I. Catalogue Description
History, current understanding, assessment and treatment of problematic substance use. Provides knowledge and social work skills to conceptualize, screen, assess, and treat substance use disorders 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 use disorders aims to convey a knowledge base and orientation to the assessment, treatment and prevention of substance use disorders that will facilitate advanced social work practice. Its focus is on persons with substance use disorders or persons at risk. Primary emphases will be placed on the assessment and treatment of substance use disorders, familiarity with what is known and not known about etiology, and understanding about the impact of substance use on criminal behavior. This is an advanced practice course within the mental health concentration.

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>Assignments Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 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 for access to services.</td>
<td>Short Paper, Oral Presentation, Role-Play &amp; Self-Assessment</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>Short Paper, Oral Presentation, Role-Play &amp; Self-Assessment</td>
</tr>
<tr>
<td><strong>Competencies Addressed in Course</strong></td>
<td><strong>Practice Behaviors Addressed in Course</strong></td>
<td><strong>Assignments Measuring Behavior</strong></td>
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</tbody>
</table>
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | ▪ Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the treatment of substance abuse.  
▪ Identify and evaluate models of assessment, prevention, intervention, and evaluation that are related to the treatment of substance abuse. | Short Paper, Oral Presentation, Role-Play & Self-Assessment |
| 2.1.4 Engage diversity and difference in practice. | ▪ Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of problems and solutions related to substance use. | Short Paper, Oral Presentation, Role-Play & Self-Assessment |
| 2.1.6 Engage in research-informed practice and practice-informed research. | ▪ Critically evaluate and utilize theoretical and empirical research relevant to understanding and treating substance abuse problems. | Short Paper, Oral Presentation, Role-Play & Self-Assessment |
| 2.1.7 Apply knowledge of human behavior and the social environment. | ▪ Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the treatment of substance abuse problems. | Short Paper, Oral Presentation, Role-Play & Self-Assessment |
| 2.1.10a Engage with individuals, families, groups, organizations, and communities. | ▪ Employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the treatment of substance abuse problems. | Short Paper, Oral Presentation, Role-Play & Self-Assessment |
| 2.1.10b Assess individuals, families, groups, organizations, and communities. | ▪ Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the treatment of substance abuse problems. | Short Paper, Oral Presentation, Role-Play & Self-Assessment |
| 2.1.10c Intervene with individuals, families, groups, organizations, and communities. | ▪ Demonstrate ability to intervene at different levels (with and/or on behavior of individuals, families, groups, organizations, and communities) to achieve the desired practice outcome related to substance abuse problems. | Short Paper, Oral Presentation |

2
IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>20</td>
<td>Introduction to substance use disorders and addiction treatment</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Etiology - Neurobiological theories</td>
</tr>
<tr>
<td>February</td>
<td>3</td>
<td>Etiology - Theories of genetic vulnerability</td>
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<tr>
<td></td>
<td>10</td>
<td>Etiology – Motivational &amp; cognitive theories *Short paper due</td>
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<tr>
<td></td>
<td>17</td>
<td>Screening and assessing substance use disorders</td>
</tr>
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<td></td>
<td>24</td>
<td>Treatment planning and case management</td>
</tr>
<tr>
<td>March</td>
<td>3</td>
<td>Cognitive-behavioral interventions</td>
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<tr>
<td></td>
<td>10</td>
<td>Cognitive-behavioral interventions</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Pharmacological interventions *Short paper due</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Comorbidity</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td><strong>Spring break</strong></td>
</tr>
<tr>
<td>April</td>
<td>7</td>
<td>Involving and working with the family</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Enhancing adherence</td>
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<td></td>
<td>21</td>
<td>Mutual help</td>
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<tr>
<td></td>
<td>28</td>
<td>Criminal justice involvement</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
<td>Harm reduction *Role Play/Self Assessment due May 8</td>
</tr>
</tbody>
</table>

Jan. 20: Introduction to substance use disorders and addiction treatment

**Topics**

1. Course overview
2. Ethical considerations and critical thinking
3. Epidemiology of problematic substance use

**Required Reading**

- Chapter 1 (pp. 1-9), “Why treat addiction?”
- Chapter 2 (pp. 10-28), “What is addiction?”

Jan 27: Etiology – Neurobiological theories

**Topics**

1. “Go” and “stop” systems
2. Neurotransmitters relevant to addiction and addiction medicine
3. Basic principles of motivational interviewing

**Required Reading**

• Chapter 3 (pp. 29-46), “How do drugs work?”


