

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 722**

**Introduction to Substance Use**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This foundation-level course will inform students about the prevalence of substance use disorders. These disorders are a part of the broad spectrum of social work practice. An assumption of the course is that SUD manifests in a variety of social work practice settings, therefore all social workers must have basic skills to identify, intervene with and refer to SUD-involved clients.

The course will review the history, epidemiology, pharmacology, and policies related to alcohol and other common drugs of abuse. The etiology of SUD Abuse and Dependence, including the primary, progressive, and multi-dimensional nature of addictive diseases will be explored. The importance of relevant social systems (e.g., family, work, and community/society) and spirituality in addiction and recovery will also be discussed, as well as the role of the social worker in a multi-disciplinary approach to SUD prevention and treatment.

While SUD problems are democratic, affecting all members of society, the impact of diverse forms of oppression upon SUD-affected women, youth, elders, ethnic and sexual minorities, and people with disabilities will receive special consideration. This foundation-level course is suitable for students in all concentrations, at all stages of their education. The course may serve as an introduction to SUD issues for all social work students, or as the first course in the pursuit of the ICB CADC credential.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Module 4 | Dimensions (K, V, S,) |
| --- | --- | --- |

**Competency 2: Engage in Diversity and Difference in Practice**

| **Assignment** | Module 4,5,6  Presentations  Journals | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Module 1, 4, 5  Presentations  Journals | Dimensions (K, V, C/A) |
| --- | --- | --- |

**Competency 4: Engage in Practice-Informed Research and Research-informed practice:**

| **Assignment** | Presentations, journals, and abstinence project | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Modules 3 and 5  Presentations | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 7: Assess Individuals, Families, and Communities**

| **Assignment** | Module 15 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Competency 9: Evaluate Practice with Individuals, Families, and Communities**

| **Assignment** | Module 15 | Dimensions (K, V, S, C/A) |
| --- | --- | --- |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, 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. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

Grading is based on a 100-point system. Each assignment is worth the following percentage of 100 points:

| **Assignment** | **Points** |
| --- | --- |
| Current Events Journal  (Including Discussion Board and class presentation) | 30 |
| Group In-Class Presentations | 40 |
| Abstinence Project | 20 |
| Class Participation & Attendance | 10 |
| **TOTAL** | **100** |

All assignments are to be posted in Sakai, no hard copies or email attachments are accepted. All assignments will need to be turned in by the due date set by class on the first day. All forum postings must be completed as soon as possible to allow for responses from timely feedback from classmates.

**I. Current Events Journal (20 Points)**

Substance Use Disorders often cause or exacerbate many of society’s problems. Throughout the semester, you will document three stories (from newspapers, radio, television, magazines, etc. not from peer-reviewed journals.) involving SUDs and how they impact the micro/mezzo/macro field of social work. If you use online media, be certain that the story is topical (current - within the past 6 months). The assignment is intended to explore the range of SUD-related social problems, from macro stories such as the international drug trade to micro-stories such as DUI events. Please vary your stories to explore the range of SUD-related issues.

At some point during the semester, you are to post your story on the assignment forum using the following guideline:

1. Summary of story/issue/article (including how psychoactive substances are involved),

2. Relevance to class and social work implications,

3. Which field of social work (Miro/mezzo/Macro) and the impact

4. The social injustice, diversity impact, and or the human rights challenge explained

5. Questions for discussion with classmates

Each week students may choose a class period and will present one of their findings to the class in a five-minute summary, (students are only required to present one of their articles to the class on the date of choice) and facilitate discussion related to their discussion questions posted on the forum.

Also, Students are required to comment on six journals posted on the forum. These postings have to provide meaningful feedback to your colleagues; “I agree or disagree” will not count as participation points. After students respond to a posting, the original poster must respond to two people who responded to their original post. Therefore, students will need to have a total of 9 postings (original posting of their own, responding to six others, and responding to two responses to their own postings)

**II. Group In-Class Presentations (40 Points)**

In groups of two or more pending on class size, students will be assigned a particular substance related to the class, and groups will select a particular population. Students will research issues/traditions/barriers/stereotypes related to substance use as well as statistics related to population and substance use.

