

The Social Work Program of Eastern Connecticut State University prepare effective generalist social workers who advance human well-being, draw upon the client strengths in practice, empower the oppressed, and are committed to the promotion of social justice.

Course Syllabus

Course Description

SWK 344 is an examination of the causes, medical aspects, family dynamics, cross-cultural issues and treatment modalities of alcohol and drug abuse. The course is designed with both undergraduate social work students and human service professionals in mind. This course is designed to provide students with the fundamentals for understanding the use and abuse of alcohol and other drugs, and a comparative overview of prevailing treatment models. This information will encompass policies for the treatment and control of alcohol and other drugs, an examination of the epidemiology and basic pharmacology of substance use. The course emphasizes a heterogeneous view of substance abuse and treatment, and is congruent with the bio/psycho/social/spiritual model of social work practice utilizing a strengths perspective.

Course Goal:

Upon completion of this course, each student will be able to:

Knowledge Goals

- Understand the history and current status of the various definitions of substance abuse and relevant policies
- To be knowledgeable about the predominant models for conceptualizing the use and abuse of various legal and illegal substances
- Understand basic pharmacology of various drug groups, their respective risks and consequences
- Have a working knowledge of the major substance abuse intervention approaches
- Be familiar with the variety of differences associated with the use of substances covering a heterogeneous array of cultural backgrounds and differences by age, gender, religious groups, and the co-occurrence of substance abuse with other psychosocial disorders
- To be knowledgeable about the Strengths Perspective to addiction treatment.

Values Goals

- Explore one's own values about substance use and abuse, self-help and recovery
- Appreciate the importance of role, culture, and ethnicity in the assessment and intervention with substance use problems
- Respect the importance of client self-determination in the use of social work treatment strategies
- Have an acute awareness of the importance of client confidentiality in the context of treatment

Skills Goals

- Identify attitudinal barriers to working with persons with substance abuse problems
- Demonstrate knowledge of various assessment and intervention strategies (including the use of self-help);
- Understand the differential use of substance use intervention strategies across a range of treatment settings;
- Demonstrate an understanding of impact of substance abuse on special populations

Texts:**1. Required Text**

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition. [ISBN: 978-0-926-544-28-4]

2. Recommended Texts

Burroughs, A. (2003). Dry: A Memoir. NYC, NY: St. Martins Press. (ISBN: 0-312-27205-7)

Knapp, C. (1996). Drinking: A Love Story. NYC, NY: Bantam, Doubleday, Dell. (ISBN: 0-385-31554-6)

Hamill, P. (1994). A Drinking Life: A Memoir. Boston, MA: Little, Brown & Co. (ISBN: 0-316-34102-9)

Walls. (2005). The Glass Castle. NYC, NY: Scribner Books. (ISBN: 07432-4754-2)

Zailckas, K. (2005). Smashed: A Story of a Drunken Childhood. NYC, NY: Viking Press. (ISBN: 0-670-03376-6)

Course Requirements:

1. Class runs from **12/28/09-1/21/10** (ergo class work must be done in just **26** days)
2. For each of the 12 modules there is a video overview from the instructor, in addition to a course introduction & conclusion (16 videos total)
3. To complete the course students need to complete the following assignments no later than midnight **1/21/10**:
3. 10 on-line quizzes based on Chapter 1-10 of the text (5% each quiz, totaling 50% of course grade)
4. 10 brief Video Reaction papers based on your choice of the 16 videos posted (50% of course grade)
5. First 5 video reaction papers must be submitted via WebCT by **1/9/10, midnight**.
6. Second 5 video reaction papers must be submitted via WebCT by **1/21/10, midnight**.
7. Students will need to purchase **the text** and read all 10 chapters to complete the 1st 10 module quizzes.
8. Readings for modules 11-12 are posted on WebCT.
9. Participation in 10 out of 13 on-line chats for 26 days. This will count for maximum of 10% bonus points towards your final grade (1 point per on-line chat). Discussion topics, dates & times of on-line chats will be posted on WebCT Discussion Board. You must actively participate in the chat for the full hour to receive credit. There will be 3 on-line chats scheduled per week. On-line chats will be 1 hour and offered in the evening (800-900 PM) & Sat. (900-1000 AM) to ensure maximal participation.
10. This syllabus contains links to streaming video content. Microsoft Windows Media Player is required to view these videos. You can download Windows Media Player (PC or Mac) from the following link:
<http://www.microsoft.com/windows/windowsmedia/download/AllDownloads.aspx?displang=en&qstechnology=>
11. Videos are optimized for broadband internet access (DSL, Cable modem, T1) and depending on network congestion, users may experience playback delays.