• Chapter 2 (pp. 7-29), “Foundations of motivational interviewing”

Feb 3: Etiology – Theories of genetic vulnerability

Topics

1. The (indirect) influences of genes on neurobiology and addictive behavior
2. Overcoming roadblocks to effective reflective listening

Required Reading


• Chapter 3 (pp. 30-57), “The use of OARS: Reflective listening”

Feb 10: Etiology – Motivational and cognitive theories

Topics

1. Reinforcement, self-determination, and cognitive theories of addiction
2. Open-ended questions, affirmations, and summaries

Required Reading


• Chapter 4 (pp. 58-87), “The use of OARS: Open-ended questions, affirmations, and summaries”

Feb. 17: Screening and assessing substance use disorders
Topics

1. Screening, assessment, and acute care
2. Change talk

Required Reading


- Chapter 5 (pp. 65-83), “Screening, Evaluation, and Diagnosis”
- Chapter 6 (pp. 84-105), “Detoxification and Health Care Needs”


- Chapter 5 (pp. 88-136), “Recognizing, reinforcing, and eliciting change talk”

Feb. 24: Treatment planning and case management

Topics

1. Treatment planning and meeting complex psychosocial needs
2. Avoiding the provocation of resistance

Required Reading


- Chapter 7 (pp. 106-130), “Matching: Individualizing treatment plans”
- Chapter 8 (pp. 131-144), “Case management”


- Chapter 6 (137-167), “Managing resistance”

March 3: Cognitive-behavioral interventions

Topics

1. Cognitive-behavioral skills for coping and craving
2. Providing culturally competent care for LGBTQ clients

Required Reading

• Chapter 12 (pp. 185-197), “Strengthening coping skills”

• Read/skim the format of all CBT sessions (pp. 39-95)


March 10: Cognitive-behavioral interventions

Topics

1. Incentives in addiction treatment
2. Group-based treatment
3. Finding focus in addiction treatment

Required Reading

• Chapter 11 (pp. 172-184), “Community reinforcement approaches”
• Chapter 20 (pp. 313-332), “Working with groups”

• Chapter 7 (pp. 168-196), “Opening a session or topic”

March 17: Pharmacological interventions

Topics

1. Medications to treat addiction
2. Intervention issues for women
3. Working with ambivalence

Required Reading

• Chapter 15 (pp. 241-256), “Pharmacological adjuncts”

- Chapter 8 (pp. 197-220), “Working with ambivalence”

**March 24: Comorbidity**

**Topics**

1. Treatment strategies and clinical issues for individuals with co-occurring disorders
2. Psychoeducation and advice

**Required Reading**

- Chapter 18 (pp. 281-300), “Treating co-occurring disorders”

- Chapter 9 (pp. 221-253), “Information sharing, offering a concern, and giving advice”

**March 31: Spring Break**

**April 7: Involving and working with the family**

**Topics**

1. Involvement the family in treatment
2. Recognizing and responding to readiness to change

**Required Reading**

- Chapter 13 (pp. 198-222), “Involving and working with the family”

- Chapter 10 (pp. 254-280), “The key question”

**April 14: Enhancing adherence**

**Topics**

1. Causes of nonadherence
2. Interventions to keep people in treatment

Required Reading

- Chapter 17 (pp. 269-280), “Enhancing adherence”


April 21: Mutual Help

Topics

1. Mutual help and spirituality

Required Reading

- Chapter 14 (pp. 223-240), “Mutual help groups”
- Chapter 21 (pp. 333-348), “Spirituality”

April 28: Criminal justice involvement

Topics

1. Aspects of treatment approaches to criminal behavior, criminal justice involvement, and substance use disorder

Required Reading

- Chapter 1 (pp. 10-22), “Case strategies and conceptual framework for criminal conduct and substance abuse treatment”
- Chapter 2 (pp. 24-45), “The therapeutic relationship and motivational enhancement”

May 5: Harm reduction

Topics
1. Harm reduction in communities and social work practice

Required Reading


V. Texts and Reading Materials for the Course

Required Books


Reserve Materials


Electronic Materials

Additional readings are available on our Learn@UW course website

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>Points</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>
ASSIGNMENTS & POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two short papers</td>
<td>30</td>
</tr>
<tr>
<td>2. Oral presentation</td>
<td>3</td>
</tr>
<tr>
<td>3. Role-play and self-assessment</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**** Successful completion of the course requires completion of all assignments. Deadlines are firm. Late assignments will be graded down a full letter grade (e.g., from A to B) for each day they are late ****

1. Two short papers (30% of grade)
In the first paper you will critically evaluate your own beliefs that inform how you think about and work with clients who have addiction problems. In the second paper you will examine ways in which an addiction treatment model does and does not respond to the needs of a culturally diverse population. In both papers you will demonstrate proficiency in all relevant course material (lectures and readings) and external literature that you identify. Papers are to be three pages double-spaced. The first paper is due February 10 at 11:59pm. The second paper is due March 17 at 11:59pm.

