

SOCIAL WORK 384

Substance Use Disorders: Advanced Practices for Recovery
Virtual Online – Wednesday 5-7:50pm
Spring 2023 – 8W1

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Main Campus, Science Building, B345 and Wausau Campus in Social Work wing
Department of Sociology & Social Work phone: 715-346-2883

- This is a shared mailbox and messages will be forwarded to me on weekdays during business hours. Please indicate the message is for me, course name, and return call information.
- To reach me the quickest please send an email or message through Canvas.

Email: tanderso@uwsp.edu

Office Hours: See schedule in Canvas - In-person and online via Zoom

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

COURSE PRE-REQUISITES

SW 383

ONLINE LEARNING PLATFORM

Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas.

CLASS FORMAT

This course will be delivered in a hybrid format with both virtual sessions and online learning through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. Virtual sessions will be conducted via Zoom. This includes virtual class sessions (see schedule), online instruction/learning activities, experiential learning, and coursework (reading & assignments).

COURSE TECHNOLOGY REQUIREMENTS

- a stable internet connection
- working webcam for virtual class days
 - please reach out to the instructor prior to class to problem-solve any tech/camera concerns
- computer microphone and speaker
- contact IT if you need to discuss loaning equipment
<https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>

RENTAL TEXT

Miller, W.R., Forcehimes, A.A., & Zweben, A. (2019). *Treating Addiction: A Guide for Professionals* (2nd ed).
The Guilford Press.

RESERVE READINGS (LIBRARY AT WAUSAU AND STEVENS POINT)

(found in reference section)

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*, 5th Ed.

(found in course reserves)

Sanders, M. (2011). *Slipping through the Cracks*. Health Communications, Inc.

ADDITIONAL LIBRARY RESOURCES

LibGuide: <https://libraryguides.uwsp.edu/c.php?g=1275684>

OTHER REQUIRED BOOKS (FREE DOWNLOAD/VIEW ONLINE)

Begun, A. (n.d.) *Theories and Biological Basis of Substance Misuse, Part 1*. The Ohio State.

<https://ohiostate.pressbooks.pub/substancemisusepart1/front-matter/introduction-to-the-coursebook1/>

Center for Substance Abuse Treatment. Comprehensive Case Management for Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series, No. 27. HHS Publication No. (SMA) 15-4215. Rockville, MD: Center for Substance Abuse Treatment.

<https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4215.pdf>

SAMHSA. (2020). *TIP 42: Substance Use Disorder Treatment for People with Co-Occurring Disorders*. Substance Abuse and Mental Health Services Administration.

https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-01-004_Final_508.pdf

SAMHSA. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration. <https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4884.pdf>

U.S. Department of Health and Human Services (HHS), Office of the Surgeon General. (2016). *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*. Washington, DC: HHS. Retrieved from <https://addiction.surgeongeneral.gov/sites/default/files/surgeon-generals-report.pdf>

CATALOG DESCRIPTION

Substance use disorders assessment, diagnosis, clinical evaluation, treatment planning, application of counseling theories, evidence-based interventions, and case management with diverse populations. Includes motivational interviewing, harm reduction, medication assisted treatment, relapse prevention, and recovery approaches.

COURSE DESCRIPTION

This course builds on concepts from SW 383 related to screening, assessment, treatment planning, evidence-based interventions, and case management with individuals engaged in substance use, misuse, or with a substance use disorder. The course explores theories related to substance misuse and substance use disorders, including harm reduction. Emphasizing principles of engaging individuals in behavioral change and recovery, this course includes a range of evidence-supported screening and assessment tools as well as interventions. Understanding that substance use and mental health disorders can occur together, this course also explores co-occurring conditions and integrated treatment. This includes distinguishing symptoms of substance misuse from substance withdrawal and other physical or mental health symptoms. Students will be able to evaluate readiness to change and identify strategies of motivational interviewing. Pharmacokinetic and psychopharmacology principles related to substance use and the use of medications to treat or manage substance use disorders is introduced. Using a research-informed approach, students will examine the intersection of gender, culture, race, ethnicity, gender identity & expression, sexual orientation, age, class, and/or ability in counseling and case management with diverse populations. Ethical issues that arise in screening, assessment, treatment planning, and record-keeping responsibilities are also explored. Throughout the course we use ethical, professional, non-stigmatizing, and recovery-oriented language.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful,

intentional, and professional manner to promote human and community well-being” (2015 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” below.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE OBJECTIVES