12. There is also a video for each of the 10 chapters in the text for you to watch. It will help you with the quizzes. The Video Support Series can be found at <http://www.cnsproductions.com/VS/index.html>
There is also a link entitled "Video Support" on the main CNS page and also under the Education tab of the menu bar. The username & password will be posted on WebCT.

Academic Honesty:

In accordance with the NASW (National Association of Social Workers) Code of Ethics is not ethical to deliberately present the work of another as your own. ***This is plagiarism and can result in disciplinary action, in this case, a zero for the assignment, the potential for an F for the course and possibly further action by the University.*** In the course of the semester we will talk about the various ways of documenting sources appropriately, as often students don't understand what needs to be documented and what doesn't. This is part of learning to do research. An honest mistake is different from a deliberate attempt to make someone think you wrote something you didn't write. ***If during the course of working on a paper you are not sure about whether you're documenting something correctly, ask your instructor.***

Course Evaluation:

- All written materials will be evaluated on the basis of the facts and ideas, as well as how well the material is presented. Errors in grammar, punctuation, and spelling which distract from the merits of written material, will affect your grade.
- There are 10 on-line quizzes covering the 10 chapters of text. Each quiz will be worth 5% of your total grade. Quizzes account for 50% of your final course grade.
- Students need to write & submit via WebCT 10 brief reaction papers (2 pages each) based on your choice of the 16 videos posted on WebCT. Each brief reaction paper counts for 5% of your total grade. Brief reaction papers account for 50% of your final course grade. Each of the 4 questions is a *thinking* question, ergo the greater detail provided the more points earned. First 5 video reaction papers must be submitted via WebCT by ***1/9/10, midnight***. Second 5 video reaction papers must be submitted via WebCT by ***1/21/10, midnight***.
- Participation in 10 out of 13 on-line chats for 32 days. This will count for maximum of 10% bonus points towards your final grade (1 point per on-line chat). Discussion topics, dates & times of on-line chats will be posted on WebCT Discussion Board. You must actively participate in the chat for the full hour to receive credit. There will be 3 on-line chats scheduled per week. On-line chats will be 1 hour and offered in the evening (800-900 PM) & Sat. (900-1000 AM) to ensure maximal participation.

COURSE GRADING CRITERIA

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|------------|------------|------------------|
| A = 95-100 | B- = 82-80 | D+ = 69-67 |
| A- = 94-90 | C+ = 79-77 | D = 66-63 |
| B+ = 89-87 | C = 76-73 | D- = 62-60 |
| B = 86-83 | C- = 72-70 | F = less than 60 |

Notice of Non-Discrimination and Access:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Instructor Contact:

Students are encouraged to contact the instructor with learning concerns at any time during the semester and preferably as soon as a learning need is recognized.

Office Webb 429, Willimantic, CT 06226

Office Hours 24/7/365 via e-mail

Telephone 860.465.5127 [campus]
401.338.5605 [cell]

Internet broffmant@easternct.edu
or broffmat@bc.edu

Learning Module 1 Psychoactive Drugs: History & Classification

1. Watch Learning Module 1 video
2. Read Chapter 1 text
3. Review Chapter 1 outline (in Adobe)
4. Review Chapter 1 Power Point
5. Watch Chapter 1 video: History
6. Watch What is Addiction Video #1
7. Submit Video #1 Reaction Paper
8. Complete Chapter 1 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 1, pp 1-44.

