Memorandum

To: Daryl Whitford, Registrar  
From: Max L. Checketts, Vice President for Academics  
Date: February 22, 2010  
Subject: Curriculum Proposals

The following proposals were approved by the Academic Council:

- 09-47 SOCW 485 (John Reeves)
- 09-48 SOCW 487 (John Reeves)
- 09-49 SOCW 470 (John Reeves)
- 09-50 SOCW 467 (John Reeves)
- 09-51 SOCW 464 (John Reeves)

MLC:ill

Cc: John Bailey, Dean, College of Human Development  
Chad Compton, Associate Academic Vice President for Instruction  
Jonn Reeves, Department Chair, Social Work  
Doug Bates, Chair, Curriculum Committee
# BYU Hawai'i Curriculum Proposal

**SECTION 3**

## Approvals

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Recommendation/Signature</th>
</tr>
</thead>
</table>
| 1. Approved by faculty in the department. (signed by Department Chair)    | 10/26/09 | Signature: [Signature]
|                                                                           |          | Type name: John Reeves                        |
| 2. Approved by College or School (signed by all affected Deans)          |          | Signature: [Signature]
|                                                                           |          | Type name: John Bailey                        |
| 3. Reviewed by LAS when the proposal is for a new course (course outline attached), new program, or when additional resources are requested. |          | Signature: [Signature]
|                                                                           |          | Type name: Douglas Bates                      |
| 4. Approved by General Education and Honors Committee (when appropriate) (signed by the GEH Committee Chair) |          | Signature: [Signature]
|                                                                           |          | Type name: Beth Haynes                        |
| 5. Approved by CC (signed by CC chair)                                    |          | Signature: [Signature]
|                                                                           |          | Type name: Douglas Bates                      |
| 6. Approved by APC (signed by Academic Vice President)                    |          | Signature: [Signature]
|                                                                           |          | Type name: Max Checketts                      |
| 7. For new programs—Approved by the President's Council (signed by the President) |          | Signature: [Signature]
|                                                                           |          | Type name: Steven Wheelwright                 |
Proposal Number __________ (Office use)

BYU Hawai‘i Curriculum Proposal

SECTION 2

Catalog Updates (ONLY one course per sheet)

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Requested Effective Date (mm/dd/yy) or Semester: First Term 2010

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

☒ New Course (attach course outline) ☐ New Course Number (specify old number below) ☐ Grading to/from P/NP

☐ New Course Title ☐ Credit Hours ☐ Prerequisite

☐ New Course Description ☐ Class Fees ☐ Other - specify

DEPARTMENT: Social Work

COURSE NUMBER: Social Work 470

For a new course number only:

1. Old number: 

2. Are the old and new courses equivalent for retakes and graduation requirements? Yes ☐ No ☐

CREDIT HOURS: 3 (Lecture: 3 + Lab: 0)

FULL COURSE TITLE: Social Work with Substance Abusers

ABBREVIATED TITLE (maximum of 16 characters): SW w/ Sub Abuse

COURSE DESCRIPTION (maximum of 25 words):
This course introduces the student to the fundamentals of social work practice with substance abusers. Practice issues for selected populations will be explored.

SEMESTER(S) OFFERED: ☒ Fall ☐ Winter ☐ Spring

☐ Summer ☒ First

YEARS OFFERED: ☒ Every Year ☐ Even Years

CLASS SIZE:

☒ Optimum 12 ☐ Minimum 12 ☐ Maximum 30

Effects on current and other majors and minors prerequisites and total credit hours:

Adding 3 credit hours as one of our six core content areas.

☐ IMPORTANT!!!
Please attach printouts of affected Online Catalog pages (www.byuh.edu/catalog) clearly indicating where changes described above should be made.
Brigham Young University-Hawaii
Social Work 470
Social Work with Substance Abusers
Course Syllabus

Instructor: John Reeves
Classroom: TBA
Class time: TBA
Office: MPC 117
Phone: 675.3836 or reevesj@byuh.edu
Office Hours: 3-5pm T, W, Thur or by appointment

Mission Statement:
The Brigham Young University Hawaii Social Work Department supports the overall mission of the University and The Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the social work profession internationally by facilitating peace within individuals, families, communities, and nations.

