

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 360K	Instructor: Pamela Malone, Ph.D., LCSW
Unique Number: 63008/62587	Office Location: SSW 3.104A
Meeting Time/Place: Monday & Wednesday 9:30-11am SSW 2.134	Contact Information: 512-444-8889 pammalone@mail.utexas.edu
Semester: Spring 2011	Office Hours: By appointment

PRINCIPLES OF RECOVERY AND RELAPSE PREVENTION

I. Standardized Course Description

Recovery from addiction is an ongoing process that involves the physical, psychological, social, intellectual, spiritual, and cultural aspects of an individual. This course is designed to address the diverse issues related to each of these concepts. Emphasis will be on developing and demonstrating knowledge, skills, values, and self-awareness that will help empower each student's understanding of the recovery process. Major themes of the course include the passages of recovery, relapse prevention principles, relapse warning signs, the 12-step approach to recovery, spirituality, and general wellness concepts. Using a holistic perspective, students will gain insight into recovery principles through exercise, proper nutrition, and techniques to manage the daily stressors of life.

Students should have a strong interest in recovery from addiction or currently working a 12-step or other recovery program.

II. Course Objectives

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

1. Discuss and compare the various models and theories of addiction.
2. Gain a thorough understanding of personal attitudes about addiction.
3. List and discuss the principles of relapse prevention.
4. Identify relapse warning signs.
5. Demonstrate an understanding of the various stages of recovery.
6. Evaluate personal environmental, physiological, and psychosocial challenges to recovery.
7. Discuss and apply a variety of methods to help overcome obstacles to recovery.
8. Explain and demonstrate the positive correlation between exercise, nutrition, stress reduction, and the recovery process.
9. Understand the importance of spirituality in recovery.

III. Teaching Methods

This course is designed to incorporate a variety of teaching methods, including interactive lectures, experiential group activities, reading assignments, and multimedia material to help students learn theoretically-grounded knowledge of principles of recovery and relapse, and to demonstrate this knowledge in class discussions, written assignments, quizzes, and presentations.

IV. Required Texts

Beattie, M. (2009). *The new codependency: Help and guidance for today's generation*. New York, NY: Simon and Schuster.

Casey, K. (1991). *In God's care: Daily meditations on spirituality in recovery*. Center City, MN: Hazelden Publication.

Gorski, T. T. (1989). *Passages through recovery: An action plan for preventing relapse*. Center City, MN: Hazelden Publication.

This instructor reserves the right to provide and/or assign additional readings to supplement the texts.

V. Course Regulations

Attendance

- Regular attendance is expected and will be taken each class.
- Students with 2 absences without prior notice of excuse and/or students with excessive (3) absences will be advised to drop the class.
- Students who must be absent on a day an assignment is due or on a test day should call or email as soon as possible.
- Attendance includes promptness. Class will begin at 9:30 am.
- **All absences will be assessed and treated equally. There is no excused absence.**
- At the end of the semester you will be given an opportunity to assess your attendance and participation in class.

Email policy

- Assignments will **NOT** be accepted via email unless prior arrangements have been made.

VI. Course Requirements

Students are expected to complete the following assignments.

1. Speaker Topic Reviews

During the semester you will have the opportunity to listen online to speakers on recovery related topics. Links to topics are posted on Blackboard under Course Documents. You are required to listen to two (2) speaker topics and type a short summary discussing your thoughts about the topic. Make sure to include what you learned, interesting facts, and if you thought it increased your knowledge about addiction and recovery. Your summary should be no more than one (1) page. Instructions for this will be given in class. **Due: No later than April 27**

2. Personal Philosophy

The goal of this assignment is to help you assess your personal thoughts, feelings, and beliefs about addiction and recovery. Questions are posted on Blackboard to guide you through the process. Your paper should be 1 to 1.5 pages. **Due: January 31.**

3. Affirmation Readings and Class Quizzes

There will be 10 quizzes throughout the semester. Material will be taken from the book *In God's care: Daily meditations on spirituality in recovery* as well as class readings. You will be asked to write 2 to 5 lines describing the basic concept of the requested material.

4. Abstinence Journal

Select one substance (caffeine, nicotine, alcohol, marijuana, etc.) or food (chocolate, sugar, soda, cookies, bread, etc.) or behavior (watching television, playing video games, shopping, texting, facebook, online gaming, negative self-talk, sex, etc.) and completely abstain for at least a 4 week period. Keep a journal of your daily experiences. The requirements for this assignment are posted on Blackboard. **Due: April 18.**

5. Celebration of Recovery or Other Support Group Meetings.

You will have the opportunity to attend four (4) **Celebration of Recovery (COR)** meetings or other recovery meetings within Austin or the surrounding community. COR meets on Tuesday evenings from 7:15 pm to 8:15 pm, on the lower level of the Social Work building. Other support group meetings (AA, NA, ACOA, AlAnon, Alateen, etc.) can be found online. You will be given a form to be used to validate your attendance at each meeting, to be signed by the facilitator. **Due: No later than April 25.**

Graduate Students

In addition to the undergraduate course requirements, graduate students are required to submit an additional project.

General Information

Graduate students will be required to meet periodically during the semester with the instructor to monitor progress. Graduate students will present their project in a short 5-10 minute presentation to the class. This project will account for 15% of your total grade.

