I. CATALOGUE COURSE DESCRIPTION
Presentation of social, legal, political, and ethical considerations surrounding the use and abuse of alcohol and psychotropic drugs in the U.S.

II. COURSE OVERVIEW
This course offers an overview of social, economic, political, legal, and ethical considerations surrounding the use of tobacco, alcohol, and other drugs in the United States. This lecture will discuss and evaluate varying philosophies and perspectives on substance use, emphasizing a comprehensive bio-psycho-social framework; encourage discussion about the patterns, causes, and effects of substance use disorders in the United States; give attention to the impact of cultural factors on alcohol and other drug use; and highlight the presence of stigma and discrimination against persons who struggle with substance use.

III. COURSE COMPETENCY, DESCRIPTION, AND DIMENSIONS
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/7</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>9/12</td>
<td>Terminology, Cultural And Historical Perspectives</td>
</tr>
<tr>
<td>3</td>
<td>9/14</td>
<td>Neurobiological, Genetic Theories Of Addiction, How Drugs Work</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Alcohol: Submit Alcohol eCHECKUP</td>
</tr>
<tr>
<td>5</td>
<td>9/21</td>
<td>Finish Alcohol discussion (if needed), begin Cannabis lecture</td>
</tr>
<tr>
<td>6</td>
<td>9/26</td>
<td>Cannabis: Submit Marijuana eCHECKUP</td>
</tr>
<tr>
<td>7</td>
<td>9/28</td>
<td>Other Drugs</td>
</tr>
<tr>
<td>8</td>
<td>10/3</td>
<td>Other Drugs</td>
</tr>
<tr>
<td>9</td>
<td>10/5</td>
<td>Exam 1</td>
</tr>
<tr>
<td>10</td>
<td>10/10</td>
<td>Culture of SUDs, Impact on Families, Societal Issues</td>
</tr>
<tr>
<td>11</td>
<td>10/12</td>
<td>Culture of SUDs, Impact on Families, Societal Issues</td>
</tr>
<tr>
<td>12</td>
<td>10/17</td>
<td>Substance Use Disorders and Mental Health</td>
</tr>
<tr>
<td>13</td>
<td>10/19</td>
<td>Public Health</td>
</tr>
<tr>
<td>14</td>
<td>10/24</td>
<td>ACEs and Trauma</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>------------------------------------------------</td>
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<tr>
<td>10/26</td>
<td>Aging and SUD</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Disparities: Race/Ethnicity, LGTBTQ+</td>
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<tr>
<td>11/2</td>
<td>Disparities: Socioeconomic Status and Urban/Rural</td>
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</tr>
<tr>
<td>11/7</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>11/9</td>
<td>US Drug Policy</td>
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</tr>
<tr>
<td>11/14</td>
<td>Criminal Justice</td>
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<tr>
<td>11/16</td>
<td>Recovery Oriented Systems of Care (ROSC)</td>
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<tr>
<td>11/21</td>
<td>Prevention, PAPER DUE</td>
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<tr>
<td>11/23</td>
<td>Thanksgiving</td>
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<tr>
<td>11/28</td>
<td>Assessment And Screening, Planning For Treatment</td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Treatment Approaches</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td>Treatment Approaches</td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Recovery</td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Session 1, Thursday, September 7: Course Introduction

**Required Readings**
Course Syllabus

Session 2, Tuesday, September 12: Terminology, Cultural and Historical Perspectives

**Required Readings:**

Session 3, Thursday, September 14: Neurobiological, Genetic Theories of Addiction, How Drugs Work

**Required Readings:**


**Required interactive learning modules:**
Complete the following modules from the Genetic Science Learning Center, sponsored by the National Institute on Drug Abuse:
1) *The reward pathway influences behavior*
http://learn.genetics.utah.edu/content/addiction/rewardbehavior/

**Recommended Readings:**

**Optional Learning Modules:**
1) *Crossing the divide: How neurons talk to each other*
http://learn.genetics.utah.edu/content/addiction/crossingdivide/
2) *Mouse party*
The following modules from the Genetic Science Learning Center, sponsored by the National Institute on Drug Abuse:
1) Things you may not know about DNA (required for those without coursework in genetics; optional otherwise)
http://learn.genetics.utah.edu/content/molecules/dnathings/
2) Genetic risk
http://learn.genetics.utah.edu/content/history/geneticrisk/
3) Genes and addiction
http://learn.genetics.utah.edu/content/addiction/genes/

Session 4, Tuesday, September 19: Alcohol (Submit Alcohol eCHECKUP)

**Required module:**
Alcohol eCHECKUP
https://interwork.sdsu.edu/echug2/?id=UW-Madison&hfs=true

*Submit certificate to Dropbox on Learn@UW by 11:59pm
*Save a copy of the results for yourself to help you study for the exam

