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

January
21 Introduction
28 Etiology

February
4 Etiology Reflection Paper #1 Due
11 Screening and assessing substance use disorders
18 Treatment planning, goal setting and case management
25 Treatment models and interventions

March
3 CBT and substance use disorders
10 Motivational interviewing Reflection Paper #2 Due
17 Motivational interviewing
24 Spring Break
31 Motivational interviewing Research Paper Due

April
7 Panel Presentations Start
14 Panel Presentations
21 Trauma and substance use disorders
28 Policy/Speaker Reflection Paper #3 Due

May
5 Wrap Up *Role Play/Self Assessment due May 8

Jan. 21: Introduction to substance use disorders and addiction treatment

Required Reading

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

Jan 28: Etiology – Neurobiological and Genetic Vulnerability theories

Required Reading


Hasin, D., Hatzenbuehler, M., & Waxman, R. (2006). Genetics of substance use disorders. (Chapter 5). In W.R. Miller & K.M. Carroll (Eds.) Rethinking substance abuse: What the science shows, and what we should do about it (pp. 61-80)

Feb 4: Etiology – Motivational and Cognitive Theories

Required Reading


**Feb 11: Screening and Assessment of Substance Use Disorders**

**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”

**Feb. 18: Treatment Planning, Goal Setting and Case Management**

**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”


**Feb. 25: Treatment Models and Interventions**

**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”
March 3: CBT and Substance Use Disorders

Required Reading

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

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


March 10: Motivational Interviewing

Required Reading

- Chapter 2 (pp. 7-29), “Foundations of motivational interviewing”
- Chapter 3 (pp. 30-57), “The use of OARS: Reflective listening”
- Chapter 4 (pp. 58-87), “The use of OARS: Open-ended questions, affirmations, and summaries”

March 17: Motivational Interviewing

Required Reading

- Chapter 5 (pp. 88-136), “Recognizing, reinforcing, and eliciting change talk”
- Chapter 6 (137-167), “Managing resistance”
- Chapter 7 (pp. 168-196), “Opening a session or topic”

March 24: Spring Break

March 31: Motivational Interviewing

Required Reading

- Chapter 8 (pp. 197-220), “Working with ambivalence”
- Chapter 9 (pp. 221-253), “Information sharing, offering a concern, and giving
advice”
• Chapter 10 (pp. 254-280), “The key question”

April 7: Panel Presentations- Week 1

April 14: Panel Presentations- Week 2

April 21: Trauma and Substance Use Disorders

Required Reading


• Read Ch. 11, Biology and Psychopharmacology of Trauma

April 28: Treating Substance Use Disorders: A Policy Perspective

Guest Speaker: Lucas Moore, Adolescent Substance Abuse Treatment Coordinator at WI Dept of Health Services

Required Reading

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


May 5: Wrap Up and Self Care
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>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC Meets expectations in some areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C Below expectations in most areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D Below expectations in all areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>63/ lower</td>
<td>F 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. Three reflection papers</td>
<td>30</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>35</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></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. **Three reflection papers** 30 points; 10 points each
   This assignment is to write three reflection papers worth 10 points each, due at the beginning, middle and end of the semester. 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 AODA in internships, questions that come up for you about working with AODA in the future, etc. Papers will need to be 1-2 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 abuse.

   Paper 1: Due 2/4
   Paper 2: Due 3/10
   Paper 3: Due 4/28

   All papers are due by the start of class on the due dates. You may hand in paper copies in class or via Learn@UW.

2. **Research Paper and Short Panel Presentation** 35 points; 25 paper/10 presentation
   This assignment is to write a research paper on a substance abuse intervention, substance abuse with a specific population, or any combination of the two. You will also do a 6-8 minute short presentation as part of a panel to the class regarding your topic or any highlight of what your research has shown.

   Paper: 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 abuse?

Presentation: I will group you in to 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 6-8 minutes to present and will also create a one page handout that summarizes or highlights the information you will share. I am more concerned with the handouts being clear and helpful to your audience rather than being fancy.

Paper: Due 3/31
Presentation: On April 7 and 14

Role-play and self-assessment 35 points
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 their 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 Amy Kucin 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.