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SOCIAL WORK 383
Substance Abuse Disorders: Assessment & Intervention
3 credits
Summer 2019
June 24, 2019 – July 19, 2019
Canvas Online Course

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ONLINE Office Hours:	Daily (virtually) from 1:30 PM to 4:00 PM and by appointment
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Required Text: Fisher, Gary L. & Harrison, Thomas C. (2018). *Substance Abuse: Information for Social Workers, Therapists, and Counselors*. New York, NY: Pearson.

Web Site: NASW Code of Ethics
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Community (including Student) Rights & Responsibilities Website:
https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description & Learning Goals

Description

Bio-psycho-social approach to understanding substance use disorders on the individual, family, and community levels. Assessment and intervention methods, including evidence-based practices. Ethics and boundaries in working with people with substance use disorders. Role of trauma and implication for serving diverse people.

Learning Goals
It is the overall goal of the course to provide students the research and tools to assess, engage, and intervene effectively and ethically with people with a substance use disorder. Additionally,

1. Students will learn different models of addiction.
2. Students will learn how neurobiology, trauma, and development can impact substance use and abuse.
3. Students will how diverse populations of people experience (or are at greater risk of) substance use and abuse.
4. Students will be able to define what is recovery and how to plan for recovery.
5. Students will learn how the culture of Wisconsin, and its laws and policies drive prevention, screening, assessment, and treatment for people with substance use disorders.
6. Students will learn how to screen and assess for trauma, motivation, and potential substance use disorders by using multiple evidence-based tools.
7. Students will become familiar with motivational interviewing and understand the impact it has with engaging people.
8. Students will apply the NASW Code of Ethics and federal confidentiality law to working with people with substance use disorders.
9. Identify and use evidence-based tools to effectively intervene with people.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

Competencies Addressed	Practice Behaviors Addressed	Content Area(s)
Competency 1: Demonstrate Ethical and Professional Behavior	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and • use technology ethically and appropriately to facilitate practice outcomes.	Module 14 AILP* RPABAP**
Competency 2: Engage Diversity and Difference in Practice	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Module 3 Module 9 Module 12
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.	RPABAP**
Competency 4: Engage in Practice-informed Research and Research-informed Practice	• Use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.	AILP* RPABAP**
Competency 5: Engage in Policy Practice	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Module 14 Module 15
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Module 5 Module 6 Module 8 Module 12

	• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Module 5 Module 13 AILP* RPABAP**
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Module 2 Module 5 Module 6 Module 7 Module 8 Module 9 Module 10 Module 11 AILP* RPABAP**
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	• Select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	RPABAP**
***Application and Integration of Learning Papers (AILP)** ****Research Project – Annotated Bibliography and Agency Presentation (RPABAP)**		
Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx		

III. Course Content

Class Format:
The course format will include reading from a variety of sources, podcasts, videos, and written work. This class will also have a "laboratory" learning style. 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 critically think.

Course Assignments:
Students will be required to complete one discussion post, two reflection papers, four application and integration of learning papers, and a two-part research project. The specific requirements of each assignment are contained in Section V of this syllabus and posted in Canvas.

The purpose of the assignments and final presentation is to think critically, analyze and apply learning and experiences. <u>All written assignments must be submitted via Canvas.</u>

<u>Grading Scale:</u>

A	=	94-100	470-500 points	significantly above requirements
A-	=	91-93	455-469 points	
B+	=	88-90	440-454 points	
B	=	84-87	420-439 points	above basic requirements
B-	=	81-83	405-419 points	
C+	=	78-80	390-404 points	
C	=	74-77	370-389 points	meets basic requirements
C-	=	71-73	355-369 points	
D+	=	68-70	340-354 points	
D	=	60-67	300-339 points	below requirements
F	=	59 and below	below 299 points	No credit

<u>Course Assignments:</u>
- Work will be graded on the depth of the content, consideration of social work principles, **<u>development of ideas</u>**, spelling and grammar.
- Professional language will be used.
- All references must appear in a reference list at the end of the paper or PowerPoint.
- APA style must be used to cite within paper.
- Assignments are due on time.

<u>Confidentiality:</u>
We will respect the stories, concerns, comments and questions shared in the virtual classroom by not taking them out of the virtual classroom. We will maintain a professional standard of confidentiality in our virtual classroom.

IV. Course Policies

<u>Support for Students Requiring ADA Accommodations</u>
UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center: https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx

<u>Assignment Policy for Late Papers and Incompletes:</u>
Students are expected to complete course work by the <u>date and time</u> that it is due. Canvas date stamps all student submissions and notes when a submission is posted past the due date/time. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate.

