University of Wisconsin-Madison School of Social Work  
1350 University Ave.  
Madison, WI 53593  

SW 929 Social Work and Substance Abuse (section 001)  
Spring 2019 Full-Time Program  

Instructor: Michelle Murray LCSW, SUDS, CSIT, Adjunct Lecturer  
Office Hours: By appointment  
Email: mmurray@wisc.edu  
Class Location: SW 110  
Credits: 2  
Contact Information: 608-622-5603  
Class Time: Tuesday 6-8 pm  
Instructional Mode: Face-to-Face  

Canvas Course URL: https://canvas.wisc.edu/courses/929002  

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) for about 4 hours out of classroom 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, assignments 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 starting on page 11.
IV. COURSE CONTENT

Week 1- Jan. 22: Introduction to the class
Topics: Reviewing the syllabus; Importance of understanding personal bias in building relationships; power dynamics; starting to consider personal theories of substance use disorders rooted in culture

Required Reading

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

Week 2- Jan. 29: Etiology – Neurobiological and Genetic Vulnerability theories
Topics: Drugs and their effects; substance use and the brain; the role of genetics

Required Reading:

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

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)

Complete the following module from the Genetic Science Learning Center, sponsored by the National Institute on Drug Abuse: The reward pathway influences behavior. http://learn.genetics.utah.edu/content/addiction/rewardbehavior/

Week 3- Feb. 5: Etiology – Motivational and Cognitive Theories
Topics: Motivational and Cognitive theories of etiology; critical reflection on etiology; developing and questioning personal theories; Recovery Oriented Systems of Care

Required Reading:


and alcohol dependence, 119(1), e13-e22.


**Week 4- Feb. 12: Screening and Assessment of Substance Use: Part I**

*Guest Group Leaders (6-8:00 pm): Bob Stindt, LCSW, CSAC, CSIT, Director of Clinical Internship Program and Lucas Moore, LCSW, SUD, CSIT, Clinical Internship Supervisor at Journey Mental Health Center will facilitate an interactive class by presenting the continuum of substance use and create an environment to process the spectrum of use for an in-depth understanding of screening and assessment.*

**Required Reading:**


**Week 5- Feb. 19: Screening and Assessment of Substance Use: Part II**

*Topics: Culturally inclusive, strengths-based screening and assessment; ASAM criteria; Establishing the therapeutic alliance in the context of SUD assessment; Role play/skills practice*

**Assignment Due: Reflection Paper (20 points)**

**Required Reading**


- Chapter 5 (pp. 65-83), “Screening, Evaluation, and Diagnosis”
- Chapter 6 (pp. 84-105), “Detoxification and Health Care Needs”
- Chapter 8 (pp.147-157), “Brief Interventions”
- Chapter 21 (pp. 333-348), “Spirituality”

**Week 6- Feb 26: Treatment Planning, Goal Setting and Case Management**

*Topics: Client centered, collaborative treatment planning within a recovery-oriented framework; Harm reduction/moderation management; building therapeutic alliance; role play/skills practice*

*Guest Speaker: (6-7:00 pm) Heidi Olson-Streed, Prevention Specialist, Aids Resource Center of Wisconsin has been working with active injection drug users for 20 years. She will talk about her work, harm reduction and how opiates work on the brain and the challenges of recovery. Part of her lecture will be to introduce you to Narcan, how it works, and how to administer it and what to expect if an overdose is reversed.*

**Required Reading:**

professionals. Guilford Press.
- Chapter 7 (pp. 106-130), “Matching: Individualizing treatment plans”
- Chapter 8 (pp. 131-144), “Case management”
- Chapter 15 (pp. 241-256), “Pharmacological adjuncts”
- Chapter 19 (pp. 301-312), “Promoting Maintenance”


Week 7 - March 5: Motivational Interviewing - Foundations
Topics: Foundational concepts of MI, evaluating outcomes and effectiveness; discussion of research and evidence base; critical evaluation from a cultural humility standpoint; assessing readiness for change; role play/skills practice

Required Reading

- Part I: The Journey Ahead
- Part II: The Relational Foundation

Week 8 - March 12: Motivational Interviewing - Skills and Practice
Topics: Role plays, skills and practice; evaluating outcomes; ongoing assessment within the MI model; exploring cultural considerations

Required Reading:

- Part III: Focusing: The Strategic Direction
- Part IV: Evoking: Preparation for Change

