I. Course 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.
Attributes and Designations: This course counts toward the 50% graduate coursework requirement.
Requisites: MSW student
How credit hour is met: This class meets for one 115 minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 4 hours out of class each week. The syllabus includes additional information about meeting times and expectations for student work.

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 elective course for Advanced Generalist Specialization students.

III. Learning Outcomes: Competency Descriptions and Dimensions
Social Work Education is framed by a competency based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course
activities, readings and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

V. Course Content

**WEEK 1: January 23**  **Introduction to class & Etiology of Addiction**

Topics
- Review course content, requirements and expectations
- Introduction to the Etiology of Addiction
- Defining addiction in cultural context

In-Class activities:
- Introduction
- Set learning intentions
- Reflection exercise exploring bias

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

**WEEK 2: January 30**  **Neurobiological and Genetic Vulnerability theories**

Topics
- Drugs and their effects on brain and body
- Neurobiological and Genetic Vulnerability theories
- The role of genetics

In-Class Activities:
- Video on reward pathways in the brain
- Video on the science of relapse

**Required Reading:**
  
  Chapter 3 “How do drugs work?” Required Text.


**WEEK 3: February 6**  **Etiology – Motivational and Cognitive Theories**

**Discussion Questions Due in Canvas this week**

Topics
- Motivational and Cognitive theories of etiology
Moral model in history of substance use disorders  
Cultural factors impacting SUDS  

**In-Class Activities:**  
**Guest Speaker Naomi Takahashi LCSW will discuss implicit bias in providers working with SUDS**  
Small group discussion: the importance of diversity and culture in assessment & treatment  

**Required Reading:**  

**WEEK 4: February 13**  
**Screening and Assessment of Substance Use Disorders**  
**Discussion Questions Due in Canvas this week**  

Topics  
- Strengths based assessment and promoting resilience  
- Identifying and working with addictive behaviors  
- Relational skills: cultural humility and collaborative alliances  

In-Class Activities:  
Small group exercise identifying power dynamics & dimensions of diversity  

**Required Reading**  
Chapter 5 (pp. 65-83), “Screening, Evaluation, and Diagnosis”  
Chapter 6 (pp. 84-105), “Detoxification and Health Care Needs”  
Chapter 21 (pp. 333-348), “Spirituality”  


**WEEK 5: February 20**  
**Treatment Planning, Goal Setting and Case Management**
**Reflection paper Due**

Topics  
Recovery values and cultural humility in treatment  
Skills practice: Goal negotiation and collaborative treatment planning

In-Class Activities:  
Video and discussion of Our Youth, Our culture

**Required Reading**

Chapter 7 (pp. 106-130), “Matching: Individualizing treatment plans”  
Chapter 8 (pp. 131-144), “Case management”  
Chapter 15 (pp. 241-256), “Pharmacological adjuncts”  
Chapter 18 (pp. 281-300), “Treating co-occurring disorders”


**WEEK 6: February 27**  
**Motivational Interviewing-Foundations**

Topics  
Foundational concepts of Motivational Interviewing (MI) model  
Evaluating outcomes and efficacy  
Assessing readiness for change

In-Class Activities:  
Pair and share OARS skills practice  
Large group Clinical case practice working with “JO”

**Required Reading**

Chapter 2 “What is MI and Why use it?”  
Chapter 3 “Introduction to the four processes”  
Chapter 4 “The use of OARS: Reflective Listening”

**WEEK 7: March 6**  
**Motivational Interviewing-Skills and practice**

Topics  
Motivational Interviewing skills and practice  
Evaluating outcomes and ongoing assessment

In-Class Activities:  
Small group exercise exploring impact of culture on motivation

**Required Reading**

Chapter 5 “The use of OARS: Open-ended Questions, Affirmations and Summaries”
Chapter 6 “Exploring Values and goals”
Chapter 8 “Exchanging Information”

**WEEK 8: March 13**

Motivational Interviewing—Skills and practice

**Discussion Questions Due in Canvas this week**

Topics
- Motivational Interviewing skills and practice
- Evaluating outcomes and ongoing assessment
- Exploring Cultural consideration in motivation and change

In-Class Activities:
- Pair and share skills practice
- Video of “Angry man”

Required Reading
- Chapter 9 “Recognizing Change and Sustain Talk”
- Chapter 10 “Evoking Motivation”
- Chapter 11 “Responding to Sustain Talk and Dancing with Discord”