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

Plagiarism:
It is a requirement that all work *not* original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Confidentiality:
We will respect the stories, concerns, comments and questions shared in the learning space by not taking them out of the space. We will maintain a professional standard of confidentiality in our learning space. Our online learning space is a safe place for learning, inquiring, and expression.

V. Brief Course Schedule

Module	Topic	Assignment in Module
1	Social Work Role Classification of Drugs	Introduction post Reflection Paper I
2	Models of Addiction Neurobiology of Addiction	
3	Culturally and Ethnically Diverse Populations	
4	Prevention	
5	Screening, Assessment, and Diagnosis	Application & Integration Paper I
6	Motivational Interviewing and Brief Interventions	Application & Integration Paper II
7	Treatment of Alcohol and Other Drugs	
8	Case Management	
9	Co-Occurring Disorders and Other Special Populations	
10	Relapse Prevention and Recovery	Application & Integration Paper III
11	Twelve Step and Other Types of Support Groups	Research Project - Annotated Bibliography
12	Children and Families	
13	Trauma and Substance Use	Application & Integration Paper IV
14	Confidentiality and Ethics	
15	State and Local Policy	Reflection Paper II Research Project – Agency Presentation

VI. Detailed Course Outline

#	Content & Assignments
1	Social Work Role Chapter 1 of the text Classification of Drugs Chapter 2 of the text Introduction Post on Canvas Discussion Board ****continued on next page****

	<u>Reflection Paper I:</u> Why do people use drugs and alcohol? Why do some people develop an addiction and others don't?
2	Models of Addiction Chapter 3 of the text <u>Neurobiology of Addiction</u> Listen to Fresh Air with Terry Gross as she interviews Dr. Judith Griesel. Listen from 00:00 to 39:30. https://www.npr.org/2019/02/12/693940288/the-neuroscience-of-addiction National Geographic: Addiction and the Brain https://video.nationalgeographic.com/video/magazine/focal-point/0000015e-0536-d466-a57e-9dbeb48b0000
3	Culturally and Ethnically Diverse Populations Chapter 4 of the text Substance Abuse and Mental Health Services Administration. *Addressing the Specific Behavioral Health Needs of Men. Treatment Improvement Protocol (TIP) Series 56*. HHS Publication No. (SMA) 13-4736. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2013. Read pages: 1 to 65 of the TIP (not the PDF page numbers) SKIM pages: 100-124 of the TIP (not the PDF page numbers) https://store.samhsa.gov/system/files/sma14-4736.pdf Substance Abuse and Mental Health Services Administration. Substance Abuse Treatment: *Addressing the Specific Needs of Women. Treatment Improvement Protocol (TIP) Series, No. 51*. HHS Publication No. (SMA) 13-4426. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2009. Read pages: 17-30, 103-176 of the TIP, not the PDF page numbers https://store.samhsa.gov/system/files/sma15-4426.pdf
4	Prevention Chapter 16 of the text Wisconsin Department of Health Services : Prevention Priorities https://www.dhs.wisconsin.gov/aoda/phlsasindex.htm Review some of the resources for alcohol and drug prevention in Wisconsin
5	Screening, Assessment, and Diagnosis Chapter 6 Substance Abuse and Mental Health Services Administration. *Systems-Level Implementation of Screening, Brief Intervention, and Referral to Treatment. Technical Assistance Publication (TAP) Series 33*. HHS Publication No. (SMA) 13-4741. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2013. Read pages 7-20 of the TAP, not the PDF. https://store.samhsa.gov/system/files/sma13-4741.pdf <u>Application and Integration Paper I</u> Watch Gerald's story https://www.youtube.com/watch?v=4k88qDkpIDw SBIRT – brief screen <u>and </u>the AUDIT tools! *links are on next page**