Program Objectives: Upon completion of the program, Social Work majors will be able to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Curriculum Content: The Council on Social Work Education requires accredited Social Work programs to provide the following foundation content:
4.0 Values and Ethics

4.1 Diversity
4.2 Populations at-Risk and Social and Economic Justice
4.3 Human Behavior and the Social Environment
4.4 Social Welfare Policy and Services
4.5 Social Work Practice
4.6 Research
4.7 Field Education

Course Description:
This course is one of the six required content areas social work majors will take. This course is designed to provide students with the knowledge, skills, and sensitivity to become effective generalist social work practitioners in the area of substance abuse. Course content focuses on: a general overview of the substance abuse field, pharmacology, the six prominent theories and models used in substance abuse practice, the art of client engagement, how to conduct a multi-systemic substance abuse assessment, understanding the substance abuse treatment system, treatment methods, and guidelines for working with people from various populations at risk.

Course Prerequisite:
Prerequisite for this course include completion of Social Work 160 and submission of the Social Work Major Application Package. Students must be formally admitted to the major before they can proceed beyond this point in the program.

Course Objectives:
Upon successful completion of this course, students will be able to:
1. Become aware of the professional and personal challenges when working with substance abusers.
2. Will be able to define and apply key terms used in the substance field.
3. Demonstrate and understanding of the traditional concept of addiction.
4. Posses a working knowledge regarding the effects of specific drugs on the human body.
5. Describe six models/theories used in substance abuse practice with emphasis on a multi-systemic approach.
6. Understand how to successfully engage substance abusing clients across different systemic levels.
7. Learn how to perform a comprehensive, multi-systemic substance abuse assessment and how to write a case history report.
8. Articulate an understanding of the levels of substance abuse treatment to include issues involved in making appropriate referrals.
9. Become familiar with the four-stage recovery model, general principles that guide substance abuse treatment, treatment planning, specific treatment approaches, and relapse prevention.
10. Demonstrate an understanding of the impact of substance abuse/treatment with certain populations at risk.

Definition of Generalist Practice:
Our generalist social work practice model is characterized by culturally sensitive knowledge, skills, values, and ethics based on the following four principles:
1. Theoretical foundations that include: systems, ecological, strengths, and empowerment perspectives, which inform various interventions at the macro, mezzo, and macro levels.

2. A planned change process that includes intake and engagement, data collection and assessment, planning and contracting, intervention and monitoring, and final evaluation and termination.

3. The profession’s core values that acknowledge the uniqueness of the consumer in an effort to improve the consumer’s social functioning and/or enriching the consumer’s environment, and

4. Evidence-based practice to ensure the efficiency and effectiveness of services.

Required Textbook: (available in the BYU-H Bookstore)

Resources:


Web Sites
American Society of Addiction Medicine http://www.asam.org
Harm Reduction Coalition http://www.harmreduction.org
National Drug Court Institute http://www.ndci.org
Prude Institute (treatment for gays and lesbians) http://www.prudeinst.org
Substance Abuse and Mental Health Administration http://www.samhsa.gov
Alcoholics Anonymous http://www.aa.org
Women for Sobriety http://www.womenforsobriety.org

NIDA Drug Abuse Research Center: www.drugabuse.gov
Office on Women’s Health website: www.womenshealth.gov
Substance Abuse Treatment Facility Locator: www.findtreatment.samhsa.gov

Learning Activities:

1. Attendance and active informed class participation: If a student is absent, it is the student’s responsibility to contact the professor in advance, whenever possible. It is the student’s responsibility to find out from the professor or another student what he or she missed and to find out about any assignments that are due. Students who are not in class when the roll is called are marked absent. Once in attendance, students should not leave the class without the instructor’s permission.

2. Substance Abuse Journal: See page 4 of the text for rational behind this assignment.

3. Support Group Meetings: Students are to make arrangements to attend two support group meetings held by Alcoholics Anonymous (AA), Narcotics Anonymous (NA), or LDS Recovery. Students may make arrangements to conduct a site visit to a local substance abuse treatment agency as a substitute to attending two support groups. Students will submit a 3 page report for each visit. The report should cover the following: 1) location, date, and time of the meeting/visit(s), 2) the type of the meeting or agency visited, 3) your personal observations, 4) your emotional reactions including any questions and potential concerns, and 5) how your experience has influenced your understanding of substance abuse, substance abuse populations, and substance abuse treatment/recovery.