Examples: <https://www.worldatlas.com/articles/largest-ethnic-groups-and-nationalities-in-the-united-states.html>

**Groups must engage in research through scholarly articles, census records, and approved websites such as ones that are related to government/census and these websites must end in .gov or .edu (contact instructor for approval).** Presentations must include a broad look at substance use and their population of choice. Presentations should include but are not limited to statistics related to substance use, stereotypes and how there could be barriers to treatment, how these might be addressed in treatment, and other ideas to get a spectrum of this population and substance use. Please feel free to use visual aids such as PowerPoint, video, handouts, etc. (However, many students respond better with informal means of presentation) Think about optimal pacing and provide an opportunity for a few minutes of discussion/Q&A at the conclusion. Each presentation should be 20 minutes in length.

Presentation skills are important in our field and part of the reason for this assignment. Presentations will be expected to follow professional standards. Presentation skills include introducing yourself in a friendly way, appealing to your colleagues’ interests and concerns, asking questions to elicit responses from your colleagues, asking colleagues if they have questions or concerns about what you have said, and summing up your points.

**III. Abstinence Experience (20 Points)**

As a way of obtaining a greater sense of empathy and understanding of addictions and the recovery process, each student will be required to abstain from something (a specific food, drink, or activity – examples from past students have included chocolate, alcohol, pop, smoking, television, and the internet). Your choice should be something that you enjoy and use/do fairly frequently. The abstinence should be for a three-week period. A journal should be kept (not turned in) which will be used as the basis for your paper.

This reaction paper should be between three and four pages (12-point Times New Roman font; double-spaced, 1” margins). The paper should be a narrative description of your experience. The narrative should document your feelings as you chose your item; the feelings and thoughts you had as and how you prepared to start this assignment as well as what the experience was like for you.

The following should be included in your paper:

* The process of deciding how you chose what you would give up.
* The start date and time as well as the end date and time.
* Did this experience affect the people around you? If so, who (no names) and how?
* Did your friends and family support you during this experiment or did they sabotage you? How?
* Did you let others around you know what you were doing? What was their reaction?
* Were you able to complete the full three weeks?
* How did you feel if you made it? How did you feel if you “relapsed?”
* Did this experiment impact you in any way? How? Professionally? Personally?
* How do you feel this experience will help you in any future work with clients struggling with an addiction?

This paper can be completed and turned in anytime during the semester. The latest that this can be turned in will be posted on the syllabus.

Remember, a “reaction paper” is just that, your reaction to the event that you experienced. Although a description of the experience should be included, the description is **not** the key aspect of this paper. Your personal reaction, thoughts, and feelings are.

**IV. Class Participation and Attendance (10 Points)**

All students are required to attend class. Participation points are earned by being prepared from the readings and engaging in class discussions. Each week students are invited to ask important, and not so important questions related to the class material, facilitate discussions by asking thought-provoking questions, as well as share issues related to the addiction field from their internship, place of employment, and or in the reality of the world. (Privacy must always be upheld)

Participation points are also earned by a student, on their assigned day, presenting a question, fact, or concern related to substance use. The student of the day will present their question or concern and lead a discussion at the beginning of class for 30 minutes. This discussion can be about anything related to substance use. (What scares you about the growing use of substances? How do you feel about the legalization of marijuana? Is spirituality vital for recovery? These are a few examples of discussion points) PowerPoints are not used in this class, therefore, the discussion is vital. You oversee your learning experience!

**REQUIRED TEXT(S)**

* Hanson, G. (Glen R., Venturelli, P. J., & Fleckenstein, A. E. (2021). *Drugs and society*(Fourteenth edition.). Jones & Bartlett Learning.