At the completion of the course, all students will:

1. Practice respectful, ethical, professional behavior and language when discussing and analyzing issues related to substance misuse and individuals who experience substance-related problems. (Competency 1)
2. Identify key pharmacokinetic and psychopharmacology principles related to substance use and the use of medications to treat or manage substance use disorders. (Competencies 4, 6, 7, 8)
3. Apply an evidence-informed understanding of the biopsychosocial nature of substance use and co-occurring mental health disorders to screening, assessment, and treatment planning activities. (Competencies 6 and 7)
4. Interpret evidence-supported screening and assessment instruments and collateral data for assessing a person’s substance use, related problems, and recovery support assets (Competency 7)
5. Apply understanding of the DSM-5/DSM-5-TR classifications in screening, assessing, diagnosis, and differentiating mental health, substance use, and co-occurring mental health and medical conditions across the lifespan. (Competencies 3, 4,7)
6. Select appropriate levels of care, evidence-based interventions, and culturally relevant community service referrals in treatment planning and service coordination (Competencies 7, 8)
7. Using a research-informed approach, examine the intersection of gender, culture, race, ethnicity, gender identity & expression, sexual orientation, age, class, and/or ability in counseling and case management strategies with diverse populations. (Competencies 3, 4, 8)
8. Utilize ethical codes and laws associated with screening, assessment, treatment planning, record-keeping, and documentation in substance use practice. (Competency 1, 7 and 8)

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menominee land, and the sacred lands of all indigenous peoples.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Emergency Procedures

See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

Severe Weather

In the case of inclement weather, please check your email & Canvas announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view UWSP's information about severe weather here: <https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on Campus

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

Special Needs

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>. Home page for Dean of Students <https://www.uwsp.edu/dos/Pages/default.aspx>

Branch Campus Contacts

Wausau: <https://www.uwsp.edu/wausau/about/Pages/offices.aspx>

Marshfield: <https://www.uwsp.edu/marshfield/about/Pages/offices.aspx>

Library Supports

- Online Chat: www.uwsp.edu/library/chat Email: librefd@uwsp.edu Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

TECHNOLOGY IN THE CLASSROOM

Students are encouraged to use technology to enhance learning.

UWSP Technology Support

- Visit with a Student Technology Tutor
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP) or IT Service Desk Email: techhelp@uwsp.edu

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

Students are expected to attend class regularly, read assigned texts, and watch assigned multimedia prior to class. If students are unable to attend class- notify instructor prior to class. Participation is actively completing in-class assignments, engaging with your peers in group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom.

Netiquette for Online Learning

Netiquette is a set of rules for behavior online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

Classroom and Canvas Civility and Respect for Diversity

We will learn to apply self-awareness and self-regulation to identify and manage influences of personal biases and values and show a willingness to learn about diversity. We will communicate using professional, strength based, and person-first, non-stigmatizing language.

Written Assignments

All assignments will be submitted through Canvas on or before the due date unless otherwise specified. All written assignments must adhere to APA guidelines. Please refer to the APA publication manual for additional guidance or utilize the free APA Style Blog: <https://apastyle.apa.org/blog/>

Late Work

Students are expected to integrate their personal and educational lives to complete course work on time and are responsible for reaching out to the instructor to negotiate alternate due dates, when needed, at least 24 hours before the due date; however, an extension is not guaranteed. Late assignments without advance approval or turned in after the agreed extension may result in a deduction of a half letter grade (example A to A-) *per day*. No late assignments will be accepted two weeks past their due date.

