

SOCIAL WORK 384

Substance Use Disorders: Advanced Practices for Recovery
Hybrid
Mondays 12n-1:50p.m – SCI D314 in person class time
Spring 2024

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., Forchimes, 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. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text rev.)*. <https://doi.org/10.1176/appi.books.9780890425787>

--note: DSM 5 is also accepted

(found in course reserves)

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

Note: Here is a [video by the author](#) proving an overview of the book.

ADDITIONAL LIBRARY RESOURCES

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

OTHER REQUIRED BOOKS (FREE DOWNLOAD/VIEW ONLINE)

Stoddard, D. & Begun, A. (n.d.) *Introduction to Substance Use Disorders*. MSL Academic Endeavors.
<https://pressbooks.ulib.csuohio.edu/substancemisusepart1/>

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>

Additional Resources for substance abuse counselor licensing exam preparation:

Center for Substance Abuse Treatment. (2006). *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21*. HHS Publication No. (SMA) 15-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration. <https://store.samhsa.gov/sites/default/files/sma12-4171.pdf>

NAADAC. Basics of Addiction Counseling Desk Reference Modules 1-3: on reserve at the main campus library. This can also be purchased through NAADAC.

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 (ADEI) 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 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 Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee 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

See UWSP's information about severe weather: <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>

Equal Access and Disability Accommodations

If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu

Academic Integrity

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing more serious academic consequences.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for the workplace. *Therefore, AI generated submissions are not permitted and will be treated as plagiarism.*

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>.

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>

Tutoring Learning Center (TLC)

If you would like some help [make an appointment with a TLC tutor through Navigate](#) or submit writing directly for written feedback to our [Online Writing Lab](#).

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.

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

Students are expected to attend class regularly [for online this is regularly engaging in materials and discussions on Canvas], read assigned texts, and watch assigned multimedia. Participation is actively completing assignments, engaging with your peers in group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment. **Regular attendance is part of demonstrating readiness for students who would be applying for internships.**

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.

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 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 negotiate alternate due dates, when needed, at least *24 hours* before the due date; however, an extension is not guaranteed.

- Papers (not exams/quizzes) due Sunday at midnight have a grace period until Monday 8 a.m. After 8 a.m. Monday it is considered late if you did not reach out 24 hours in advance for an approved

extension. *Reaching out to request an extension is expected and builds professional communication skills needed in the workplace.*

- Late assignments may result in a half letter grade deduction (example A to A-) *per day*.
- No late assignments will be accepted two weeks past their due date and multiple assignment extensions will not be granted. No late quizzes will be accepted as answers are posted.

Student Feedback

Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. The instructor welcomes the opportunity to discuss assignments and/or course content.

Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> • Use basic courtesy in interactions with others • Refrain from behaviors that interfere with the learning process • Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> • Develop and maintain positive working relationships with others • Demonstrate respect for others • Engage in effective communication • Accept responsibility for own behavior • Use appropriate problem-solving and conflict resolution skills
INTEGRITY	<ul style="list-style-type: none"> • Complete their own work • Maintain academic and professional honesty in all interactions
COMPETENCE	<ul style="list-style-type: none"> • Attend classes and meetings on time • Remain attentive in class and meetings • Participate in academic and professional learning activities • Read all assigned materials • Produce quality work • Submit work on time • Prepare for meetings, presentations, and exams • Respectfully give and receive feedback
SERVICE	<ul style="list-style-type: none"> • Engage in learning opportunities to strengthen professional development • Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	<ul style="list-style-type: none"> • Recognize that discrimination and oppression exist • Acknowledge their own bias and privilege • Advocate for social, economic, and environmental change • Listen to and honor the voices of others

STUDENT EXPECTATIONS

In this course you will be expected to complete the following types of tasks.

- Complete all student learning activities posted in Canvas.
- Complete assigned reading and media (textbook chapters, additional readings/videos in Canvas).

- Submit written assignments in Canvas on time.
- Participate in class discussions.
- Demonstrate ethical and professional behavior.

Course Format

This is a hybrid course. We will attend class in-person on Mondays, and you will have online weekly learning activities in addition to our in-person learning time.

All course materials are posted in Canvas. The course format will include reading from a variety of sources, podcasts, videos, professional e-learning modules, and written work. Students will work to assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and be challenged to think critically.

Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. To allow necessary flexibility, Dr. Anderson reserves the right to change this syllabus as she deems necessary. Notice of such changes will be announced on canvas or through email.

COURSE REQUIREMENTS

- Online Video Lecture Responses (3) 22 points
 - In-class Assignments ~39 points
 - Online Professional Training Modules (2) 20 points
 - Community Learning Project 25 points
 - Application Assignments (3) 75 points
 - Mid-Term Exam 75 points
 - Case Study Final Exam 75 points
- Total: 331 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, (39 points), Competency 1-9

In-class activities are worth 3 points each. The lowest 2 scores will be dropped. In-class activities include ethical and professional participation in discussions, mini-quizzes and other activities.