**RECOMMENDED TEXT(S)**

* Fisher, Gary L., and Thomas C. Harrison. *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors*. 5th ed. Boston: Pearson, 2013. (Please note, the copy in the Lewis Library is the 5th edition, lectures will be taught from the 6th Edition. Either copy will be fine to use)

#### COURSE SCHEDULE

#### Module 1 - Date

#### Introductions, syllabus review, and defining addictions

This module includes class introductions and syllabus review, as well as expectations for the class. Students will also spend time creating their own definition of addiction. Students will also begin discussions related to drug use and crime.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and analyze the cost of substance use treatment and its impact on society
2. Define and describe the meaning of addiction

**Required Content**

* Drugs and Society Chapters 1
* Video: The Chemistry of Addiction: [**https://www.youtube.com/watch?v=ukFjH9odsXw**](https://www.youtube.com/watch?v=ukFjH9odsXw)

**Module 2 - Date:**

**Cycle of addiction, diversity, and cultural differences**

This module includes information related to how one becomes addicted, the origin and nature of addiction, and the cycle of addiction. Also, how individuals from different diverse backgrounds and different cultures are oppressed when it comes to treatment availability.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain how one becomes addicted
2. Describe the origin and nature of addiction
3. Describe and explain the cycle of drug addiction

**Required Content**

* Drugs and Society Chapter 2

**Module 3 - Date:**

**Cultural impact and laws related to recovery**

This module investigates cultural attitudes regarding drug use and how it impacts society. This module also looks at the timeline of the creation of laws that were set to assist with drug abuse.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Develop a greater self-awareness of attitudes towards substance use and how these attitudes impact clinical work with clients
2. Learn and review how a drug regulation began, and certain laws created to prohibit abuse
3. Analyze impact of current and future drug use on the medical field, society, and treatment
4. Identify and describe local, state, and federal rules and regulations as well as how they apply to the SUD treatment process

**Required Content**

* Drugs and Society Chapter 3
* Bhui, K., Byrne, P., Goslar, D., & Sinclair, J. (2019). Addiction care in crisis: Evidence should drive progressive policy and practice. *British Journal of Psychiatry, 215*(6), 702-703. doi:10.1192/bjp.2019.158
* Greer, A. & Ritter, A. (2020). The legal regulation of drugs and role of government: Perspectives from people who use drugs*. Drug and Alcohol Dependence, 206*(107737), 1-6. https://doi.org/10.1016/j.drugalcdep.2019.107737.
* Sabria, S.E. & McTigue, J. P. (2021). Narrative Perspectives on Substance Use, Power, and Injustice: Policy and Practice Implications. *Journal of Social Work Practice in Addictions, 21*(1), 3-17. https://doi.org/10.1080/1533256X.2020.1870292

**Module 4 - Date:**

**Social justice, ethical obligations**

This module explores the social justice issues in the addiction field. Also, takes a deeper look at the ethical obligations of alcohol and drug counselors. Advocacy for the client is also explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Interpret and apply the NASW code of ethics as well as the ICB code of ethics
2. Explain how diversity influences treatment for SUD
3. Identify and give examples of ways in which advocacy is needed in the addiction field

**Required Content**

* Drugs and Society Chapter 16
* Rezaei, H., Shafiabady, A., Ghaedi, Y., Delavar, A., Esmaeili, M., & Fattah Moghaddam, L. (2017). Reasoning, critical thinking and attitudes toward substance abuse in adolescence: Explaining the mediator role of emotional intelligence. *European Psychiatry, 41*(S1), S861-S861. doi:10.1016/j.eurpsy.2017.01.1719
* Jack, S.M., Dobbins, M., Sword, W., Novonta, G., Brooks, S., Lipman, E. L., & Niccols, A*.* (2011). Evidence-informed decision-making by professionals working in addiction agencies serving women: a descriptive qualitative study. *Substance Abuse Treatment, Prevention, & Policy 6*(29). https://doi.org/10.1186/1747-597X-6-29
* Farkas, K. J., & Romaniuk, J. R. (2020). SOCIAL WORK, ETHICS AND VULNERABLE GROUPS IN THE TIME OF CORONAVIRUS AND COVID-19. *Society Register*, *4*(2), 67-82. https://doi.org/10.14746/sr.2020.4.2.05

**Module 5 Date:**

**Impact of SUD on individuals and families, Drug interactions**

This module allows students to create ways to sustain homeostasis in systems, individuals, families, and societies. It also presents drug interactions and effects and the psychological factors related to addiction

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe how drugs impact the body, mind, and spirit in general (not related to a particular substance)
2. Develop the ability to recognize the drug interactions/effects (Synergistic and Antagonistic)
3. List some of the psychological factors/effects substance use has on a person