Learning Module 2 Heredity, Environment & Psychoactive Drugs

1. Watch Learning Module 2 video
2. Read Chapter 2 text
3. Review Chapter 2 outline (in Adobe)
4. Review Chapter 2 Power Point
5. Watch Chapter 2 video: Heredity, Environment & Psychoactive Drugs
6. Watch Drug Abuse & The Brain Video #2
7. Submit Video #2 Reaction Paper
8. Complete Chapter 2 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 2, pp 45-92.

Learning Module 3 Uppers

1. Watch Learning Module 3 video
2. Read Chapter 3 text
3. Review Chapter 3 outline (in Adobe)
4. Review Chapter 3 Power Point
5. Watch Chapter 3 video: Uppers
6. Complete Chapter 3 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 3, pp 93-158.

Learning Module 4 Downers -Opiates & Sedative-Hypnotics

1. Watch Learning Module 4 video
2. Read Chapter 4 text
3. Review Chapter 4 outline (in Adobe)
4. Review Chapter 4 Power Point
5. Watch Chapter 4 video: Downers
6. Watch Methadone in the Fight Against Addiction Video #3
7. Watch Opiate Addiction: A New Medication Video #4
8. Submit Video #3 & #4 Reaction Papers
9. Complete Chapter 4 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 4, pp 159-206.

Learning Module 5 Downers – Alcohol

1. Watch Learning Module 5 video
2. Read Chapter 5 text
3. Review Chapter 5 outline (in Adobe)
4. Review Chapter 5 Power Point
5. Watch Chapter 5 video: Alcohol
6. Complete Chapter 5 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 5, pp 207-256.

Learning Module 6 All Arounders

1. Watch Learning Module 6 video
2. Read Chapter 6 text

3. Review Chapter 6 outline (in Adobe)
4. Review Chapter 6 Power Point
5. Watch Chapter 6 video: [All Rounders](#)
6. Complete Chapter 6 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). [Uppers, Downers & All Rounders: Physical & Mental Effects of Psychoactive Drug Use](#). Ashland, Oregon: CNS Publications. 6th edition, Chapter 6, pp 257-302.

Learning Module 7 Other Drugs, Other Addictions

1. Watch Learning Module 7 video
2. Read Chapter 7 text
3. Review Chapter 7 outline (in Adobe)
4. Review Chapter 7 Power Point
5. Watch Chapter 7 video: [Other Drugs, Other Addictions](#)
6. Watch [Gambling: It's Not About the Money](#) Video #5
7. Submit Video #5 Reaction Paper
8. Complete Chapter 7 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). [Uppers, Downers & All Rounders: Physical & Mental Effects of Psychoactive Drug Use](#). Ashland, Oregon: CNS Publications. 6th edition, Chapter 7, pp 303-364.

Learning Module 8 Drug Use & Prevention – From Cradle to Grave

1. Watch Learning Module 8 video
2. Read Chapter 8 text
3. Review Chapter 8 outline (in Adobe)
4. Review Chapter 8 Power Point
5. Watch Chapter 8 video: [Drug Use & Prevention](#)
6. Watch [Topiramate: A Clinical Trial for Alcoholism](#) Video #6
7. Watch Video [Steamfitters Local Union 638](#) Video #7
8. Watch Video [Treating Stimulant Addiction: The CBT Approach](#) Video #8
9. Submit Video #6, #7, & #8 Reaction Papers
10. Complete Chapter 8 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). [Uppers, Downers & All Rounders: Physical & Mental Effects of Psychoactive Drug Use](#). Ashland, Oregon: CNS Publications. 6th edition, Chapter 8, pp 365-432.