**WEEK 9: March 20**

Cognitive Behavioral Therapy (CBT)

**Discussion Questions Due in Canvas this week**

Topics
- CBT foundation and SUDS assessment
- Evaluating outcomes and effectiveness

In-Class Activities:
- Pair and share skills practice

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

**March 27, 2018: Spring Break NO CLASS**
**WEEK 10: April 3**

**Mindfulness/Emotional Regulation**

**Discussion Questions Due in Canvas this week**

Topics
- Mindfulness based relapse Prevention (MBRP) model
- Efficacy of mindfulness and emotional regulation for recovery
- Mindfulness practice to reflect on bias

In-Class Activities:
- Large group discussion of pros and cons of this model
- Mindfulness exercise
- Pair and share cultural consideration of this model

**Required Reading**

- Chapter 11 (pp. 172-184), “Community reinforcement approaches”
- Chapter 13 (pp. 198-222), “Involving and working with the family”
- Chapter 14 (pp. 223-240), “Mutual help groups”
- Chapter 20 (pp. 313-332), “Working with groups”

**WEEK 11: April 10**

**Trauma**

**Research paper due**

Topics
- Trauma and Substance Use Disorders
- Etiology and efficacy of treatment focused on both trauma and SUDS
- Culturally inclusive definitions of trauma

In-Class Activities:
- Healing Neen video

**Required Reading**


**WEEK 12: April 17**

Topics
- Panel Presentations- Week 1
Class Prep:

**WEEK 13: April 24**

**Topics**  Panel Presentations- Week 2

Class Prep:

**WEEK 14: May 1**  Wrap up

**Role play video and papers due**

**Topics**  Enhancing adherence

V. Texts and Reading Materials

All additional materials and links are available at Canvas. Students are also required to search out and read supplemental material pertinent to their specific assignments.

**Required Books:** The following are the required texts. They may be purchased online or through University Book Store. Please be sure to purchase the second edition of the Rosengren text.


VI. Evaluation: Assignments, Grading and Methods

**Grading Scale**

Grades are based on percentage of points earned:

<table>
<thead>
<tr>
<th>Score</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. Reflection paper</td>
<td>15</td>
</tr>
<tr>
<td>2. Research Paper and Short Panel Presentation</td>
<td>35</td>
</tr>
<tr>
<td>3. Role-play and self-assessment</td>
<td>30</td>
</tr>
</tbody>
</table>
4. Discussion comment (5 responses, 2 points each) 10
5. Professionalism and participation 10
**Total Points** 100

All papers are due via Canvas by 11:59pm on the due date

1. **Reflection paper 15 points (Due date 2/20)**
   This assignment is to write a reflection paper worth 15 points. Papers will need to be 3-5 pages each and 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 feelings and opinions on what you are learning, explore bias and identify potentially sensitive issues for you within the subject of social work with substance use disorders.
   - Describe the messages and values that you grew up with around substance use and addiction. Who or where did they come from? How have these impacted your beliefs about addiction and treatment so far? Can people recover from addiction?
   - In class, we will discuss the question of choice and control in substance use and addiction as well as etiology. Based on the readings, what you have learned in class so far and your own personal ideas, what is your personal theory of the etiology of addiction? Has this changed from the way you grew up?
   - If you were working with someone struggling with substance use disorder, what might be some areas that would trigger bias for you?

2. **Research Paper and Short Panel Presentation 35 points; (20 paper/15 presentation) (due date 4/10)**
   This assignment is to write a research paper on a substance use disorder intervention, substance abuse within a specific population, or any combination of the two. You will also do a 15-minute short presentation as part of a panel to the class on your topic.

   **Research paper 20 Points): (Due 4/10)** The paper should be 10-12 pages not including title page or reference page. The topic is your choice within the aforementioned parameters.

   Please feel free to discuss your topic with me if you are struggling or if you have any questions or doubts about it! The structure will be as follows:
   1. A summary paragraph/abstract of your paper
   2. A summary of the population and/or intervention you are researching.
   3. A summary of at least 4 readings or articles related to your topic. Include an analysis of the strengths and weaknesses of each reading/article as a source. You may discuss each source separately if you choose but this is not a requirement. You may also include sources that describe specific programs and any outcome data they have available.
   4. Share what you see as the most important ideas to come out of your research whether they be your own or those of others found in your research. Some questions to answer in this section might be; what are the benefits/detriments of using this intervention with this population? How might you suggest improving services for this population? What are areas for further research with this intervention? What surprised you about the research findings? How might these findings impact your
future work with substance use disorders?

