

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Phyllis and Harvey Sandler School of Social Work College Design and Social Inquiry <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SOW Number 6714	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Lecture	Course Title Social Work Practice in Behavioral/Process Addictions
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course provides an overview of the principles of behavior /process addictions and the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, and to risk and protective influences that act throughout the course of addiction resulting in adverse health consequences. Genetic and environmental underpinnings will be discussed, and effective interventions and treatment modalities will be identified.	
Effective Date <i>(TERM & YEAR)</i> Spring 2019		Prerequisites none	Corequisites none
		Registration Controls <i>(Major, College, Level)</i> Social Work Major	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here in syllabus	
Faculty Contact/Email/Phone Joy McClellan jmccl2@fau.edu 561-297-2864		List/Attach comments from departments affected by new course attached	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 8/6/18 9/14/18 09/14/2018 10-10-18 10/10/18 10/10/2018
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

FLORIDA ATLANTIC UNIVERSITY
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
SOW 6714 Section ____ CRN ____ (3 Credit Hours)
Social Work Practice in Behavioral/ Process Addictions

Semester: _____ Classroom: _____
Start/End Date: _____ Class Times: _____
Instructor: _____ Office Hours: _____
Phone: _____ Office Location: _____
Email: _____ Web: www.fau.edu/ssw
Canvas: <http://canvas.fau.edu>

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

This course provides an overview of the principles of behavior /process addictions and the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, and to risk and protective influences that act throughout the course of addiction resulting in adverse health consequences. Genetic and environmental underpinnings will be discussed, and effective interventions and treatment modalities will be identified.

The emphasis of the course will be on the emerging class of non-substance addictive behaviors (e.g., sexual dependence, pornography, work, shopping addictions and pathological gambling). Specific attention will be paid to examining the similarities and differences between chemical/substance addictions and behavioral/process addictions. The class format will be broadly divided into formal lectures that cover the core competencies and assigned readings for in-class discussion. As this course is intended to add to the preparation of the therapist-in- training for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. Students will be expected to participate in class discussions, experiential exercises, and demonstrate an understanding of the class content via in-class role play, presentation, and assigned work.

GRADUATE COLLEGE

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Relevance to Educational Program

This course is designed to provide an overview to the emerging clinical focus of behavioral/process addictions. Today's social workers are finding that patients with behaviors indicative of process addiction are developing higher levels of dysfunction at faster rates than ever before. With the rapid increase in the prevalence of process addiction, understanding its causes and developmental trajectory, and learning effective ways to treat it, has become essential even for the generalist clinician. This course is designed to help social workers prepare for the upward trends of process/behavioral addictions and the integration into general mental health practice. This course will build off of core social work principals. This course will offer a deeper understanding of human behavior in the social environment, psychopathology, treatment technique, and the utilization research in order to remain current on trends in the field. Theories of addictive behavior related to behavioral/process addictions will be explored, including: the physiological, psychological, and sociocultural aspects, legal/ethical concerns and most importantly assessment, diagnosis, treatment plan and relapse prevention. There will be opportunities for practical therapeutic application throughout the course (i.e. experiential exercise and role plays).

Competencies and Educational Objectives

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

1. Identify signs and symptoms of behavioral/process addictions.

- Students will learn to differentiate between a behavior in its typical social or recreational form and when it represents a pattern of pathological maladaptive methods for emotional regulation.
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. [PB 3a¹]

2. Describe impact of development of a process addiction and the impact it has on an individual's level of functioning

- Understand the progressive nature of a process/behavioral addiction and its impact on daily functioning
- Students will understand how life events can contribute to the development of a process addiction

¹ 1 PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, quizzes, class activities, and evaluation.

- Recognize and communicate understanding of the importance of differences in shaping life experiences and apply this understanding in social work practice.[PB 4c]

3. Identify core differences and similarities between substance dependence and behavioral/process addiction.

- Students will demonstrate an understanding the addictive process and how an individual can become addicted to a specific behavior even when there is no substance present to create physical dependence.
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. [PB 3a]

4. Apply Evidence Based knowledge about process addiction counseling to inform Social Work practice

- Techniques from various evidenced based treatment modalities for process addictions will be discuss and practiced
- Understand how practice experience informs the research process. [PB 6a]
- Use research evidence to inform practice.[PB 6b]

5. Understand the role of the counselor in treatment and assisting services

- Students will understand of the scope of services necessary for treatment of process addiction. This includes: Treatment for partners with Co-Dependency, connecting individuals with community resources, psychiatric services, facilitating self-help group involvement, treatment planning, and discharge planning.
- Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.[PB 9b]

6. Demonstrate an ability to assess, diagnose, plan for treatment, and facilitate relapse prevention.

- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.[PB 7a]
- Critiques and applies knowledge to understand person and environment. [PB 7b]
- Understand all emotional components to process/behavioral addiction and utilize effective treatment interventions to help manage symptoms and prevent relapse .

