Part I: Course information

SW 5903-Substance Abuse & Social Work
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course Descriptions:
Short Version:
The social worker seeks to reduce or eliminate the detrimental impact of substance use disorders at multiple levels (families, groups organizations, and communities) Students gain skills that assist in this effort through an ability to identify, assess, intervene and evaluate those struggling with substance abuse and dependency throughout the lifespan.

Long description:
The focus of this course is amelioration of problems associated with substance abuse and the interaction of multiple macro and micro systems that increase both risk and resilience in achieving this goal. In the macro sphere, there are numerous federal and state policies affecting how substance use disorders are defined, who receives treatment, at what level, and at what cost. The smaller micro sphere includes both the strengths and limitations of the many personal relationships of family, friends and others who are impacted by and in turn impact the development of strengths and resources to aid in both prevention and intervention. The dimensions of diversity and the unique impact of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation are also considered.

Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>5</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Part II: Course outcomes

COURSE OBJECTIVES
After successfully completing this course, student will be able to:

1. Identify the unique role of social work among the many professions involved in addressing substance abuse.
2. Know the diagnostic criteria for substance use disorders and be able to use these criteria along with other assessment strategies to identify consequences of use and the level of risk.
3. Demonstrate the ability to engage the client in setting meaningful, obtainable goals in order to employ appropriate interventions.
4. Possess a working knowledge of psychopharmacology that includes how drugs are introduced into the body, enter the circulatory system, produce their effect, and are then eliminated.
5. Identify and be familiar with a variety of national, state and community resources that are available for the education, prevention, support and recovery of individuals, groups, and families.
6. Be familiar with the current laws, federal, state, and local public policies that impact substance abusers and others in the social environment.
7. Demonstrate an understanding of the needs of diverse populations in the assessment, diagnosis and intervention of substance abuse.

Social Work Practice Competencies
Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Advocate for client access to the services of social work</td>
<td>Lesson 1: ASAM Reading on the Definition of Addiction. Lesson 3: Readings and guest panel of social work providers of substance abuse with different cultural groups. Lesson 5: Screening, Assessment, and Diagnosis of substance use disorders.</td>
<td>1. Apply the substance abuse and dependence criteria to several case examples to determine need for services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Assess severity and acuity of several mock client cases using the criteria in the Minnesota Matrix Model and demonstrate an ability to advocate for client access to treatment funding sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify referral and treatment resources for specific cultural groups and advocate for client access to these resources</td>
</tr>
</tbody>
</table>
- **Advanced:** Apply knowledge of social services, policies and programs relevant to their area of practice

**Lesson 9: Drug Laws & Policy**

Analyze case examples and apply relevant laws and policies to help develop treatment plans

---

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advanced: Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Lesson 9: Course reading, discussion, lecture on federal and state drug policy and how it impacts treatment choices</td>
<td>Demonstrate an ability to use policy knowledge in assessment and planning.</td>
</tr>
<tr>
<td>• Advanced: Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Lesson 6 &amp; 7: Practice Motivational Interviewing strategies and assess the model’s efficacy to motivate individual to change harmful behaviors. Analyze harm reduction, 12-step groups, and relapse prevention as effective interventions in substance abuse.</td>
<td>Video recording of mock interview with simulated client. Evaluation of skills by peers, instructor and simulated client.</td>
</tr>
</tbody>
</table>

---

**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advanced: Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Lesson 9</td>
<td>Recognize the factors associated with disparities in the criminal justice system and the actions that have been taken to advance social justice.</td>
</tr>
</tbody>
</table>
Text:


Articles are available on e-reserve (link and password provided via Moodle course website)
Videos are available via a link on the Moodle course website

Recommended

National Institute on Drug Abuse (NIDA) (free online download)

The Science of Addiction

TIP 35: Enhancing Motivation for Change in Substance Abuse Treatment

Psychotherapeutic Medications (2011): What every counselor should know

Assignments:
I. Group facilitated class discussion (15 points)

During the first class meeting, students will be placed in groups of 3-4. Each group is responsible for locating at least one article that is focused on the group’s assigned topic. Topics are related to the class meetings occurring throughout the semester. Thus, one group may have the topic of co-occurring disorders, another the topic of families and substance abuse, etc. At the class meeting related to the group’s topic the group is responsible for presenting their article and for facilitating a class discussion related to it. Other material assigned for that meeting should also be used as part of the discussion.

