SW 929 Social Work and Substance Abuse  
Spring 2017  
School of Social Work  
253 Human Sciences and Services Building  
Eau Claire, WI 54702

Instructor: Sara Boughton, MSW, LCSW
Class Time: Saturdays, 9:00am-1:00pm
Location: HSS, Room 226
Office hours: By appointment
Phone: 715-559-3169
E-mail: sboughton@wisc.edu

I. Catalogue Description
History, current understanding, assessment and treatment of problematic substance abuse. Provided knowledge and social work skills to conceptualize, screen, assess, and treat substance abuse and co-occurring disorders (i.e., mental illness and substance use disorders. A biopsychosocial perspective is emphasized.

II. Course Overview
This course in social work and substance abuse aims to convey a knowledge base and orientation to the assessment, treatment and prevention of substance abuse that will facilitate advanced social work practice. Its focus is on persons with substance abuse issues or persons at risk of substance abuse concerns. Primary emphases will be placed on the assessment and treatment of substance abuse, familiarity with what is known and not known about etiology, and understanding about the impact of substance abuse on special populations. This is an advanced practice course within the mental health focus area.

III. Course Competencies & Practice Behaviors & Assignments
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following behaviors

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(S) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Identify as a professional social worker and conduct oneself accordingly</td>
<td>▪ Applying knowledge of social services, policies, and programs relevant to substance abuse treatment practice, to advocate with and/or on behalf of clients with access to services.</td>
<td>Assignment A</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>▪ Evaluate ethical dilemmas related to problems and issues in substance abuse treatment</td>
<td>Assignments B and C</td>
</tr>
</tbody>
</table>
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | - Identify and synthesize multiple sources of knowledge on substance abuse treatment disorders to understand practice issues related to the assessment and treatment of substance abuse  
- Identify and evaluate models of intervention that are appropriate to the care of persons with substance abuse disorders | Assignments A, B, and C  
Assignments A, B and C |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>- Demonstrate an understanding of how culture and values affect diverse conceptualizations and construction of substance abuse disorders and its treatment</td>
<td>Assignment A, B, C</td>
</tr>
<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>- Critically evaluate and utilize empirical research relevant to substance abuse assessment and treatment</td>
<td>Assignment C</td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>- Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the treatment of substance abuse disorders</td>
<td>Assignments A, B, C</td>
</tr>
<tr>
<td>2.1.10a Engage with individuals, families, groups, organizations, and communities</td>
<td>- Employ diverse strategies to engage with individuals, families, and groups, related to the area of the assessment and treatment of substance abuse disorders.</td>
<td>Assignment B, C</td>
</tr>
<tr>
<td>2.1.10b Assess individuals and families</td>
<td>- Assess individuals and families to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the care of persons with serious substance abuse issues</td>
<td>Assignment B, C</td>
</tr>
<tr>
<td>2.1.10c Intervene with individuals and families</td>
<td>- Demonstrate ability to intervene at different levels (with and/or on behavior of individuals and families) to achieve the desired practice outcome related to substance abuse assessment and treatment</td>
<td>Assignments B, C</td>
</tr>
</tbody>
</table>
IV. Course Content

Unit 1: Introduction to the Course and Epidemiology of Addiction (March 25)

Topics:
1. Review of syllabus and writing assignments
2. Epidemiology of substance abuse during pregnancy
3. Epidemiology of substance abuse in adolescence, adulthood, and older adults
4. Exploration of Risk and Protective Factors related to substance abuse

Required Readings:

Childress, A.R. (2006). What can human brain imaging tell us about vulnerability to addiction and to relapse? (Chapter 4). In W.R. Miller & K.M. Carroll (Eds.) Rethinking substance abuse: What the science shows, and what we should do about it (pp. 46-60).