Project Information

Graduate students will select a topic that deals with addiction, recovery, and/or relapse. The topic and the method of research and learning must be confirmed by the instructor. Suggested methods of learning may include but are not limited to:

- A 5-7 page research paper.
- Attendance at one or several professional seminars or workshops, followed by a paper discussing the learning experience.
- Interviews with CD professionals and/or experienced individuals, followed with a paper discussing the learning experience.
- Attendance to various support group meetings (AA, NA, ACOA, AlAnon, Alateen, etc.), followed by a paper discussing the learning experience.

- Visits to and observations of several treatment and/or recovery centers, followed by a paper discussing the learning experience.
- A special project that may benefit a treatment and/or recovery center.

VI. Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized, clearly organized, and grammatically correct. Show evidence of your own creative and thoughtful analysis. Papers are to follow the APA style format, typed in Times New Roman, 12 point font, double spaced, with normal margins. Additional criterion and evaluation guidelines will also be provided for all assignments.

Grading of Assignments	Undergraduate	Graduate
Attendance, Preparation, Contribution	06%	06%
Speaker Topic Reviews	05%	05%
Personal Philosophy	07%	07%
Quizzes	05%	05%
Abstinence Journal	10%	10%
Support group meetings	07%	07%
Test I	20%	15%
Test II	20%	15%
Test III	20%	15%
Graduate Project		15%
TOTAL	100%	100%

Grades will be assigned as follows:

100-94=A

93-90=A-

89-87=B+

86-84=B

83-80=B-

79-77=C+

76-74=C

73-70=C-

69-67=D+

66-64=D

63-60=D-

59 and below = F

A-/A = SUPERIOR: Significantly exceeds assignment/performance expectations; demonstrates a high level of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

B-/+ = GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis;

C-/+ = AVERAGE: Assignment/performance meets the requirements or has minor gaps, but lacks evidence of in depth thinking and analysis;

D-/+ = BELOW AVERAGE: There are important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

VII. Course Schedule

Assigned readings are to be completed prior to class. Be prepared to answer questions in class that are based on the readings.

Date	Description/Due Dates	Text / Readings
Wednesday January 19	Introductions Review syllabus, assignments, grading	Print out and bring syllabus
Monday January 24	Theories of addiction 4X4 model of addiction	Blackboard: Read 4X4 model
Wednesday January 26	Recovery models Cultural/ethnic issues in recovery	Blackboard: Read Abstinence & Recovery article
Monday January 31	Neurotransmitters	Due: Personal Philosophy
Wednesday February 2	Use/abuse/addiction What is relapse?	Read: Beattie, Section One, chapters 1-5
Monday February 7	7 principles of relapse Relapse signs	
Wednesday February 9	Discuss abstinence journal project	Last day for graduate students to submit project topic
Monday February 14	TEST 1	
Wednesday February 16	Review test Stages of recovery	Read: Gorski, chapter 1
Monday February 21	Negative self-talk assignment Transition	Read: Gorski, chapter 2
Wednesday February 23	Stabilization	Read: Gorski, chapter 3
Monday February 28	Discuss negative self-talk assignment Positive self-talk assignment Early recovery	Read: Gorski, chapter 4

Wednesday March 2	Middle recovery	Read: Gorski, chapter 5
Monday March 7	Discuss positive self-talk assignment What is your motto? Late recovery	Read: Gorski, chapter 6
Wednesday March 9	What's your motto on the board? Maintenance	Read: Gorski, chapter 7
Monday & Wednesday March 14 & March 16	ENJOY A RELAXING SPRING BREAK	NO CLASS
Monday March 21		
Wednesday March 23	TEST 2	
Monday March 28	Balancing your life	Read: Beattie, Section Two, chapters 1-6
Wednesday March 30	Stress	Blackboard: Read Stress Management
Monday April 4	Life Balance Wheel	
Wednesday April 6	Relationships	Read: Beattie, Section Two, chapters 12-17
Monday April 11	Relationships continued	Read: Beattie, Section Two, chapters 18-22
Wednesday April 13	Exercise	Read: BB: 1. Exercise & recovery 2. 6.7 3. Benefits of exercise
Monday April 18	Nutrition	Blackboard: Read article on How food affects your mood Due: Abstinence journal
Wednesday April 20	Nutrition continued Discuss movie	Movie assignment: Watch <i>Super Size Me</i>
Monday	Progressive relaxation	Due: Support group form,

April 25	exercise: Dress comfortably & bring towel or mat	Grad. students project
Wednesday April 27	Spirituality	Due: Speaker topic reviews
Monday May 2	TEST 3	
Wednesday May 4	Final class wrap-up Evaluations	

VII. Class and University Policies

1. The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

2. Attendance. It is important for students to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.

3. Late Assignments. All assignments must be turned in on the due date and must be submitted at the beginning of the class period. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment. Late assignments will result in a deduction of five points for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date.

4. Policy on Scholastic Honesty. It is expected that work handed in will be your own. Students who violate University rules on scholastic dishonesty (i.e., plagiarism and cheating during exam, etc.) are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

5. APA. The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work.

6. Referencing. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.

7. Professional and Ethical Conduct. The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. Discrimination, harassment, and intimidation will not be tolerated. Please do not engage in any behaviors which may distract the instructor or other students during class, including chatting and ringing of cell phones/pagers. During class discussion or group activities, students may share information about their own personal and professional tasks, trials, and triumphs. Students’ class performance and grades are kept confidential.

8. Course Modifications. Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.

9. Documented Disability Statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

10. Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

11. Religious Holidays. By UT-Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

12. Behavior Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

13. Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building.
- Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

14. Use of Blackboard in Class. In this class the professor may use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.