The University of Kansas  
School of Social Welfare  
SW 869:  
Social Work with Clients with Alcohol and Drug Related Problems  
MASTER SYLLABUS  

Semester, Year                                    Instructor Name  
Phone #                                             Office Hours, Place  

I. COURSE RATIONALE  

A. Mission of the School: Alcohol and drug related problems are endemic throughout the population, and of alcohol, tobacco and other drugs (ATOD) abuse is a clinical and systems challenge requiring knowledge, skill, creativity and coordination from professionals across the treatment continuum. Because many in this population are among the most vulnerable, having higher rates of homelessness, psychological, legal and medical problems, they require more intensive and coordinated services. Episodes of violence and suicidal behavior are more than twice as likely to occur among those in the “culture of addiction” than among those who are not. 

Building on the themes of the School effective treatment must build on the strengths of the client and his/her community, and be provided in a manner demonstrates cultural competence. Effective treatment is multifaceted and must be sensitive and responsive to the unique characteristics and needs of individual culture, ethnicity, gender, sexual orientation, age and lifestyle. Effective treatment considers individual, familial and community strengths and is creative in their use as tools of recovery. 

B. This course builds on the foundation curriculum, building on the generalist perspective developed in the foundation year. The course extends the person/environment perspective of HBSE in assessment and utilizes the knowledge gained about communities and organizations in developing practice interventions. Effective treatment is knowledge based and requires the skill and ability to apply social work theory to practice in the planning of comprehensive interventions with individuals and their significant others. Finally, effective treatment liberates human beings from the oppressive forces of addiction, offering freedom from the substances that enslave and dominate. 

C. This course compliments and adds further dimension to other courses currently being offered, providing knowledge of mind altering substances and their impact on individuals, families and communities. This knowledge can significantly enhance the efficacy of social work professionals in all service delivery systems across the continuum of care. 

D. The general purpose of this course is to help students develop the knowledge and understanding of the latest and evolving biological, clinical, and research in the area of alcohol and drug treatment. Students will be taught how to incorporate this knowledge into their practice across the continuum of care, and best practices in the treatment of substance abuse disorders. 

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.
II. EDUCATIONAL OUTCOMES
By the end of this course, social work students will demonstrate the following skills: connect to new clinical objectives

1. The ability to identify a variety of social work models and theories of addiction and other problems related to substance use (Clinical Concentration Objective 2)

2. The ability to identify the social, political, economic and cultural contexts within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments (Clinical Concentration Objectives 3, 4)

3. The ability to use the established diagnostic criteria for substance use disorders, and identify treatment settings, modalities and placement criteria within the continuum of care (Clinical Concentration Objective 5)

4. The ability to utilize treatment strategies and modalities appropriate for individual level of cultural/language literacy, acculturation or assimilation (Clinical Concentration Objectives 1, 3).

5. The ability to use state recognized assessment instruments and interview strategies that identify client needs and address age, gender and cultural issues (Clinical Concentration Objectives 1, 5).

6. The ability to formulate a comprehensive treatment plan with clearly stated goals and objectives for each identified need that reflects social work values and ethics (Clinical Concentration Objectives 2, 6, 7).

7. The ability to formulate treatment strategies that build on client strengths and competencies and enhance self efficacy (Clinical Concentration Objectives 6).

8. Knowledge of community resources that address the varying needs of clients (Clinical Concentration Objective 3).

9. The ability to determine the treatment needs of families, couples, and significant others effected by substance use (Clinical Concentration Objectives 1, 2).

10. The ability to recognize the signs, symptoms and effects of the drugs most often abused (Clinical Concentration Objectives 1, 3).

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III. CURRICULUM THEMES
A. 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 resources will empower clients by providing effective options for treatment.
B. Diversity: Understanding the unique influence that each individual’s culture, ethnicity, gender, sexual orientation, age and lifestyle and/or disability has on their approach to the treatment process is important. Of particular importance for social workers accurate assessment 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 the individual social worker to develop treatment strategies that are sensitive to client characteristics and needs, and to increase the level of engagement of the individual and significant others in the treatment and recovery process.

C. 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 may enter treatment settings ravaged by the effects of an unhealthy lifestyle. Social workers can assist by providing the tools of recovery, while at the same time supporting and encouraging efforts to change.

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

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IV. THE LIBERAL ARTS PERSPECTIVE

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 the liberation of 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, ethics and moral codes of our profession. For most, those values, ethical standards and moral purpose shape who we are and what we do both in our professional and private lives. Just as we are shaped, so are others, by forces which restrain and restrict human energy, spirit, creativity and potential. ATOD are a combined force with the potential to steal from an individual, family and/or community, all that is wonderfully human and life affirming, while leaving in its wake pure destruction, insanity or even death. The use and abuse of ATOD has seriously impacted our society. Knowledge and understanding of the culture of addiction will have far reaching effects for social workers by providing them with the tools and skills necessary to liberate clients from the oppressive forces of ATOD.

