

## SOC WF 460 A: Chemical Dependency Spring 2019

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Office Hours: By appointment

Class time: Monday, 8:30-11:20AM  
April 1-June 3, 2019  
Classroom: SWS B014

**SOC WF 460 Chemical Dependency (3):** In this course, we will examine the biological, psychological, social, and cultural factors involved in drug dependency. By the end of this course, you will have the knowledge and basic skills needed to recognize and understand the dynamics of chemical dependency in the lives of individuals.

**Course Description:** This course is a comprehensive overview of addictive behaviors pertaining to substance use. You will be learning about the prevalent models of addiction, major categories of chemicals, their epidemiology (incidence and prevalence rates), etiology (origin), psychological and physiological effects, and clinical aspects, including available interventions and treatment options.

### **Objectives:**

The purpose of this course is to introduce students to the central concepts of substance use dependence as well as empirically supported treatments and intervention approaches.

By the end of this course you should have a basic understanding of and skill level in:

1. The epidemiology, etiology, and course of:
  - Alcohol
  - Stimulants
  - Depressants and Inhalants
  - Tobacco and Caffeine
  - Opioids
  - Hallucinogens and Cannabis
2. Short and Long term psychological and physiological effects of substance use
3. Prevention and Treatment approaches
4. Issues in Special Populations

### **Required Texts:**

- Hart, C. L. & Ksir, C. (2017). *Drugs, Society, & Human Behavior* (17th ed). McGraw-Hill: New York, NY.
- Available as an ebook for \$25.00 @: [https://elibrarycenter.com/product/drugs-society-and-human-behavior-17th-edition-ebook-pdf-version/?gclid=EAIaIQobChMIxuKapbmj4QIVh9lkCh2eXgmyEAKYAyABEgJFwPD\\_BwE](https://elibrarycenter.com/product/drugs-society-and-human-behavior-17th-edition-ebook-pdf-version/?gclid=EAIaIQobChMIxuKapbmj4QIVh9lkCh2eXgmyEAKYAyABEgJFwPD_BwE)

### **Additional Readings and References**

- I may put additional articles and other reading materials on canvas from time to time
- It is your responsibility to check this platform regularly

## **Course Procedures:**

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**Student/Faculty Responsibilities:** We are a learning community. Part of functioning as a learning community is to engage in dialogue in ways that support learning and safety for all of us. Here are some guidelines that facilitate a respectful process:

- Respect confidentiality; only share personal information and comments outside this space with explicit consent.
- Assume someone in the room has the identity or experience we're discussing.
- Challenge ourselves to communicate in new ways.
- Allow time for reflection and processing. Make space for silence.
- Listen respectfully to unfamiliar perspectives, and let people finish sentences before responding.
- Speak only for ourselves — we will not generalize other people's experiences.
- Hold space for dialogue instead of debate.
- Expect and accept discomfort and non-closure.
- Please refrain from telling personal stories or disclosing information about struggles with mental health or addiction problems (your own or someone you know)
- Keep an open mind

***\*\* If you do not agree with or cannot follow these rules then please drop this class\*\****

### Learner Responsibilities

Part of functioning as a learning community is to be fully present and engage in dialogue in a way that supports learning for all of us. The University of Washington School of Social Work expects students to approach their studies with the same professionalism and courtesy that you would in your social work placement or employment sites as you continue in your career. As attendance and class participation are indications of professional commitment, full attendance and active participation is expected – and necessary for building a trusting classroom community.

You can further maximize your learning and contribute to a positive learning community by:

- Being on time and prepared with questions and applications from readings.
- Because this course focuses on the acquisition of skills, students are expected to attend all classes and participate actively in class discussion and activities.
- Completing class assignments on time and to high standards.

### Instructor Responsibilities

**The instructor will facilitate the course objectives by doing the following:**

- Create a positive classroom environment that uses a variety of instructional methods to meet multiple learning styles including large and small group exercises, case discussions, videos, dyadic activities and brief lectures.
- Provide a clear structure and conceptual framework for the course by clarifying objectives, facilitating discussion, providing appropriate linkages between topics, and summarizing progress throughout the quarter.
- Provide clear expectations for assignments.
- Be available as a resource person on issues related to class assignments or content by phone, e-mail, or by appointment.
- Provide timely, constructive feedback on written assignments. Feedback is a means of engaging in dialogue about the thinking process manifest in one's writing. Learning how to receive feedback is a skill that is relevant to social work practice, and is intended to help students improve their effectiveness in writing. I likewise aim to be responsive to student questions and feedback.