	http://www.sbirtoregon.org/wp-content/uploads/Brief-screen-English-pdf.pdf http://www.sbirtoregon.org/wp-content/uploads/AUDIT-English-pdf.pdf
6	Motivational Interviewing and Brief Interventions Chapter 7 Center for Substance Abuse Treatment. *Enhancing Motivation for Change in Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series, No. 35*. HHS Publication No. (SMA) 13-4212. Rockville, MD: Substance Abuse and Mental Health Services Administration, 1999 Read pages: 1 to 55 of the TIP, and not the PDF PLEASE SKIM pages 55-147 of the TIP, and not the PDF https://store.samhsa.gov/system/files/sma13-4212.pdf Application and Integration Paper II Watch Pat's Story – Assessing for motivation for change https://www.youtube.com/watch?v=TNMyW5ROcWk Use TCU- Motivation http://ibr.tcu.edu/wp-content/uploads/2013/10/cesi-mot.pdf Scoring Tool http://ibr.tcu.edu/wp-content/uploads/2013/10/cesi-mot-sg.pdf
7	Treatment of Alcohol and Other Drugs Chapter 8 American Society of Addiction Medicine's Policy Statement on Addiction https://www.asam.org/docs/default-source/public-policy-statements/1definition_of_addiction_long_4-11.pdf?sfvrsn=a8f64512_4 ASAM Criteria and Continuum of Care: https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/ WPR's High Tolerance: https://www.wpr.org/alcohol-treatment-remains-out-reach-many-rural-wisconsin-residents
8	Case Management *no textbook reading this module* 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, 2000. Read pages: 1-40, and 51-64 of the TIP, and not the PDF. https://store.samhsa.gov/system/files/sma15-4215.pdf
9	Co-Occurring Disorders and Other Special Populations Chapter 9 Wisconsin Department of Health Services' Annual Report (2017) on Mental Health and Substance Use Disorders in Wisconsin. Read pages 88-91 of the report, not of the PDF (skim the remaining pages) https://www.dhs.wisconsin.gov/publications/p00613-17.pdf

	Wisconsin DHS Special Populations Fact Sheets https://www.dhs.wisconsin.gov/stats/aoda.htm (scroll to about half way through the page to find the Fact Sheets heading.) Center for Substance Abuse Treatment. Substance Use Disorder Treatment for People With Physical and Cognitive Disabilities. Treatment Improvement Protocol (TIP) Series, No. 29. HHS Publication No. (SMA) 12-4078. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012. Read pages 1-65 of the TIP, not the PDF https://store.samhsa.gov/system/files/sma12-4078.pdf
10	Relapse Prevention and Recovery Chapter 10 Center for Substance Abuse Treatment. *The Next Step for a Better Life*. HHS Publication No. (SMA) 14-4474. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2015. Read pages 1-39 https://store.samhsa.gov/system/files/sma14-4474.pdf Application and Integration Paper III Watch Kristine's story https://www.youtube.com/watch?v=WXfZ_FX0aCA Use the worksheet and complete it with Kristine AFTER her relapse (she identifies several reasons for her relapse) https://www.andrews.edu/services/ctcenter/prevention/self-care_ax_worksheet.pdf
11	Twelve Step and Other Types of Support Groups Chapter 11
12	Children and Families Chapter 12 Wisconsin's Child Protective Service System and Drug Endangered Children https://www.wpr.org/counties-seek-more-money-cover-out-home-care-costs-child-protection-caseloads WPR's High Tolerance: Foster Parent https://www.wpr.org/foster-parents-advocates-warn-adults-unhealthy-drinking-habits-take-toll-children
13	Trauma and Substance Use *no textbook reading for this module* Substance Abuse and Mental Health Services Administration. *Trauma-Informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57*. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. Read pages: 1-58 of the TIP, and not the PDF pages https://www.integration.samhsa.gov/clinical-practice/SAMSA_TIP_Trauma.pdf **continued on next page**

	Application and Integration Paper IV Watch Angel's story – Screening for Trauma https://www.youtube.com/watch?v=Ure6_A0tKKY Adverse Childhood Experiences (ACEs) PDF https://www.ncjfcj.org/sites/default/files/Finding%20Your%20ACE%20Score.pdf
14	Confidentiality and Ethics Chapter 5 Center for Substance Abuse Treatment. *Clinical Supervision and Professional Development of the Substance Abuse Counselor. Treatment Improvement Protocol (TIP) Series 52*. HHS Publication No. (SMA) 14-4435. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2009. Read pages 51-58 of the TIP, not the PDF https://store.samhsa.gov/system/files/sma14-4435.pdf NASW Code of Ethics **https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English**
15	State and Local Policy, and Impact of Addiction *no textbook reading for this module* Wisconsin Department of Justice's Treatment and Diversion Programs https://www.doj.state.wi.us/dci/tad-information WPR's High Tolerance: https://www.wpr.org/owi-treatment-court-program-changes-lives Stevens Point Journal, Portage County Drug Court Honors its First Graduate https://www.stevenspointjournal.com/story/news/2018/09/25/portage-county-drug-court-honors-its-first-graduate/1367806002/ Wisconsin Association of Treatment Court Professionals' Treatment Court Standards http://www.watcp.org/wp-content/uploads/2014/05/WATCP_Standards_April-2014.pdf From WPR's series, High Tolerance: Accessibility and Acceptability: How Wisconsin Developed High Tolerance for Booze https://www.wpr.org/accessibility-and-acceptability-how-wisconsin-developed-high-tolerance-booze History, Politics Shape Wisconsin's Alcohol Laws https://www.wpr.org/history-politics-shape-wisconsins-alcohol-laws Wisconsin's Drinking Culture Comes with a Multi Billion Dollar Price Tag https://www.wpr.org/wisconsins-drinking-culture-comes-multi-billion-dollar-price-tag