Spring Recess March 16-24th (no classes)

Week 9 - March 26: Motivational Interviewing - Skills and Practice
Topics: Role plays, skills and practice; evaluating outcomes; ongoing assessment within the MI model; exploring cultural considerations

Required Reading:

- Part V: Planning: The Bridge to Change

Week 10 - April 2: CBT
Topics: Foundations and assessment within CBT framework; evaluating outcomes and effectiveness; discussion of research and evidence base; critical evaluation from a cultural humility standpoint; role play/skills practice
Required Readings:

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

- Skim the format of all CBT sessions (pp. 39-95)


**Week 11- April 9: MBRP and Group Work**

**Topics:** Mindfulness Based Relapse Prevention and other group models; working with the family; evaluating outcomes and effectiveness; discussion of research and evidence base; critical evaluation from a cultural humility standpoint; skills practice

**Assignment Due:** Research Paper (25 points)

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”
- Chapter 21 (pp. 333-348), “Addressing the spiritual side” (recommended for those with less familiarity with AA)

**Week 12- April 16: SUD and Trauma**

**Topics:** SUD interventions for co-occurring trauma; discussion of research and evidence base, evaluating outcomes and effectiveness; culturally inclusive definitions of trauma; role play/skills practice

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

- Read Ch. 2, The Effects of Trauma

**Week 13- April 23: Panel Presentations**

**Assignment Due: Short Panel Presentation (10 points)** Provide a 5 to 10-minute discussion of your research paper, create one page, bullet format of the points you would like to relay to the class and hand it in at the end of the class for points.
Week 14- April 30: Wrap Up Panel Presentations. Evaluation

Assignment Due: Role Play and Self-Assessment Paper

V. Texts and Reading Materials

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.


Electronic Materials

Additional readings are available on our Canvas course website

VI. Evaluation: 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. Reflection paper</td>
<td>20</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>4. Professionalism and participation</td>
<td>10</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Grading Rubrics for the following assignments are found in Appendix B.

1. **Reflection paper (20 points): due 2/19**
   This assignment is to write a reflection paper reflecting on concepts introduced in class regarding the etiology of substance use disorders, and exploring how your own cultural values around substance use affect your ideas and personal theory. This will be a 3-5 page paper addressing the following questions:
   - Reflect on 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?
   - Reflecting on what we have learned so far in class about etiology, what is your personal theory of the etiology of addiction? Has this changed from the way you grew up? Please reflect on some specific concepts from class and readings in this discussion.
   - If you were working with someone struggling with substance use disorder, what might be some areas that would trigger bias or judgement for you? How might you address this?

2. **Research Paper (25 points) and Short Panel Presentation (10 points/no rubric)**
   Paper due: 4/9 Panel Discussion: 4/23. 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 5 to 10-minute short presentation as part of a panel to the class on your topic. This may be a summary or any highlight of what your research has shown.

   **Paper:** The paper should be 6-8 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.** 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:** I will group you in 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 5-10 minutes to present summary of the information you found and will also create a one-page handout that summarizes or highlights in bullet form the information you will share. Handouts should be clear and helpful to your audience and will be provided to lecturer at the end of the class for review.

3. **Role-play (15 points) and self-assessment (20 points): due 4/30**
   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 2-3 written pages. The assignment is due April 30 by 11:59pm.

   **Role Play (15 points):** You will record 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 10-15 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 (20 points):** You will write a 2-3 page paper identifying and discussing the following items:
   - At which stage of change is your consumer? Did you feel that your intervention was appropriate for their stage of change? Why or why not?
   - What were your strengths? Areas for growth?
   - 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. In regard to what you could do differently, also use specific examples (I could have asked more open-ended questions vs. I could have asked better questions). When discussing examples of skills and “spirit” you should be citing from the text and lecture.

4. **Professionalism and participation (10 points):** Please review the paragraph on professionalism listed on page 9 of the syllabi for reference to how students will be graded.

**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 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 be effective social workers, we must be able to create and maintain dialogue with people who are different from, and have different views than, ourselves. Each and every voice
in the classroom is important and brings with it a wealth of experiences, values, and beliefs. In the 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 your fellow students so that we can create a safe learning space for everyone. This means using professional communication, good self-reflection, and refraining from personal attacks and 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. If anyone has a concern about communication in class, including my own, they may bring this to my attention in person or through personal communication.