Each group’s article should be submitted to the instructor by the end of the second class meeting. The first two class lessons will not be included in this assignment nor will online lessons. Article submission is required even if the class discussion for your group is not until late in the semester.

The instructor will determine when the group’s article presentation and discussion will occur based on the relevance of the article to the specific upcoming lesson. Groups will be notified of the date of their presentation shortly after the articles are submitted.

There are two parts to grading this assignment:

1. The quality and relevance of the article chosen. Articles may be focused on any aspect of the course topics, (family, recovery, assessment, intervention, recovery, relapse, policy, prevention) but must be from a credible journal and backed up by sound research. No online articles are allowed unless they are widely accepted as a credible resource and this can be substantiated. For example the online article is cited in a large number of other journal articles. (5 points)

2. The class discussion must involve all members of the group and adhere to the following format.
   a. An introduction to the focus of the article including information as to why this article was chosen.
b. A review of the main points of the article and the data that author(s) used to support them.

c. Your critique of the article in terms of how it holds up to scrutiny in relation to other information you have learned from your own experience and from other class material.

d. Suggestions as to how this article could apply to practice.

e. The extent to which you involve the class in your presentation (evoking questions and comments from the class).

f. The class will complete an evaluation of your presentation and discussion that will be used by the instructor to help determine your group’s grade. (10 points)

II. Online discussion forums for lesson 3 (Psychological, Social, Cultural & Spiritual Factors Associated with Addiction) and lesson 8 (Co-Occurring Disorders) (5 points each)

Each group has the responsibility for two readings assigned for online lessons 3 and 8. During the time between lessons (2 and 4) and (7 and 9), the members of each group read the assigned articles and participate in an online discussion forum. Each group member will develop one forum topic for discussion. If there are 4 members of your group, then there will be four discussion topics for each article. (see example below)

Once a group member has added a discussion topic to the forum, each member then adds two posts to each discussion topic. One post should be a new idea that has not been previously stated and one post should be a response to another student’s posting. Simply saying something like “I agree or great thought” is not counted as a response. A response like the following would be considered a rich response: “Your comment about the use of harm reduction for those with a severe and persistent mental illness makes logical sense to me, but other assigned articles seem to indicate that this approach is minimally successful. However there didn’t seem to be much support in the individual’s environment to increase involvement in other activities that could enhance quality of life. I think increasing support could make this approach more successful. Perhaps there are articles that have looked at this.”

Posts should be made at the beginning of the week and again 2-3 days later. All comments must be completed two days prior to the next class meeting. Prior to the class, each group member posts a summary of the discussion for their topic. These summaries will be made available to the entire class.

This same process is repeated for the second article.
III. Video recording and feedback of client interview (35 points)

During the two lessons on Treatment & Recovery, each student group will video record a role-play that will be uploaded to VideoAnt, a University tool that allows students to view the recording and provide written feedback. All members of the group will be included in the video by taking turns interviewing a simulated client. The instructor recruits simulated clients, and students will not know the person acting the part of the client. Each simulated client is coached to play a specific case developed by the instructor, and cases will differ among groups. The grade for this assignment is based on the following factors:

1. Correct determination of the stage of change for the client. (5 points)
2. Demonstration of the ability to work with the client using skills consistent with the client’s stage of change. (5 points)
3. Demonstration of the ability to use 3 or more of the spirit and principles of Motivational Interviewing. The greater the variety and the more often these are used, the higher the score. (10 points maximum)
4. Development of a written treatment plan with clear, measurable goals that is co-constructed with the client’s and that shows the client is commitment to following through with. (10 points)
5. Feedback from other one other group and the instructor via VideoAnt. (5 points)

IV. Group Observation or Individual Interview (25 points)

This assignment involves either interviewing an individual who is in recovery for substance abuse or dependence or by attending a self-help group as an observer. The product is a 6-7 page paper that describes the observation or interview and its impact on you.

