

**THE UNIVERSITY OF TEXAS  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	n393R23/n360K	<b>Instructor:</b>	Mayan Herman
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<b>Semester:</b>	Summer 2023	<b>Office:</b>	n/a
<b>Meeting Time/Place:</b>	Tuesdays/Thursdays	<b>Office Phone:</b>	512-520-0964
	1:30-4pm	<b>Office Hours:</b>	By appointment
<b>Class #</b>	SSW 2.122		

**Treatment of Substance Use Disorders**

**I. STANDARDIZED COURSE DESCRIPTION**

The course is designed to provide a basic understanding of contemporary treatment methods used in work with a diverse range of clients recovering from alcohol and/or drug addiction. Emphasis will be placed on integrating the use of Mindfulness-Based Therapy, Rational Emotive Therapy, and Behavior Therapy with the 12 Step Program of Recovery/ Minnesota Model, Faith-based, Pharmacological, the Therapeutic Community Model and the Drug Court Model.

**II. STANDARDIZED COURSE OBJECTIVES**

1. The student should be able to work with a broad range of clients with understanding, affirmation, and respect for the positive value of diversity.
2. The student should be familiar with basic theoretical concepts and treatment techniques of selected contemporary counseling theories, adjunctive methods and medically supervised programs for treatment of clients with substance use disorders.
3. The student should be able to describe the concepts, procedures and preliminary outcome data related to six major models for treatment of substance use disorders: Pharmacological, 12 Step, Minnesota, Faith-based, Therapeutic Community and Drug Court.
4. The student should be able to describe basic concepts, propositions, treatment techniques, and procedures derived from major psychosocial theories including: Mindfulness, Rational Emotive, and Behavioral.
5. The student should be able to integrate counseling techniques derived from psychosocial theories covered in the course with the Pharmacological, 12 Step, Minnesota, the Faith-based, Therapeutic Community, and Drug Court models.

**III. TEACHING METHODS**

Teaching methods will include in-person, the use of Canvas, classroom role plays and group discussion, lectures, audio-visual materials, and guest lecturers. The class will be highly interactive. Skill-building and psychoeducational worksheets will be provided in class and on Canvas.

#### **IV. REQUIRED TEXT AND MATERIALS**

No required text. All material will be provided in-class and/or uploaded onto Canvas.

#### **V. COURSE REQUIREMENTS**

##### **Recovery Support Exploration-Undergraduate (2 RSEDs) and Graduate students (1 RSED) (50 points each)**

Students will have the opportunity to learn more about what support looks like for an individual in recovery. Students can choose 2 of the following to participate in and investigate; read a peer-reviewed article about support in recovery, interview/talk with a person in recovery, watch a video/movie of someone's story in recovery, or attend an on-line or in person support group meeting of any flavor (AA, NA, Dharma Recovery, CODA-codependence group, adult children of alcoholics (ACA), Communities for Recovery, SMART Recovery. The two RSED's must be different and they must contain information regarding what support looks like for an individual in treatment, recovery/sobriety. Both RSED's will be presented in class. You will be graded on the presentation in class. Please upload a one-page summary of what you chose for your RSED and also include thoughts on what the experience was like for you. The one-pager for each RSED needs to be uploaded to Canvas. **Graduate students only need to do one RSED as they will have a separate assignment requirement listed below.**

##### **Visitation to a Treatment Facility 50 points Graduate Students ONLY**

During the semester graduate students will find an SUD treatment facility to tour and learn more about. The facility can be inpatient/residential, outpatient (IOP), partial hospital (PHP), detox, or co-occurring SUD/mental health. The only criteria are that the facility offers support/treatment for SUD. You can set up a tour through the *Director of Development*, which most facilities have on staff. Your tour must be in person and not a virtual tour. When you have completed the tour, fill out the *Visitation to SUD Facility* form – this can be found on Canvas. You may go with other students at the same time, just make sure to ask the Director of Development what would be the max number. Near the end of the semester, we will have a class discussion regarding the information that is gathered. This assignment will be evaluated on a pass/fail basis.

##### **Movie Review Paper-*Drugstore Cowboy*. 100 points Undergraduate and Graduate Students**

Goal – the goal of this assignment has two main purposes; to help you understand how SUD affects people's identity, friend groups, health, and ability to maintain recovery. Outside of

class, no later than June 21<sup>st</sup> you will watch the movie *Drugstore Cowboy*. The movie will be provided at the PCL library and is also available with an Amazon Prime account. Watch through your therapeutic lens. Using the plethora of clinical indications in the movie, record and discuss what stands out for you. Here are some questions that will help guide the process.

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- How does the group mentality affect everyone?
- What are the relationships like and how are they influenced by drug use?
- What types of hierarchy or group structure do you notice?
- What kind of enabling do you see?
- What are some addictive vs sober traits you notice?
- What are your thoughts on the conversation between Matt Dillon and William S Burroughs?
- What are some of the cultural aspects of this movie? How do they influence addiction?

