The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (https://www.concord.edu/About/History-Future.aspx).

Course Prefix, Number and Title: SOWK 325 Addictions

Course CRN # and Section: CRN 10329 (20)

Semester Taught (including year): Fall 2019
Credit Hours: 3
Prerequisites: None
Course Time (if applicable): Monday 1700-1930
Building and Room Number (if applicable): Admin 300

Professor: Ms. Samantha Dinkins
Office Location: N/A
Office Hours: By Appointment
Email: sdinkins@concord.edu
Phone: 304-952-2587
Office Fax: N/A

College/Department Website: www.concord.edu/sws

Course Description/Rationale:
This course is designed to acquaint the student with information related to an assortment of addiction related topics including but, not limited to: theories and models of addiction; definitions of abuse and dependency; screenings; diagnoses; substance use among particular populations; treatment; intervention; prevention; drug categories; core functions of addiction, counseling and performance domains of a prevention specialist.

Course Management System (Blackboard/Moodle or other systems): N/A

Hardware/Software Needed (include privacy policies, if applicable):

Email, Microsoft Word, Power Point, other systems

Text requirements:
Concord University Educational Goal:

Knowledge/Mastery of Content
Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

National Standards: CSWE

Specific Learning Outcomes:

1. Students will gain a greater understanding of addiction and its impact to individuals, social systems, and society.
2. Students will examine their own personal values toward addiction and thus understand the impact of personal values on professional practice and public policy.
3. Students will enjoy increased appreciation to the importance of the social work profession to the field of addictions.
4. Students will begin to understand their own capacity for working in the field of addictions.

Course Requirements:
Students are required to attend and participate in the classroom sessions. Students will complete all assignments on time described in the syllabus.

Assignments:

Addictions Journal Project (100 pts)*DUE ON: Monday 9/30/19

Beginning August 26th, students will abstain from a substance of their choice for a period of one month (ending September 26th). The substance may include a drug (other than those prescribed) such as nicotine or caffeine; or, sugar, flour, etc. ...The substance must be one in which the student particularly enjoys (such as coke/diet coke). Students will keep a weekly journal, with no less than three entries per week, to document their experience. If there are periods of full relapse journal entry will continue and abstinence will resume. Please note that students are not being graded on their ability to abstain; rather this assignment is being employed for the student to use self-reflection, personal insight, and critical thought about the addiction and recovery process. Students will be assigned small groups to use as a “support system” through-out this process.

All students are required to turn in their journals in a typed professional format. The social sciences use The American Psychological Association format of profession writing (APA). Journals will comply with the following format:

1. Title Page
2. Proposal (Student will submit a request/proposal to the professor on 8/26/19 for approval. This request will define the substance and the reasoning for abstaining.)
3. Journal Entries (Journal entries will be produced between 8/26/2019 to 9/26/2019). Students will need to produce at least 3 journal entries per week in order to obtain credit for completing the project. Students are welcome to submit more. Everyone’s journal should have a total of 12 entries.
4. Personal Self Reflection (Students will write a self-reflection regarding their personal thoughts, feelings, experiences, and insights through-out the abstinence process. Students are expected to self-assess in an honest manner describing personal struggles, failures, challenges, as well as strengths and successes. The self-reflection piece does not need to exceed more than one typed page).

5. Personal Group Self Reflection (Students will write a self-reflection about their experiences with the group support system process. Students will need to identify the role the group played in their abstinence process).

**Addictions Observation Presentation and Paper (200 pts)**

Students will be required to participate in a group project designed to research and observe an addiction related topic/issue and to be followed by a comprehensive written report and class presentation. Group size will be dependent upon class size. Students will participate in some form of observation regarding addictions. This can include, but is not limited to: visiting settings that prevent and treat addictions, interviewing professionals in the addictions field, viewing a documentary as a group regarding addictions topics. The objective of this activity is to gain increased understanding of an addiction related topic and/or issue from a professional perspective.

The Paper

Research activity may include review of library and/or internet sources, surveys, interviews, observations, site visits, etc. Groups will be determined by the conclusion of the class session. The report shall follow an accepted format (preferably APA) and must reflect research from no less than three (3) sources. Papers will answer and address the following which will comprise the body of your paper:

1. What did the group observe? Describe the observation process in detail?
2. What does the most recent research say about your topic? Please use proper citation while discussing research.
3. What are the ethical dilemmas, social justice problems, or outstanding limitations that clients/addicts face if any? What are the potential solutions?
4. What are the implications for social workers or work practice? You may reference and cite the NASW code of ethics.