Presentation (15 points) (Due 4/17-5/1): This may be a summary or any highlight of what your research has shown. You will pick a short video to share with the class (max 5-7 mins.) that emphasizes an important aspect of your research. You will also respond to class comments and questions about the research you presented. I will group you into panels based on your topics and each student on the panel will present information from their research papers to the class. Each student will have approximately 15 minutes to present and will also create a one page handout that summarizes or highlights the information you will share. Handouts should be clear and helpful to your audience.

3. Role-play and self-assessment 30 points: (Due 5/1)
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 3-4 written pages.

Video (15 points): You will record a video of a role play with another student demonstrating MI skills and spirit. You will be in the role of social worker, but you may be working in any setting you choose, as long as a clinical issue is related to substance use. The role play should be 15 minutes, but you may be under or over by 2 minutes. In your role play you must do the following:
- Start with agenda setting (introducing yourself if this is a first session)
- End with a summary and discussion of next steps
- Demonstrate an earnest attempt to use both MI skills and spirit

Self-Assessment (15 points): You will write a 3-4-page paper identifying and discussing the following items:
- At which stage of change is your client? Did you feel that your intervention was appropriate for their stage of change? Why or why not?
- What were your strengths?
- Areas for continued growth and practice?
- Reflect on your thought process and experience going through the role play

You may address these items in any order of your choosing, but you must use specific examples of skills and “spirit” from MI that you used or feel you should have used in your role play. With regards to what you could do differently, use specific examples and note the time on the video when this would have been effective. For example, I could have asked more open-ended questions at 3:34 vs. I could have asked better questions. When discussing examples of skills and “spirit” you should be citing from the text and lecture and also referencing the time in the video that these observations occurred.

4. Discussion comments 10 points
You will participate in an online discussion with your fellow classmates discussing the readings for the assigned week. The purpose of this assignment is to give you a chance to demonstrate that you are keeping up with the readings and integrating this material into your thinking about
SUDS. You will post a thoughtful comment that is either in response to a fellow student or start a new thread of conversation. These discussions will focus on the assigned readings and take place prior to class time on the assigned week. You will have the opportunity to earn two points for each week for a total of 10.

Comments are expected to be at least 50 words long, well thought out and reflective of the content of that week. They will be required to be posted by 11:59pm the day before class (for instance in week 3 they will be due by 2/7 at 11:59pm). Students will be expected to maintain respectful communication, making a concerted effort to use person first language and sharing viewpoints with consideration of others. Discussion comments will be graded on: February 6, February 13, March 13, March 20, March 27.

5. Professionalism 10 points
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. Each student has knowledge and experience that will enhance the learning of his/her colleagues. All students are expected to 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.” 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.

VII. Course Policies
Meeting course objectives requires that the instructor and students actively work to create a learning community that is respectful and safe so that practice challenges can be examined honestly, diverse viewpoints shared, and role plays and the like approached with curiosity and a goal of personal growth. Each student has knowledge, perspective and experience that will enhance the learning of their colleagues. We all have something important to contribute.

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.

Code of Ethics, Student Rights and Responsibilities & Plagiarism:
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of
Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

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.

Attendance:
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 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.

**Canvas**
All students are required to access Canvas for course content and assignments. Students are advised that Canvas 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.

**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.
### Appendix A

<table>
<thead>
<tr>
<th>Competency &amp; Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Engage Diversity and Difference in Practice</td>
<td>Lectures, videos and readings reflect strengths based practice and importance of dimensions of diversity in defining, assessing and treating SUDS (K, V, S, C&amp;AP):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Defining addiction in cultural context</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>*Cultural factors impacting SUDS</td>
<td>Week 3</td>
</tr>
<tr>
<td></td>
<td>*Strengths based assessment and promoting resilience</td>
<td>Week 4</td>
</tr>
<tr>
<td></td>
<td>*Cultural humility in treatment</td>
<td>Week 4, 5</td>
</tr>
<tr>
<td></td>
<td>*Power dynamics &amp; dimensions of diversity in client and provider conceptualization of substance use disorders and access to treatment</td>
<td>Week 4</td>
</tr>
<tr>
<td></td>
<td>*Exploring Cultural consideration in motivation and change</td>
<td>Week 8</td>
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<tr>
<td></td>
<td>*Culturally inclusive definitions of trauma</td>
<td>Week 11</td>
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<td></td>
<td><strong>In class exercises</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group discussion: the importance of diversity and culture in assessment &amp; treatment (K, V, S, C&amp;AP)</td>
<td>Week 3</td>
</tr>
<tr>
<td></td>
<td>In class reflection exercise (K, V, C&amp;AP)</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Guest speaker Naomi Takahashi LCSW will discuss intersectionality of identity as it relates to treatment providers and clients with SUDS (K, V, S, C&amp;P)</td>
<td>Week 3</td>
</tr>
<tr>
<td></td>
<td>Small group exercise exploring impact of culture on motivation (K, V)</td>
<td>Week 7</td>
</tr>
<tr>
<td></td>
<td>Pair and share cultural consideration of this model (K, S, C&amp;P)</td>
<td>Week 10</td>
</tr>
</tbody>
</table>
### Assignments:
- Reflection paper exploring etiology of addiction and cultural bias (K, V, S, C&A)  
  p. 8
- Research paper exploring SUDS in marginalized populations (K, V, S, C&A)  
  p. 8 & 9