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.

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 Faculty Notification Letter 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 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. Arrangements may be made in certain cases for make-up work to avoid this. Please speak with me individually if you need to miss class. 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. 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.

**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.

**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><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Topics: Lecture, readings, videos and group discussion covering engagement knowledge and skills in the following content areas:</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Power dynamics &amp; dimensions of diversity in the conceptualization of substance use disorders and access to treatment</td>
<td>Week 5</td>
</tr>
<tr>
<td></td>
<td>Culturally inclusive, strengths-based assessment</td>
<td>Week 6</td>
</tr>
<tr>
<td></td>
<td>Client centered, collaborative treatment planning within a recovery-oriented framework</td>
<td>Weeks 6, 9, 10, 11</td>
</tr>
<tr>
<td></td>
<td>Critical evaluation of clinical models from a cultural humility standpoint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(K, V, S, C&amp;AP)</td>
<td></td>
</tr>
<tr>
<td><strong>In class exercises:</strong></td>
<td>Exploring personal theories of etiology of substance use and addiction</td>
<td>Week 1</td>
</tr>
<tr>
<td></td>
<td>Assignments:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection paper exploring etiology of addiction and cultural bias (K, V, S, C&amp;A)</td>
<td>p. 7</td>
</tr>
<tr>
<td></td>
<td>Research paper and presentation (K, V, S, C&amp;A)</td>
<td>p. 7</td>
</tr>
</tbody>
</table>

<p>| <strong>2.1.4 Engage in Practice-Informed Research and Research-Informed Practice</strong>          | Topics: Lecture, readings, videos and group discussion covering engagement knowledge and skills in the following content areas: | Week 5               |
|                                                                                         | Evidence base and discussion of research regarding the following models:                                                      |                      |
|                                                                                         | ASAM criteria                                                                                                                  | 7, 8, 9              |
|                                                                                         | Motivational Interviewing (K, S, V, C&amp;AP)                                                                                      | 10                   |
|                                                                                         | CBT (K, S, V, C&amp;AP)                                                                                                             | 11                   |</p>
<table>
<thead>
<tr>
<th>Mindfulness</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K, S, V, C&amp;AP)</td>
<td></td>
</tr>
<tr>
<td>Trauma treatment</td>
<td>12</td>
</tr>
<tr>
<td>(K, S, V, C&amp;AP)</td>
<td></td>
</tr>
<tr>
<td><strong>In class exercises:</strong></td>
<td>Week 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>Role plays and skills practice (K, S, C &amp; AP)</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td>p. 7</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
<tr>
<td>(K, V, S, C&amp;AP)</td>
<td></td>
</tr>
<tr>
<td>Panel presentations</td>
<td>p. 8</td>
</tr>
<tr>
<td>(K, V, S, C&amp;AP)</td>
<td></td>
</tr>
</tbody>
</table>

**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

**Topics**

Lecture, readings, and group discussion covering engagement knowledge and skills in the following content areas:

- Building the clinical relationship through identifying bias and incorporating culture into recovery models
- Establishing the therapeutic alliance in the context of SUD assessment
- Collaborative, client centered treatment planning
- Engagement throughout specific models:
  - Motivational Interviewing (K, V, S, C&AP)
  - CBT (K, V, S, C&AP)
  - Mindfulness (K, V, S, C&AP)
  - Trauma (K, V, S, C&AP)

**In class exercises:**

Role plays/skills practice

**Assignments:**

Role Play Recording with partner & self-
value and employ principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>assessment paper (K, S, V, C&amp;A)</td>
<td>p. 7</td>
</tr>
<tr>
<td>Reflection paper (K, V, S, C&amp;A)</td>
<td>p. 8</td>
</tr>
<tr>
<td>Panel presentations (K, V, S, C&amp;AP)</td>
<td>p. 7</td>
</tr>
<tr>
<td>Research Paper (K, V, S, C&amp;AP)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, readings, and group discussion covering assessment knowledge and skills to the following content areas:</td>
<td></td>
</tr>
<tr>
<td>-Screening and assessment/diagnostic criteria of substance use disorders within the biopsychosocial model</td>
<td></td>
</tr>
<tr>
<td>-Goal setting</td>
<td>Week 4,5</td>
</tr>
<tr>
<td>-Motivational Interviewing</td>
<td>Week 6</td>
</tr>
<tr>
<td>-CBT</td>
<td>Week 7-8</td>
</tr>
<tr>
<td>-Trauma</td>
<td>Week 10</td>
</tr>
<tr>
<td>(K, S, C&amp;AP)</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

