

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>12-6-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department Social Work College Social Work and Criminal Justice			
Current Course Prefix and Number	SOW 4700	Current Course Title	Social Work with Substance Abusers	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>				
Change title to: Substance Use Disorders in Social Work Change prefix From: N/A To: N/A Change course number From: N/A To: N/A Change credits* From: N/A To: N/A Change grading From: N/A To: N/A Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>		Change description to: N/A Change prerequisites/minimum grades to: N/A Change corequisites to: N/A Change registration controls to: N/A Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).		
Effective Term/Year for Changes:		Summer 2022	Terminate course? Effective Term/Year for Termination:	N/A
Faculty Contact/Email/Phone Precious Skinner-Osei pskinnerosei@fau.edu				
Approved by Department Chair <u><i>Kathryn Johnson, PhD, ncsu</i></u> College Curriculum Chair <u><i>Precious Skinner-Osei, PhD, MSW</i></u> College Dean <u><i>Maeys Luna</i></u> UUPC Chair <u><i>Dan Mooroff</i></u> Undergraduate Studies Dean <u><i>Edward Pratt</i></u> UFS President _____ Provost _____		Date _____ 11/18/2021 _____ 11/10/21 _____ 11/18/2021 _____ 12-6-21 _____ 12-6-21 _____ _____		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



Florida Atlantic University
College for Design and Social Inquiry
Phyllis and Harvey Sandler School of Social Work

SOW 4700 SECTION 001 CRN 15009
Substance Use Disorders in Social Work (3 Credits)

Instructor: Dr. Christine Spadola, LMHC
Office Location: N/A Distance Learning
Office Hours: Tuesdays, 12 PM – 2PM and by appointment
Phone Number: 561-297-3234 (FAU main office-leave a message)
Email: cspadola@fau.edu *Email is the best way to reach me
Video Conferencing Tool Name: WebEx

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf> This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

Online Attendance Policy

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Communication Policy

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

BSW PROGRAM MISSION

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based 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 will include substance use disorder issues at various levels of practice:

1. Micro Issues: An examination of substance use, substance abuse and addiction (including physical and psychological); an examination of substance use and abuse within a bio-psycho-social framework; and a review of screening, diagnosing, and treating substance abuse.
2. Macro Issues: A discussion of public policy, including “The War on Drugs;” recent trends in criminal justice and rehabilitation, cultural issues, and the implementation of prevention programs for youth, adults, LGBTQ populations, and diverse cultural groups.

The first part of the course looks at addiction and the brain, a brief overview of psychopharmacology and neuropsychology as it relates to substance use disorders, and the physiological effects of Alcohol and Other Drugs (AODs) on individuals. The second part of the course includes a diagnostic overview of substance use disorders, the process of interviewing, screening, and use of assessment tools to identify proper placement and levels of care, various treatment modalities, and legal and ethical considerations. The third part of the course looks at common counseling theories, and their applications in working with substance use disorders, as well as family counseling theories and interventions. The fourth part of the course is a review of the 12-step recovery model, relapse prevention theories and issues related to supervision. AOD issues in relation to special populations will be covered throughout the course, as will discussions surrounding a trauma informed approach. Case scenarios and other dimensions will be added as we study psychological, socio-cultural, and political theories of substance abuse and addictions. Accordingly, substance abuse and addictions will be viewed not only from the perspective of individuals, but also from the perspectives of families and socio-cultural groups. The purpose of this course is to help students develop their own understanding of substance abuse (causes and effects) in a variety of contexts and gain an understanding of solutions and interventions currently being utilized. Students will also be asked to consider where perspectives that have been studied in their social work practice courses fit in or conflict with material covered in this course.

RELEVANCE TO THE EDUCATIONAL PROGRAM

This course is related to courses on human development, counseling and community health, psychosocial problems, family systems, and the workplace.

EDUCATIONAL OBJECTIVES

At the conclusion of this course, students will be able to:

1. Analyze the role of stigma, including language, in the treatment of substance use disorders. (CO: 1)
2. Articulate a theoretical understanding of substance use, abuse, misuse and addictions, and how these phenomena affect individuals, families and communities. (CO: 2)
3. Apply the major principles and practices of harm reduction. (CO: 3)
4. Reflect on the role of politics in drug use and harm reduction. (CO: 4)
5. Reflect on the role of public policy on drug use and harm. (CO: 5)
6. Differentiate between different types of substance use and abuse. (CO: 6)
7. Describe the various motivations and theories for substance use and abuse. (CO: 7)
8. Demonstrate, at a beginning level, screening and assessment skills to determine if problems related to alcohol or other drugs (AOD) exist. (CO: 8)
9. Assess for tolerance, psychological dependence, and physical dependence. (CO: 9)
10. Differentiate between intervention needs of select populations affected by AOD. (CO: 10)
11. Demonstrate the ability to make realistic referrals for people at different levels of substance abuse. (CO: 11)
12. Develop, at a beginning level, intervention strategies and skills to assist in prevention, engagement, intervention, and follow-up with clients affected by AOD. (CO: 12)