### 2.1.4 Engage in Practice-Informed Research and Research-Informed Practice

Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.

<table>
<thead>
<tr>
<th>Lectures, readings and in class activities</th>
<th>Weeks 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Interviewing</td>
<td>Week 9</td>
</tr>
<tr>
<td>CBT</td>
<td>Week 10</td>
</tr>
<tr>
<td>MBSR</td>
<td>Week 11</td>
</tr>
<tr>
<td>Seeking Safety</td>
<td></td>
</tr>
</tbody>
</table>

**In class exercises:**
- Lecture, discussion, role plays and skills practice related: (K, S, C & AP)  
  - Week 4
  - Relational skills and forming collaborative alliances  
    - Goal negotiation and collaborative treatment planning  
    - MI skills Evaluating outcomes and assessing readiness for change  
    - Ongoing evaluation of outcomes and effectiveness  
  - MI skills Evaluating outcomes and assessing readiness for change  
  - Ongoing evaluation of outcomes and effectiveness  

**Assignments:**
- Research Paper  (K, V, S, C&AP)  
  Page 8 & 9
- Panel presentations (K, V, S, C&AP)  
  Page 8 & 9
- Role Play Recording with partner & self-assessment paper  
  (K, S, V, C&A)  
  page 9
2.1.6 Engage with Individuals, Families, and Groups

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. They value and employ principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.

Lectures, readings, video demonstrations, role plays, small and large group discussions related to collaborative and culturally informed engagement with individuals, families and groups:
(K, V, S, C&AP)

*Creating collaborative alliances and change strategies.
*Clarifying client’s theory of change
*promoting resilience and using strengths based assessment,
*identifying bias and incorporating culture into recovery models

In class exercises:

*Self-reflection activities to identify and explore bias (K, V)
*Guest speaker on implicit bias (K, V, S)
*consideration of power and diversity in engagement (K, V, S, C & AP)

Assignments:

Role Play Recording with partner & self-assessment paper
(K, S, V, C&A)

Reflection paper (K, V, S, C&A)

Panel presentations
(K, V, S, C&AP)

Research Paper
(K, V, S, C&AP)
### 2.1.7 Assess Individuals, Families, and Groups

Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

Lectures, readings, and group discussion covering assessment knowledge and skills to the following content areas: (K, S, C&AP)

- Screening and assessment/diagnostic criteria of substance use disorders within the biopsychosocial model
- Goal setting
- Motivational Interviewing
- CBT
- Trauma

**In class exercises:**
role play and skills practice (K, S, C&AP)  
Weeks 5, 6, 7, 8, 9

**Assignments:**
- Discussion comments (K, V, C& AP)  
  Page 9
- Reflection paper (K, V, S, C&A)  
  Page 8
- Research Paper  
  (K, V, S, C&AP)  
  Page 8 & 9
- Role Play with partner & self-assessment  
  (K, S, C&AP)  
  Page 9

### 2.1.8 Intervene with Individuals, Families, and Groups

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in the focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior, the social environment when selecting, and implementing interventions in the focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational

Lectures, readings, videos, and small/large group discussions on Evidence Based Interventions relevant to the following areas: (K, S, C&AP)

- Motivational Interviewing
- CBT
- Trauma
- Mindfulness

**In class exercises:**
role play and skills practice (K, S, C&AP)  
Weeks 5, 6, 7, 8, 9

**Assignments:**
- Ongoing evaluation of outcomes and effectiveness (K, S, C&AP)  
  Weeks 7-9
collaboration as appropriate, in evaluating and implementing interventions.

