I. COURSE RATIONALE

Although many social workers deny interest in working directly with people who abuse alcohol and other drugs, a review by Straussner and Senreich (2002) found that clients with substance abuse problems are prevalent in many settings in which social workers are employed. For example, approximately half of individuals with severe mental illness have a co-existing substance abuse disorder; forty to eighty percent of parents with children in the child welfare system have alcohol or other drug problems that interfere with parenting skills; twenty percent of all patients in the health care system have a substance abuse disorder; and alcohol was abused by either the perpetrator or the victim in more than half of domestic violence disputes.

Given the above, it is important that BSW level practitioners have a foundation level knowledge of the issues and challenges that face people with substance abuse problems. This course will offer BSW students a very basic understanding of concepts associated with social work practice with people who confront challenges with alcohol and other drugs. Given the overlap between substance abuse problems and other issues as noted above, it is likely that BSW level practitioners will interact with and provide services to individuals who use, misuse, and abuse alcohol and other drugs and/or their family members. Preparing BSW level practitioners with a basic level of knowledge about substance abuse issues is thus a critical component of the BSW level curriculum.

II. EDUCATIONAL OUTCOMES

By the end of this course, social work students will:

a. Be familiar with models and theories of addiction and its causes (BSW objectives 1 & 7).
b. Be familiar with drugs of abuse and their effects on behavior, psychological and physical health, and social relationships (BSW objectives 1 & 7).
c. Be familiar with the neurobiology of addiction and the effect of addiction on brain structures (BSW objectives 1 & 7).
d. Be able to identify the difference between substance use, misuse, abuse, and dependence (BSW objective 1).
e. Be able to identify the impact of addiction on family, social networks, and community systems and the importance of these systems in the recovery process (BSW objectives 1, 2, & 6).
f. Be familiar with the purpose of brief assessment instruments for substance abuse and how to administer them (BSW objectives 6 & 7).
g. Be familiar with models of substance abuse treatment (BSW objectives 1 & 7).
h. Be familiar with the role of self-help and 12-step programs in recovery for both the
recovering person and his/her family members and friends (BSW objectives 1 & 7).

i. Be familiar with treatment implications for adolescents, women, gays and lesbians, people of color, people with disabilities, and other oppressed groups (BSW objectives 3, 4, & 9).

j. Be familiar with confidentiality regarding substance abuse treatment settings, including 42 CFR Part 2 (BSW objectives 2).

k. Be familiar with the relationship between substance abuse and other related mental health disorders and social issues (BSW objective 1).

l. Identify ethical and value bases for treatment of addiction (BSW objective 2).

III. CURRICULUM THEMES

Strengths: Individuals with addictive disorders are generally less able to navigate between, remain in, or engage in treatment services. Social workers can assist clients to access both internal and external strengths and resources, by helping individuals focus on personal and familial strengths, and how to use them as effective tools of recovery. Further, knowledge of important community recourses will empower clients by providing effective options for treatment.

Diversity: Understanding the unique influence that each individual's culture, ethnicity, gender, sexual orientation, age, lifestyle and/or disability has on their approach to the treatment process is important. Of particular importance for social workers is accurate assessment of the impact these factors have had on areas of function, and how they influence client ability to access, engage in and internalize treatment. Further, accurate assessment enhances the ability of social workers to develop treatment strategies that are sensitive to individual characteristics and needs, and to increase the level of engagement of the individual and selected members of the family or significant others in the treatment and recovery process.

Social Justice: We live in a patriarchal system of variable worth, where individuals are able to access privileges and opportunity based upon their gender, social class and status. Addicted individuals are often victims of this system and enter treatment settings ravaged by an unhealthy lifestyle: alcohol and other drugs, abusive relationships; the welfare system. Social workers can assist by providing the tools of recovery, while supporting efforts to change unhealthy patterns, thus, enabling access to resources that were previously unknown or unavailable. This course will assist students in their efforts to assess for, identify, and treat the special needs of this disempowered population.

Critical perspective: Social work students taking this course will be encouraged to seek, interpret and apply information from current professional research literature to enhance the delivery of relevant and effective services.

IV. THE LIBERAL ARTS POLICY
The purpose of a liberal education is the liberation of the human spirit, intellect and energy. When one is liberated, one is free. To be free is to be released, self-directing, self governed and relieved of constraint. It could be suggested that the original purpose of social work was to liberate. As a profession, we have committed ourselves to liberating those who have been oppressed by others. Indeed, social workers across the spectrum of service delivery are committed to liberating individuals, families, and communities from the control and oppression of alcohol and other drug abuse and addiction.

