification of drugs: characteristics and effects: physical, physiological, psychological, genetic, and behavioral
- Models of addiction
- Diverse groups: vulnerable persons, special populations, and high risk groups with regard to substance disorders.
- Families and their role in the maintenance and treatment of substance disorders.
- Socio-cultural influences on substance abuse and dependency across the life span.
- Spirituality: twelve-step and other types of support groups in treatment and recovery for substance disorders.
- Society and prevention
- Public policies (e.g., managed care, mandated treatment)
- Ethical/legal issues (e.g., confidentiality, credentialing, criminal justice issues, etc.) in the substance abuse field.

5.0 Teaching methodology

5.1 Methods: Lecture, discussion, group projects, media/Internet resources, videos, role plays, guest presentations, and experiential/observational activities. Students may be required to make on-site visits to facilities providing meetings or services or to have individual interaction with service providers in the community.

5.2 Student role: Students are expected to come to class fully prepared; turn in assignments on time; attend all class sessions; participate actively and effectively; bring their own experiences and values to bear on discussions; and critically analyze services. Excused absences should be cleared in advance with the professor.

6.0 Evaluation information
6.1 Describe the typical types of student projects that will be the basis for evaluating student performance:
A. Attendance/participation
B. Experiential activities/observations and reports
C. Group project
D. Reviews of articles, media, Internet, or government resources
E. Quizzes and exams
F. Reflection papers
G. Research paper (graduate students only)

6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Article, etc. reviews</td>
<td>---</td>
<td>10</td>
</tr>
<tr>
<td>Experiential activities, observations and reports</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Group project</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes and exams</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Research paper</td>
<td>15</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

6.3 Grading type

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98% or above</td>
</tr>
<tr>
<td>A</td>
<td>94 to 97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90.9%</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 80.9%</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>71 to 73.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68 to 70.9%</td>
</tr>
<tr>
<td>D</td>
<td>64 to 67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>61 to 63.9%</td>
</tr>
<tr>
<td>F</td>
<td>60.9% and below</td>
</tr>
</tbody>
</table>

7.0 Resource material information

7.1 Textbooks or other required readings used in course: Textbooks will be selected from the following. Some resources (designated with *) may be used for all three courses in the Certificate for Alcohol and Drug Treatment.

7.2 *Other student suggested reading material.* Students may be assigned readings from the following current journal articles.


7.3 **Current bibliography and other resources (some are classic texts).** Students may be assigned readings from the following:


**Websites of interest**

- Join Together (Join Together Online) [www.jointogether.org](http://www.jointogether.org)
- SAMHSA (Substance Abuse and Mental Health Administration) [www.samhsa.gov](http://www.samhsa.gov)
- NIDA (National Institute of Drug Abuse) [www.drugabuse.gov](http://www.drugabuse.gov)
- NIAAA (National Institute on Alcohol Abuse & Addiction) [www.niaaa.nih.gov](http://www.niaaa.nih.gov)
- NCADI (National Clearinghouse for Alcohol & Drug Info- lots of free stuff!) [www.ncadi.samhsa.gov](http://www.ncadi.samhsa.gov)
- ATTC (Addiction Technology Transfers Center- national site) [www.nattc.org](http://www.nattc.org)
- KS SRS AAPS (KS SRS Addiction & Prevention Service) [www.srskansas.org/hcp/aaps/](http://www.srskansas.org/hcp/aaps/)
- NCSACW (National Center on Substance Abuse & Child Welfare) [www.ncsacw.samhsa.gov/](http://www.ncsacw.samhsa.gov/)
- HRADAC (Heartland Regional Alcohol & Drug Assessment Center) [www.hrada.com/](http://www.hrada.com/)
- Alcoholics Anonymous [www.aa.org](http://www.aa.org)
- Cocaine Anonymous [www.ca.org](http://www.ca.org)
- Narcotics Anonymous [www.na.org](http://www.na.org)
- MADD (Mothers Against Drunk Driving) [www.madd.org](http://www.madd.org)
- NCADD (National Council on Alcohol & Drug Dependence) [www.ncadd.org/](http://www.ncadd.org/)
- NACoA (National Association of Children of Alcoholics) [www.nacoa.net](http://www.nacoa.net)
- COCE (SAMHSA’s Co-Occurring Center for Excellence) [http://coce.samhsa.gov/](http://coce.samhsa.gov/)
- Project Mainstream (Improving substance abuse education for health professionals) [www.projectmainstream.net](http://www.projectmainstream.net)
Classic resources

8.0 Other information
8.1 Accommodations statement
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

8.2 Plagiarism/academic integrity
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use
material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

Additional note on plagiarism/academic integrity from the UNO School of Social Work:

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the Publication Manual of the APA (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.4 Resources for students:

- UNO Counseling Center, http://counseling.unomaha.edu
- UNO Speech Center, http://www.unomaha.edu/speechcenter
• UNO Writing Center, www.unomaha.edu/writingcenter
• Online Writing Lab (OWL) at Purdue, http://owl.english.purdue.edu/owl

11-11-2011