

The University of Tennessee  
COLLEGE OF SOCIAL WORK  
BSSW Program  
Spring 2018

**SOCIAL WORK 440: General Topics in Social Work  
(Chemical Dependency: A Systems Approach)**  
(3 credits)

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**Office Hours:** By appointment

**Office:** Henson Hall 107  
**Class Times:** Thursday 6:30-9:10 p.m.  
**Class Room:** Henson Hall 423

*Prerequisite(s): SW 312. Social Work majors only.  
Students in majors other than social work may register for course with consent of instructor.*

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

**CSW Standards of Professional Conduct**

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right

to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

### **Academic Standards of Conduct**

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

### **The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

### **University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

**Disability Services**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Inclement Weather**

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

**BSWO**

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

**Electronic Device Policy**

- You may bring your laptop to class for note-taking and other appropriate classroom work. It is not appropriate to surf the internet, check your email, etc. while in class. The Instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (instant messaging, social networking, surfing the web, etc.)
- All cell phones and smart phones should be silenced and put away during class and Text messaging is strictly prohibited. If you have a special circumstance talk to the instructor in advance.
- All mp3 players (Ibuds, etc.) are to be off and stored away during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head and neck during class time.

Students who violate these policies can be asked to leave the class and will be counted as absent.

### **Course Description**

This course will focus on the in-depth study of substance abuse including the history, etiology, types of substances, brain biology, effects on families, legal concerns, relapse, treatment options, etc.

### **Course Rationale**

This course is an elective in the BSSW program. It is designed to prepare students for entry-level social work from a generalist perspective. It expands on the basic concepts of social work practice that were presented in other Social Work Practice courses and introduces students to preparation for professional practice by introducing them to a general view of substance abuse and its effects on their clients and families. No matter what service settings they are working in, they will likely encounter these types of problems when they enter professional practice.

### **Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

- 1) Demonstrate understanding of all aspects of substance abuse as a practice model, from assessment to evaluation.
- 2) Apply the knowledge of chemical dependency as a practice model to specific client populations and problems.
- 3) Demonstrate understanding of chemical dependency as a practice model.
- 4) Apply the knowledge of chemical dependency to specific client populations and problems.
- 5) Demonstrate knowledge of selected social problems such as child abuse, chemical dependency, and severe mental illness and how social workers can best serve people with these problems and their families.
- 6) Debate and analyze ethical and value dilemmas inherent in the provision of social work services, including challenging one's personal values as they relate to client problems.
- 7) Further develop oral and written communication skills.
- 8) Demonstrate understanding of selected research applications to problems studied.
- 9) Demonstrate understanding of substance abuse within an ecological theoretical framework that includes the particular problems associated with poverty and minority group status.
- 10) Further develop practice skills relevant to chemical dependency at the micro, mezzo and macro levels

### **Required Texts**

McNeece, C.A., DiNitto, D. M.(2012). Chemical Dependency: A Systems Approach 4<sup>th</sup> Pearson Higher Education

## **Course Requirements**

**1. Full attendance and responsible participation: (10 points)** Students are expected to attend every class on time. Students are expected to call, text or email the professor in advance of class, if unable to attend due to medical condition or emergency.

Attendance and punctuality are important since skills taught in this class are fundamental for your professional development and have direct application in future courses, field placements, and practice experiences. Students may be absent once (1) without penalty. For additional absences, points will be deducted from attendance grade for each absence unless arrangements have been made with the instructor in advance of class.

Students are expected to attend class on time unless you contact the instructor by phone, text or email in advance of class. Students may arrive late (15 minutes after the start of class) for a total of 3 times without penalty. Arriving late more than three (3) times will result in a loss of points from the attendance grade for each late arrival unless arrangements have been made with the instructor in advance of class.

**Responsible participation:** Students should participate in class activities and discussion. **Turn off all cell phones before coming to class.** The professor reserves the right to ask any student to close his/her laptop if it is being used for any purpose other than taking notes.

To earn maximum participation points, students are expected to be prepared for each class meeting and participate frequently in class discussions and activities. Students who do not participate in class discussions or who are disruptive or disengaged will receive less than maximum participation points.