## Course Requirements and Evaluation

**Evaluation Overview:** Your grade in this class will be based on a variety of assignments (reaction papers, written reflections to questions posed in class, a panel presentation & in depth analysis of a controversial topic related to addictive behaviors, and in-class participation). There are no exams in this class.

There will be a maximum of 100 points in the course (and the opportunity to earn 5 extra credit points). Your total points will be calculated out of 100.

Here is a summary of the assignments and their accompanying points:

- (1) **Writing reflections (5 points each, 10 points total)** are written assignments based on questions/themes posed to you at the beginning and end of the quarter. It will be an opportunity for you to reflect on your expectations and motivations for taking this class, and then later on what you have learned. Responses are expected to be no more than 1-2 pages and are due when specified on Canvas.
- (2) **Taking Sides “Issue Reports” (10 points each; 40 points total)** requiring you to argue for or against a controversial topic within the field of addictive behaviors. A list of topics will be provided in class/on canvas. Responses are expected to be between 1-2 pages double-spaced and follow the core format provided to you (see “Taking Sides Issue Report” handout). Please be prepared to discuss your responses in class.
- (3) **Panel Discussion/Oral Presentation (20 points) and In Depth “Taking Sides” analysis (20 points) (40 points TOTAL).** You will be asked to sign up to be part of a panel discussion (6-8 people per panel) on a controversial issue related to the field of addictive behaviors (a list of topics will be provided to you in class and posted on canvas). Sign ups for topics will take place during Week 1 of the class to give you enough time to meet with your group and prepare. The panel will be arbitrarily divided into two teams: those answering “yes” to the issue and those answering “no.” You will not be told whether your team’s position is “yes” or “no” until a week before your discussion is scheduled. The panel discussion will consist of four phases: 1) position presentation; 2) position clarification; 3) free-form discussion/rebuttals; and 4) audience response. I will provide you a more detailed description of each of these phases in class. You will turn in an accompanying, independent, analysis report (5-7 pages double spaced) with references (not included in the page limits), asking you to summarize the major thesis of both the Yes and No sides, along with your own critical discussion of the side you adhere more to. You should find at least three outside references to support your analysis – these can be journal articles, books, or web sites, and personal communication with a treatment provider or researcher in the field. Please cite your references and follow APA guidelines.
- (4) **Participation (10 points):** Students are expected to attend all classes, do the assigned reading in advance of class, and participate in class discussions and exercises. Course format will include lecture, class discussion and small group discussion. It is hoped that a tone of open discussion and respect will be maintained throughout the course. Participation and preparation are evaluated in class. If you are going to miss all or part of a class due to illness or another unavoidable commitment, I expect you to email me (preferred) or call and leave a message on my phone. Students who may need accommodations for disability-related absences should discuss these arrangements ahead of time. More information about disability-related absences at:  
<http://depts.washington.edu/uwdrs/accommodations/disability-related-absence/>

If you must miss class, please notify me **before class if possible**. It is the student's responsibility to negotiate a plan for making up any missed class participation.

Your active participation is an important component of this class. Much of what is discussed in class compliments the topics addressed in the assigned readings. Additionally, part of learning about this field is learning about the controversies and differing opinions – being present in class will be a large part of your exposure to these ideas. There is often small group work, feedback sheets, etc. that will comprise part of your participation grade.

- (5) **Pop quizzes (up to 5 extra-credit points).** There will be five unannounced tiny quizzes in this class, worth one point each. Each quiz will ask you anywhere from one to three questions, but the quiz itself will be worth one point. The scoring system for each quiz is dichotomous: meaning, you will get either a 1 or a 0. The purpose of these pop quizzes is to make sure you keep on top of your reading and your work in this class. Pop quizzes will be handed out at the beginning of class, and they will last for approximately five minutes. More to the point, *they are extra credit quizzes: any points you accumulate from these quizzes will be added to your final course grade.* On the other hand, if you get a zero for all five quizzes, it will have no impact whatsoever on your grade. Therefore, if you are late to class or miss class so that you miss the entire quiz or any part of it, you miss the opportunity to get extra points and you will not get to take a make up quiz. In prior years when I have taught this class and included pop quizzes of this nature, half the class added at least two points to their final grade, with the top 25% of the class adding 3-4 points: that's like going from a B+ to an A-.
- (6) **Optional Assignment (10 points).** Attend an AA or NA meeting and write 1-2 pages about your experience. This assignment can replace your lowest Taking Sides assignment (not the in depth analysis) and/or you may choose to do this assignment INSTEAD of one of the four required Taking Sides papers (**due by June 2<sup>nd</sup>**).

