Course Description

The content of this graduate level course brings together substance abuse studies and family systems approaches. It provides a brief overview of models to identify addictive behavior and its etiology. Students are presented with a knowledge base that includes content-information of addiction, methods for assessing, and the basic skills for treating addictive systems, and approaches for collaborating with other mental health professionals who treat addictions. The course identifies the addictive and intergenerational patterns within families. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. Issues of social justice are emphasized in a review of the effects of socio-cultural and social policy that influence family behaviors and treatment approaches. Expanding the therapist's role to include psycho educational and supportive counseling, the course provides pointers for assessment at key stages of recovery and guides to bring lasting change by collaborating with other professionals and communities.

Social work intervention focuses on strengths, capacities, and resources of client systems in relation to their environments. Students will review family and addiction interventions. Knowledge of addictions will help workers engage families in appropriate working relationship, identifying issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. Family intervention and assessment includes using communication skills, supervision, and consultation. Substance use interventions also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social justice.

This course addresses the Council on Social Work Education competency below:

*Council on Social Work Education Standard:*

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (2.1.10)

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes.
and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Practice Behaviors**

**Engagement**
- Develop a culturally responsive therapeutic relationship with children and families.
- Establish a relationally based process that encourages children and families to be equal participants in the establishment of treatment goals and expected outcomes.

**Assessment**
- Select and modify appropriate intervention strategies based on continuous assessment of children and families.
- Use multidimensional bio-psycho-social and spiritual assessment tools with children and families.

**Intervention**
- Critically evaluate, select, and apply best practices and/or evidence-based interventions with children and families.
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns of children and families identified in the assessment.

**Evaluation**
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social and spiritual conditions experienced by children and families.

**REQUIRED E-TEXT**

Addiction and Family Violence (2013) Wermeling, L, Editor
ISBN 9781121955974
Publisher McGraw-Hill
Type: Digital
URL https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9781121955974

**REQUIRED RESOURCES**

Center for Substance Abuse Treatment. Substance Abuse Treatment and Domestic Violence. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 1997. (Treatment Improvement Protocol (TIP) Series, No. 25.)

Center for Substance Abuse Treatment. Substance Abuse Treatment and Family Therapy. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2004. (Treatment Improvement Protocol (TIP) Series, No. 39.)
STUDENT OUTCOMES

In online courses, communicating electronically substitutes for your actual presence in the classroom and basic components of this course. Your presence in the course activities ought to occur on a weekly basis. This graduate level course requires students to engage in activities that involve advanced skills in writing, reading, and verbal articulation of thoughts. It also requires basic computer knowledge (word processing and internet communication). For a successful experience in this course, students can think of themselves as "learners and teachers" who have a personal commitment to the discipline of learning for themselves and with their student colleagues. The use of evolving technology will also require a high degree of flexibility, collaboration, and time commitment.

Individual Assessments

Attendance

Regular attendance and participation is essential for learning. Attendance is measured by your presence in the online course, as well as the timely submission of assessments or other assigned work. Attendance is not the same as participation. Simply logging on does not contribute to the class. Students may be dropped if they are absent online. Blackboard records your online activities, and your attendance and participation statistics are graded. Discussion board may be used in your attendance grade.

Quizzes and Final Exam

Each chapter of the text has a Blackboard quiz assigned. Read the chapter first, and review all learning aids. You are allowed three attempts for each quiz, and your highest score is recorded. All quizzes are timed and the questions are randomized so that no two are alike. The quizzes are posted for a limited time and you must complete each specific quiz within the dates posted. Once a quiz is no longer available it will not be reopened.

The final is an individual Blackboard test and is cumulative for the semester. The questions from the quizzes are used in the final. The final is a single attempt test, also timed and the questions are randomized so that no two are alike. The final will be available throughout finals week.

Journaling

Journaling is an individual assignment posted by each student and is available only to you and me. The topic of the course is difficult and often illicit emotional response as you study, so you are to journal four times during the semester. Your journal is your personal description of what you are learning and what the material means to you. Speak to your feelings and growth in valuing the profession, and to what extent your feel a part of, or membership in, the profession. You may also address feelings or concerns your have about ethical questions and standards. I will read and respond to your journal entries as appropriate.
Discussion Board

Twice during the semester, questions will be posed for your consideration and comments. Building our sense of community among students is crucial, especially for social workers. With the discussion board tool, we can have robust discussions that take place in the traditional classroom. Discussions can serve a range of purposes, such as:

• An online meeting place for social interaction among peers.
• An additional medium for collaboration and the exchange of ideas.
• A medium to pose questions about homework assignments, readings, and course content.
• A way to demonstrate the understanding or application of course material.
• A record of discussion that members can review at a later point.
• A graded activity that demonstrates understanding or application of course material.