Learning Module 9 Treatment

1. Watch Learning Module 9 video
2. Read Chapter 9 text
3. Review Chapter 9 outline (in Adobe)
4. Review Chapter 9 Power Point
5. Watch Chapter 9 video: [Treatment](#)
6. Complete Chapter 9 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 9, pp 433-512.

Learning Module 10 Mental Health & Drugs

1. Watch Module 10 video
2. Read Chapter 10 text
3. Review Chapter 10 outline (in Adobe)
4. Review Chapter 10 Power Point
5. Watch Chapter 10 video: Mental Health & Drugs
6. Watch Dual Diagnosis Video #9
7. Watch When Addiction & Mental Disorders Occur Video #10
8. Submit Video ##9, & 10 Reaction Papers
9. Complete Chapter 10 Quiz on-line

Reading:

Inaba, D. & Cohen, W. (2007). Uppers, Downers & All Arounders: Physical & Mental Effects of Psychoactive Drug Use. Ashland, Oregon: CNS Publications. 6th edition, Chapter 9, pp 433-512.

Learning Module 11 Impact of Substance Abuse of Families & Children

1. Watch Module 11 video
2. Watch Michael's Journey Video #11
3. Watch The Adolescent Addict Video #12
4. Watch The Other Side of the Coin Video #13
5. Watch Getting an Addict into Treatment: The CRAFT Approach Video #14
6. Submit Video #11, #12, #13, & #14 Reaction Papers

Readings:

Posted on WebCT

Learning Module 12 Self Help Programs

1. Watch Module 12 video
2. Watch The Twelve Steps Video #15
3. Watch Just for Today Video #16
4. Submit Video #15 & #16 Reaction Papers

Readings:

Posted on WebCT

Davis, D. and Jansen, G. (1998). Making Meaning of Alcoholics Anonymous for Social Workers: Myths, Metaphors, and Realities Model. *Social Work*, (43-2), 169-182.

Course Assignment Outlines:

I. *On-line Quizzes* [each quiz is 5% of course grade and total is 50 % of your final grade]

1. Each of the 1st ten modules utilizes the 1st 10 chapters of the text.
2. Upon completing reading each chapter, there is an on-line, self scoring quiz to complete.
3. There are a total of 10 quizzes.
4. You need to complete all 10 quizzes to successfully complete the course.
6. All 10 quizzes must be completed on-line by **1/21/10, midnight**.

II. *Video Reaction Papers* [each paper is 5% of course grade and total is 50 % of your final grade]

1. For each of the 12 learning module there are 16 videos to watch
2. You need to submit 10 reactions papers based on viewing the 16 videos.
3. You can choose any of the 16 videos for your 10 reactions papers.
4. Each reaction paper will pose 4 questions and is to be no more than 2 pages in length.
5. Each of the 4 questions is a *thinking* question, ergo the greater detail provided the more points earned.
6. You need to answer all 4 questions for each reaction paper & submit via WebCT assignment tool, the 10 reaction papers to successfully complete the course.
7. First 5 video reaction papers must be submitted via WebCT by **1/9/10, midnight**.
8. Second 5 video reaction papers must be submitted via WebCT by **1/21/10, midnight**.

III. *On-line Chats* [each on-line chat counts as a 1 point bonus with a potential total bonus of 10 points towards your final course grade]

1. Participation in 10 out of 13 on-line chats for 26 days.
2. This will count for maximum of 10% bonus towards your final grade (1 point per on-line chat with maximum of 10 points).
3. Discussion topics, dates & times of on-line chats will be posted on WebCT Discussion Board.
4. You must actively participate in the chat for the full hour to receive credit.
5. There will be 3 on-line chats scheduled per week.
6. On-line chats will be 1 hour and offered in the evening (700-800 PM) & Sat. (900-1000 AM) to ensure maximal participation.