**Assignment & point summary:**

| <u>Assignment</u>   | <u>Points</u>  |
|---|----------------|
| Writing Reflection #1   | 5 points       |
| Writing Reflection #2   | 5 points       |
| Taking Sides #1   | 10 points      |
| Taking Sides #2   | 10 points      |
| Taking Sides #3   | 10 points      |
| Taking Sides #4   | 10 points      |
| In depth Taking sides (#5) analysis paper   | 20 points      |
| In class group presentation   | 20 points      |
| Participation   | 10 points      |
| Extra Credit  | Up to 5 points |
| Alternative Assignment: Attending AA/NA meeting w/accompanying writing reflection | 10 points      |

Written work should follow format guidelines on in the *SSW Guidelines for Student Papers*. Use a standard 12-point font (such as Garamond, Times or Arial, *not* Courier), double-space lines, and staple multiple-page assignments in the upper left-hand corner, if turning in a hard copy. Because of the time-frame of the course, the instructor may not have adequate time to comment on assignments turned in past the due

date and students will not be able to reflect on comments. All work submitted should be the student's original writing created in response to the assignment in question.

**Late assignment policy:** Completing assignments on-time and to high standards, facilitates your learning and is a hallmark of a professional. If you have an emergency and are unable to submit an assignment, let me know as soon as possible. We will negotiate a plan for your completion of the assignment. In fairness to your fellow students, if you *do not* make prior arrangements, each day your assignment is late may result up to an automatic 1-point per day reduction.

**Incompletes (X grade):** An incomplete may be given only when the student has been in regular attendance and has done satisfactory work to within 2 weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

**Academic Honesty:** The student conduct code of the University of Washington requires students to practice "high standards of academic and professional honesty and integrity." In addition, the School of Social Work's academic standards specify that students may be dismissed for "academic cheating, lying, or plagiarism." Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the assistant dean for student affairs. Instructors will not award credit for work that has been plagiarized. The instructor, director and director of student services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. You may find a fuller explanation of plagiarism and suggestions for avoiding it on the student services website. If you are unsure whether a specific use of material constitutes plagiarism, ask!

Please also talk to me about any reading, researching, or writing difficulties you may have in this course.

**Laptops and Phones:** Laptops and tablets can be used to access a reading we are discussing in class. Please be respectful of your classmates and disable wifi to avoid surfing the internet or using social media as it can be distracting for those around you. Cell phones and tablets should be on Do Not Disturb at all times and put away during class unless you have discussed the reason you need to have your phone out with me personally prior to the start of class.

*Why these Policies?* Studies show that students who bring laptops to class perform more poorly (on average) than their non-laptop using peers and are much less likely to attend in class. Laptops and cell phones can also be a distraction for other students. When working with consumers and families, we have to train ourselves to be present and part of that training begins with your ability to be fully present in the classroom.

**Getting Help:** Do not hesitate to talk to me with questions about the course. If you are experiencing difficulty with the course, meeting with me earlier rather than later might be helpful. Please talk to me about setting up an appointment at a time that is mutually convenient. To contact me, you can talk to me in class, send an email, or leave a message on my voicemail. *Please use your UW email account for all class-related correspondence or communicate through Canvas platform. I cannot send any official communications via any email other than your UW email account.*

***All assignments are due by 8:29am prior to the start of class, unless otherwise stated.  
TURNING IN ASSIGNMENTS LATE MAY RESULT IN LOSS OF CREDIT***

Points are translated as listed on the table below.