<table>
<thead>
<tr>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play and self-assessment (K, V, C &amp; AP)</td>
</tr>
<tr>
<td>Research paper and presentation (K, V, S, C&amp;AP)</td>
</tr>
</tbody>
</table>

**Assignments:**
- Lectures, readings, and class discussions relevant to evaluating outcomes and practice effectiveness in substance use disorder treatment and of interventions for individuals, groups, and families. (K, S)
  - *Screening and assessment/diagnostic criteria of substance use disorders within the bio-psycho-social model*
  - *Ongoing evaluation of outcomes and effectiveness (K, S, C&AP)*

**In class exercises:**
- Panel presentations (K, S, V, C&AP)

**Assignments:**
- Research paper (K, S, C&A)
- Role play and self-assessment (K, V, C & AP)

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**2.1.9 Evaluate Practice with Individuals, Families, and Groups**

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in the focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in the focus area.

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*
## Appendix B

**Grading Rubric for the reflection paper**

Note: Student must meet all of the stated requirements within a category to score in the specified range.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (100% credit)</th>
<th>Satisfactory/Acceptable (70-99% credit)</th>
<th>Fair / Requires Improvement (40-69% credit)</th>
<th>Poor (&lt;40% credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection</strong> 10 points</td>
<td><em>Thoughtfully reflects on the questions posed. Demonstrates an exploration of one’s own framework for thinking about clinical social work.</em></td>
<td><em>Answers questions posed. Discusses one’s own positions or opinions.</em></td>
<td><em>Does not fully answer questions posed. Positions or opinions are not clearly articulated.</em></td>
<td><em>Answers to questions are not fully coherent. Little evidence of self reflection.</em></td>
</tr>
<tr>
<td><strong>Triangulation with course lecture and readings 3 points</strong></td>
<td><em>Writing demonstrates proficiency in all course material that relates to the student’s paper.</em></td>
<td><em>Writing demonstrates proficiency in most of the material covered in lecture and readings that relates to the student’s paper, but some concepts or facts were not represented accurately.</em></td>
<td><em>Writing demonstrates proficiency in a most of the course material that relates to the student’s paper, but clear conflicts with the material exist.</em></td>
<td><em>Writing demonstrates that the student did not understand critical aspects of the course material.</em></td>
</tr>
<tr>
<td><strong>Organization, spelling &amp; grammar 2 points</strong></td>
<td><em>All paragraphs are coherent and organized. Paper is easy to read, no awkward sentences, no spelling or grammatical errors. No deviations form formatting or APA-6 style.</em></td>
<td><em>Almost all paragraphs are coherent and organized, contains at most a few awkward sentences, or a few spelling and grammar errors. Neglected any formatting or APA-6 instructions.</em></td>
<td><em>Parts are difficult to understand, incomplete sentences, or more than a few spelling and grammar errors. Neglected several formatting or APA-6 instructions.</em></td>
<td><em>Major errors in writing, difficult to understand, neglected many formatting or APA-6 instructions.</em></td>
</tr>
<tr>
<td>Categories</td>
<td>Exemplary (100% credit)</td>
<td>Satisfactory/Acceptable (70-99% credit)</td>
<td>Fair / Requires Improvement (40-69% credit)</td>
<td>Poor (40% or lower)</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fulfillment of required sections 10 points</td>
<td>Writing demonstrates student skillfully executed all required elements. The population and/or intervention are well defined, &amp; suggestions for future development, research, and implementation thoughtful &amp; innovative.</td>
<td>Writing demonstrates student adequately executed all required elements. The population and/or intervention were described, and suggestions for future development, research, and implementation are accurate.</td>
<td>The student completed all required elements. However, the paper is not of sufficient quality. For instance, information may have been out of date, conveyed in a way that is difficult to understand, not conveyed accurately, or critical aspects of the population/intervention were missed.</td>
<td>The student did not complete all required elements or completed them incorrectly.</td>
</tr>
<tr>
<td>Triangulation with course lectures and readings 10 points</td>
<td>Writing demonstrates proficiency in all course material that relates to the student’s paper.</td>
<td>Writing demonstrates proficiency in most of the material covered in lecture and readings that relates to the student’s paper, but some concepts or facts were not represented accurately.</td>
<td>Writing demonstrates proficiency in a most of the course material that relates to the student’s paper, but clear conflicts with the material exist.</td>
<td>Writing demonstrates that the student did not understand critical aspects of the course material.</td>
</tr>
<tr>
<td>Identification of outside scientific literature, books, and other sources 3 points</td>
<td>Includes and properly cites findings from original research reports published in scholarly peer reviewed journals that are distinctly relevant and add substance to the writing. Quality books are cited, and appropriate examples of programs used (if applicable). Student articulates a deep understanding and thoughtful analysis and evaluation of selected ideas/issues from this material that specifically relate to the topic.</td>
<td>Includes and properly cites findings from original research reports that are published in scholarly peer reviewed journals or books, and uses mostly appropriate examples of programs (if applicable) that relate to and add substance to the writing. Articulates a basic understanding and analysis and evaluation of appropriate ideas or issues from this material, which relate to the topic.</td>
<td>Includes and properly cites findings from original research reports that are published in scholarly peer reviewed journals that relate to and add substance to the writing. Writing mentions some general ideas or issues from this research, but the material is loosely connected to the writing.</td>
<td>Not enough incorporation of quality literature, sources are misrepresented, or are unrelated to the topic.</td>
</tr>
<tr>
<td>Organization spelling &amp; grammar 2 points</td>
<td>All paragraphs are coherent and organized. Paper is easy to read, no awkward sentences, no spelling or grammatical errors. No deviations from formatting or APA-6 style.</td>
<td>Almost all paragraphs are coherent and organized, contain at most a few awkward sentences or few spelling and grammar errors. Neglected few formatting or APA-6 instructions.</td>
<td>Parts are difficult to understand, incomplete sentences, or more than a few spelling and grammar errors. Neglected several formatting or APA-6 instructions.</td>
<td>Major errors in writing, difficult to understand, neglected many formatting or APA-6 instructions</td>
</tr>
</tbody>
</table>
Grading Rubric for the role-play and self-assessment