Please use Discussion Board for Frequently Asked Questions (FAQ). A FAQ is available to each of you regarding questions about the course, text, or assignments. If you have a question, so may your colleagues. Posting your question allows me to answer it for the entire class. If you email me with a question about the course, my reply will be to please post your question on Discussion Board. You use your personal journal to ask questions you may consider personal or confidential.

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<td>Attendance(on time submissions)</td>
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<td>Quizzes</td>
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<td>Final</td>
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<td>Journaling</td>
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<td>Discussion</td>
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<td><strong>Total</strong></td>
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Grade Distribution

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<th>% Equal to or Greater than</th>
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Students who would like free tutoring or help with reading, writing, study, or test-taking skills can call or visit the Learning Assistance Program, University Center 170, 572-5475, e-mail: laplearn@nku.edu.

Instructor Evaluations

Online course evaluations are completed for instructors, posted on Blackboard toward the end of the semester. When you log in, your information is not stored with your name. Your evaluation is anonymous and confidential; and, instructors can only see the percent of student participation for the course. Actual evaluation information is not available to instructors until grades have been turned in.

Professional Integrity Statement

Students adhere to the National Association of Social Workers (NASW) Code of Ethics. Students are expected to thoroughly read the NASW Code of Ethics and ask questions for clarification of the professor and team. Students learn to display behaviors and attitudes that are professional at all times. Do frame communications in positive, professional, and collegial manner. Severe violations of the NASW Code of Ethics are justification for student review, and disciplinary action by the Social Work Faculty.

Standards of Online Student Conduct

Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following these basic rules of netiquette:

- Using proper capitalization, spelling, and grammar.
- Signing your name to all email messages and discussion postings.
- Providing descriptive but concise subject lines.

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Online courses are expected to behave professionally by adhering to these standards of conduct in the online environment:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or otherwise abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to the Dean of Students for appropriate action in accordance with the
Student Handbook. If you ever feel as though our online classroom is inappropriate or uncomfortable, please first contact your instructor with your concerns.

In addition, students comply with Northern Kentucky University Code of Student Rights and Responsibilities. The Code addresses Freedom of Expression; Student Evaluation of the Professor; Expectations of the Student; Class Attendance; and, Classroom Disruption. Students are expected to thoroughly read the Code.

**Academic Integrity Statement**

Each student is advised to become familiar Code of Student Rights and Responsibilities in the University Honor Code. Particularly, students at Northern Kentucky University refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and contrary to both the rules and the values of the university, the department, and the ethics of the profession. Plagiarism refers to *any* use of another person's ideas without specifically, and clearly attributing those ideas to her or him, whether or not the direct words are used. Simply, plagiarism is presenting someone else's ideas as your own. Examples would include: having another person write or help write a paper; using someone else's paper, in whole or in part; copying or extracting from another writer without directly giving precise credit to the author; and, cutting and pasting from Internet sources.

**Disability Statement**

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Room 101 or call (859)572-6373 for more information. Verification of your disability is required in the Disability Services Office for you to receive reasonable academic accommodations. Students must also inform the instructor.

**The instructor has the right to change this syllabus for academic reasons.**
References


WWW Resources
• Addiction Technology Transfer Centers: http://www.nattc.org
• Adult Children of Alcoholics (ACA/ACoA): www.adultchildren.org
• Children of Alcoholics Foundation: www.coaf.org
• National Institute on Alcohol Abuse and Alcoholism:http://www.niaa.nih.gov
• National Clearinghouse for Alcohol and Drug Information (NCADI): www.health.org
• National Council on Alcoholism and Drug Dependence:www.ncadd.org/index.html
• National Association for Children of Alcoholics:www.health.org/nacoa/org
• National Association for Native American Children of Alcoholics: www.nanacoa.org
• National Academy Press http://www.nap.edu/
• MEDSCAPE’s Psychiatry MedPulse: http://psychiatry.medscape.com