| Points | Grade | Letter | Points | Grade | Letter | Points | Grade | Letter |
|--------|-------|--------|--------|-------|--------|--------|-------|--------|
| 100    | 4.0   | A      | 85     | 3.3   | B+     | 70     | 2.0*  | C      |
| 99     | 4.0   | A      | 84     | 3.2   | B+     | 69     | 1.9   | C      |
| 98     | 3.9   | A      | 83     | 3.2   | B+     | 68     | 1.8   | C-     |
| 97     | 3.9   | A      | 82     | 3.1   | B      | 67     | 1.7   | C-     |
| 96     | 3.8   | A-     | 81     | 3.1   | B      | 66     | 1.6   | D+     |
| 95     | 3.8   | A-     | 80     | 3.0   | B      | 65     | 1.5   | D+     |
| 94     | 3.7   | A-     | 79     | 2.9   | B      | 64     | 1.4   | D+     |
| 93     | 3.7   | A-     | 78     | 2.8   | B-     | 63     | 1.3   | D+     |
| 92     | 3.6   | A-     | 77     | 2.7   | B-     | 62     | 1.2   | D+     |
| 91     | 3.6   | A-     | 76     | 2.6   | B-     | 61     | 1.1   | D      |
| 90     | 3.5   | A-     | 75     | 2.5   | B-     | 60     | 1.0   | D      |
| 89     | 3.5   | A-     | 74     | 2.4   | C+     | 59     | .9    | D      |
| 88     | 3.4   | B+     | 73     | 2.3   | C+     | 58     | .8    | D-     |
| 87     | 3.4   | B+     | 72     | 2.2   | C+     | 57     | .7    | D-     |
| 86     | 3.3   | B+     | 71     | 2.1   | C      | <56    | 0.0   | E      |

I am happy to discuss your grade with you at any time, but cannot do this via email due to federal privacy regulations. If you wish to discuss your grade progress, please make an appointment with me.

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### **Other useful information**

**Academic Accommodations:** At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

**Disability Accommodations:** At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If your accommodations include extended time for assignments or disability-related absences, it is your responsibility to meet with the instructor early in the quarter to determine how these accommodations will be made and complete the required paperwork. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 /Voice, 206-543-8925/TT or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu) . I welcome conversations about ways to help ensure class content and materials are accessible to all students.

**Religious Accommodations:** Students who expect to miss class or assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete their academic responsibilities. Absence from class for religious reasons does not relieve students from

responsibility for the course work required during the period of absence. It is the responsibility of the student to provide the instructor with advance notice of the dates of religious holidays on which they will be absent. Students who are absent shall be offered an opportunity to make up the work, without penalty, within a reasonable time, as long as the student made prior arrangements. Pre-arranged absences for religious observances will not be counted against class participation.

**Respect and Tolerance in the Classroom:** We are a community with diverse backgrounds and experiences. Each person's unique contributions can enhance our learning. Everyone in the class has a voice and should be able to express their thoughts without retribution. Presentation of alternate points of view should be done in a respectful manner that protects the dignity of everyone in the class.

**Self-Care:** All of us come into this classroom with our own lived experience and different life histories. Class discussions, presentations, readings or other classroom events may trigger strong emotions. *Students are encouraged to engage in self-care, which may include leaving the classroom, without explanation, at any time, as needed.* Students are welcome to discuss personal reactions in class, but are in no way required or expected to do so. Students are also encouraged to speak with the instructor at non-class times about any such reactions, although instructors are expected to refer students to appropriate support services. Free support resources are also available at the Student Counseling Center.

### **Confidentiality**

Throughout the quarter students may present cases for the purpose of collegial consultation and reflective practice. When you present, disguise identifying information such as names, birth dates and place of residence, as well as circumstances unique enough to jeopardize confidentiality. In addition, your colleagues may disclose personal information during class discussions. Please maintain confidentiality of any disclosures made by your colleagues and do not discuss outside the classroom.

**Counseling Resources:** The UW Counseling Center offers free and confidential short-term, problem-focused counseling to UW Students who may feel overwhelmed by the responsibilities of college, work, family and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. To schedule an appointment, please call 206-543-1240 or stop by 401 Schmitz Hall. More information at: <http://www.washington.edu/counseling/>

If you're looking for additional low-cost resources, we've posted a list at the bottom of the [counseling page](#) in the Student Services section of the website.

**UW Campus Food Pantry:** The Campus Food Pantry allows UW students, staff, and faculty to shop for nonperishable groceries and select fresh produce. Anyone with a Husky ID is eligible to receive support. Information is available here: <http://www.washington.edu/anyhungryhusky/get-food/>

More community resources regarding food assistance can be found here:

<http://www.washington.edu/anyhungryhusky/files/2016/12/Off-campus-resources.pdf>

**Student Technology Loan Program:** Enrolled UW students at the Seattle campus are eligible to borrow equipment (e.g., laptops, tablets) from the Student Technology Loan Program on a first-come-first-served basis. More information at:

<https://itconnect.uw.edu/service/student-technology-loan-program/>

## Course Summary

Specific readings, timing of topics, and assignment due dates are subject to change and adjustment as needed in order to help students meet course objectives. Expect updates throughout the quarter.

