

**Salt Lake Community College**  
**Department of Social Work**  
**Dynamics of Drug and Alcohol Abuse**  
**Spring 2014**  
**SW 2280**

**Faculty:** Enrique Velasquez, MSW, LCSW  
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**Office hours:** By appointment  
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Required Text: Addiction Treatment a Strength Perspective  
Van Wormer & Davis  
3<sup>rd</sup> Edition

**Course description:**

This introductory course is designed to help students better understand the variables of substance abuse, dependence, prevention, intervention and treatment. This course will look at the effects of substance abuse on individuals, families, groups and society. Students will develop an understanding of the knowledge, skills and attitudes necessary to effective treatment approaches as well as the multi-faceted aspects associated with drugs/alcohol use abuse and dependence. Students will understand how the multi-discipline field of Social Work is used in the treatment of substance abuse.

**Course Objective:**

- A. Upon completion of this course students will know the difference between substance use, abuse and addiction.
- B. Upon completion of this course students will know the various stages of treatment in relationship to substance use, abuse and addiction.
- C. Upon completion of this course of this course students will have knowledge of the skills and resources necessary to become an effective provider in the field of substance abuse and addiction.
- D. Upon completion of this course students will understand how the multi-disciplined profession of Social Work participates in the education, prevention and treatment of substance use, abuse and addiction
- E. Upon completion of this course students will know and understand the continuum of substance use, abuse and addiction.
- F. Upon completion of this course students will understand biological, sociological and psychological contributions to substance use, abuse and addiction

- G. Upon completion of this course students will be aware of and possibly understand their personal biases relating to substance use, abuse and addiction.
- H. Upon completion of this course students will have gained some practical tools to better manage their biases and prejudices relating to substance use, abuse and addiction

**Class Format:**

The treatment of substance abuse/addiction requires empathy, discussion, discovery and self-awareness, to that end this course will be open discussion oriented. Students are expected to be prepared for each class by reading the information and chapters provided to you. Students will be encouraged and facilitated to express your ideas concerning these difficult area of treatment, all ideas are welcomed. As expected there will be a variety of thoughts with differences in them, all ideas are open for discussion and students will be expected to handle these differences with **respect and a “professional attitude”**.

**Under no circumstance will students be allowed to self disclose their personal issues. This is an Educational setting not a treatment facility, thus the boundaries of education will be upheld. This is an example of professional boundaries.**

Please be prompt to class, being late is disruptive and disrespectful. No cell phone use or texting is allowed in class, remember you are in training to become a professional who will gives your total attention to those individuals you are serving.

**Students with disabilities:**

*“Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Taylorsville Redwood Campus, 4600 S Redwood Rd, 84123. Phone: (801)957-4659, TTY: 957-4646, Fax: 957-4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu).”*

**Student Code of Conduct:** Students are expected to follow the SLCC student code of conduct found at:  
[www.slcc.edu/policies/docs/stdtcode.pdf](http://www.slcc.edu/policies/docs/stdtcode.pdf)

## **Evaluation:**

There will be four take home evaluations through out the semester. All four evaluations will be essay format. The first three will be worth 20 points each and each one will be a minimum of five pages in length. The final evaluation will be a comprehensive essay of a minimum of eight pages in length worth 40 points. Your essays must be turned in to me at the beginning of the following class session.

Late work will not be accepted and there will be no extra credit.

Students are expected to read assigned materials in advance to prepare for class discussion. Discussion of the various issues will conducted in an appropriate fashion and differences will be respected. The field of Mental Health requires we think outside of our traditional “boxes”.

Please be prompt to class, being late is disruptive. No cells phones, texting are allowed, you are training to be professionals, if you must respond to an emergency that is understandable, however social calls or texting will not be allowed.

All essays will be written in a scholarly manner with attention to spelling, grammar, appropriate citations, with an articulate discussion integrating theory with your thoughts. Essays will be written in a 12-point font, double-spaced, with one inch margins on all side and follow AMA guidelines. Emailed assignments will not be accepted.

## **Grading:**

### **Grading scale:**

<b>A</b>	<b>94—100</b>	<b>C+</b>	<b>77—79</b>	<b>D-</b>	<b>60--62</b>
<b>A-</b>	<b>90—93</b>	<b>C</b>	<b>73—76</b>	<b>E</b>	<b>59 or less</b>
<b>B+</b>	<b>87—89</b>	<b>C-</b>	<b>70--72</b>		
<b>B</b>	<b>83—86</b>	<b>D+</b>	<b>67--69</b>		
<b>B-</b>	<b>80—82</b>	<b>D</b>	<b>63--66</b>		

SW 2280 Rubric

<b>Criteria</b>	<b>Insufficient (1)</b> <i>Significant revision needed. Topic not addressed</i>	<b>Emerging (2)</b> <i>Need for revision did not really address the question directly, jumped around</i>	<b>Effective (3)</b> <i>While it showed some understanding of the topic it lacked enough theoretical concepts, mostly personal opinions</i>	<b>Strong (4)</b> <i>Shows understanding of topic. Solid blend of theory and personal thoughts, creating an analysis of the topic</i>
<b>Structure</b>	Structure is unclear, thesis is weak or non-existent. Flow of topic through the essay is scattered, it lacks focus.	Structure is generally unclear, often wanders or jumps around. Thought through the discussion are incomplete, thus introducing various discussion points without depth or theoretical grounding.	Structure of the essay contains topic through the discussion, however it is based mostly on personal opinion lacking demographic variables and intervention theories.	Structure contains clear understanding of the topic as evidenced of the inclusion of demographic variables and intervention theories and personal opinion, followed by an integrative analysis of the topic.
<b>Mental Health Theory</b>	The student hardly uses concepts of demographic variables and mental health theory in the essay. Mostly personal opinions without empirical support.	The student uses mental health concepts discussed sporadically, addresses the topic only in general terms. Is not able to develop a clear discussion of demographic variables and intervention theories discussed.	The student includes demographic variables and intervention theories affecting mental health, however the discussion is mostly theoretical and does include proper application to the of the various mental health issues discussed.	The student is able to blend theory and their opinion into a balanced analysis of the topic as evidenced by the clear inclusion of specific demographic variables and intervention theories.
<b>Discussion/ Analysis</b>	Discussion is mostly un supported personal opinions of the topic, has little if any demographic variables and intervention	Unclear and scattered discussion of the topic with minimal theory included as part of discussion. There	Topic is clearly discussed with some mental health demographic variables and intervention	Topic is thoroughly discussed with a balance of personal opinions well grounded demographic

	theories discussed.	are several topics included in the writing with no clear direction.	theories included; analysis is not clearly balanced and leans towards personal opinions.	variables and intervention theories discussed in class. Uses clear examples to further cement the discussion.
<b>Grammar</b>	Numerous errors in spelling, punctuation, capitalization, grammar and paragraphing . Does not allow for discussion to flow.	Moderate errors in spelling, punctuation, capitalization, grammar and paragraphing. Moderate disruptions to the flow of the discussion.	Minimal errors in spelling, punctuation, capitalization, grammar and paragraphing. Minimal disruptions to the flow of the discussion.	No errors in spelling, punctuation, capitalization, grammar and paragraphing. No disruptions to the flow of the discussion.