Communication

Communication can occur in-person or virtually through Canvas, email, and Zoom. If you need to contact me about a private matter, send a message through Canvas inbox or email. I typically respond to messages within 24 hours (48 hours on weekends). If your question is related to a general course matter, consider asking it in the Tara's Corner discussion board. I welcome the opportunity to discuss assignments and student feedback.

CLASS FORMAT

This course will be conducted in an 8-week hybrid format. We meet for class one day per week over Zoom and have weekly online learning activities.

****Syllabus is subject to change with ample notice being provided to students. ****

COURSE REQUIREMENTS

- Online Video Lecture Responses 30 points
 - In-class Assignments 35 points
 - Diverse populations presentation 50 points
 - Mid-Term Exam 75 points
 - Case Study Final Exam ~100 points
- Total: 280 points

GRADING SCALE

Percent

A	=	94-100	C	=	74-77
A-	=	91-93	C-	=	71-73
B+	=	88-90	D+	=	68-70
B	=	84-87	D	=	60-67
B-	=	81-83	F	=	59 and below
C+	=	78-80			

ASSIGNMENTS

In-Class Assignments: Ongoing, (35 points), Competency 1-9

In-class activities are worth 5 points each. The lowest score will be dropped. In-class activities may include ethical and professional participation in discussions, break-out rooms, mini-quizzes and other activities.

Online Video Lecture Responses: Week 2 (30 points), Competency 1, 2, 4

Respond to questions posted focused on assigned video lectures.

Counseling and Case Management Presentation: (50 points), Competency 1-4, 6-8

Using TIP 27 as a resource, you will give a presentation focused on substance use case management and counseling with diverse populations. Using TIP 27, you will choose a population. This also involves identifying community resources that provide culturally appropriate services for your chosen population. See Canvas.

Exams: (175 points), Competency 1-9

Mid-term Exam (75 points): The exam consists of short-answer essay, multiple choice, and true false questions.

Case Study Final (~100 points): Students will be provided a case study and respond to related questions on concepts throughout the course with emphasis on *biopsychosocial assessment* and *treatment planning*.

COURSE SCHEDULE AND TOPICS: See Canvas for detailed reading & media list.

Module	Preparation for class	Virtual Class Topics	Hybrid Learning	Due Dates
Week 1 Comp 1, 2, 4 Virtual Meeting Wed 1/25	Read Ch 1: Why treat addiction? Read Ch 2: What is addiction? Read: SAMHSA Recovery document Read: Language Matters	Course Introduction, Ethical/ Professional Language Use, Recovery model, dimensions of addiction, etiologies of addiction, history of diagnoses and DSM	Topics: stigma related to substance misuse, theories of substance misuse Watch from CSWE: Addressing Stigma Concerning Substance Misuse by Dr. Audrey Begun (50 min) https://youtu.be/T3knO1DYkcc?list=PLkxHCMrCcASnH97ujuW3erQZQU98Ua7cW Watch from CSWE: Orientation to Theories of Substance Misuse (1hr 22min) https://youtu.be/qQdlvZc9leI?list=PLkxHCMrCcASnH97ujuW3erQZQU98Ua7cW	
Week 2 Comp 1,4,6-8 Virtual Meeting Wed 2/1	Read Ch 4: Engaging Read Ch 5: Screening, Evaluation & Diagnosis Read Ch 1 Strategies for Engaging Resistant Clients [on library reserve – Sanders, M. (2011). <i>Slipping through the Cracks.</i>]	Engaging: empathic understanding, reflective listening, OARS, screening process and tools, dimensions of assessment/evaluation instruments, diagnostic criteria, assessing stage of change	Topics: drug classifications, basic neurobiology and pharmacokinetic concepts intersection between neurobiology and psychology principles Read Ch 3: How do drugs work? Watch from CSWE: Brain Mind Behavior and Substance Misuse Presentation https://youtu.be/D6tr0fkE3Iw	Due: Week 1 & 2 Video response Sunday 2/5
Week 3 Comp 1,3,6-9 Virtual Meeting Wed 2/8	Read: Ch 7 Individualizing Treatment Read: Vakharia, S. & Little, J., (2017). Starting where the client is: Harm reduction guidelines for clinical social work practice. <i>Clinical Social Work Journal</i> , 45, 65-76.	Guest Presenter: Portage County Health & Human Services – Harm Reduction, Narcan training, drug trends, community resources Harm reduction, Case Mgmt: linkage to treatment, ASAM levels, implementing treatment	Read: SAMHSA. (2021). Advisory: Comprehensive case management for substance use disorder treatment. SAMHSA Advisory. https://store.samhsa.gov/site/default/files/SAMHSA_Digital_Download/PEP20-02-02-013.pdf	