Recommended Readings:


Unit 2: Conceptual Models of Substance Abuse (April 1)

Topics:
1. Explore the developmental stages of substance abuse
2. Examine various aspects of the etiology of substance abuse
3. Continued exploration of Risk and Protective Factors related to substance abuse
4. Explore the Cognitive-Behavioral Theories of substance abuse

Required Readings:

Faulkner, Cynthia (2013). Etiology of Substance Abuse: Why People Use (Chapter 4). In Robert L. Smith and Patricia Stevens (Eds.) Substance Abuse Counseling Theory and Practice. (pp. 98-121)
Unit 3: Screening/Assessment of Substance Use Disorders & Treatment Planning (April 8)

Topics:
1. Review of the various empirically supported methods for assessing substance use and abuse;
2. Role play in class using different screening/assessment tools
3. Developing a workable treatment plan and discussing key elements to incorporate
4. Speaker Harold Stafford presenting on his own personal treatment experiences with substance abuse and traumatic brain injury.

Required Readings:


Unit 4: Models of Interventions (April 15)

Topics:
1. Review of the various empirically supported methods for treating substance use disorders.
2. Role-play and practice using various techniques, individual and group.

Required Readings:

Carroll, K.M.; & Roundsaville, B.J. (2006). Behavioral Therapies: The glass would be half full if only we had a glass (Chapter 14). In Miller, W.R.; & Carroll, K.M. (Eds.) Rethinking Substance Abuse: What the science shows, and what we should do about it (pp. 223-239).


Recommended Readings:


Unit 5: Co-Occurring disorders and Substance Abuse and the Family (April 22)
Mid-Term Project Due

Topics:
1. Possible psychiatrist speaker presenting pharmacotherapy options for substance abuse treatment and management of withdrawal symptoms.
2. Discuss treatment strategies and clinical issues for individuals with substance abuse issues and other mental health concerns
3. Family Influences on substance abuse
4. Family assessment
5. Family treatment of substance abuse

Required Readings:


Recommended Readings:


Unit 6: Substance Abuse & Diverse Populations (April 29)
Topics:
1. Discuss treatment issues and barriers with diverse groups.
2. Risk factors, intervention, and barriers to treatment with Women, LGBTQ, and Homeless population.

Required Readings:


Unit 7: Policy, Prevention, and Community Issues (May 6)

Topics:
1. Aspects of an Alternative sentencing program
2. History of the War on Drugs and current policy
3. Examination of prevention strategies for substance abuse
4. Working in the field of substance abuse-ethical issues & avoiding burnout

Required Readings:


Smith, R.L.; & Luther, M.S. (2013). Prevention (Chapter 13). In Smith, R.L; & Stevens, P. (Eds.) Substance Abuse Counseling Theory and Practice. (pp. 33.36-356).


Recommended Readings:


V. Required Texts and Reading Materials for the Course


All other readings will be posted on line at Learn@UW. The power point presentation in class provides a means for student note taking and will also assist the student in project preparation. The slides from these presentations will also be available on line at Learn@UW.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale
Grades are based on percentage of points earned:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>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>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>63/ lower</td>
<td>F</td>
<td>Fails to meet minimum expectations in all areas</td>
</tr>
</tbody>
</table>

Course Expectations

The course is designed as a lecture class supplemented with small group discussions and class exercises. Students are expected to attend weekly classes. The lectures will integrate the reading and additional outside lecture material.

Students are expected to:
- Attend class weekly and read required materials prior to the lecture class,
- Attend and actively participate in class discussions,

The instructor is expected to:
- Be available to students to answer questions and to hear concerns,
- Begin and end classes on time,
- Create a supportive and open atmosphere conducive to learning,
- Assure that course objectives are being met, and
- Assure that the class is accessible to all students.