The liberal arts perspective commits us to understanding the importance of values, ethics and moral purpose in the development, accumulation, and employment of knowledge. As social workers we are grounded in the values and moral codes of our profession. For most those values, ethical standards and moral purpose shape who we are, and what we do; both professionally and privately. Just as we are shaped, so are others, by forces which restrain and restrict human energy, spirit, creativity and potential. Alcohol and other drugs are a combined force with the potential to steal from an individual, family or community, all that is wonderfully human and life affirming, leaving in its wake pure destruction, insanity and even death. The use and abuse of alcohol and other drugs has seriously impacted our society. Knowledge and understanding of the "culture of addiction" will have far reaching effects for social workers and will provide the tools and skills necessary to liberate clients from the oppressing force of alcohol and other drugs.

Finally, in all of our efforts, in the spirit of liberal arts education, we are committed to understanding the universal elements of the human condition as well as the unique aspects of each individual, group, family and community's experience. Throughout our history, social workers have been involved at all levels of the human experience. Indeed, by understanding our history, our roots, if you will, we can better look to our future. Social work today reflects those challenges fought and won by our predecessors. As we move toward our future, we carry with us the knowledge of past struggles and victories and the commitment, skills, and technology to meet new challenges while continuing our collective fight against those forces that continue to oppress and constrain.

V. PROFESSIONAL PURPOSE AND VALUES

This course challenges students to think about their attitudes, values, and social work practice with clients and family members who are challenged by substance abuse problems. It examines basic issues in providing substance abuse treatment to clients and families and identifies ethical issues unique to providing services to clients with substance abuse issues. Furthermore, this course examines the relationship between values inherent in social work and values toward clients who abuse substances. In addition, it addresses issues in working with vulnerable and oppressed groups.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

When working with any group or individuals, social workers must be aware that
experiences are inherently a function of many characteristics and are influenced by, among other factors, one’s sexual orientation, race, religion, age, ability status, and economic status. Although some generalizations can be made about individuals challenged by substance abuse problems, students must be aware that experience is a function of many factors and consider the influence of the aforementioned characteristics when working with clients and families with substance abuse problems.

VII. **TOPICS WHICH MUST BE COVERED**

b. Drugs of abuse and their effects on behavior, psychological and physical health, and social relationships.
c. The neurobiology of addiction and the effect of addiction on brain structures.
d. The impact of addiction on and importance of family, social networks, and community systems in the recovery process.
e. The difference between substance use, misuse, abuse, and dependence.
f. The purpose of and how to administer brief assessment instruments including but not limited to the Mini Mental Status Exam, the CAGE, TWEAK, and MAST.
g. Models of treatment with people who abuse substances.
h. The differences in different types of treatment including inpatient, intensive out patient, and out patient.
i. The role of self-help and 12-step programs in recovery for both the recovering person and their family members and friends.
j. Treatment implications for adolescents, women, gays and lesbians, people of color, and people with disabilities.
l. The relationship between substance abuse and mental health disorders and other social issues.

VIII. **RECOMMENDED READINGS**


IX. RECOMMENDED ASSIGNMENTS

1. Demonstrate knowledge assessment of social work models and theories of addiction (Reflects outcomes A & B):
   - Choose a model or theory about the cause of addiction.
   - Create an information sheet that includes:
     - A brief description of the model/theory.
     - The key components of the model/theory.
     - A list of strengths and weaknesses and its application to substance abuse treatment.
   - Distribute copies to the instructor and class members.

2. Demonstrate knowledge of screening instrument for substance abuse disorders (Reflects Outcome F):
   - Write a brief description of the screening instrument.
   - Describe what it is designed to measure.
   - Present information about testing, reliability, and validation of the instrument.
   - Identify what populations the instrument has been explicitly validated with; identify which populations it has not been explicitly validated with.
   - Give directions for application and scoring.
   - Include a copy of actual instrument if possible and how to obtain it.
   - Distribute copies to the instructor and your class members.

3. Demonstrate knowledge of the impact of addiction on families (Reflects Outcome E):
   - List each of the roles played by children in alcoholic families.
   - Briefly describe the behaviors associated with each role and the function the role plays in the child’s life.
   - Discuss why it is important for social workers to be familiar with these roles.