You should have developed a set of questions prior to attending the group meeting or individual interview so your purpose is clear and you have some questions that you would like answered. This is easier with an individual than a group where you role is primarily an observer. Most self-help groups do have a facilitator who would likely be available before or after the group to answer some questions.

**Individual Interview**

You can develop your own questions, but some possibilities are:

1. How many times have you attempted to stop using in the past?
2. How did your previous attempts impact future attempts?
3. Have you relapsed and how did you deal with this?
4. What seems most helpful to you now as a means of staying sober?
5. What type of support system do you have now compared to when you were using?
6. How were you impacted by your abuse? What areas were most affected? (work, relationships, legal, financial, spirituality, self-esteem, etc.)
7. What was most helpful in recognizing you needed outside assistance to help you stop using?

**Group Observation**

Your participation may be limited to what you can determine through watching and listening. In this case you can observe the structure of the group and how it attempts to assist its members. Reviewing some information about the group before you attend would be helpful. The websites below can
provide information as well as the articles available on the course website.

There are many AA or Alanon 12-step groups that called open groups where anyone may attend. These are listed on the website [St. Paul and Suburban Area Intergroup](#). Another group is dual disorders anonymous. This 12-step group is similar in format to AA, but is for individuals who have both a mental and substance use disorder. [Dual Disorders Anonymous](#)

Smart Recovery is another self-help group that is not 12-step based. There are some meetings in Minnesota, but I have not seen listings for groups within the Twin Cities. There are online groups that meet and you could consider attending one of these. [Smart Recovery Online Meetings](#)

Another group that focuses on co-occurring disorders is called Double Trouble. These groups are beginning to show up in Minnesota and there may be one that could be attended. Finding it would take some research.

### IV Online Quizzes (15 points)

There are three online quizzes in this course. Each is worth 5 points. Quizzes consist of multiple choice, T/F, and matching questions. There are 10 questions for each quiz and each question is worth 0.5 points.

#### Grading Structure

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Facilitated Classroom Discussion</td>
<td>15</td>
<td>Specific date for each group throughout semester</td>
</tr>
<tr>
<td>Online Discussion Forums For Lesson 3 &amp; 8</td>
<td>10 total</td>
<td>End of online week 3 &amp; 8</td>
</tr>
<tr>
<td>Simulated Client Interview</td>
<td>35</td>
<td>One week following interview</td>
</tr>
<tr>
<td>Individual or Group Observation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3 Online Quizzes</td>
<td>15 total</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Accumulated</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
</tr>
</tbody>
</table>
Course Policies

There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.
Part IV: Course content

The class meets over 10 weeks with eight 2, 3, or 4 hour classroom meeting and 2 online meetings. The intensified class schedule is needed to effectively cover the material in each lesson. Most important is creation of a time frame that allows for discussion and practice of material that is presented during each class meeting.

<table>
<thead>
<tr>
<th>SW 5903 Class Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 (4 hours)</td>
</tr>
<tr>
<td>The Nature of Addiction</td>
</tr>
</tbody>
</table>

**Required Reading:**
Text: Rethinking Substance Abuse
Chapter 1: Defining & Addressing the Problem
Chapter 2: The Forest & the Trees: Addiction as a Complex Self-Organizing System

**Required Articles:**

**Lecture**
What is Addiction?

**Bring to Class:**
Laptop, cell phone, and text

**Class Activities:** View “What is Addiction (HBO Series on Addiction)
- Participate in polling of class attitudes, background and interest in substance abuse via ChimeIn.
- Form small groups and use one or more laptops within each group to search for articles related to substance use, abuse & dependence among diverse populations. Each group locates and downloads one article that is focused on an issue within an assigned population. An example could be the disproportionality of treatment opportunities among different cultures. Must communicate with other groups to ensure any group does not use the same articles. Articles will be used to focus small group discussion in future class meetings.
- Add resources to Moodle database (completed in class).