**2. Position Paper: (20 points)** This portion of the grade is earned by writing a position paper. Students will develop a paper demonstrating critical thinking skills using research to support or defend a position of their choosing that will be approved by the instructor. **Students should email the instructor their chosen topic by 3-1-18 so that feedback/guidance/suggestions can be provided.** Students will utilize a **minimum of 3 research articles** supporting or contradicting a major point(s) presented in the paper. Papers are graded on the depth and quality of your thoughts/analysis on the issue(s) and the degree to which you are able to explain your position. This paper is expected to be professionally written and grammatically correct. Papers are to be a minimum of 2 pages in length and deposited in Canvas or emailed to the instructor prior to the start of class on the due date. (Competencies 3,4,5,6,7,8,9,10)

**\*\*Another goal of the position paper is to encourage you to practice writing succinctly! It may be difficult to make an argument for or support/defend your position in such a short paper, so make each thought process/sentence count!**

**3. Quizzes: (45 points: 15 x 3 = 45)** These points are earned through quizzes on the content of the readings and class materials covered. Quizzes will be multiple choice and true or false questions. There will be 3 quizzes.

To take the quizzes, log onto <http://online.utk.edu/>. The time available to complete each quiz is specified on the quiz. The quiz is open-book, open note, but it is strongly recommended that you thoroughly read all assigned readings for the quiz before taking it. (Competencies met are 1,2,3,4,5,7)

Though the quizzes are open-book, open-note, they are not collaborative projects. Any copying of the questions, any sharing of questions or answers, any form of collaboration, discussion, or shared information via email or any other medium constitutes Academic Dishonesty as described by UT Hilltopics. As such, it will be dealt with by the instructor to the fullest extent allowable by UT Hilltopics, which may include suspension from the class and assignment of an “F” for the quiz, the class, or both.

If you are inadvertently logged off of <http://online.utk.edu/> while taking the quiz, please email Scott Hendrix @ [hendrixscott@gmail.com](mailto:hendrixscott@gmail.com) or call 865-548-3201 and inform him of what transpired. Your quiz will be re-set if necessary.

**4. Class Presentation Exercise: (15 points)** Fifteen points of the course grade are earned through class presentation. Students will identify 2-3 agencies that treat people with substance use disorders, each with different treatment models, and develop a 15-minute presentation on those 3 agencies. The student will also provide a minimum of a one-page handout identifying the points to be presented to the class. The student will provide at least one research article (not provided in the text) as additional support for your presentation. Students will be expected to briefly describe each agency, their treatment model, and explain which model they feel provides the best outcomes and why. Also consider discussing which treatment model you feel you would be comfortable utilizing as a clinician (Competencies 3,4,5,6,7,8,9,10)

**5. Canvas Discussion Questions: (10 points: 2 X 5)** There will be two Canvas discussion questions posted during the semester. Learners are expected to first respond to the discussion board question posted. Limit this response to no more than 200 words. Then, read and reply to at least two of your peers’ posts. Please note that I will be reading the posts as you put them up, but will rarely comment. I do not comment to allow for free consideration of all ideas and I am not looking for “correct” responses. Also, you are encouraged in this assignment to question, brainstorm and analyze your readings. You will not be graded on the accuracy of your interpretation, but rather the depth to which you explore the material. The discussion forum will be available under Assignments. (Competencies 1-10)

**6. Extra Credit: (3 points possible)** Students may earn up to 5 extra credit points by attending an Alcoholics Anonymous or Narcotics Anonymous meeting in the local area and writing a one page paper (double spaced) describing their experience/observations. Local meeting times/locations may be found at [www.etiaa.org](http://www.etiaa.org)

### **Grading**

The course grade will be computed as follows:

Attendance 5 points

Class Participation 10 points

Quiz #1 15 points

Quiz #2 15 points

Quiz #3 15 points

Canvas Discussion Questions 10 points

Position Paper 15 points

Class Presentation 15 points

### **Grading Scale**

The following grading scale will be used for final course grade.

A 94-100	C 73-76
A- 90-93	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F 59 and below

As stated in the university's Undergraduate Catalog, students must earn a C or better to receive credit for this course. Students earning a grade of C- or lower must repeat the course to earn an acceptable passing grade before they may advance in the social work major.