4. Demonstrate knowledge about 12-step programs (Reflects Outcome I):
   - Attend 2 “open” 12-step meetings.
   - Submit a 5 page paper which addresses the following:
     - A brief description of the events of the meeting.
     - Your reaction to what transpired in the meetings.
     - What you learned from attending the meetings.
     - How you feel about referring clients to 12-step meetings based on your experiences at the meetings.

5. Demonstrate knowledge about the experience of addiction (Reflects Outcomes B, D, & I):
   - Read a book by or about someone with a substance abuse problem where the primary focus of the book is the person’s experience of their addiction.
   - Write a 5 page paper that addresses the following:
6. Demonstrate knowledge of a policy that affects people with substance abuse issues (Reflects Outcome L):
   ▪ Identify a local, state, or federal policy that affects people with substance abuse issues.
   ▪ Write a 5 page paper that addresses the following:
     ▪ Briefly describe the policy including what level the policy occurs at, what it is intended to do, when it was implemented, and who it affects.
     ▪ Discuss the three pros and three cons of the policy.
     ▪ Discuss three ways in which the policy can be improved to achieve the goals of the policy.
     ▪ Discuss three social work implications of changing the policy in the recommended manner.

7. Demonstrate knowledge of common drugs of abuse (Reflects Outcome B):
   ▪ Chose a drug discussed in class or presented in the readings assigned on drugs of abuse.
   ▪ Create an information sheet that addresses the following:
     ▪ Physical effects of the drug on different parts of the body (both short and long term).
     ▪ Psychological effects of the drug (both short and long term).
   ▪ Distribute copies of the information sheet to the instructor and class members.

8. Demonstrate knowledge of different types of treatment (Reflects Outcome H).
   ▪ Create a resource guide for clients who need substance abuse treatment:
     ▪ Include at least 10 agencies that would be appropriate to refer clients from your practicum agency to.
     ▪ At least one agency must provide each of the different types of treatment.
     ▪ For each agency, identify the following:
       ▪ The type and length of treatment provided by the agency.
       ▪ Sources of payment, including insurance, that the agency accepts.
       ▪ The length of the waiting list, if any.
       ▪ The way in which clients may enter treatment.
       ▪ Contact information for the agency including name of agency, mailing address, phone number, and web site (if available).
   ▪ Distribute copies to the instructor and class members.

9. Demonstrate knowledge about the experience of a substance abuse problem (Reflects Outcomes E & H):
   ▪ Identify someone with a substance abuse problem or a family member of someone
with a substance abuse problem.

- Create a list of 15 – 20 questions you would like to ask them, at least 5 of which must address how family members were impacted by the substance abuse problem.
- Ask the person each of the questions.
- Write up the results of the interview in a “Q & A” format with each of the questions followed by the answer.
- As part of the write up, include background information about the person you are interviewing: his/her relationship to the person with the substance abuse problem, the length of that relationship, the amount of contact he/she has with the person who abuses substances, and other relevant background info.
- If there are any concerns about confidentiality, you may change the name of the person you are interviewing and other identifying characteristics.

10. Demonstrate knowledge of prevalence and treatment of substance abuse in adolescents, women, gays and lesbians, people of color, people with disabilities, and other oppressed groups (Reflects Outcome I):
- Identify an oppressed group (which may include one of the above groups).
- Create an information sheet that includes:
  - The prevalence of substance abuse within the identified group.
  - Information (name, contact information, web site, etc) about specialized treatment programs and programs with a specific outreach to member of the identified group.
  - A list of web sites and other resources that address substance abuse in the members of the identified group.
- Distribute copies to the instructor and class members.

X. GRADING

BSW GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>70-72</td>
</tr>
</tbody>
</table>

A. Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.
The Master syllabi should specify:

B. Attendance policies for BSW courses. For example: Class attendance is very important. More than two absences could result in the loss of all your attendance points. More than four absences will result in failure in this class. If you have missed two classes, please arrange an appointment with me to discuss the reasons for the absence and to arrange for make-up work that will count toward your class participation points. Points are deducted for missing class and coming to class late (3 pts. for each absence/lateness).

Individual instructors’ syllabi should specify the following:

C. The weighting of each assignment in the course and the dates by which they are done.

D. For every assignment, explain the standards used for grading.

E. If class participation is part of the grade, indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.

F. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.

G. Indicate how final grades will be determined.

XI. SPECIAL CONSIDERATIONS

Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio
tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. HIPAA REGULATIONS

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

• Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.

• If writing in great detail about a client, ask permission from the client.

• Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call

• Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
• Edwards Campus: (913) 897-8499
• KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.