Online Video Responses: Week 1-3 (22 points total), Competency 1, 4, 5, 6

Respond to questions posted focused on assigned videos.

- Week 1 – Addiction (PBS) – 5pts
- Week 2 – Orientation to Theories of Substance Misuse (CSWE)- 9pts
- Week 8 – Brain, Mind, Behavior and Substance Misuse (CSWE)- 8 pts

Online Professional Training Modules: Competency (20 points total) 1,3,4,6,7

Supporting Recovery with Medications for Addiction Treatment (MAT)

This 2.5-hour self-paced course provides an overview of Medications for Addiction Treatment (MAT) and discusses how MAT fits into the context of the larger substance use disorder treatment system. *This course was developed by the NIDA/SAMHSA-ATTC Medication-Assisted Treatment Blending Team.*

A Tour of Motivational Interviewing: An Interprofessional Road Map for Behavior Change

4-hour, self-paced online course. It takes the learner on a tour of the essential skills used to strengthen an individual's motivation for behavior change. Motivational Interviewing (MI) is a form of collaborative conversation for strengthening a person's own motivation and commitment to change. It can be used by a multitude of health professionals, including nurse practitioners, counselors, and social workers.

Community Learning Project: (25 points) Competency 1, 2, 4-6

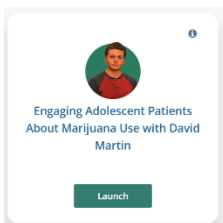
To better understand services and resources in our community related to substance use, students will engage in a community-based learning project. Students will submit a reflective report describing the event they participated in and their professional and ethical participation, what they learned about substance use in their community and any programs/laws/policies, & their next steps in applying that learning to their future profession. This assignment can be completed with a partner, but separate reflective reports are required. Project options consist of:

- Attending Portage County Drug Court
- Attending Portage County Partnership for Prevention Coalition meeting
 - March 13th 12n-1pm, <https://www.portagecountyaodacoalition.com/meeting-recordings>
- Other proposed projects with instructor approval

Application Assignments (3): (75 points), Competency 1, 4, 6-9

There are 3 application assignments that involve applying course content to demonstrate learning.

Application 1: Application of skills in assessment, diagnosis, and ASAM level of care placement



Application 2: You will complete an online simulation using your motivational interviewing skills with an adolescent who reports use of marijuana. At the end of the module you will receive scores and feedback on your use of the stages and skills in motivational interviewing as well as your scores. You can repeat this as many times as you would like and will turn in your final score report when you have achieved a passing score of at least 80 out of 100. Full credit for passing score.

Application 3: Application of treatment interventions

Exams: (150 points), Competency 1-9

Mid-term Exam (~75 points): Consists of short-answer essay, multiple choice, and true/false questions.

Case Study Final (~75 points): Students will be provided with a case study and respond to related questions on concepts throughout the course.

COURSE SCHEDULE AND TOPICS

The Canvas modules WILL have additional links for podcasts, news clips, and other audio-visual content! To access some of the articles you will need to log-in to your UWSP library account.

Week	Topics, Learning Activities In-Person & Online, Assignments	Due Dates
Unit 1	Course Introduction, Orienting to Advanced Practices, Professionalism, Stigma, Review of Prior Learning, etiologies of addiction	
Week 1	Topics: Course introduction & orientation to advanced practices, ethics, language, recovery model, stigma, addiction	Sun 1/28 – Addiction Video Response due
Comp 1,2,4,5	Before Class Readings: <ul style="list-style-type: none"> • Ch 1: Why treat addiction? • SAMHSA Recovery document • Language Matters 	
Class 1/22	Online Learning: <ul style="list-style-type: none"> • Watch PBS – <i>Addiction</i>, 2018, 53 min https://www.pbs.org/wgbh/nova/video/addiction/ Assignment: <ul style="list-style-type: none"> • Video Response – See questions posted in Canvas 	
Week 2	Topics: stigma, addiction, etiologies of addiction, history of diagnoses and DSM, theories of substance misuse	Sun 2/4 Theories Video Response due
Comp 1,2,4	Before Class Readings: <ul style="list-style-type: none"> • Ch 2: What is addiction? 	
Class 1/29	Online Learning: <ul style="list-style-type: none"> • Watch from CSWE: Orientation to Theories of Substance Misuse (1hr 22min) https://youtu.be/qQdlvZc9leI?list=PLkxHCMrCcASnH97ujuW3erQZQU98Ua7cW Assignment Video Response- See questions posted in Canvas	
Unit 2	Engagement, Screening, Assessment, Withdrawal Management, MAT	
Week 3	Topics: addiction counselor qualities, engaging: empathic understanding, reflective listening, OARS, stigma, harm reduction	
Comp 1-4,6	Guest Speaker: Portage County Health & Human Services	
Class 2/5	Before Class Readings: <ul style="list-style-type: none"> • 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. • Ch 4: Engaging • Read Ch 1 Strategies for Engaging Resistant Clients [on library reserve – Sanders, M. (2011). <i>Slipping through the Cracks</i>.] • Read Ch 9 Engaging Clients in Cross-Cultural counseling [on library reserve – Sanders, M. (2011). <i>Slipping through the Cracks</i>.] 	