## **COURSE OUTLINE**

### **First Class – 1-11-18**

Introduction and Course Overview

Definitions and Epidemiology of Substance Use, Abuse, and Disorders,

Chapter 1, Chemical Dependency: A Systems Approach

DSM V: Substance Use Disorders Criteria Handouts

(competencies 1, 2,3, 4, 5, 9)

### **Second Class – 1-18-18**

The Etiology of Addiction,

Chapter 2, Chemical Dependency: A Systems Approach

(competencies 1, 2, 3, 4, 5, 9)

### **Third Class – 1-25-18**

The Brain Biology of Drug Abuse and Addiction,

Chapter 3, Chemical Dependency: A Systems Approach (competencies 4, 5, 8, 9) NIDA research

### **Fourth Class – 2-1-18**

The Physiological and Behavioral Consequences of Alcohol and other Drug Abuse

Chapter 4, Chemical Dependency: A Systems Approach

(competencies 1, 2, 3, 4, 5, 6, 8)

### **Fifth Class – 2-8-18**

The Physiological and Behavioral Consequences of Alcohol and other Drug Abuse

Chapter 4, Chemical Dependency: A Systems Approach

(competencies 1,2, 3, 4, 5, 6, 8)

**Sixth Class – 2-15-18 Quiz #1 Due Chapters 1-4**

Screening, Diagnosis, Assessment and Referral

Chapter 5, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 4, 9, 10)

**Seventh Class – 2-22-18 Position Paper Topic Due**

Treatment: The System of Care

Chapter 6, Chemical Dependency: A Systems Approach (competencies 1, 2, 3, 5)

**Eighth Class – 3-1-18**

Substance Use Disorders and Co-Occurring Disabilities

Chapter 13, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 4, 5, 7, 8, 9, 10)

**\*\*Possible guest speaker**

**Ninth Class – 3-8-18**

Preventing Alcohol and Drug Problems

Chapter 7, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 5, 6,7, 8, 9,10)

**SPRING BREAK- MARCH 12-16, 2018**

**Tenth Class – 3-22-18**

Treating Substance-Abusing Youth

Chapter 9, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 5, 6,7, 8, 9,10)

**Eleventh Class – 3-29-18 Quiz #2 Chapters 6,13, 7, 9**

Family Systems and Chemical Dependency

Chapter 10, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 4,5, 6,7, 8, 9,10)

**Twelfth Class – 4-5-18**

Ethnicity, Culture and Substance Use Disorders

Chapter 11, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 4, 5, 6,7, 8, 9,10)

**Thirteenth Class – 4-12-18 Position Paper Due**

Substance abuse with Sexual Minorities

Chapter 12, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 4, 5, 6,7, 8, 9,10)

Gender Substance Use and Substance Use Disorders

Chapter 15, Chemical Dependency: A Systems Approach  
(competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)



**Fourteenth Class – 4-19-18 (last class) Class Presentation Exercise**

Regulating Drugs and Their Consequences

Chapter 8, Chemical Dependency: A Systems Approach

(competencies 1, 2, 3, 4, 5, 6,7, 8, 9,10)

**Quiz #3 -- Must be completed online by 12:00**

Chapters 10, 11, 12, 15 (competencies 1, 2, 3, 4, 5, 6,7, 8, 9,10)

**Chemical Dependency and Treatment Bibliography\***

As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents **SOME** of the many additional reading material you can use for this valuable pursuit.

Durrant, R. and Thakker, J.	<u>Substance Use and Abuse: Cultural and Historical Perspectives</u>
Goldberg, R.	<u>Taking Sides: Drugs and Society</u>
Samenow, S. (2004)	<u>Inside the Criminal Mind</u>
Yalom, I (2002)	<u>The Gift of Therapy</u>
Miller, W. and Rollnick, S.	<u>Motivational Interviewing</u> , 3rd edition
Pipher, M.	<u>Letters to a Young Therapist</u>
Kottler, J.	<u>On Being a Therapist</u> , 4th edition
Gladwell, M.	<u>Blink</u>
DeBecker, G.	<u>The Gift of Fear</u>

Some helpful Evidence-Based Practice websites:

[http://www.nrepp.samhsa.gov/01\\_landing.aspx](http://www.nrepp.samhsa.gov/01_landing.aspx)

<http://www.samhsa.gov/atod>

<http://www.samhsa.gov/disorders>

<http://www.niaaa.nih.gov/>

<http://www.drugabuse.gov/drugs-abuse>

<http://lib.adai.washington.edu/instruments/>

<http://www.addictionscience.net/ASNreport01.htm>

<http://www.bu.edu/aodhealth/update.html>

<https://www.whitehouse.gov/ondcp>