2. Oral presentation (35% of grade)
You will give an oral presentation in groups of two to three to the class about a topic of particular interest to you. Presentations must be on a topic listed between Feb 10 and May 5 on the syllabus (your presentation will fall on the same day). Some topics will not be available due to guest speakers and films. Presentations should be approximately 35 minutes, including time for questions and a class discussion, which you will facilitate. You will demonstrate proficiency in all relevant course material (lectures and readings) and external literature that you identify.

3. Role-play and self-assessment (35% of grade)
You will submit a video recording of a role-play demonstrating Motivational Interviewing skills learned in SW 929. For the self-assessment, you will evaluate your performance as the worker in the role-play, noting both what you did well and areas for continued practice. The self-assessment must be three written pages. The assignment is due May 8 at 11:59pm.

VII. Course Policies
Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that practice challenges can be examined honestly, diverse viewpoints shared, and role plays and the like approached with maximum curiosity and enthusiasm and ever-decreasing “performance anxiety.” Each student has knowledge and experience that will enhance the learning of his/her colleagues.

General student behavior policy
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 fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect
fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. In addition, some of our class discussions may be about cases from your field placements. As always, please respect the confidentiality of your clients and do not use identifying information.

Professionalism
Professionalism means showing up both physically and mentally, and actively working with the instructor to create a respectful and stimulating environment for learning. It means coming to class on time, having read & thought about all of the assigned material. Professionalism includes bringing questions, concerns and direct practice experiences to aid in understanding applications of course material. Sharing of direct practice experiences must be done in a way that is respectful to the client and protects clients’ rights to confidentiality. Also, as professionals, during class you are expected to take notes without needing an electronic device.

Students with disabilities
If a student has a disability that may require accommodation to complete the course expectations, please discuss this with the instructor within the first two weeks of class. Verification from the McBurney Disability Center is required for accommodations. Students registered with the McBurney Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of class. If issues or barriers that impede learning arise, students are expected to bring these to the attention of the instructor as soon as possible.

Recycling papers or prior work
Assignments submitted for other courses, in part or full, will not be accepted as fulfillment of assignments for this course.

Reading assignment policy
You are required to read all assigned readings prior to class, and to be prepared to discuss these readings in class.

Attendance & promptness policy
In order for you and your classmates to benefit from this course, class attendance and active participation are mandatory; therefore, you will be dropped one-half of a letter grade for each unexcused class absence. Prompt arrival to all classes is required. Consistent tardiness, significantly late arrivals or early departures will be counted as an unexcused absence, which will result in a one-half letter grade drop. Attendance will be taken at every class. Be sure to sign in. It is your responsibility to sign the attendance roster.

Students are responsible for completing any class requirements 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, illness, or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence. It is up to the instructor to determine whether an absence will be excused.
Late assignment policy
Any requests for extensions on assignments must be made and approved in advance. Unapproved late assignments will be marked down 20% of the total points for that assignment for each day the assignment is late. If you are not able to be in class the day an assignment is due, you are still responsible for turning in your assignment on the due date.

Learn@UW
All students are required to access Learn@UW for course content and assignments. Students are advised that Learn@UW can provide the instructor with information regarding students’ use of the course website.

Plagiarism & academic integrity
Plagiarism involves presenting someone else’s work or ideas as your own without appropriate citation and acknowledgment, and is an extremely serious form of academic misconduct that may result in suspension from the University. Students are responsible for being familiar with this policy.

Use of Technology in the Classroom
In order to learn, you must be respectful to your fellow classmates and guest speakers by not using technology in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops. If you use your cell phone or laptop, or send and/or receive text messages during class, you will be asked to leave the classroom immediately and will need to meet with Professor Glass in order to be allowed to return the next class period.

Feedback to the instructor
At UW-Madison, we greatly appreciate student input regarding reactions to, suggestions, and/or concerns about the course. In person or written (anonymous or identified) comments are always welcome. There will also be opportunities to provide formal course and instructor feedback.