4. Populations At Risk Group project: Students will be assigned to one of two groups which will focus on substance abuse among Asians and Pacific Islanders. Each group will present their findings regarding guidelines and treatment issues when working with Asians or Pacific Islanders. Students are encouraged to follow the format found in Chapter 11. References are to be integrated into the presentation. The presentations will acquaint the class with some of the general issues involved when working with these two populations so that class members will at least know what information they need to learn before working with clients from these two populations who have substance use issues.

5. Mid-Term and Final Exams: Exams may be a combination of multiple choice, matching, True or False, fill in the blanks, short answer essay, and extra credit questions.

6. Guest Speaker: TBA

Grading Criteria: Your final grade will be based according to the following scale:
The minimum class passing grade for Social Work Majors is C-. This syllabus is a learning contract between the student and the instructor. The instructor reserves the right to make changes to this syllabus. If changes occur, students will be notified verbally or in writing.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse Journal</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Support Group Meetings</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Populations At Risk (Asian or Pacific Islanders) Group Project</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>50</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>50</td>
<td></td>
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<tr>
<td>Total Points Possible</td>
<td>475</td>
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Social Work 470 Social Work with Substance Abusers
Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course Overview and Introduction, Review Syllabus</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Chapter 1: Social Work and Substance Abuse Practice</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Chapter 2: Pharmacology, Roots of Addiction VTV 5652</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Chapter 3: Models of Chemical Dependency, LDS Addiction Recovery Program, Ensign articles</td>
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<tr>
<td>5</td>
<td></td>
<td>Guest Speaker: Chapter 4: The Art of Client Engagement</td>
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<tr>
<td>6</td>
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<td>Chapter 5: Understanding The Family</td>
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<tr>
<td>7</td>
<td></td>
<td>Chapter 6: Macro Context for Substance Abuse Assessment Mid-Term Exam Testing Center</td>
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<tr>
<td>8</td>
<td></td>
<td>Chapter 7: Introduction to Screening and Assessment Support Group Meetings Assignment due</td>
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<tr>
<td>9</td>
<td></td>
<td>Chapter 8: Substance Abuse Assessment</td>
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<tr>
<td>10</td>
<td></td>
<td>Chapter 9: The Substance Abuse Treatment System</td>
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<tr>
<td>11</td>
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<td>Chapter 10: Substance Abuse Treatment Methods</td>
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</tbody>
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Academic Dishonesty:
Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the Honor Code and refer in particular to the paragraphs on academic dishonesty and disciplinary measures. You should become familiar with the sections related to plagiarism and avoid it. Plagiarism is "knowingly representing by paraphrase of direct quotation, the published or unpublished work of another person as one's own in any academic exercise of activity without full and clear acknowledgment". Again, plagiarism will not be tolerated and ignorance of what constitutes plagiarism is no excuse.

Your Responsibility as a Learner:
It is expected that students will attend all classes and complete the required exams and assignments. It is the student's responsibility to obtain all missed material and assignments and notify the instructor ahead of time if deadlines cannot be met. Late assignments will not be accepted unless prior arrangements have been made. Assignments handed in late will receive a ten (10) point penalty except for death of a loved one, severe illness or injury.

Know Thyself:
The effective use of self in social work practice is vital. Students should take every opportunity to develop awareness related to personal biases that may adversely impact your work with future clients.

Students with Special Needs:
Brigham Young University-Hawaii is committed to providing a working and learning atmosphere that reasonably accommodates qualified person with special needs. If you have special needs that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor Leilani Auna at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented special needs. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of special need, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875. All information will be treated confidential.

Preventing Sexual Harassment:
Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Service at 780-8875 (24 hours).

Final Examination:
All students should be aware of the BYUH policy that there are no early final exams. An exception to this policy is the case of a school sponsored activity which takes an individual or a team away from the University at the time an examination is scheduled to take place. Faculty and Administration who are responsible for scheduling official University activities attempt in every way to avoid scheduling activities in conflict with
the scheduled examinations. Students must plan travel, family visits, etc., in a way that
will not interfere with their final exams. Emergency situation should be presented in
writing as soon as possible to the Dean of the college or school of the student’s major.
Less expensive fares, more convenient travel arrangements, and any other non-
emergency reasons are not considered justification for early or late final exams.
Students are responsible for making sure that family or friends who may supply
tickets or make travel arrangements for a student are aware of the student’s need to
complete courses by taking the final examination as scheduled.