TEACHING METHODOLOGIES

To master the course material, developing social workers need to engage in interactive styles of education. The instructor will accomplish the course objectives through lecture, PowerPoints, videos, reflective essays, quizzes, and required readings. Students will demonstrate competency in applying course material through course journal reflections and quizzes. The instructor will utilize case examples from all levels of social work practice for students to learn how to apply course material to practice.

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help.

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, EST, and ends on Sunday at 10:00pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

ASSIGNMENTS:

1. **Course Readings**. Keeping up with the readings is essential to ensure your success in the course.
2. **Journal Reflections** Throughout the first half of the course, you will have "journal reflections" (posted on Canvas, within each module) based on the course material throughout the semester. Students are expected to demonstrate their ability to reflect upon and communicate their knowledge of the material in a professional and respectful manner. There are no makeup or acceptance of late journal reflections.

Ensure that reflections are detailed, thoughtful responses to each question and that course and chapter content are applied in your discussion responses. **Essentially, in addition to answering the question please demonstrate that you have read and understand the material for that week.** All Journal Reflection posts must be submitted by Sunday at 10:00 PM. Journal reflections should be submitted as a MS Word document, written in APA format, 12 point font, and double spaced.

Please note: I strive to provide helpful feedback on each journal reflection you submit. Please notify me if you want feedback on specific aspects of your journal reflection.

3. **Chapter Quizzes**

There will be quizzes throughout the entire course (open book, open PowerPoint, open note) based on the course material for that week. These quizzes help you identify the key learning points for the unit and determine your level of mastery. The quizzes are not timed. I recommend you take ample notes, and indicate where you can reference material for when you take the quiz. The quizzes will include multiple choice, true/false and/or short answer questions. You will only have one chance to take each

quiz and help you to prepare for the timed course examinations. There are no makeup or late quizzes, however your lowest quiz grade is dropped.

4. Interviewing, Screening, and Assessment -Video (FlipGrid) assignment

To demonstrate understanding of interview, screening, and assessment skills students will be required to submit a video of themselves (via FlipGrid) role playing a clinician working with a client with a substance use disorder. Further instructions will be given during the second week of the semester.

5. Abstinence Exercise and Paper

This exercise is designed to help you experience some of the feelings/thoughts that individuals with substance use disorders experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, energy drinks, alcohol, etc.) or a behavior (e.g., Internet use, Facebook, eating sweets, playing video/computer games, watching television, cell-phone usage, etc.) for a period of **5 weeks**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

During this assignment you will (a) write a **letter to yourself** summarizing your experience throughout the 5 weeks AND (b) keep an abstinence log of your experience. (Se rubric on canvas)

- **Letter to yourself** – This letter is geared to assist you in realizing the *consequences* of a repetitive behavior, understanding the *withdrawal* symptomology associated with regular engagement in the behavior and how the behavior aids in *self-medicating* underlying issues. It will also allow the student to recognize and identify the precipitating factors (*triggers*) associated with the behavior while learning effective *coping skills* to manage and maintain a healthy lifestyle. The student will increase *self-awareness* as they journey through this exercise.
- **An abstinence log** – This log will describe your feelings and reactions, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). Although daily entries into the log are not required, daily entries have been reported as most helpful by previous students. The log needs to be computer generated and should have a *minimum of three entries per week*. There will be a minimum of fifteen entries in all.

Assessment	Percentage (%)
Course Orientation <ul style="list-style-type: none"> Syllabus & Course Agreement Quiz – necessary to complete before progressing in course 	0%
Participation to get a 100% you need to: <ul style="list-style-type: none"> Post in student introduction Comment on a fellow student’s introduction Due by week 2 	10%
Journal Reflections	25%
Chapter Quizzes	25%
Screening, Interviewing, and Assessment video role play	10%
Abstinence Exercise and Paper	30%
TOTAL:	100%

EMAIL POLICY

Email is the best way to reach the instructor outside of class (cspadola@fau.edu)

Emails to professors represent professional communications. Emails to your instructor should follow the guidelines below:

- Add the following to the subject line: "<course prefix>: <Student's last name, first name>".
- Prior to sending an email, be sure that your question can not be answered from reading the syllabus.
- “Please” and “thank you” matter.
- For further tips on sending professional emails to your professors consult:
<https://www.haverford.edu/sites/default/files/Office/OAR/Advice-for-students-so-they-don't-sound-silly-in-emails.pdf>