**Required Content**

* Drugs and Society Chapters 4-5
* Joceline Pomerleau, Martin McKee, Richard Rose, Christian W. Haerpfer, David Rotman, Sergej Tumanov, Hazardous alcohol drinking in the former Soviet Union: a cross-sectional study of eight countries, Alcohol and Alcoholism, Volume 43, Issue 3, May-June 2008, Pages 351–359, <https://doi.org/10.1093/alcalc/agm167>

**Module 6 - Date:**

**Central nervous system**

This module includes students’ presentations on central nervous system depressants. As well as instructor’s feedback and further discussions as needed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how depressants impact the body
2. Identify and describe the treatment option and barriers for depressants
3. Explain the psychological impact of substance use
4. Identify and contrast how diverse populations view treatment for depressants and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapter 6
* Kim, S. & Tesmer, O. (2021) Employing telehealth strategies for opioid addiction during COVID-19: implications for social work health care. *Social Work in Health Care*, *60*(6-7), 499-508. DOI: 10.1080/00981389.2021.1953207
* Inagaki, T. K. (2018). Opioids and Social Connection. *Current Directions in Psychological Science*, *27*(2), 85–90. https://doi.org/10.1177/0963721417735531
* Treitler, P. C., Powell, K. G., Morton, C. M., Peterson, N. A., Hallcom, D., & Borys, S. (2021). Locational and Contextual Attributes of Opioid Overdoses in New Jersey. *Journal of Social Work Practice in the Addictions*. https://doi.org/10.1080/1533256X.2021.1901203

**Module 7 - Date:**

**Narcotics**

This module includes students’ presentations on narcotics. As well as instructor’s feedback and further discussions as needed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how narcotics impact the body
2. Identify and describe the treatment option and barriers to narcotics
3. Explain the psychological impact of narcotics use
4. Identify and contrast how diverse populations view treatment for narcotics and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapter 9
* Kim, S. & Tesmer, O. (2021) Employing telehealth strategies for opioid addiction during COVID-19: implications for social work health care. *Social Work in Health Care*, *60*(6-7), 499-508. DOI: 10.1080/00981389.2021.1953207
* Inagaki, T. K. (2018). Opioids and Social Connection. *Current Directions in Psychological Science*, *27*(2), 85–90. https://doi.org/10.1177/0963721417735531
* Treitler, P. C., Powell, K. G., Morton, C. M., Peterson, N. A., Hallcom, D., & Borys, S. (2021). Locational and Contextual Attributes of Opioid Overdoses in New Jersey. *Journal of Social Work Practice in the Addictions*. https://doi.org/10.1080/1533256X.2021.1901203

**Module 8 - Date:**

**Stimulants**

This module includes students’ presentations on stimulants. As well as instructor’s feedback and further discussions as needed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how stimulants impact the body

2. Identify and describe the treatment option and barriers for stimulants

3. Explain the psychological impact of stimulants’ use

4. Identify and contrast how diverse populations view treatment for stimulants and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapter 10 & 11
* Murphy, F., Murphy, S., Sales, P., & Lau, N. (2018). Examining social supply among nonmedical prescription stimulant users in the San Francisco Bay Area. *International Journal of Drug Policy*, *54,* 68-76. https://doi.org/10.1016/j.drugpo.2017.11.015
* Hazama, K., & Katsuta, S. (2020). Factors Associated with Drug-Related Recidivism Among Paroled Amphetamine-Type Stimulant Users in Japan. *Asian Journal of Criminology, 15*, 109–122. https://doi.org/10.1007/s11417-019-09299-8
* Alpert, H.R., Agaku, I.T., & Connolly, G.N. (2016). A study of pyrazines in cigarettes and how additives might be used to enhance tobacco addiction. *Tobacco Control, 25*(4), 444-450. doi: 10.1136/tobaccocontrol-2014-051943
* Acquavita, S. P. (2019). How social work can address the tobacco epidemic? *Journal of Social Work Practice in the Addictions, 20*(1), 82-87. https://doi.org/10.1080/1533256X.2020.1702348

**Module 9 - Date:**

**Hallucinogens**

This module includes students’ presentations on hallucinogens. As well as instructor’s feedback and further discussion as needed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how hallucinogens impact the body