**Recommended Readings:**

Session 5, Thursday, September 21: Finish Alcohol Lecture, Begin Cannabis Lecture

**Required Readings:**

Session 6, Tuesday, September 26: Cannabis (Submit Marijuana eCHECKUP)

**Required Readings:**


**Required Module:**
Marijuana eCHECKUP
https://interwork.sdsu.edu/echeckup/usa/mj/coll/?id=UW-Madison&hfs=true

*Submit certificate to Dropbox on Learn@UW by 11:59pm
*Save a copy of the results for yourself to help you study for the exam

**Recommended:** Begin looking at State Council on Alcohol and Other Drug Abuse Marijuana Report for paper.
Session 7, Thursday, September 28: Other Drugs

**Required Readings:**


Session 8, Tuesday, October 3: Other Drugs

**Required Readings:**


**Recommended Readings:**


Session 9, Thursday, October 5: EXAM 1

Session 10, Tuesday, October 10: Culture of SUDs, Impact on Families, Societal Issues

**Required Readings:**

Session 11, Thursday, October 12: Culture of SUDs, Impact on Families, Societal Issues

**Required Readings:**

**Recommended Readings:**
Session 12, Tuesday, October 17: Substance Use Disorders and Mental Health

**Required Readings:**

Session 13, Thursday, October 19: Public Health

**Required Readings:**
- Read Ch. 2, *What is addiction?* pp. 23-28 starting under “ETIOLOGIES OF ADDICTION”

**Recommended Readings:**
- Read Ch. 2, *Drug Use as a Social Problem*

Session 14, Tuesday, October 24: ACEs and Trauma

**Required Readings:**
None, citations provided in lecture

Session 15, Thursday, October 26: Aging and SUD

**Required Readings:**

Session 16, Tuesday, October 31: Disparities

**Required Readings:**

**Recommended Readings:**

Session 17, Thursday, November 2: Disparities

**Required Podcast Episode:**
**Recommended Readings:**


**Session 18, Tuesday, November 7:** 2nd EXAM (not cumulative)

**Session 19, Thursday, November 9:** US Drug Policy

**Required Readings:**

- Section “Today & Tomorrow”, #’s 47 and beyond


**Session 20, Tuesday, November 14:** Criminal Justice

**Required Readings:**

**Session 21, Thursday, November 16:** Recovery Oriented Systems of Care (ROSC)

**Required Readings:**
None, citations provided in lecture

**Session 22, Tuesday, November 21:** Prevention (PAPER DUE)

**Required Readings:**

**Recommended Readings:**

**Session 23, Thursday, November 23:** Thanksgiving, no class
Session 24, Tuesday November, 28: Screening, Assessment, and Planning for Treatment

**Required Readings:**

**read only specific sections**
- Page 87 through the end of Screening (stop at CAGE)
- Page 93 (start again at “Can people with alcohol and drug problems be believed?”) then stop on page 100 after “Assessment,” before “Addiction Severity Index”
- Under “Taking a Social History” don’t read the text portion of this section, but look at the list of discussion topics on Page 102 and 103
- Read the summary on pages 119-120

Session 25, Thursday, November 30: Treatment Approaches: Cognitive Behavioral Therapy and Motivational Interviewing

**Required Readings:**
- Stop on page 254 before “Key Interventions in Behavioral and Cognitive Behavioral Treatments”
- Begin again on Page 260 at “Empirical Data on the Effectiveness of the Models” and read through the summary.


Session 26, Tuesday, December 5: Treatment Approaches: Medical and Harm Reduction

**Required Readings:**


Session 27, Thursday, December 7: Recovery

**Required Readings:**
None, citations provided in lecture
Session 28, Tuesday, December 12: Final Exam (not cumulative)

V. TEXT, OTHER READING

Required Readings
There is no required text to purchase. All required readings are linked through the Learn@UW course website.

VI. EVALUATION: ASSIGNMENTS, GRADING, AND METHODS

To make our time together as valuable as possible, we will need to be respectful and considerate in the class and discussion section environment and take mutual responsibility for learning. The following basic principles are important guidelines:

- Every student has a right to learn and the responsibility not to deprive others of this right
- The climate of the classroom is extremely important to learning and is the shared responsibility of the students and professor
- All persons are accountable for their actions and are responsible for their learning

Students are expected to:
- Attend and actively participate in weekly class lectures
- Arrive on time; late arrivals and early departures are disruptive to other students and should be avoided
- Read required materials prior to class
- Regularly check Learn@UW for announcements and materials
- Complete all assignments and exams

The instructor is expected to:
- Design and organize the course
- Be available to students to answer questions and to hear concerns
- Begin and end classes on time
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students
- Prepare course lectures, in-class discussion questions, assignments, and exams