**In class exercises**: role play and skills practice

**Assignments:**

Role Play with partner & self-assessment (K, S, C&AP)

p. 8

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

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, readings, videos, and small/large group discussions on Evidence Based Interventions relevant to the following areas:</td>
<td></td>
</tr>
<tr>
<td>(K, C&amp;AP)</td>
<td></td>
</tr>
</tbody>
</table>

Motivational Interviewing

CBT

Trauma

Mindfulness

**In class exercises:** role play and skills practice

In class exercise: hear presentations from students

Weeks 6-12

Week 13, 14
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.

**Assignments:**

- Role play and self-assessment (K, V, C & AP)
- Research paper and presentation

**Topics:** 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)

**In class exercises:**

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

**Assignments:**

- Research paper (K, S, C&A)

<table>
<thead>
<tr>
<th>Topics: 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)</th>
<th>Weeks 6,9,10,11</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class exercises: Panel presentations (K, S, V, C&amp;AP)</td>
<td>Weeks 13,14</td>
</tr>
<tr>
<td>Assignments: Research paper (K, S, C&amp;A)</td>
<td>p. 7</td>
</tr>
</tbody>
</table>
# 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>Reflection 15 points</td>
<td><em>Thoughtfully reflects on the questions posed.</em> Demonstrates an exploration of one’s own framework for thinking about clinical social work.*</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>Triangulation with course lecture and readings 3 points</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>Organization, spelling &amp; grammar 2 points</td>
<td><em>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.</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><strong>Fulfillment of required sections</strong></td>
<td>Writing demonstrates student <strong>skillfully</strong> executed all required elements. The population and/or intervention are <strong>well defined, &amp; suggestions for future development, research, and implementation thoughtful &amp; innovative.</strong></td>
<td>Writing demonstrates student <strong>adequately</strong> 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><strong>Triangulation with course lectures and readings</strong></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><strong>Identification of outside scientific literature, books, and other sources</strong></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><strong>Organization Spelling &amp; grammar</strong></td>
<td>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.</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>
<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 (&lt;40% credit)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Role-play (15 points)</strong></td>
<td>Role-play was an appropriate length (10-15 minutes), <strong>all</strong> components included, and video was submitted properly. Video demonstrates <strong>earnest</strong> attempts to apply knowledge and skills learned in class.</td>
<td>Role-play was an appropriate length (10-15 minutes), <strong>most</strong> components were included, and video was submitted properly. Video demonstrates attempts to apply knowledge and skills learned in class.</td>
<td>Role-play is <strong>too long or short</strong>, important <strong>components missed</strong>, OR video was not submitted properly. Video demonstrates <strong>some lack of preparedness</strong> in the application of knowledge and skills learned in class.</td>
<td>Video is not complete, <strong>significantly neglected instructions</strong> for the assignment, or very little application of knowledge and skills learned in class.</td>
</tr>
<tr>
<td><strong>Self-assessment (20 points)</strong></td>
<td><strong>Self-assessment</strong> 15 points</td>
<td>All questions are addressed using specific examples. <em>Thoughtfully reflects on</em> questions related to strengths and areas for growth.</td>
<td>Most questions addressed, or all questions addressed <em>but</em> with some specific examples. <em>Identifies</em> strengths and goals to work on in future with some thoughtful reflection.</td>
<td>Some questions are addressed, or with few examples. Strengths and goals are <em>mentioned but critical aspects</em> of the clinical interaction that were particularly strong or need improvement <em>were not discussed</em>.</td>
</tr>
<tr>
<td><strong>Triangulation with course lecture and readings 3 points</strong></td>
<td>Writing demonstrates proficiency in <strong>all</strong> course material that relates to the student’s paper.</td>
<td>Writing demonstrates proficiency in <strong>most</strong> 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 <strong>a most</strong> of the course material that relates to the student’s paper, but clear conflicts exist.</td>
<td>Writing demonstrates that the student did not understand critical aspects of the course material.</td>
</tr>
<tr>
<td><strong>Organization, spelling &amp; grammar 2 points</strong></td>
<td>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.</td>
<td><em>Almost all</em> 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.</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>