Assignments:

The purposes of the assignments, and the evaluation and grading system described here are: 1) to enhance learning; 2) to stimulate the integration of classroom work with practice; and 3) to assess the extent to which the course competencies and practice behaviors are achieved. Examples of each assignment can be found on the UW Learn page for your reference.
A. Assessment Activity through field observation or interview (35 points)-

May 6

Pick one out of the following activities to complete:

1. **Interview a person in recovery**: Explore what the history and experience of addiction has been for them. Employ open-ended questions so as to stimulate the flow of information better. Assume the role of an active learner and your interviewee becomes the principle guide, teaching you about their unique experience. You can use the following questions as a guide, or create your own:
   - When and why did you first begin using substances?
   - When did you first realize that you were having a problem?
   - How did your ethnicity, culture, philosophical, religious, and spiritual beliefs affect the experience, (i.e. increased sense of shame or guilt due to religious beliefs?)
   - What are the usual attitudes of your group towards the use/dependency of drugs and alcohol?
   - What were the factors that led you to begin the recovery process?
   - How have you maintained your recovery? Have you relapsed?
   - What kinds of support, if any, have you received from family and friends?
   - Were there particular people who helped to empower you in the recovery process, and if so, who were they?
   - Were there people who attempted to disempower you? If so, who and what specific ways? What were the things that helped you in the treatment process?
   - What was the impact of your addiction and treatment on self, family, life, work, career, social relationship, etc.?
   - Do you have any fears that you may not maintain your recovery?
   - What is the focus of your recovery at this point?

Type the questions and answers from your interview—does not have to be in any specific format and it is okay if answers are not complete, but just so I can see the basis of the interview and how it connects to your reaction paper. I will not be grading the content of this part, other than making sure that it is included in your submission. If this is not included, you will lose five points off your grade for this assignment. Make sure that you remove all identifying names/information.

In addition, provide a 3-5 page, double-spaced, critique of your interview and your impressions of the interview. The following questions should be addressed:
   - In general, how well do you think that you elicited information from your person about the experience of addiction?
   - Name two specific and concrete things that you might have done differently?
   - Are there other areas that you wish you had covered in your interview but did not?
   - What part of your interview was most difficult for you to “stay with” and why?
   - What was the most compelling thing that you learned about your person’s experience?
• What have you learned about yourself in this process? What positive and/or negative emotional reactions were generated within yourself?

I will be looking for clear and concise writing---I should be able to follow your writing without confusion. I am looking for an honest and open critique and impression of your interview---you will not be judged in any way. Goal is to learn from someone who is in recovery about addiction, but also, to learn about yourself and your own views/reactions. An important piece of growing as a social worker, is being able to reflect on ourselves and finding ways to improve our skills or work through our own judgements/bias.

2. **Attend an open twelve step meeting:** You can attend an AA, NA, Alanon, Alateen, or SMART recovery meeting at any time/day, as long as it is an OPEN meeting. You must attend the entire meeting from start to finish. You can either find a list on line by going to the site directory (i.e. search for AA meetings in the Eau Claire, WI area) or talking with me and I will help you locate one.

After attending the meeting, provide a 3-5 page, double spaced, reaction paper that summarizes the agenda/topics of the meeting, who was in attendance at the meeting in general (i.e. men/women, adults/children, ethnicity, etc.) and addresses the following:

- What were your understanding/expectations of a 12 step meeting prior to attending? How did you think that it was going to be in terms of what happens in a 12 step open meeting?
- Did you have any biases or pre-conceived notions of what to expect prior attending?
- What went through your mind as you went through the meeting?
- Did you experience a sense of community, fellowship, and support among the group members? If you did, in what way?
- Did you find the spiritual aspects of the meeting positive or negative? Please discuss.
- Did you interact with any of the meeting participants (this is not required)? Please discuss.
- What were three things that you learned from attending a 12-step meeting?
- Did your understanding and/or biases change after attending the meeting and if so, how?