Summary of the graded components for SW 453

<table>
<thead>
<tr>
<th>Graded component</th>
<th>Brief description</th>
<th>Session</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluations</td>
<td>Alcohol and cannabis eCHECKUPs</td>
<td>4 and 6</td>
<td>5%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Reflection paper on State Marijuana Report</td>
<td>Due by session 22</td>
<td>20%</td>
</tr>
<tr>
<td>First Exam</td>
<td>Exam</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>Second Exam</td>
<td>Exam</td>
<td>19</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam</td>
<td>29</td>
<td>25%</td>
</tr>
</tbody>
</table>

Description of the graded course components

- **Self-evaluations.** Students will complete an electronic self-evaluation of their alcohol and cannabis use (or lack thereof). Evidence of completion must be submitted to the Learn@UW Dropbox on the scheduled due date by 11:59pm.
• **Examinations.** The examinations will contain multiple-choice questions that cover the lecture and readings. Exams are not cumulative. Each exam is worth 25% of the final grade.

• **Reflection paper.** The reflection paper will be 2-4 pages in length and will cover a contemporary topic in substance use. The paper will have 1” margins, 12-point Times New Roman Font, and will be double-spaced. Papers that are formatted incorrectly will not be able to score more than a 50% on the assignment. Papers that are under 2 full pages will not be accepted. Content beyond 4 pages will not be read.
  
o The topic for this semester will be on the newly-released Marijuana Report from the State Council of Alcohol and Other Drug Abuse. Students will be asked to assess the document, form their own opinion on what was included (or not included), and support this opinion with evidence.
  
o In the past people have had some anxiety about finding a topic. If you are struggling to decide on a topic for your paper, please see page 41 for the Summary of Recommendations. This can be a good place to start. If you are still struggling on a topic, please feel free to consult with the lecturer and/or TA.
  
o Grading Rubric (20 points available):
  - Cohesive and clear thesis (5 points)
  - Effective and detailed description of your point(s) of view
  - Clear citations of ideas (5 points)
    - Citation(s) from report required to support/argue/discuss your opinion/reflection
    - May include outside citations, but not required.
  - Clarity (5 points)
    - Discretionary points for clarity in your writing.

*Please carefully read all course policies below, several of which can affect your grade.*

**Grading scale for the course**
The grading scale follows guidelines set by the School of Social Work

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
<td>Surpasses expectations in most areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Surpasses expectations in some areas</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
<td>Meets expectations in most areas; above in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Meets expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>63 and lower</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**VII. COURSE POLICIES**

**Attendance.** Regular attendance is required to do well in this course as much of the exams draw from lecture. Students are responsible for their own attendance.

**Paper Formatting.** All papers submitted will be 12-point Times New Roman font, double-spaced, and have standard 1” margins. Points will be deducted if these guidelines are not met.

**Exams.** Exams will be administered collectively. Make-up exams will not be offered, except in cases when an unforeseen emergency prevents you from showing up on the day of the exam. Appropriate documentation will be required for such a situation. Please check the timing of exams in the beginning of the semester. If you have
a conflict that cannot be resolved, you must take this class a different semester. It is also offered in both the Fall and Spring.

If you need an accommodation (i.e., athletics which require travel, McBurney VISA) for exams, you must identify yourself to the instructor within the first two weeks of the semester and present your documentation. We will gladly make accommodations for your needs.

**Questions.** Questions and comments are welcomed at any time during the lecture. Just raise your hand in class.

**Reading.** The assigned reading should be completed prior to lecture. You should be prepared to answer questions and discuss the reading material. The lectures are meant to clarify and supplement the readings, rather than replace or repeat them. Exams will be based on both lecture and reading materials. To help you with your learning, I will post my PowerPoint slides on Learn@UW before every class. If it helps you follow along and take notes, feel free to print the slides or take notes on your laptop.

**Email policy.** We are committed to giving you personalized attention and helping you with whatever issues arise in class. Because this can be a larger class, we request that you reserve email for urgent issues that require short answers (e.g., setting up an appointment) and questions that cannot be answered by the syllabus. Please contact the TA first whenever possible. We will strive to get back to you within one business day. All other inquiries should be brought to our attention immediately before or after class. Questions regarding class material should be posed during lecture or in office hours.

**Seeking assistance.** I hope you never hesitate to seek assistance from either of us. We are always happy to help. It is best to seek assistance before exams and assignments, and generally as soon as you feel you are struggling.

**Electronic devices policy.** Out of consideration for your classmates, please silence your phones or put them in airplane mode. Please feel free to take notes on laptops, but refrain from social media and other general browsing. This is not only a disservice to yourself, but also likely distracting and disrespectful to other students.

**Participation.** Your attendance record, professionalism, and your active and thoughtful contribution in lecture demonstrate participation. Discussion questions and a variety of instructional activities will be introduced throughout the semester.