2. Identify and describe the treatment option and barriers for hallucinogens

3. Explain the psychological impact of hallucinogens use

4. Identify and contrast how diverse populations view treatment for hallucinogens and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapter 12
* Volgin, A. D., Yakovlev, O. A., Demin, K. A., Alekseeva, P. A., Kyzar, E. J., Collins, C., Nichols, D. E., & Kalueff, A.V. (2019). Understanding Central Nervous System Effects of Deliriant Hallucinogenic Drugs through Experimental Animal Models. *ACS Chemical Neuroscience*, *10*(1), 143-154. DOI: 10.1021/acschemneuro.8b00433
* Mulyaningrat, W., Hamid, A. Y. S., & Daulima, N. H. C. (2019) Mothers’ experience in caregiving for stimulant and hallucinogen drug-abusing adolescent. *Enfermía Clínica, 29*(2), 850-854. https://doi.org/10.1016/j.enfcli.2019.04.128

**Module 10 - Date:**

**Marijuana**

This module includes students’ presentations on marijuana. As well as instructor’s feedback and further discussion as needed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how marijuana impacts the body

2. Identify and describe the treatment option and barriers for marijuana

3. Explain the psychological impact of the marijuana use

4. Identify and contrast how diverse populations view treatment for marijuana and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapter 13
* Stuyt E. (2018). The Problem with the Current High Potency THC Marijuana from the Perspective of an Addiction Psychiatrist. *Missouri Medicine*, *115*(6), 482–486.

**Module 11 – Date:**

**Inhalants**

This module includes students’ presentations on inhalants. As well as instructor’s feedback and further discussion as needed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how inhalants impact the body

2. Identify and describe the treatment option and barriers for inhalants

3. Explain the psychological impact of inhalants use

4. Identify and contrast how diverse populations view treatment for inhalants and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapter 14
* Howard, M. O., Bowen, S. E., Garland, E. L., Perron, B. E., & Vaughn, M. G. (2011). Inhalant use and inhalant use disorders in the United States. *Addiction Science & Clinical Practice*, *6*(1), 18–31.
* Mustonen, A., Niemelä, S., McGrath, J. J., Murray, G. K., Nordström, T., Mäki, P., Miettunen, J., & Scott, J. G. (2018). Adolescent inhalant use and psychosis risk – a prospective longitudinal study. *Schizophrenia Research*, *201*, 360–366. <https://doi.org/10.1016/j.schres.2018.05.013>
* <https://www.thenewhumanitarian.org/report/74899/nepal-street-children-sniff-glue-beat-hunger-pangs>

**Module 12 - Date:**

**Alcohol**

This module includes discussions related to alcohol and its use. It includes the history of use and effects of alcohol on the body both physical and mental. Behavioral effects are included in the discussion

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and explain how alcohol impacts the body

2. Identify and describe the treatment option and barriers for alcohol use

3. Explain the psychological impact of alcohol use

4. Identify and contrast how diverse populations view treatment for alcohol and how it might differ from other cultures

**Required Content**

* Drugs and Society Chapters 7 & 8

**Module 13 - Date:**

**Prevention**

This module explores drug prevention theory and efforts.

**Learning Objectives**

After successfully completing this module, students will be able to

1. Identify risk factors for substance use clients upon discharge of their treatment
2. Articulate the importance of drug prevention programs and how effective they may be to prevent the need for substance treatment
3. Identify ways in which social workers/ drug counselors need to advocate for change which includes understanding diversities and drug abuse prevention

**Required Content**

* Drugs and Society Chapter 17
* Klingemann, J. (2017). The rights of drug treatment patients: Experience of addiction treatment in Poland from a human rights perspective. *The International Journal of Drug Policy*, *43*, 67–73. https://doi.org/10.1016/j.drugpo.2017.01.015
* Kumar, R., O’Malley, P. M., Johnston, L. D., & Laetz, V. B. (2013). Alcohol, Tobacco, and Other Drug Use Prevention Programs in U.S. Schools: A Descriptive Summary. *Prevention Science*, *14*(6), 581–592. <https://doi.org/10.1007/s11121-012-0340-z>
* Gates, S., McCambridge, J., Smith, L. A., Foxcroft, D., & Gates, S. (2006). Interventions for prevention of drug use by young people delivered in non‐school settings. *Cochrane Library*, *2010*(1), CD005030–. <https://doi.org/10.1002/14651858.CD005030.pub2>