**B. Mid-Term Project (35 points) - Due April 22**

Students will prepare a treatment plan for an individual with a substance abuse or substance abuse-related disorder. A more detailed outline of assignment expectations can be found at end of Syllabus. Assignment will include the following:

- Brief case description with presenting issue/situation
- Description of client’s previous attempts at change
- Strengths for moving forward and challenges that interfered with past attempts
- Outline of goals and objectives—**this should be the main focus and bulk of your paper**
• There should be **AT LEAST** 3 goals for each case description, along with the corresponding objectives.
• Goals should cover biopsychosocial spectrum. Students should also be referring to Maslow’s Hierarchy of Needs in creating goals.
• Objectives must be **M**easurable, **A**ttainable, **T**ime limited, **R**ealistic, and **S**pecific.

Remember to read case descriptions carefully. Goals should be based on what client wants, NOT what you think that they want/need.

Examples of treatment plans can be found on the Learn Site.

### C. Final Project (30 points) - **May 6**

For your final project, you will be required to watch the film, _August: Osage County_ (2013). There is a list of questions at the end of the syllabus that you will need to answer after watching the film. Please make sure that questions are clearly numbered/labeled and in bold, followed by your answer. I recommend reviewing the questions prior to watching the film so you can be mindful of what to really pay attention to. These will need to be brought in paper form to the last day of class as we will be doing a group activity/discussion as well. Grading will be based on completion of questions and participation in group activity/discussion. There are no right or wrong answers here, but I do expect you to really examine/assess the role addiction plays within the family. Your answers should be thorough and well supported.

Please cite any references that you may have used (you may not have any to cite), and include a cover page in APA format. There is no minimum or maximum number of pages for this assignment. Just make sure you are thorough and clear in your answers/explanations.

### VII. Course Policies

**Attendance**
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required.
• Instructors may take actions they deem appropriate if a student is consistently tardy
• Instructors may also consider a significantly late arrival or early departure as an absence

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class and students’ level of participation noted
• Absences:
  ∼ **Excused & Unexcused Absences:**
    • The first unexcused absence will result in a student’s grade being dropped one full grade
    • The second unexcused absence will place the student at risk for failing the course
• On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow-up plans.
• Additional graded make-up work appropriate for the content missed may be assigned for absences.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class.
• Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students.

Late Assignment Policy:
The assignments listed above are due in the drop box by noon on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

Student Behavior Policy
Each student is expected to be on time, attend and be prepared for each class, as all social work courses are preparation for professional practice. Preparation for class is interpreted as the student’s completion of assigned readings and readiness to engage in class discussions and activities. **Graduate education is viewed as an interactive process.** Therefore, it is expected that students actively engage in all class discussion and activities.

In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. You will have many times in your profession that you will be working with a client(s) whose views or opinions you do not agree with. I expect that you engage in a professional and respectful manner in class, just as you would with a client.

Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. **Confidentiality is a hallmark of the social work profession.**
Use of Electronic Equipment in Class
Telephones and/or pagers are to be turned to vibrate so they may not interfere with the classroom environment. If you must take/make a call, please excuse yourself from class. Please no in and outs to take calls. Please refrain from engaging in text messaging during class. Laptops are permitted if used for class note taking. Students found to be texting or using their laptops for e-mail, web browsing, or other non-class related purposes will be prohibited from using computers/electronic devices in class.

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.

Accommodations
If you require accommodations to obtain equal access to this class or to any assignments given, please contact the instructor.
1. How/why do you think Violet’s addiction to pain medication began and why does she continue to use? Review Etiology of Addiction discussion/readings from unit 2 to assist you in examining Violet’s use. Give specific examples from the film.

2. What role did each of Violet’s children represent in regards to family roles in the addicted family system? How did each person’s role contribute to the dysfunction/dynamics of the family?

3. In what ways does the dysfunction continue through the next generation?

4. From a biopsychosocial perspective, what would be Violet’s treatment needs?

5. Which relationship breakdown did you feel to be the most significant and why?

6. What role do shame and blame take within the film in maintaining the dysfunction of the family and the addiction with Violet?

7. How do we see Violet’s addiction change over the course of the film (early use, active/heavy use, withdrawal)?

8. “Nothing is stronger than me”, Violet declares at the end of the film. In what ways is she right? How does Violet conceive of strength?