School of Social Work  
University of Wisconsin-Madison  

SW 929: Social Work and Substance Abuse  
Spring 2017  

Instructor: Brenda Heideman, MSW, LCSW  
Class Time: Saturdays, Mar. 25 –May 6, 9am-1pm  
Location: Med Sci Ctr 5235  
Office hours: By appointment  
Phone: 608-572-2101  
E-mail: bheideman@wisc.edu  

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 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 of the impact of substance abuse in diverse populations. 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, classroom participation</td>
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<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>
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| 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. | Oral Presentation, Role-Play & Self-Assessment, Classroom participation |
<p>| 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 &amp; 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. | Oral Presentation, Role-Play &amp; 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 &amp; Self-Assessment, classroom participation |
| 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 &amp; 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 interventions to improve practice outcomes related to the treatment of substance abuse problems. | Short Paper, Oral Presentation, Role-Play &amp; Self-Assessment, classroom participation |</p>
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<td>2.1.10c Intervene with individuals, families, groups, organizations, and communities.</td>
<td>▪ Demonstrate ability to intervene at different levels (within individuals, families, groups, organizations, and communities) to achieve the desired practice outcome related to substance abuse problems.</td>
<td>Oral Presentation, Role play &amp; Self-Assessment, classroom participation</td>
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IV. Course Content

March 25  Introduction to substance use disorders (SUDS) and treatment

April 1  Theories of neurobiological vulnerability & Basics of Motivational Interviewing *Short paper due

April 8  Motivational & cognitive Theories *oral presentations start

April 15  Screening and assessing SUDS

April 22  Treatment planning and case management

April 29  Cognitive-behavioral & Harm Reduction

May 6  Trauma and SUDs, Mindfulness Based relapse prevention, Self-Care *Role play recording & self-assessment paper due

Week 1 (March 25): Introduction to substance use disorders (SUDS) and treatment

Topics
1. Introductions and Course overview
2. Cultural considerations working with addiction
3. Epidemiology nationally and locally

**Guest speaker Dane County Deputy Sheriff Brian Biwer

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


WI epidemiological Report 2016

Suggested Reading
Healing Neen video (posted on learn@UW)

**Week 2 (April 1): Theories of neurobiological vulnerability and The Basics of Motivational Interviewing Skills**

**Topics**
1. Neuroscience and Epigenetics relevant to addiction
2. Basic principles of motivational interviewing (OARS)

**Required Reading**
  - Chapter 3 (pp. 29-46), “How do drugs work?”
  - Chapter 2 (pp. 7-29), “Foundations of motivational interviewing”
  - Chapter 3 (pp. 30-57), “The use of OARS: Reflective listening”

**Week 3 (April 8): Motivational and cognitive theories**

**Topics**
1. Reinforcement, self-determination, and cognitive theories of addiction
2. Providing culturally competent care for LGBTQ clients
3. MI skills: Open-ended questions, affirmations, and summaries

**Required Reading**

**Week 4 (April 15): Screening and assessing substance use disorders**

**Topics**
1. Screening, assessment, and acute care
2. MI skills: Change talk, Psychoeducation and advice
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”
- Chapter 9 (pp. 221-253), “Information sharing, offering a concern, and giving advice”

Suggested Reading

Week 5 (April 22): Treatment planning and case management

Topics
1. Treatment planning and meeting complex psychosocial needs
2. MI skills: Identifying and working with resistance

Required Reading
- Chapter 7 (pp. 106-130), “Matching: Individualizing treatment plans”
- Chapter 8 (pp. 131-144), “Case management”
- Chapter 18 (pp. 281-300), “Treating Co-occurring Disorders”
- Chapter 6 (137-167), “Managing resistance”

Week 6 (April 29): Cognitive-behavioral treatment and Harm Reduction Models

Topics
1. Cognitive-behavioral skills for coping and managing cravings
2. MI skills: Working with ambivalence and Solidifying commitment to change

Required Reading
- Chapter 12 (pp. 185-197), “Strengthening coping skills”
- Skim the format of all CBT sessions (pp. 39-95)
• Chapter 7 (pp. 168-196), “Opening a session or topic”
• Chapter 8 (pp. 197-220), “Working with ambivalence”

**Week 7 (May 6): Trauma, Harm Reduction & Mindfulness Based Relapse Prevention Models**

**Topics**
1. Treating trauma and addiction
2. Harm reduction and MBSR models

**Required Reading**

**Suggested Reading**

**Additional Resources:**

The National Institute on Drug Abuse website has numerous resources for service users and professionals: [www.nida.nih.gov](http://www.nida.nih.gov)

SAMSHA website

**V. Textbooks and Reading Materials for the Course**


The assigned readings from other books and journals are posted on Learn@UW.

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

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<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>1.69.</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>
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</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>1. Short paper</td>
<td>20</td>
</tr>
<tr>
<td>2. Oral presentation</td>
<td>35</td>
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<tr>
<td>3. Role-play recording (20 pts) and self-assessment paper (15 pts)</td>
<td>35</td>
</tr>
<tr>
<td>4. Class Participation (Attendance &amp; Professionalism)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
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Successful completion of the course requires completion of all assignments. Deadlines are firm. Unapproved late assignments will be marked down 10% of the total points for that assignment for each day the assignment is late.

Assignments:
Detailed assignment instructions and grading criteria are provided in separate documents.