LATE ASSIGNMENTS POLICY MAKE-UP POLICY FOR TESTS

LATE ASSIGNMENTS OR RETAKING OF TESTS ARE NOT ACCEPTED. As this is an online course, an extra set of self-discipline standards are expected from each student. Please note that students will not be penalized for absences due to participation in University approved activities, including athletic or scholastic teams, musical and theatrical performances and debate activities. These students may have opportunities to make up missed work without any reduction in the student’s final course grade. Reasonable accommodations will be made for students participating in a religious observance. Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. This is a fully online course with no requirement for in classroom meetings. The course week begins on Monday and runs to the following Sunday at 10:00 pm. There are no required times to be online; however, you are encouraged to log in frequently, at least three times each week in order to keep in contact with classmates and to actively work on assignments.

REQUIRED TEXTBOOKS:

The one textbook required for this course is:

Morgen, K. (2016). *Substance Use Disorders and Addictions*. Thousand Oaks, CA: Sage Publications.
ISBN: 9781483370569

Note: [Substance use disorders and addictions](#) is available for free via the university library.

To access this ebook, click on the link above, then under View Online, click on the link to SAGE Knowledge A-Z. You will be prompted to login with your FAU Net ID and password

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

Hardware & Software Requirements

Hardware

- Dependable computer
- Computer speakers

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.

- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Posting and commenting in an online discussion.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE OUTLINE AND READING ASSIGNMENTS:

The following outline and readings may change as the course progresses, given student interests and needs. The readings are due before the relevant class period.

***The instructor reserves the right to adjust this syllabus as necessary, and depending on student interests and student progress. The instructor will announce any changes to the syllabus through Canvas email.**

** In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

<i>Week</i>	<i>Topics/Activities</i>	<i>Readings/Listen/View</i>	<i>To Do Everything due Sunday 10 PM</i>
Week 1 1/10-1/16	Course Introduction Welcome! Syllabus review Stigma, language, and terminology	Welcome! Canvas: Earnshaw, V. A. (2020). Stigma and substance use disorders: A clinical, research, and advocacy agenda. <i>American Psychologist</i> , 75(9), 1300. Begun, A. L. (2016). Considering the language we use: Well worth the effort. <i>Journal of Social Work Practice in the Addictions</i> , 16(3), 332-336. Syvertsen, J. L., Toneff, H., Howard, H., Spadola, C., Madden, D., & Clapp, J. (2021). Conceptualizing stigma in contexts of pregnancy and opioid misuse: A qualitative study with women and healthcare providers in Ohio. <i>Drug and Alcohol Dependence</i> , 222, 108677. *1/11 12 PM-1 PM: It's an optional zoom party! Let's meet each other, ask any questions about class, etc* Link forthcoming	<ul style="list-style-type: none"> • Course entry quiz • Readings • Quiz #1 • Journal Reflection #1
Week 2 01/17-1/23	Drug Basics Neurobiologic aspects of substance use and substance use disorders	Drug Facts. Drug Policy Alliance Text: Ch. 1 Addiction and the Brain Canvas: <ul style="list-style-type: none"> • Brain basics, NIMH (on Canvas): https://newsinhealth.nih.gov/2012/04/brain-basics • Inside Fentanyl Mounting Death Toll: 'This Is Poison'; November 20, 2021 NY TIMES article https://www.nytimes.com/2021/11/20/nyregion/fentanyl-opioid-deaths.html Participation assignment due	<ul style="list-style-type: none"> • Readings • Quiz #2 • Journal Reflection #2
Week 3 01/24-01/30	The "War on Drugs"	<ul style="list-style-type: none"> • The war on drugs explained: https://www.vox.com/2016/5/8/18089368/war-on-drugs-marijuana-cocaine-heroin-meth • Drug Policy Alliance, A brief history of the war on drugs: https://www.drugpolicy.org/issues/brief-history-drug-war (be sure to watch Jay-Z's video: The war on drugs) 	<ul style="list-style-type: none"> • Readings • Quiz #3 • Journal Reflection #3