**Module 14 - Date:**

**Assessment for SUD (SBRIT)**

**Assessing for Substance Use**

This module will explore ways to assess alcohol and drugs use and the need for referral to treatment

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the ins and outs of harm reduction and absence
2. Gain an understanding of positive and negative aspects of both harm reduction and absence as well as the 12-step meeting process.
3. Assess for substance use through the SBRIT assessment tools

**Required Content**

* Drugs and Society Chapter 18
* Lawrence, S. A., Cicale, C., Wharton, T., Chapple, R., Stewart, C., & Burg, M. A. (2021) Empathy and attitudes about substance abuse among social work students, clinical social workers, & nurses, *Journal of Social Work Practice in the Addictions*, DOI: 10.1080/1533256X.2021.1922038
* Rose, S. J. (2021). A personal perspective on the role and efficacy of participation in Alcoholics Anonymous: an interview with a longtime member of AA. *Journal of Social Work Practice in Addictions, 21*(2), 196-201. https://doi.org/10.1080/1533256X.2021.1893966
* Wiessing, L., Ferri, M., Běláčková, V. Carrieri, P., Friedman, S. R., Folch, C., Dolan, K., Galvin, B., Vickerman, P., Lazarus, P. V., Mravčík, V., Kretzschmar, M., Sypsa, V., Sarasa-Renedo, A., Uusküla, A., Paraskevis, D., Mendão, L., Rossi, D., van Gelder, N.,Griffiths, P. (2017). Monitoring quality and coverage of harm reduction services for people who use drugs: a consensus study. *Harm Reduction Journal, 14*(19). https://doi.org/10.1186/s12954-017-0141-6

**Module 15 – Date:**

**Over the counter medications**

This module will explore the use of addictive over-the-counter medication and prescription medications and how they might lead to an addiction problem. Resistance to the admission of a problem will also be a discussion

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and assess the dangers of prescribed and over the counter medications
2. List the reason(s) why a client can be resistant to treatment for over the counter and prescribed medications

**Required Content**

* Drugs and Society Chapter 15
* Schifano, F., Chiappini, S., Miuli, A., Mosca, A., Santovito, M. C., Corkery, J. M., Guirguis, A., Pettorruso, M., Di Giannantonio, M., & Martinotti, G. (2021). Focus on Over-the-Counter Drugs’ Misuse: A Systematic Review on Antihistamines, Cough Medicines, and Decongestants. *Frontiers in Psychiatry*, *12*, 657397–657397. <https://doi.org/10.3389/fpsyt.2021.657397>
* Cooper, R. J. (2013). “I can”t be an addict. I am.’ Over-the-counter medicine abuse: a qualitative study. *BMJ Open*, *3*(6), e002913–. https://doi.org/10.1136/bmjopen-2013-002913

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

* Frontiers in Psychiatry

**Professional Journals**

* Harm Reduction Journal
* Journal of Social Work Practice in Addictions
* International Journal of Drug Policy
* Prevention Science
* Alcohol and Drug Prevention Journal
* Social Work in Health Care
* Drug and Alcohol Dependence

**Resources/Websites**

* National Institute on Drug Abuse, at: <http://www.drugabuse.gov/>
* SAMHSA CSAT Knowledge Application Products (KAP), at: <http://www.samhsa.gov/kap>
* National Institute on Alcohol Abuse and Alcoholism, at: <http://www.niaaa.nih.gov/>
* Substance Abuse and Mental Health Services Administration, at: <http://samhsa.gov/>
* SAMHSA Substance Abuse Treatment Facility Locator, at: <https://findtreatment.samhsa.gov/>
* Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., at: <http://iaodapca.org/>
* Alcoholics Anonymous (including the Big Book online), at: <http://www.aa.org/>
* Chicago Area Alcoholics Anonymous, including meeting directory, at: <http://www.chicagoaa.org/>

**Other**

* S.B.R.I.T.
* Various YouTube Videos