Finally, in all our efforts, in the spirit of liberal arts education, we are committed to understanding the universal elements of human condition as well as the unique aspects of each individual, group, family and community experience. Throughout our history social workers have been involved at all levels of the human experience. Indeed, by understanding our history, our roots, we can better look to the 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 at the same time continue our collective fight against the forces that oppress and constrain.

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V. PROFESSIONAL PURPOSE AND VALUES

This course will challenge students to think critically about the use of interaction of ideas and values imbedded in the literature on alcohol and other drug related problems as they allow us to achieve social work’s purpose of enhancing interaction between people and their environment. This course examines how social work values and ethics guide our practice from the initial referral through assessment, treatment planning, intervention and discharge planning and the evaluation of outcomes, and considers the tension inherent in operationalizing core values as they relate to work with vulnerable groups.

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

VI. PREPARATION FOR PRACTICE WITH DIVERSE GROUPS

When working with any individual, group or community, social workers must be aware that all aspects of their education and training must incorporate issues of diversity. Whether it be race, culture, gender, sexual orientation, age or disability, all professionals must be sensitive to and responsive to the individual needs of their client.

The culture of addiction includes many subcultures whose members come from a variety of diverse populations. Becoming knowledgeable about this culture and its various subcultures is only the first step toward developing culturally competent and effective social work practice with these populations. This course will consider the diversity of the culture and explore options for tailoring appropriate treatment.

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VII. REQUIRED TOPICS

- Models and theories of addiction.
- Social, political, economic and cultural context within which addiction exists, including risk and resiliency factors.
- Drugs of abuse and their effects.
- The importance of family and social networks and community resources in the recovery process.
- Knowledge of emerging treatment strategies and the scientific outcome data supporting the new methods.
- The use of standard diagnostic and placement criteria to identify substance abuse disorders (ASI) and appropriate treatment settings (KCPC).
- Individualizing treatment plans and interventions to client stage of dependence/recovery.
- How to provide treatment options appropriate to the personal and cultural identity of client.
Adapting treatment strategies to a range of treatment settings and modalities.

Working with clients to effectively plan and implement continuing care, relapse prevention and discharge planning.

Working with client significant others to develop a shared understanding of the interaction between family systems and addiction.

The development of interventions that sustain recovery and build and maintain healthy relationships.

Treatment implications for adolescents, women, gays and lesbians, people of color.

Additional topics may be included at the individual instructors’ discretion.

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. RECOMMENDED TEXT


Additional Readings/Resources:


**WEB SITES OF INTEREST**

- [Join Together](https://www.jointogetheronline.org/) (Join Together Online)
- [SAMHSA](https://www.samhsa.gov/) (Substance Abuse and Mental Health Administration)
- [NIDA](https://www.nida.nih.gov/) (National Institute of Drug Abuse)
- [NIAAA](https://www.niaaa.nih.gov/) (National Institute on Alcohol Abuse & Addiction)
- [NCADI](https://www.ncadi.samhsa.gov/) (National Clearinghouse for Alcohol & Drug Info—lots of free stuff!)
- [ATTCC](https://www.attcc.org/) (Addiction Technology Transfer Center—national site)
- [MATTC](https://www.mattc.org/) (Mid-America [KS, MO, AR, OK] ATTC)
- [KS SRS AAPS](https://www.srs.wksu.edu/aaps.html) (KS SRS Addiction & Prevention Services)
- [NCSACW](https://www.acf.hhs.gov/ocda/cw/ncsacw) (National Center on Substance Abuse & Child Welfare)
- [SRS Resource Directory](https://www.srs.wksu.edu/) (SRS list of providers)
- [HRADAC](https://www.hradaec.org/) (Heartland Regional Alcohol & Drug Assessment Center)
- [Al-Anon & Alateen](https://www.al-Anon.org)
- [Alcoholics Anonymous](https://www.aa.org)
- [Cocaine Anonymous](https://www.cocaine.org)
- [Narcotics Anonymous](https://www.na.org)
- [MADD](https://www.madd.org) (Mothers Against Drunk Driving)
- [NCADD](https://www.ncadd.org/) (National Council on Alcohol & Drug Dependence—KC area)
- [NACoA](https://www.nacoa.org/) (National Association of Children of Alcoholics)
- [COCE](https://www.coce-usa.org/) (SAMHSA’s Co-Occurring Center for Excellence)
- [Project Mainstream](https://www.projectmainstream.net/) Improving substance abuse education for health professionals
- [Alcohol Impairment Chart](https://www.aa.org/alcohol_impairment_chart.html)

For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.
IX. **RECOMMENDED ASSIGNMENTS**

Assignments selected need to evaluate the course outcomes

1. **GROUP PAPER & PRESENTATION:** (This assignment is designed to measure progress on course outcomes 1, 2, 4, 9 and 10)