		plans, phases of treatment-continuum of care, development of goals	Read: Ch 5 - TIP 27 Research: independent research- articles for presentation	
Week 4 Comp 1,3,8 Virtual Meeting Wed 2/15	Read: Ch 8 Case Management Read: Ch 24 Professional Ethics Read: Selected readings TIP 27 Read: NAADAC, The Association for Addiction Professionals. (2021). Code of ethics. https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf	Case management: needs assessment, service coordination, referral process, readiness for change, interdisciplinary team, record-keeping, informed consent, confidentiality and ethics in service delivery	Topic: Case Management: screening for withdrawal services, Medications in treatment Read: Ch 6 Withdrawal Mgmt & Health Care Needs, Read Ch 18 Medications in Treatment	Due: Exam-Module 1-4a due Sun 2/19
Week 5 Comp 1,3,4,6-8 Virtual Meeting Wed 2/22	Complete research to prepare for presentation	Counseling & Case Management with Diverse Populations Presentations	Topic: EBT, motivational interviewing and motivational incentives-contingency management Read: Ch 10 Motivational Interviewing, Ch 13 Contingency Mgmt Read: Ch 7 Motivational Interviewing, Ch 8 Using Motivational Incentives [on library reserve – Sanders, M. (2011). <i>Slipping through the Cracks.</i>]	Due: Presentation Wed 2/22
Week 6 Comp 4,5, 6-8 Virtual Meeting Wed 3/1	Read: Ch 9, 11, 12, 17 Brief Interventions, Behavioral Coping Tools, Meditation and mindfulness, Mutual Help Groups	Coping tools, communication skills, emotional regulation, meditation and mindfulness, brief interventions, types of mutual help groups	Case Management Topics: strategies for engaging with technology in addressing substance use, substance misuse, substance use disorders, and recovery support Watch from CSWE: Technology Based Strategies for Addressing Substance Misuse (1hr 46min) https://youtu.be/4WJglb9Luo	
Week 7 Comp 1, 6-8 Virtual Meeting Wed 3/8	Read: Ch 20 Treating Co-Occurring Conditions See Canvas for additional readings and multimedia	Co-occurring conditions-causal factors, mental health disorders, quadrants of care model, integrated treatment models & medications	Topic: Prevention Read: Delany, P., Sanville, J., & Shields, J. Alcohol and Drug Prevention Among Youth and Young Adults. <i>Encyclopedia of Social Work.</i>	

			https://oxfordre-com.ezproxy.uwsp.edu/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-517 . Read: Ch 3 - <i>Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health</i>	
Week 8 Comp 1, 5,6-9 Virtual Meeting Wed 3/15	Read: Ch 19 Stuff that comes up	Guest Presenter – La Crosse County Health Dept/Alliance to Heal Prevention Workgroup – youth alcohol, tobacco, substance use evidence-based prevention strategies, programming, policies Case management strategies for resumed use, client intoxication, missed appointments, communicating concerns, interprofessional communication	Topic: review course materials and complete final case study	Due: Case Study Final Fri 3/17