1. **Short Self Reflection Paper**
   In this paper you may choose to discuss anything related to the general topic of the course. This may include thoughts, feelings and opinions about specific topics within the course, your experience working with SUDS in internships, etc. Papers will not require use of readings or lecture examples, rather will be graded on the thoughtfulness and degree of exploration and reflection that you demonstrate. The point of this assignment is to give you a chance to process your thoughts, feelings and explore the cultural bias you will bring to this work. It is an opportunity to identify potentially sensitive issues for you within the subject of social work with substance use disorders. Papers are to be three pages, double-spaced, Times Roman 12 pt. font.

2. **Oral presentation**
   You will give an oral presentation (with a partner) about a topic of particular interest to you. There will be a sign-up sheet presented to you on the first day of class that you can choose from or you may come up with your own topic provided it is pre-approved by the instructor. You will choose
at least two evidence based research articles or book chapters and at least one current newspaper article (January 1, 2017 to present from a reputable news source) related to your topic. You will demonstrate proficiency in your chosen topic through lecture, visual presentation (power point, prezi, etc.) and facilitation of class discussion.

Presentations should be 60-75 minutes, including time for questions and class discussion.

3. Role-play recording and self-assessment paper
You will submit a video recording of a role-play demonstrating Motivational Interviewing skills learned in the course. For the self-assessment, you will evaluate your performance as the worker in the role-play, noting both what you did well and opportunities for continued practice. The self-assessment paper is to be three pages, double-spaced, Times Roman 12 pt. font and the role play will be for 15 minutes.

4. Professionalism
Professionalism means being present 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 and thought about all the assigned reading material. It also includes bringing questions, concerns, and direct practice experiences to aid in understanding applications of course material. As professionals, during class you are expected to use electronic devices only for relevant class activity. You will lose points for excessive use of your phone during class. You will lose points for sub-participation.

VII. Course Policies

Class Participation Policy
Your full presence and engagement in the class throughout the course--both verbally and bodily is an expectation and will allow us to establish an intellectually and emotionally vital, safe and brave climate for learning. 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. Sharing of all direct practice experiences must be done in a way that is respectful to the client and protects clients’ rights to confidentiality. Please see appendix A for guidelines on what is considered excellent class participation.

Student Behavior Policy
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 in this course, please honor the uniqueness of your 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. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Attendance Policy
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. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks.
Attendance will be taken at the beginning of class. If you are ill or have another pressing responsibility or emergency that will prevent you from attending class, it is your responsibility to notify me prior to class of your absence. A pattern of late arrivals and/or early departures will affect your grade.

**Excused & Unexcused Absences:**

- An excused absence is determined and granted on a case by case basis. It is a basic professional courtesy and your responsibility to notify me prior to class of any classroom time you will not be attending and to determine follow up plans. It is up to the instructor to determine whether an absence will be excused.

  **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**

- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused 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 to be considered for an excused absence.
- 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 may be assigned. If classes are cancelled, the instructor will notify students by e-mail of make-up activity required.

**Late assignment policy**
Any requests for extensions on assignments must be made and approved by the instructor in advance. Unapproved late assignments will be marked down 10% of the total points for that assignment for each day the assignment is late.

**Plagiarism & academic integrity Policy**
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. Please review the information found at: [http://writing.wisc.edu/Handbook/QPA_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

**Accommodation Policy**
If you have a disability that may require accommodation to complete the course expectations, please discuss this with me as soon as possible. Students registered with the McBurney Disability Resource Center are required to give the instructor a copy of their VISA within the first two weeks of class.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. I will work either directly with you or in coordination with the campus disability center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

Learn@UW

All students are required to access Learn@UW for course content and assignments. Power points for lectures will be posted by Friday at 5pm for the next day’s course. Students are advised that Learn@UW can provide the instructor with information regarding students’ use of the course website.

Additional Information

- Cell phones must be turned off or silenced during class. It is assumed that students who use a laptop computer or other electronic devices to take notes or for other course related purposes are using their computer for this and only this purpose.
- Class lectures will not cover all the assigned required reading material. Assignments may include material not covered in class. Therefore, it is important to keep up with the weekly assigned readings.
- The UW Writing Center on campus is a wonderful resource http://writing.wisc.edu. I encourage you to consult them for writing support and APA style guidelines.
- I 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.
Appendix A

Guidelines for High Quality Class Discussion

Successful class discussion depends upon people being “good citizens” by taking joint responsibility for making sure that discussion moves forward. That means both following guidelines and helping to enforce them. Listening well, making productive contributions, and facilitating discussion are all important social work skills.

1. Complete the reading before class.

2. Prepare for class in advance. Ask yourself what is one thing I would like to learn more about on this topic? Write out any questions or thoughts you would like to share about the material. You will not hand these notes in, they are for your own benefit.

3. Listen deeply to others. While others are talking, practice being fully present and giving them your undivided attention.

4. Raise questions. Asking questions that seek to clarify an issue, that demonstrate you are listening, or that will stimulate deeper thinking is often more valuable than making points.

5. Build on each other’s ideas. Refer to each other and let people know how your point is related to the discussion.

6. If you want to change the direction of the discussion, make it explicit. By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.

7. Make your point and support your position, then allow the discussion to move on. Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it repeatedly.

8. Bring in your background. Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don’t, some people may wonder where the information is from – was that in the readings?

9. Respect diversity of opinions and perspectives:

   a. Do not stereotype and never dismiss. For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
b. Do not assume. We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don’t assume that we are all the same or that we do not necessarily share in difficult experiences. Make no assumptions!

10. Make the classroom a safe place. Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged, and grow without being judged. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that…!”

**Guidelines are modified from those developed by Betty Kramer and Colleen Mahoney, UW-Madison School of Social Work**