   ▪ Students should form groups of 2 – 5 students.
   ▪ Each paper and presentation should address substance abuse treatment with a special population. Examples of special populations include but are not limited to people of color, women, men, and people in the child welfare system.
   ▪ Each paper should be 15 – 20 long and address the following:
     a. *Prevalence* of substance abuse among members of the identified group.
     b. *Knowledge* needed to treat members of the identified group.
     c. *Attitudes* needed to treat members of the identified group.
     d. *Skills* needed to treat of the identified group.
     e. *Special issues* that should be considered when providing treatment to of the identified group.
     f. *Other issues* you feel are relevant to treatment with the identified group but not discussed else where in the paper.
     g. *Resources* (web sites, national and local organizations, special treatment facilities, etc) for members of the identified group.
   ▪ Presentations must:
     a. Actively involve each member of the group (each member of the group must speak in front of the class in order to get credit for the presentation).
     b. At a minimum, address the knowledge, attitudes, and skills required for work with the identified group.
     c. Distribute a handout to the instructor and students which includes:
        • An outline of the presentation.
        • A list of the resources provided in the paper.
     d. Be 15-20 minutes in length and include time for questions and answers.
     e. Be professionally presented; students are encouraged to use PowerPoint and other multimedia resources where this will be helpful to the presentation.
   ▪ Students are encouraged to use the chapter written by the instructor on substance abuse with sexual minorities in the text (Ch 12) as an example of the knowledge, attitudes, and skills model.

2. **FINAL PAPER:** (This assignment is designed to measure progress on course outcomes 1-10)

   ▪ Each paper should be 4 – 5 pages in length.
   ▪ The paper should address at least five things you learned this semester and why these things stand out for you. Each of these items should be discussed in detail rather than simply listed in the paper.
   ▪ The paper should address at least five ways in which you will apply the content you learned to your future employment and how you plan to apply them.
3. **REACTION PAPER TO ATTENDANCE AT 12-STEP MEETINGS:** (This assignment is designed to measure progress on course outcomes 2, 4, and 8).

- Students are to attend at least three 12-step meetings. If you currently attend 12-step meetings you should attend 3 meetings in a different kind of group than that which you currently attend (for example, if you attend AA, you should go to Al-Anon, NA, or OA meetings).
- You may attend three meetings of the same group (e.g., the Wednesday night AA meeting at ABC location on three different Wednesday nights), three different group of the same kind of group (e.g., three different AA meetings at three different locations), or three types of meetings (e.g., an AA meeting, an NA meeting, and an Al-Anon meeting). You should make sure that the meetings are “Open” meetings unless you specifically identify as a member of the group you are attending.
- Your 5 - 7 page paper should address 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.
- Please take special caution in writing your paper to avoid disclosing confidential information about any of the participants in the meeting.
- A list of meetings can be found at:
  - AA: [http://www.kc-aa.org/meetings.htm](http://www.kc-aa.org/meetings.htm) (has lists for both KS and MO meetings in the KC area).
  - NA: [http://www.marscna.net/beta/Meetinglists/MiracleArea.pdf](http://www.marscna.net/beta/Meetinglists/MiracleArea.pdf) (lists meetings in the “Mid America Region”)

4. **REACTION PAPER TO BIOGRAPHY OR AUTOBIOGRAPHY:** (This assignment is designed to measure progress on course outcomes 2 and 7).

- You are to read a book by or about someone with a substance abuse problem where the primary focus of the book is the person’s response to their addiction.
- Your 5 - 7 page paper should address the following:
  - A brief description of the person’s story (not to exceed two pages).
  - Your reactions to the person’s experiences with their addiction such as how that person’s experiences are similar to or different from those of others with substance abuse problems that you have known and/or read about, how the information presented in the book is consistent or inconsistent with information presented in class, what surprised you about the person’s story, and other reactions you have to the content in the book.

5. **POLICY CRITIQUE:** (This assignment is designed to measure progress on course outcomes 2 and 5)

- Identify a local, state, or federal policy that affects people with substance abuse issues.
- 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.
• This paper should be 5-7 pages in length.

6. INTERVIEW OF SOMEONE IN RECOVERY OR FAMILY MEMBER OF SOMEONE IN RECOVERY: (This assignment is designed to measure progress on course outcomes 1, 2, 3, 4, and 9).
• Create a list of 15 – 20 questions that you would like to ask someone you know who has a problem with alcohol or drugs or has a relationship with someone who does.
• Submit the list of questions to me at least two weeks prior to your meeting with the individual you plan to interview so I can review the questions.
• Meet with the person and ask him/her the questions.
• Submit a paper that includes the questions and each of the answers.
• Describe your reaction to what you learned or to having this conversation with the person you interviewed (at least two pages).
• Describe your theoretical understanding of the development of the substance abuse problems and the models of treatment that were helpful for this person’s recovery (at least 8 pages).

X. GRADING

A. What Grades Mean (plus and minuses are assigned at instructors’ discretion)

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

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.

ATTENDANCE POLICY

In order to pass the course, students cannot miss more than three classes during the semester. If a student misses three classes they will be referred to the Academic Planning Committee. Any additional policies regarding class attendance will be determined by individual instructors.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

Individual instructors’ syllabi should specify the following:

A. The weighting of each assignment in the course and the dates by which they are done.
B. For every assignment, explain the standards used for grading.
C. 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.
D. 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.
E. 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.

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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.

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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.

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**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. If classes are being held, students should contact the instructor if weather or driving conditions make it impossible for them to get to attend.