Note: Student must meet all of the stated requirements within a category to score in the specified range

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (100% credit)</th>
<th>Satisfactory/Acceptable (70-99% credit)</th>
<th>Fair / Requires Improvement (40-69% credit)</th>
<th>Poor (&lt;40% credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-play (10 points)</td>
<td>Role-play was an appropriate length (~15 minutes), <em>all</em> components included, and video was submitted properly. Video demonstrates <em>earnest</em> attempts to apply knowledge and skills learned in class.</td>
<td>Role-play was an appropriate length (~15 minutes), <em>most</em> components were included, and video was submitted properly. Video demonstrates attempts to apply knowledge and skills learned in class.</td>
<td>Role-play is <em>too long or short</em>, important components missed, OR video was not submitted properly. Video demonstrates some lack of <em>preparedness</em> in the application of knowledge and skills learned in class.</td>
<td>Video is <em>not complete</em>, significantly neglected instructions for the assignment, or <em>very little application</em> of knowledge and skills learned in class.</td>
</tr>
<tr>
<td>Self-assessment (20 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-assessment** 15 points

All questions are addressed using specific examples. *Thoughtfully reflects on* questions related to strengths and areas for growth. 

Most questions addressed, or all questions addressed but with some specific examples. *Identifies* strengths and goals to work on in future with some thoughtful reflection.

Some questions are addressed, or with few examples. *Strengths and goals* are *mentioned but critical aspects of the clinical interaction that were particularly strong or need improvement were not discussed.*

Questions are not addressed. *Goals and strengths are not well articulated.*

**Triangulation with course lecture and readings** 3 points

Writing demonstrates proficiency in *all* course material that relates to the student’s paper.

Writing demonstrates proficiency in *most* of the material covered in lecture and readings that relates to the student’s paper, but some concepts or facts were not represented accurately.

Writing demonstrates proficiency in *most* of the course material that relates to the student’s paper, but clear conflicts exist.

Writing demonstrates that the student did not understand critical aspects of the course material.

**Organization, spelling & grammar** 2 points

All paragraphs are coherent and organized. Paper is easy to read, no awkward sentences, no spelling or grammatical errors. No deviations from formatting or APA-6 style.

*Almost all* paragraphs are coherent and organized, contains *at most a few awkward sentences, or a few spelling and grammar errors.* Neglected *any* formatting or APA-6 instructions.

Parts are difficult to understand, incomplete sentences, or *more than a few spelling and grammar errors.* Neglected several formatting or APA-6 instructions.

Major errors in writing, difficult to understand, neglected many formatting or APA-6 instructions.