**Class Discussion Using Moodle Forum in Class**
This exercise is done in class as a way to become familiar with using Moodle forums. You will be using forums for discussion during online class meetings.
Consider and respond to the statement: Addiction is a chronic progressive and relapsing brain disease arrested by abstinence from all mood-altering chemicals. Relapse prevention requires continuous vigilance to internal cues and external triggers through the use of social supports such as AA.
## Lesson 2: Psychopharmacology of Addiction

*Online: 3-hour classroom equivalent
(No Classroom Meeting)*

*Estimated completion time including reading is 9 hours*

**Competency 2.1.3**

### Required Reading

- Text
- Chapter 3: The Neurobiology of Addiction: A Hedonic Calvinist View
- Chapter 4: What Can Human Brain Imaging Tell Us about Vulnerability to Addiction and to Relapse
- Chapter 5: Genetics of Substance Use Disorders

### Suggested Reading

- National Institute on Drug Abuse. *The science of addiction*. NIH Pub No. 07-5605

### Online Media

- View Adolescent Brain Development, Ken Winters: PhD, Department of Psychiatry, University of Minnesota

### Class Activities

All materials for this class are located on the Moodle course website. A screenshot of the online material is included in the syllabus. You may complete the material anytime between lesson one and lesson 3. The quiz associated with the lesson must be completed by the start of class for lesson 3. You will not be able to take the quiz after this.

## Lesson 3: Psychological, Social, Cultural & Spiritual Factors Associated with Addiction

*Online (Estimated completion time is 6 hours including reading)*

**Competency 2.1.4**

### Required Reading (Text)

- Chapter 6: Natural Change and the Troublesome Use of Substances: A Life-Course Perspective
- Chapter 7: Developmental Perspectives on the Risk for Developing Substance Abuse Problems
- Chapter 10: Racial and Gender Differences in Substance Abuse: What Should Communities Do about Them?
- Chapter 12: Social Contexts and Substance Use
- Chapter 13: Ethnography and Applied Substance Misuse Research: Anthropological and Cross-Cultural Factors
- Chapter 16: Religion, Spirituality, and the Troublesome Use of Substances

### Online Lecture: View PowerPoint with narration on Diversity Considerations in Substance Abuse

### Online Media

- View video of panel discussion on diversity in substance abuse treatment

### Assignment:

- Online forum for discussion of assigned chapters (see assignments in syllabus)

### Online Quiz
Lesson 4: Working with Families
3- hours in Classroom

Required Reading
Text:
Chapter 11: Family and Other Close Relationships

Articles

Online Media
View family intervention video

Guest Speaker: John Jankord, MA, LACD family therapist
Classroom Exercise: Role-play using Motivational Interviewing skills with families

Lesson 5: Screening, Assessment & Diagnosis of Substance Use Disorders
3-hour class meeting
Competency 2.1.10 & 2.1.4

Required Articles
- Rule 25 Assessment (2009), Minnesota Department of Human Services, Alcohol & Drug Abuse Division. pp. 1-8
- Screening for the possibility of co-occurring mental illness and substance use disorder in the behavioral health setting (2009). Minnesota Department of Human Services, pp. 1-17.