7. Promote multidisciplinary practice of social work in the area of process addiction.

- Students will understand the responsibility of the worker to work with multidisciplinary treatment teams
- Collaborate with colleagues and clients for effective policy action. [PB 8b]

8. Demonstrate the ability to plan treatment interventions for behavioral/process addictions, as well as co-occurring addictions (i.e., individuals addicted to both substance(s) and behavior/process).

- Demonstrate an understanding of goal setting, target dates, and objective measures in

treatment of process addictions.

- Intervention [PB 10b]
 - i. Initiate actions to achieve organizational goals.
 - ii. Implement prevention interventions that enhance client capacities.
 - iii. Help clients resolve problems.
 - iv. Negotiate, mediate, and advocate on behalf of clients.
 - v. Facilitate transitions and endings within professional relationships.

9. Apply social work ethical principles to guide professional practice in the treatment of process addictions.

- Recognize and manage personal values in a way that allows professional values to guide practice. [PB 2a]
- Makes ethical decisions by applying the NASW code of ethics. [PB 2b]
- Apply strategies of ethical reasoning to arrive at principled decisions. [PB 2c]

10. Articulate an understanding of contextual variables such as culture, race, class, and gender on patterns of behavioral/process addictions.

- Understanding prevalence of process addiction across various cultures and develop cultural sensitivities and an understanding of specific cultural challenges
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power [PB 4a]

Teaching Methodologies:

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, role-plays, videos, group discussions, quizzes, and assignments. The course assignments are designed to help you integrate theory, values, and skills through the processes of reflection, self-awareness, and professional growth. The instructor will endeavor to maintain a safe and respectful environment in the classroom. The instructor will employ an organic approach to the teaching of this course, emphasizing experiential as well as cognitive understandings of the course content (e.g., discussing, observing, practicing, and reflecting on social work skills as used in various practice situations).

Course Assignments and Grading:

Assignments

This is a five-day fast track course; all semester requirements will be met throughout the five days of class. Given that this is an intensive course, a heavy emphasis will be put on

class participation and in-class assignments. Classes will be held from 9am until 5pm, Monday through Friday August 7th through the 11th. The following assignments are designed to understand the etiology of behavioral addictions and to prepare students for practice in treatment. The quizzes are given only to ensure everyone is reading and understanding the materials that are being covered in class and in the textbook. The other assignments are based on application and demonstration of the ability to plan treatment interventions for behavioral/process addictions

A. Quizzes (32%)

Each student will take 4 quizzes, to be given at beginning of each class. Each quiz contains 10 multiple-choice questions based on required readings from the Smith textbook and content covered in the previous day's class. Each quiz is worth up to 8% toward the final grade, with a total possible 32% for all 4 quizzes. Students have 20 minutes to complete each quiz. As per the FAU Code of Academic Integrity, students may not discuss quizzes with one another or make use of help from anyone else. Students will have an opportunity to do ONE make-up quiz (as listed on the week-by-week outline) in order to make up for any one of the prior quizzes (e.g., if the student missed a due date, was sick, had computer problems, or otherwise scored low on a prior quiz). The professor will release the answers to each quiz after all students have completed the quiz (to review your answers on Canvas, go to Tools/Grade, and click on your grade).

B. Demonstration of Assessment Technique – Final/ Role-Play (28%)

During our final class, students will be paired off to work on counseling techniques and develop a role-play to be presented in front of the class. Each student dyad will be given a case profile by the professor. Feel free to be creative and add case facts that will enable you to demonstrate higher levels of skill use (e.g., age, culture, and other sociodemographic information about the client, agency context). The professor will assign times for each dyad to present their role-play to the class. The role-play should demonstrate the skills necessary to properly assess an individual with a process addiction. Students will also demonstrate an understanding of the progressive nature of process addiction and an ability to foster the therapeutic relationship through assessment. Each role-play will last 10 to 12 minutes, with each student role-playing the social worker for at least 5 minutes. The class will provide constructive feedback to each dyad, including which component of process addiction and proper counselor responses were displayed. Peers will inform the dyad where they demonstrated well, and suggestions for improvement. Student should be able to provide a balanced critique of their specific strengths and learning needs. If any student does not pass this assignment, the professor and student will meet (outside of class time) to discuss next steps. More specific information about assignment requirements will be discussed in class.