**Academic Integrity.** Plagiarism and other forms of cheating will result in automatic failure and will be forwarded to the Dean of Students. Please review the Dean of Students website on academic integrity at [http://www.students.wisc.edu/doso/academic-integrity/](http://www.students.wisc.edu/doso/academic-integrity/).  

**Grading.** Exams and exam keys are created by the instructor and verified by the instructor. We will put significant effort into reviewing the results of each exam for this class. If you feel like we have made a mistake in your grading, contact us to try to resolve the problem. You may make a direct appeal to us, and these requests must be written in concise and formal language, and must be submitted no sooner than 72 hours after receiving the grade. This 72-hour period is required to help students articulate a written response with a professional tone.

**Late assignments.** Assignments must be completed in full and submitted to Learn@UW by the due date. Late assignments will be marked down by 20% each day past the deadline.
Learning accommodations, athletics, and religious observances. Requests for absences related to athletic events or religious observances will be honored if they are provided to the instructor within the first two weeks of class. A list must be submitted that includes all dates of expected absences. Athletic absences require appropriate documentation.

Disability Accommodation. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706 Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students who are registered with the McBurney Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure the accommodation is made for the student. If the student has not given the copy of the VISA to the instructor, an accommodation cannot be made. If a VISA is altered or newly established during the semester, it must be provided to the instructor within two days.

Code of Ethics, Student Rights, and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field, and in the preparation of course assignments.

VIII. COURSE COMPETENCIES, PRACTICE BEHAVIORS & ASSIGNMENTS

A special note for social work students:

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. Social Work students will find that this course contributes to their achievement of the core competencies and dimensions highlighted in in the following table.

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</td>
<td>Lecture, reading and discussion related to dimensions of diversity and the</td>
<td>Throughout semester and</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<tr>
<td>focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>delivery of services. (K, S, C &amp; A) Videos, reading and small group activities exploring structural and cultural barriers to health care services and skills required to recognize them. (K, V, S, C &amp; A) Assignment: Marijuana Report Reflection Paper (K, V, S, C&amp;A)</td>
<td>specifically sessions 16, 17 (page 5)</td>
</tr>
</tbody>
</table>

### 2.1.4 Engage In Practice-informed Research and Research-informed Practice

Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.

They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.

Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.

**2.1.6 Engage with Individuals, Families, Groups**

Lectures, readings, videos and Sessions 10-
<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.</td>
<td>small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups. (K, S, V, C&amp;A)</td>
<td>27 (pages 4-7)</td>
</tr>
<tr>
<td>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</td>
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<td>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</td>
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<tr>
<td>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</td>
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<tr>
<td><strong>2.1.7 Assess Individuals, Families, Groups</strong></td>
<td>Lecture, reading, videos and small/large group discussions covering assessment knowledge and skills (K, S, V, C&amp;A)</td>
<td>Session 24 (page 7)</td>
</tr>
<tr>
<td>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</td>
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<tr>
<td>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</td>
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<tr>
<td>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and</td>
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</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
</tr>
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<tr>
<td>decision-making.</td>
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</tbody>
</table>

**2.1.8 Intervene with Individuals, Families, Groups,**

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.

Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.

They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

**2.1.9 Evaluate Practice with Individuals, Families, Groups**

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.

Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

| Lecture, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions and assessments. (K, V, S, C&A) | Sessions 24-27 (page 7) |
| Lecture, readings, and class discussions relevant to evaluating work with  
  - Individuals (K,S)  
  - Families, groups (K,S) | Sessions 19-27 (pages 6 and 7) |

*K=Knowledge, V=Values, S=Skills, C & AP=Cognitive and Affective Processes

**RESOURCES:**

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Students enroll in this course for a variety of reasons ranging from vocational/intellectual interest to personal concern. If you have questions or concerns about your own substance use or about the substance use of a friend or family member, you are not alone. As you will learn in this class, these issues are common.

The University Counseling Center has licensed professionals who specialize in substance use problems and other mental health issues. Please do not hesitate to call 608-265-5600 to make an appointment to speak with a counselor or visit their web site at http://www.uhs.wisc.edu/services/counseling/. Confidentiality will be respected; there are very few practical circumstances that professional are required to report, which will be made clear to you up front.

There is a wealth of relevant information on the Internet. A few useful websites include:

Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov/

National Institute on Drug Abuse: http://www.drugabuse.gov/

National Institute on Alcohol Abuse and Alcoholism: http://www.niaaa.nih.gov/

Substance Abuse Services - Resources, Department of Health Services, Division of Mental Health and Substance Abuse Services, State of Wisconsin: https://www.dhs.wisconsin.gov/aoda/index.htm

Official Website for Alcoholics Anonymous: http://www.aa.org

Faces and Voices of Recovery—National advocacy organization aimed at reducing stigma and enhancing services: http://www.facesandvoicesofrecovery.org/