	<p>Online Learning</p> <ul style="list-style-type: none"> • Watch: Addressing Stigma Concerning Substance Misuse by Dr. Begun (50 min) https://youtu.be/T3knO1DYkec?list=PLkxHCMrCcASnH97ujuW3erQZQU98Ua7cW 	
<p>Week 4</p> <p>Comp 1,4,6-8</p> <p>Class 2/12</p>	<p>Topics: screening, evaluation, diagnosis; screening process and tools, dimensions of assessment/evaluation instruments, diagnostic criteria, assessing stage of change/transtheoretical theory of change</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 5: Screening, Evaluation & Diagnosis • Dare & Begun Ch. 3.1: Key Definitions and Diagnostic Criteria • Review diagnostic criteria in DSM 5 or DSM 5 TR <p>Online Learning</p> <ul style="list-style-type: none"> • <i>Start:</i> Supporting Recovery with Medications for Addiction Treatment (MAT) module 	
<p>Week 5</p> <p>Comp 1,7-9</p> <p>Class 2/19</p>	<p>Topics: Case Management: detox, screening for and managing withdrawal, Medications in treatment (pharmacotherapy), ethics of informed consent in intoxication and withdrawal</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 6 Withdrawal Management & Health Care Needs • Ch 18 Medications in Treatment <p>Online Learning</p> <ul style="list-style-type: none"> • Continue: MAT module • Prepare for exam 	
<p>Week 6</p> <p>Comp 1-9</p> <p>Class 2/26</p>	<p>Topics: Module 1-5 exam</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Review all Readings to prepare for exam <p>Online Learning</p> <ul style="list-style-type: none"> • Finish: Recovery with MAT <p>Assignment</p> <ul style="list-style-type: none"> • Mid-term Exam 2/26 • MAT certificate of completion 3/3 	<p>2/26 – Mid-term Exam, in-class</p> <p>Due Sunday 3/3: Supporting Recovery with MAT certificate</p>
<p>Unit 3</p>	<p>Individualizing Treatment, Case Management, Ethics, Special Populations</p>	
<p>Week 7</p> <p>Comp 3, 6-9</p> <p>Class 3/4</p>	<p>Topics: phases of treatment-continuum of care, ASAM criteria, choosing treatment, treatment modalities, person-centered treatment, developing SMART goals/components of an individualized treatment plan, co-occurring, special populations</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 7 Individualizing Treatment • Ch 20 Treating Co-occurring conditions <p>Online Learning</p>	

	<ul style="list-style-type: none"> News release <i>Overdose deaths increased in pregnant and postpartum women from early 2018 to late 2021</i> https://www.nih.gov/news-events/news-releases/overdose-deaths-increased-pregnant-postpartum-women-early-2018-late-2021 <i>Substance Use Disorder Treatment for People With Physical and Cognitive Disabilities. Advisory.</i> https://store.samhsa.gov/sites/default/files/pep19-02-00-002.pdf 	
<p>Week 8</p> <p>Comp 4</p> <p>3/11 (no class)</p>	<p>Topics: drug classifications, basic neurobiology and pharmacokinetic concepts intersection between neurobiology and psychology principles</p> <p>Readings:</p> <ul style="list-style-type: none"> Ch 3: How do drugs work? Read: Dare & Begun Chapter 2.0: Biological Models of Substance Misuse, Pharmacokinetics, and Psychopharmacology Principles - https://pressbooks.ulib.csuohio.edu/substancemisusepart1/front-matter/creative-commons-licensing/ <i>Optional:</i> from Facing Addiction in America: Ch 2: Neurobiology of Substance Use, Misuse, and Addiction pages 2-1 to 2-24 <i>Optional:</i> Dare & Begun Ch. 3.2: Classification Systems for Different Types of Substances <i>Optional:</i> Dare & Begun Chapters 9-14 (each chapter a different substance) <p>Watch:</p> <ul style="list-style-type: none"> Watch from CSWE: Brain Mind Behavior and Substance Misuse Presentation (1hr 8min) https://youtu.be/D6tr0fkE3Iw Instructor video <p>Assignment: Video Response- See questions posted in Canvas</p>	<p>Brain, Mind, Behavior Video Response <u>Due Fri 3/15 6pm</u></p> <p>No Class 3/11 -Online Learning Week-</p>
<p>3/18 – No Class – Spring Break ☀️ 🕶️</p>		
<p>Week 9</p> <p>Comp 1, 6-7</p> <p>Class 3/25</p>	<p>Topics: case management- documentation, progress notes, referral process, care coordination, steps for evaluating an ethical dilemma, informed consent, confidentiality, boundaries, self-disclosure, transference/countertransference, counselor impairment</p> <p>Before Class Readings: Read: Ch 8 Case Management Read: Ch 24 Professional Ethics</p> <p>Online Learning</p> <ul style="list-style-type: none"> NAADAC, The Association for Addiction Professionals. (2021). Code of ethics. https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf SAMHSA. (2021). Advisory: Comprehensive case management for substance use disorder treatment. SAMHSA Advisory. https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP_20-02-02-013.pdf <p>Assignment</p> <ul style="list-style-type: none"> Application Paper #1 due 	<p>Due Monday 4/1 Application Paper #1 Assessment</p>