Unless otherwise announced, assignments are to be turned in at the start of class.

| <b>Date:</b>       | <b>Topic</b>  | <b>Readings</b>             | <b>Assignments</b><br><i>Due at beginning of assigned class.</i>   |
|--------------------|---|-----------------------------|--|
| <b>WK1</b><br>4/1  | Introduction to the Class   | Review Syllabus             |  |
| <b>WK2</b><br>4/8  | Psychology & Addictive Behaviors, History of Substance use, Models of Addiction | Hart Ch 1-3                 | Writing Reflection #1 (due): Why are you interested in taking this class, what do you hope to learn?   |
|                    | Drugs, Brain & Behavior   | Hart, Ch 4 & 5              | <b>*SIGN UP FOR PANELS*</b>  |
| <b>WK3</b><br>4/15 | Alcohol   | Hart, Ch 9                  | Taking Sides #1 (due), Is Drug Addiction a Brain Disease? (In class discussion)  |
|                    | Stimulants, Depressants & Inhalants   | Hart, Ch 6 -8               | <b>PANEL GROUPS ASSIGNED</b>   |
| <b>WK4</b><br>4/22 | Cigarettes & Coffee   | Hart, Ch 10, 11             |  |
|                    | Marijuana/Cannabis  | Hart, Ch 15                 |  |
| <b>WK5</b><br>4/29 | <b>** NO CLASS**</b>  |                             | Meet up with your group to work on your panel presentations and written assignments  |
| <b>WK6</b><br>5/6  | Opioids & Psychedelics  | Hart, Ch 13 & 14            | Taking Sides #2 (due), Should Smokeless Tobacco and Vaping be Promoted as an Alternative to Cigarette Smoking?   |
| <b>WK7</b><br>5/13 | Assessment & Treatment of Substance Use Disorders                               | Reading will be distributed | Taking sides #3 (due), "Federal Medical Cannabis Law Is Inconsistent with State Laws: Which one should we follow?"   |
| <b>WK8</b><br>5/20 | Harm Reduction  |                             | Taking Sides #4, "Should homeless individuals with substance use disorders be required to maintain abstinence and/or attend treatment in order to keep their housing?" |



|                    |                       |  |  |
|--------------------|-----------------------|--|--|
| <b>WK9</b><br>5/27 | Memorial Day-NO CLASS |  | Taking Sides #5 written responses (due), “Should Safer Consumption Sites (also known as Safer Injection Facilities) be implemented in the United States? **Bonus points if you talk about whether naloxone should be made available to opioid users**?”  |
| <b>WK10</b><br>6/3 | Wrap Up               |  | <p>Taking Sides #5 panel presentation (due), “Should Safer Consumption Sites (also known as Safer Injection Facilities) be implemented in the United States? **Bonus points if you talk about whether naloxone should be made available to opioid users**?”</p> <p>Taking sides #6 (due), “Should Drug Use be Decriminalized?”</p> <p>Final Writing Reflection #2 (due Friday 6/9): How has this class either changed or reaffirmed your beliefs, values, etc. around substance use?</p> |

### Core Competencies

*This course targets the following competencies and related practice behaviors:*

|  |
|--|
| <b>Competency #1: Identify as a professional social worker and conduct oneself accordingly.</b>  |
| 1c. Practice critical self-reflection to assure continual professional growth and development.   |
| 1d. Attend to professional roles and boundaries.   |
| <b>Competency #2: Apply social work ethical principles to guide professional practice.</b>   |
| 2a. Recognize and manage personal values, so that professional values guide practice.  |
| <b>Competency #3: Apply critical thinking to inform and communicate professional judgments.</b>  |
| 3d. Critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice.   |
| <b>Competency #4: Engage diversity and difference in practice.</b>   |
| 4a. Recognize and articulate the ways in which social and cultural structures—including history, institutions, and values—oppress some identity groups while enhancing the privilege and power of dominant groups. |
| 4b. Develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.   |

**Competency #6: Engage in research-informed practice and practice-informed research.**

6d. Use quantitative research evidence to inform practice.

**Competency #7: Apply knowledge of human behavior and the social environment.**

7a. Apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.

**Competency #9: Respond to contexts that shape practice.**

9a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.

**Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

10d. Use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.