When you have finished the movie, complete a 3-5-page paper discussing your thoughts. You may use some of the above questions as writing points, but you are not limited to them. Also, make sure to include at the end of your paper, the impact of this assignment on your self-awareness. What did you learn about yourself after watching this movie? What areas might you need to monitor so that your experiences do not get in the way of what your client's and/or families need? *Be reflective!*

***It should also be carefully edited*** for organization, spelling, grammar, punctuation, and clarity of thought. **Due anytime between June 14<sup>th</sup> – June 29<sup>th</sup>, it must be posted on Canvas no later than 12pm June 29<sup>th</sup>.**

### **Current Events Discussion (100 points)**

Every class, we will discuss current events related to substance use treatment, recovery, laws, and historical events. We will discuss assigned readings in class. Please read assigned articles, watch videos, and/or material before class in order to engage in discussion. There will be several group role plays in-class to practice clinical skills. There will also be in-class interactive activities. Participation in both role plays and activities count towards the 100 points.

#### **Undergraduate**

2 Recovery Support Explorations (50pts)  
Movie paper (100 pts)  
Current Events and in-class activities (100 pts)  
Visitation to Treatment Center (50)  
300 points

#### **Graduate**

1 Recovery Support Exploration  
Movie paper  
Current Events and in-class  
300 points

## **VI. GRADES**

94.0 and Above                      A

90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. CLASS POLICIES

### Participation

In all courses, regular attendance is required in order to receive a passing grade. If students are going to be absent it is important to contact the instructor via email or phone as soon as possible. Students who have excessive absences in the course will not pass the class. Exceptions may be made, with respect to individual students, subject to the approval of the Academic Dean. Class participation grade will include attendance, punctuality, preparedness for class, participation in class and group discussions, informed class discussion, brief assignments that may be given, and the extent to which students take part in the question and discussion class time.

### Assignments

Assignments are due on the date indicated on the syllabus. Assignments are to be submitted on Canvas. Late assignments will not be taken without penalty. Five points will be deducted each day the assignment is late.

### Attendance

More than two absences without communication can result in a lower grade. Please communicate to discuss reason for absences. Attendance also includes being present and participating in class discussions.

## VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/> . If you are already registered with D&A, please deliver

your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the

School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON ACADEMIC INTEGRITY.** Students who violate University rules on academic dishonesty 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

\*another guest speaker will be added to the schedule in a few weeks

Date	Topic	Assignment Due	Readings Due
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6/1	-Overview and Introductions -Intro to Substance Use		Gabor Mate TedTalk Maia Szalavitz: Addiction as a Learning Disorder
6/6	-Brief history of drug laws -Art therapy: sober identity vs addiction identity		A History of the War on Drugs  <b>*Optional:</b> Washington Post Article: US involvement in Colombian drug trade
6/8	Recovery support: Guest speaker Courtney Harris -Thought Distortions: Deadly D's -Foundational CBT and Motivational interviewing with Cognitive Distortions		NPR article: Mysterious History of Marijuana  Thought Distortion worksheet
6/13	-Brief Opioid overview: dependence vs addiction Family Addiction: -characteristics of addicted families -family genograms case study		Washington Post: Johnson & Johnson "Super poppy"
6/15	-Critical Race Theory and culturally competent substance use treatment		<b>2 articles:</b> Courier article- Culturally competent treatment for Native Americans and opioid crisis in Black communities
6/20	Guest Speaker: Norma Mercado Substance use treatment with adolescents - Drug addiction vs. Dependence		KXAN article on adolescent treatment  Maia Szalavitz: Drug Dependence is not addiction
6/22	Inner Child work: Interactive book activity	<b>First RSED due</b>	Psychology Today: To Heal Your Inner Child  PBS D.A.R.E. article RSED presentations



	-Effects of addiction on childhood development and parenting styles		
6/27	<b>No class</b>		
6/29	-Prison profits in drug war Accountability in treatment: Opposite Action of addict brain activity	<b><i>Drugstore Cowboy</i> paper due</b>	NBC News: How Prisons Profit off of War on Drugs
7/4	<b>No class: 4<sup>th</sup> of July</b>		Have fun!
7/6	-ADEIA -Maintenance Stage: Hierarchy of Needs Pre and Post Treatment Activity		ADA article
7/11	Guest Speaker: Michelle Kimbrough Travis County Family Drug Court -Harm reduction		NPR article: Harm Reduction
7/13	-Methadone and suboxone treatment DBT skills: Wise mind and urge surfing	<b>Second RSED due Treatment Center Visitation due</b>	Urge surfing worksheet RSED presentations
7/18	Relapse Prevention Plans		Recovery Village: How to Create a Relapse Prevention Plan
7/20	Creative Writing activity: Resentments, Acceptance, Guilt, and Shame		

7/25	Class Discussion and closing activities		
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## X. BIBLIOGRAPHY

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