Unit 4	Theoretically based approaches to addiction counseling, evidence-based interventions, families & relationships	
Week 10 Comp 4,6-7 Class April 1	<p>Topics: motivational interviewing</p> <p>Guest Speaker: Portage County Drug Court</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 10 Motivational Interviewing • From library reserve – Sanders, M. (2011). <i>Slipping through the Cracks.</i> <ul style="list-style-type: none"> ○ Ch 7 Motivational Interviewing <p>Online Learning</p> <ul style="list-style-type: none"> • Start <i>Tour of MI</i> 4-hour module 	
Week 11 Comp 4,7 Class April 8	<p>Topics: behavior therapy, motivational enhancement therapy and motivational incentives- contingency management, CBT, behavioral coping skills, brief interventions, strategies for engaging with technology in addressing substance use</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 9 Brief Interventions • Ch 11 Behavioral Coping Skills • Ch 13 Contingency Management • From library reserve – Sanders, M. (2011). <i>Slipping through the Cracks.</i> <ul style="list-style-type: none"> ○ Ch 8 Using Motivational Incentives <p>Online Learning</p> <ul style="list-style-type: none"> • Finish <i>Tour of MI</i> module <p>Assignment</p> <ul style="list-style-type: none"> • Certificate of Completion for <i>Tour of MI</i> 	Due Sun 4/14 certificate of completion for <i>Tour of MI</i>
Week 12 Comp 4,7 Class April 15	<p>Topics: dialectical behavior therapy, solution focused therapy, community reinforcement approach, harm reduction, group counseling, mutual help groups</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 12 Meditation & Mindfulness • Ch 14 Community Reinforcement Approach • Ch 17 Mutual Help Groups • Ch 22 Working with Groups <p>Online/Experiential Learning</p> <ul style="list-style-type: none"> • Practice MI skills <p>Assignment</p> <ul style="list-style-type: none"> • Application #2 - MI 	Due Sun 4/21 – Application #2 MI simulation
Week 13 Comp 1,4,6- 9	<p>Topics: case management focused on families and relationships, family systems counseling</p> <p>Before Class Readings:</p> <ul style="list-style-type: none"> • Ch 15 Working with Significant others • Ch 16 Strengthening Relationships 	Due Sun 4/28 Application #3

April 22	Online Learning <ul style="list-style-type: none"> Review theoretical approaches to intervention Assignment <ul style="list-style-type: none"> Application #3 due 	
Unit 5	Prevention, case management strategies, ending treatment, facilitating maintenance	
Week 14	Topics: prevention, Case management strategies for resumed use, client intoxication, missed appointments, communicating concerns, interprofessional communication	
Comp 1,4,6	Before Class Readings: <ul style="list-style-type: none"> Ch 19 Stuff that comes up 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. Optional: Ch 3 - <i>Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health</i> 	
Class April 29	Online Learning <ul style="list-style-type: none"> Watch from CSWE: Technology Based Strategies for Addressing Substance Misuse (1hr 46min) https://youtu.be/4WJglb9Luoo 	
Week 15	Topics: Termination, continuing care, facilitating maintenance	Community Projects due <u>Friday 5/10</u>
Comp 1,9	Before Class Readings: <ul style="list-style-type: none"> Ch 21 Facilitating Maintenance 	
May 6	Online Learning <ul style="list-style-type: none"> Catch up & review course content for case study final exam 	
Final Exam	Case Study Final Exam	Case Study Final Exam
Tues 5/14	Tuesday 5/14 12:30pm-2:30pm	