**Paper Format:**

1. Proposal
2. Title Page
3. The paper (please refer to the criteria listed above)
   a. Discussion of the observation
   b. Research
   c. Ethical dilemmas or social justice issues
   d. Implications for social workers
4. Reference list The Presentation

Each group will conduct a class presentation on the chosen addiction related topic/issue. The presentation will be no more than 60 minutes in length and no less than 30 minutes in length. Students are encouraged to be creative in their presentations and include the use of hands on activities, class handouts, visual aids. It is expected that the presentation prompt questions and class discussion. The use of audio visuals is encouraged. However, audio visuals should not be the sole presentation method and is only to be used as
an adjunct to the presentation. Groups are encouraged to invite speakers to the presentation but, as with audio visuals, speakers should not be the sole means of presenting.

Project Timeline:

September 30, 2019: Students will determine groups and start collaborating in class. Students will use this time to plan, devise a proposal, and present the topics they are going to explore further in the observation and research process. Each group will sign up for a designated time to present their project presentation and submit their paper. Papers are due the same day presentations are presented.

October 21st-November 18th, 2019: Group presentations are due and will be submitted at the designated times each group selected on September 30th, 2019.

Exams (worth 100 pts a piece)

A total of two (2) examinations will be given in this course. A mid-term examination will be given and include all information presented up to the mid-term date. At end of-term, the examination will include information presented from mid-term to end-of-term date. Examinations will include an assortment of questions including multiple choice, true/false and essay. Examinations will include bonus point questions.

Class Participation and Attendance (worth 100 pts)

Class participation is critically important due to the role it plays in the learning process. Students, during class, should question, present their perceptions and, understanding of material, express concerns, and observations. Class participation benefits everyone including the instructor and influences critical thinking. Attendance is critical for a successful outcome of this class. Lack of attendance will take away from attendance and participation points. Students may have excused absences but will need to communicate such with the instructor. Late arrivals and/or early departures from class may also influence the attendance grade. Any such arrivals or departures should be communicated to the instructor.

Grading Policy and Scale, Make-up Policy, Late Work:

Course Outcomes:

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<tr>
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<th>Pts.</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>100</td>
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<tr>
<td>Written report/class presentation</td>
<td>200</td>
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<tr>
<td>Tests (2 @ 100 points each)</td>
<td>200</td>
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<tr>
<td>Abstinence/Journal activity</td>
<td>200</td>
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<tr>
<td>Total</td>
<td>700</td>
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Grading Scale:

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<tbody>
<tr>
<td>630-700</td>
<td>A</td>
</tr>
<tr>
<td>560-629</td>
<td>B</td>
</tr>
<tr>
<td>490-559</td>
<td>C</td>
</tr>
<tr>
<td>420-489</td>
<td>D</td>
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<td>&lt; 420</td>
<td>F</td>
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Please note that students will have a ten point deduction for all late assignments and will continue to have additional/accumulative ten points deducted for each week an assignment is late. ALL LATE WORK will need to be communicated to the instructor. If the student has an exceptional explanation for not turning in
an assignment that can be supported with appropriate documentation; full credit for the late assignment will be considered. It is the student’s responsibility to communicate with the professor regarding these matters. The instructor will not seek out explanations regarding late assignments.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

8-19-19: Chapter 1: The Role of Mental Health Professionals in Prevention and Treatment & Chapter 2: Classification of Drugs
8-26-19: Chapter 3: Models of Addiction
  ➢ Journal Proposals Due
9-2-19: (No class; however, still expect you to have read) Chapter 4: Culturally and Ethnically Diverse Populations
9-9-19: Chapter 5: Confidentiality and Ethical Issues
9-16-19: Chapter 6: Screening, Assessment, and Diagnosis & Chapter 7: Motivational Interviewing and Brief Interventions
9-30-19: Chapter 8: Treatment of Alcohol and Other Drugs
  ➢ Project Proposal Due
  ➢ Journal Project Due
10-7-19: MID-TERM EXAM
10-14-19: Chapter 9: Co-occurring Disorders and Other Special Populations
10-21-19: Chapter 10: Relapse Prevention and Recovery
  ➢ Group Presentations
10-28-19: Chapter 11: Twelve Step and Other Types of Support Groups
  ➢ Group Presentations
11-4-19: Chapter 12: Children and Families & Chapter 13: Adult Children and Codependency
  ➢ Group Presentations
11-11-19: Chapter 14: HIV/AIDS
  ➢ Group Presentations
11-18-19: Chapter 15: Gambling and Other Behavioral Addictions
  ➢ Group Presentations
11-25 to 11-29-19: THANKSGIVING BREAK
12-2-19: Chapter 16: Prevention
12-9-19: FINAL EXAM

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please go to https://concord.omnilert.net/subscriber.php to sign up for the Emergency Alert System or contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the
Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure
No students or employees are to report.

Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx for Athens/Beckley Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Academic Success Center on the Athens campus.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX
Coordinator at 304-384-6327 or https://www.concord.edu/Student-Life/Title-IX.aspx. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

**Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information at https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx.

**Syllabus Disclaimer**

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

**Miscellaneous (for example):**

- Sources of Help
- Glossary of Terms
- Related Research/Professional Organizations