		<ul style="list-style-type: none"> Ethan Nadelman TED talk: Why we need to end the war on drugs: https://www.ted.com/talks/ethan_nadelmann_why_we_need_to_end_the_war_on_drug 	
Week 4 01/31 -2/6	Interview, Screening, and Assessment	Text: Ch. 2 SAMHSA: Screening, Brief Intervention, and Referral to Treatment (SBIRT) https://www.samhsa.gov/sbirt	<ul style="list-style-type: none"> Read powerpoint Watch webinars Quiz #4 Journal Reflection #4
Week 5 2/7 - 2/13	Diagnostic Issues: DSM-5 Overview for Substance Related Disorders	Text: Ch. 3	<ul style="list-style-type: none"> 5
Week 6 2/14- 2/20	Treatment modalities and Client Placement	Text: Ch. 4: SUD treatment and COVID Drug Policy Alliance webinar (watch at least first ~20 minutes, Dr. Kima Taylor's talk): https://www.drugpolicy.org/resource/improving-substance-use-disorder-treatment-during-and-after-covid-19-pandemic	<ul style="list-style-type: none"> Readings Quiz #6 Journal Reflection #6
Week 7 2/21 -2/27	Common Counseling Theories Applied to SUD -Motivational Interviewing -Cognitive-Behavioral Therapy	Text: Ch. 5 Text: Ch. 6	<ul style="list-style-type: none"> Readings Quiz #7

Week 8 2/28- 3/6	Midterm		
Week 9 3/7- 3/13	Spring Break		
Week 10 3/14- 3/20	Common Counseling Theories Applied to SUD Family Counseling Existential Counseling	Ch. 7 Ch. 8	<ul style="list-style-type: none"> • Readings • Quiz
Week 11 3/21 3/27	Recovery support 12-step philosophy	Text: Ch. 9	<ul style="list-style-type: none"> • Readings • Quiz

Wee k 12 3/28- 4/3	Recovery support Relapse prevention theories	<ul style="list-style-type: none"> Text: Ch. 10 	<ul style="list-style-type: none"> Readings Quiz #12
Wee k 13 4/4- 4/10	Harm Reduction	<p><i>Michelle Alexander on the War on Drugs and the politics behind it:</i> https://www.youtube.com/watch?v=P75cbEdNo2U&t=26s</p> <p>Harm Reduction Coalition: https://harmreduction.org/about-us/principlesof-harm-reduction/ and browse for information and resources •</p> <p>Nadelmann E and L LaSalle (2017). Two steps forward, one step back: current harm reduction policy and politics in the United States, <i>Harm Reduction Journal</i>, 14:37</p>	<ul style="list-style-type: none"> Readings Quiz #13
Wee k 14 4/11- 4/18	SUD in young adults Sleep and SUD?	Wagner, E., Spadola, C., & Davis, J. P. (2020). Addictive behaviors during emerging adulthood. In <i>The Routledge Handbook of Social Work and Addictive Behaviors</i> (pp. 232-246). Routledge. (instructor will provide this)	<ul style="list-style-type: none"> Readings Quiz #13
Wee k 15	Supervision in the SUD profession	<ul style="list-style-type: none"> Text: Ch 11 	<ul style="list-style-type: none"> Readings Prepare for final exam
Wee k 16 4/25- 5/2	Final Exam		

1.1.1 Bibliography

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Web Sites:

- Drug Enforcement Administration <http://www.usdoj.gov/dea>
- Florida Addictions Certification (CAP): <http://www.cbapf.org/certs/addictions.html>
- National Institute on Drug Abuse <http://www.nida.nih.gov/>
- National Institute on Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>
- Substance Abuse and Mental Health Services Association: <http://www.samhsa.gov/>
- The National Clearinghouse for Alcohol and Drug Information <http://www.health.org/>
- Alcoholics Anonymous <http://www.alcoholics-anonymous.org/>
- Drug Abuse programs in Florida: <http://www.drug-abuse.com/usa/florida/>
- Florida Alcohol and Drug Abuse Association <http://www.fadaa.org/>
- Florida Statutes <http://www.leg.state.fl.us/statutes/index> esp. Chapter 562 (alcohol) and Chapter 893 Drug Abuse Prevention and Control
- Statistical Information FADAA http://www.fadaa.org/resource/statistical_info.html
- Center for Education and Drug Abuse Research <http://info.pitt.edu/~cedar>
- National Alliance of Methadone Advocates <http://www.methadone.org>
- National Organization on Fetal Alcohol Syndrome <http://nofas.org>
- National Association of Alcoholism and Drug Abuse Counselors <http://www.naadac.org>

1.1.2 Journals

Journal of Drug Education

American Journal of Addictions

International Journal of the Addictions

Journal of Addiction and Mental Health

Journal of Social Work in the Addictions

Journal of Substance Use (UK) www.addictionarena.com

Other resources may be found in social work, psychology, and medical libraries.

You may also be able to access information from institutions such as the National Clearinghouse for Alcohol and Drug Information (301-468-2600) and the National Institute on Drug Abuse in Maryland (301-443-6710).