Debriefing questions for the role-plays will cover the following questions:

1. How did the "social worker" feel during the exercise?
2. How did the "client" feel during the exercise?

3. Which skills, components of process addiction were demonstrated and identified?
4. What is one specific example of how the student could improve upon his or her interviewing/assessment skills, and activities of engagement did the student demonstrate well?

Some students feel very calm and confident about role-playing in front of the class; others may feel some level of anxiety. Remember that we all come from a variety of experiences, working styles, and skill levels. Regardless of our past experience and skills, we all have much to learn in order to develop into more effective social workers. To prepare yourself emotionally for the role-plays, you may find it useful to tell yourself, "It's ok to mess up," and "I'm here to learn, not to try to look perfect so I can impress others." Applying the strengths perspective, peer feedback on role-plays will focus on each student's effective use of skills.

Evaluation criteria:

(a) Ability to demonstrate effective active listening skills while simultaneously gathering information and (b) Ability to identify areas in the "patient's" life where addiction has affected functioning

C. In-Class Assignments - (20%)

There will be two in-class assignments given during the course of the semester. Students can refer to the Class-by-Class schedule for dates of the assignments. Students will be given 30 minutes to complete the exercise during class. A brief discussion will take place following the completion of the exercise to discuss thoughts regarding the assignment. The purpose of these assignments are to practice and deepen the knowledge base of the addictive cycle in behavioral/process addiction.

Assignment #1 - Write about a daily experience that has a behavioral process to it. This will be something that has thoughts and feelings that contribute greatly to the experience. (i.e. buying a coffee, going to a movie, or having a BBQ)

- Include all parts that make the experience enjoyable outside of the actual end result
- How does this experience compare to the cycle of behavioral addiction

1 Page Length

Assignment #2 - Reflect on the difficulty that you would have if you were to give up something that you engage in often.

Example: What would your morning look like if you gave up buying a coffee?
What would you feel like if you didn't check Facebook for 3 hours?

Include what you would do to manage the difficulty of being abstinent.
What feelings might you have from this experience?

1 Page Length

Reference List

Include any references that you cite, including the course textbook and any other books, or articles that you have used for this assignment (though you do not need to go beyond the course textbook).

Students should email their assignments to ysa331@gmail.com by the due date listed in the class-by-class outline.

Evaluation Criteria: (a) use of appropriate format for the assignments, (b) clarity of the introduction, (c) accuracy of information, (d) specificity of observations and reasonableness of interpretations, (e) correct identification of process addiction components.

Please do not share your assignment or access help from others prior to submitting your assignment. To do so is a violation of the FAU Honor Code. If any student has a question about the expectations for this assignment, you may contact me directly.

D. Participation (20%)

Evaluation of student participation will be based upon the following criteria: (a) functions within clearly defined professional boundaries (attends classes, arrives on time, prepared for class by doing readings in advance, completes assignments in timely manner, demonstrates appropriate professional boundaries in role-plays), (b) demonstrates personal reflection and self-correction to assure continual professional growth, (c) demonstrates professional demeanor in class (respectful of others, self-initiating, asks relevant questions, and actively participates in role-plays, class discussions and other experiential exercises); (d) consults with professor to advance professional development, and (e) recognizes and manages personal values in a way that allows professional values to guide practice (in class discussions and role-plays).

The grading scale for this course is as follows:

94 – 100% = A	74 – 76% = C
90 – 93% = A-	70 – 73% = C-
87 – 89% = B+	67 – 69% = D+
84 – 86% = B	64 – 66% = D
80 – 83% = B-	60 – 63% = D-
77 – 79% = C+	0 – 59% = F

Incomplete Grades: A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the

instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the Graduate Catalogue for complete information on this matter.

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (www.CSWE.org) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice being honest with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

Maintain speech free of racism, sexism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor, including body language, empathy, and listening.

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the

University and the Social Work program.

2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

Class Attendance and Participation

Social work education is designed to help you prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. As this is an intensive 5-Day course, the following will not be permitted: any absences, excessive tardiness, or patterns of leaving early. *You may not miss any part of the week*. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *with any absences, you will be required to withdraw or retake the class*. Whether or not there is a documented, excused absence, if a student misses 5 hours of class time or 10% of the course hours, the student will be required to withdraw from the class and retake it in the future.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Textbooks

Smith, R.L. (2015). *Treatment strategies for substance and process addictions*.

Alexandria, VA: American Counseling Association.

Sun, A.-P., Ashley, L., & Dickson, L. (2012). *Behavioral addiction: Screening, assessment, and treatment*. Las Vegas, NV: Central Recovery Press.

Both books are available at the campus bookstore.