Guest Speaker
Ollie Stocker, MSW, LICSW, Fairview Substance Abuse Treatment Services

Lecture
Screening Instruments: sensitivity & specificity among different cultural groups
Working with mandated and non-voluntary clients

Online Media:
Mee Lee David, MD Using the ASAM criteria to serve individual needs, YouTube: http://www.youtube.com/watch?v=aDOZxEvXgps

Classroom Exercise: Work in small groups to conduct an individual adult or adolescent assessment via role-play.
Lesson 6: Treatment & Recovery
4-hour class
Competency 2.1.10
Part I

Required Reading (Text)
Chapter 14: Behavioral Therapies: The Glass Would Be Half Full If Only We Had a Glass
Chapter 15: Pharmacotherapy of Addictive Disorders

Required Articles:

Online Media (view prior to class)
View Dr. William Miller video
View Dimock video

Lecture
Models of Treatment including Harm Reduction

Demonstration
Stagewise Intervention & Brief Motivational Enhancement skills for use with non-voluntary and mandated clients

Class Activities
• Practice role-playing case scenarios in small groups using screening, assessment, diagnostic, intervention, and relapse tools reviewed in class and readings.
• Video record one role-play from each student group. Group members take turns working with the client in the role-play so each group member has a chance to practice. Video is uploaded to VideoAnt following the class. Students review video and provide feedback.
Lesson 7: Treatment & Recovery  
3-hour class  
Competency 2.1.10  
Part II

No readings for this lesson  
Review feedback video recording feedback from previous week and prepare for interview with simulated clients.  

Class Activities  
- Role-play case scenarios of clients using screening, assessment, diagnostic, intervention, and relapse tools practiced in previous.  
- Practice skills in small groups with simulated clients using the same format as in previous class. Simulated clients are used for this role-play rather than class members.  
- Video record one role-play from each student group and upload to VideoAnt. Students review video and provide feedback  
- Instructor according to the rubric outlined in the syllabus grades video.

Lesson 8: Co-Occurring Disorders  
(Online)  
Equivalent to 3-hour in class meeting  
Completion time estimate 9 hours  
Competency 2.1.6

Required Reading (Text):  
Chapter 8: Comorbid Substance Use Disorders and Psychiatric Disorders  

Required Reading (Articles):  
- Petrakis, Ismene et.al. (2002) Comorbidity of alcoholism and psychiatric disorders: an overview Alcohol Research & Health, 26/2 p.81-89  

Required Media:  
- View Hazelden video on co-occurring disorders (online prior to class)  
- View Dr. Ken Minkoff video (online)  
- View Dartmouth video on treatment of COD using Integrated Dual Disorder Treatment model (online prior to class)  

Class Assignment:  
- Online discussion forum  
- Online quiz
### Lesson 9: Drug Laws & Policies
#### 3-hour in classroom meeting
**Competency 2.1.8**

**Required Reading:**
- Text
- Chapter 17: What We Need Is a System: Creating a Responsive and Effective Substance Abuse Treatment System

**Required Articles:**

**Online Media:**
- Treatment Court video
- Interview with family drug court graduate
- Video of family dependency drug court DHS representative

**Lecture**

**Classroom Exercises:**
- Review cases

---

### Lesson 10: Alternative Methods for Dealing with Relapse
#### 2-hour classroom meeting
**Competency 2.1.6 and 2.1.10**

**Required Articles:**

**Classroom Exercise:**
- Learn and practice the body scan, sitting, and walking meditation

**Guest Speaker or Lecture by Instructor**
- Sue Rickers: Mindfulness, Yoga and in relapse prevention
Example of online class on Psychopharmacology

**Additional Bibliography:**


Rule 25 Assessment (2009), Minnesota Department of Human Services, Alcohol & Drug Abuse Division.

Screening for the possibility of co-occurring mental illness and substance use disorder in the behavioral health setting (2009). Minnesota Department of Human Services.


Petrakis, Ismene et.al. (2002) Comorbidity of alcoholism and psychiatric disorders: an overview Alcohol Research & Health, 26/2 p.81-89


Brousselle, Astrid, et.al (2010). Key enhancing factors for integrating services for patients with mental