Other course readings will be distributed in class. Also, please visit the **Canvas Web site** for this course at <http://canvas.fau.edu> for additional information. IMPORTANT: Canvas uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Canvas and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

<i>Class</i>	<i>Topic</i>	<i>Assigned Readings</i>
Class 1 -	<u>Introduction to class and assignments</u> <ul style="list-style-type: none">● Intro to behavioral addictions● Brief overview of the various Behavioral addiction that will be covered including: Gambling disorder, Sexual dependence, Work addiction, Shopping addiction, and other money disorders.	
	<u>The Addictive process</u>	Smith R. (2015) Chapter 1

	<ul style="list-style-type: none"> Defining the process 	Carnes, P. (2001)
	<p><u>Substance Abuse vs. Process Addiction -</u></p> <ul style="list-style-type: none"> Relevant Differences in assessment, diagnosis, and treatment planning How addiction works without a substance 	Alavi et al. (2012) Grant et al. (2011) Karim & Chaudhri (2012)
Class 2 -	<p><u>Sex, Love, and Pornography Addiction</u></p> <ul style="list-style-type: none"> Definition Differentiating between typically developed sexuality and sexuality as a maladaptive coping mechanism for managing emotional discomfort 	Quiz # 1 - Smith (2015) Chapter 1, <i>Addictions an Overview</i> Carnes P. (1991) Weiss, R (2006) Sussman, S. (2010).
	<p><u>Assessment and diagnosis</u></p> <ul style="list-style-type: none"> Case Conceptualization Diagnostic criteria and testing for sexual dependence 	Potenza (2014) Karim & Chaudhri (2012) Smith, R. Chapter 8 (2015) In-Class assignment #1
	<p><u>Techniques in Counseling</u></p> <ul style="list-style-type: none"> Reflecting and rolling with resistance in assessing sex addiction Asking the uncomfortable questions in Sex addiction assessment Managing worker discomfort 	Miller, W. R. and Rollnick, S. (2013)
Class 3 -	<u>Gambling Addiction</u>	Quiz # 2 - Smith (2015)

	<ul style="list-style-type: none"> • Differentiating between social/recreational gambling and pathological gambling • Treatment challenges specific to Gambling disorder (i.e. managing money, defining sobriety, fantasizing about winnings) 	<p>Chapter 8, <i>Sexual Addiction</i></p> <p>Smith (2015) Chapter 7, Raylu, N., & Oei, T.P.S. (2016)</p> <p>In-Class Assignment #2</p>
	<p><u>Shopping and Work Addiction</u></p> <ul style="list-style-type: none"> • How relationships with money cause Shopping or Work addiction • Money disorders and its relation to Impulsivity and Anxiety 	<p>Smith (2015) Chapter 10, Robinson, B. (2007)</p>
	<p><u>Utilizing Self-help groups</u></p> <ul style="list-style-type: none"> • Understanding 12- Step culture and resources • Available self-help Groups for process addictions • Facilitating Support 	<p>Emrick, C. D. (1987)</p>
<p>Class 4 -</p>	<p><u>Trauma and Dissociation</u></p> <ul style="list-style-type: none"> • Trauma Reenactment in sex and love addiction • Dissociation and its relation to the addictive process 	<p>Quiz # 3 - Smith (2015) Chapter 7, <i>Pathological Gambling</i></p> <p>Van Der Kolk, B. (1989) - This article will be handed out and explored in class</p> <p>Carnes, P. (1991)</p>

	<u>Cross- Addiction</u> <ul style="list-style-type: none"> ● Understanding addiction interaction: How does one addiction strengthen the other ● Treating co-occurring addictions 	Najavits et al. (2014) Van Ranson et al. (2013) Carnes, P. (1991)
Class 5 -	<u>Partners/Co dependence/the trauma model</u> <ul style="list-style-type: none"> ● The breaking and rebuilding of Trust ● Treatment for Partners of individuals with process addictions ● Facilitating family work during the course of treatment 	Quiz # 4 - Van Der Kolk, <i>The compulsion to repeat the trauma</i> Carnes, S. (2012) Melody, P. (2003)
	<u>Assessment Role Play</u> - (See Assignment Section for details)	
	<u>Termination celebration</u> - pot luck, skill development, loose ends, ongoing professional development	

Bibliography

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Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using

discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Social Media Policy

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, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should 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 should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid “friending” clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

DISCRIMINATION OR HARASSMENT – 561-297-3004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Office of Equity, Inclusion, and Compliance for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://cdsi.fau.edu/ssw/current-students/nondiscrimination-policy>

RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/ct/4.001_Code_of_Academic_Integrity.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and MSW policies at <http://cdsi.fau.edu/ssw/current-students/msw>

The instructor reserves the right to adjust this syllabus as necessary.

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