V. Assignment Requirements & Details

Introduction Post
The purpose of this post is to simply introduce yourself to our classroom. We will not have the ability to work together in a classroom setting so this post is a chance to meet your colleagues virtually. The post will contain:

- ✓ Three to four sentences about who you are.

- ✓ What is your major?

- ✓ What is your interest in the course?

- ✓ What is one learning goal you have for the course?

The post is worth 5 points.

Grading Scheme
Submitted on time and with all requirements	5 points
Late and/or missing any requirement	0 points

Reflection Papers I and II

The purpose of these assignments is to further explore the issues being addressed in class, to develop reflective writing skills, and to allow opportunities for relating personal values and experiences to social work issues.

A reflection paper should capture your assessment of your current knowledge, beliefs, values, and attitudes concerning the assigned topic. The reflection paper should not simply summarize the information presented in the course but should challenge, further develop, or apply the information presented.

Reflection Paper I: Reflect on why you think people use drugs and alcohol. Reflect on why people can't stop using drugs and alcohol and develop a substance use disorder.

Reflection Paper II: Reread your Reflection Paper I and talk about what changes, if any, you have made in your thoughts, attitudes, and beliefs since writing the first paper. Please explore how it feels to have (or not) made changes in your thoughts, attitudes, and beliefs as a result of the information learned over the past three weeks.

Reflection papers must be one (full) page to two pages (double spaced) in length with standard margins and 12 point font. Each reflection paper is worth 15 points.

Grading scheme
Grammar and sentence structure	5 points
Quality of reflection	10 points

Application and Integration Papers I, II, III, IV

The purpose of these papers is to apply and integrate classroom learning in an experiential way. Students will be provided a link to listen to a person's story of addiction and recovery. Students will then be provided an instrument or tool to score, and then relay the results of the screener/assessment tool. The interview will NOT have all the answers needed to complete any of the screeners/tools. Students DO NOT need to provide the scored tool/assessment as part of the paper, the scored tool/assessment provides the data for the paper to be written with.

Paper I: Screening for alcohol and/or drug use – SBIRT
Listen to Gerald's story and complete the SBIRT screen and AUDIT. Write a two to three page paper summarizing what the SBIRT screen and AUDIT identified in regard to Gerald's future needs. Write the paper from the strengths perspective yet accurately reflect Gerald's needs.

Paper II: Screening for motivation – TCU Motivational Scale
Listen to Pat's story and complete the TCU Treatment Readiness tool. Write a two to three page paper summarizing what the screen revealed about Pat's readiness to potentially make change in his life.

Paper III: Screening for trauma - ACE
Listen to Angel's story and complete the ACE screen. Write a two to three page paper summarizing what the screen reveleted about Angel's trauma history.

Paper IV: Relapse Prevention planning – Self Care Worksheet
Listen to Kristine's story and imagine completing the self-care worksheet with her. Kristine identifies at least three reasons for her relapse. Build a Self Care Plan for Kristine with FOUR different activities. The four activities must come from four different realms (physical, spiritual, mental…)

The Application and Integration Papers must be two to three pages (double spaced and full pages) with standard margins and 12 point font. Each paper is worth 20 points.

Grading scheme:
Grammar and sentence structure: 5 points
Quality of integration and application   15 points

Annotated Bibliography - Research Project

This purpose of this assignment is to more deeply examine a specific client population of interest, to develop the research-informed practice skills, and to apply research to practice, including summarizing and presenting information to others. The annotated bibliography provides a significant amount of research for the Agency Presentation portion of the research project. PLEASE read the expectations for the Agency Presentation prior to selecting your population of interest, and beginning your research.

Identify a specific client population to focus your research on. The client population will be a specific population of people who also would have a substance use disorder. The key is to identify a population that is neither too broad (such as men and substance use disorders) nor too small (LGBTQUIA people of color who are homeless with a substance use disorder). Examples of appropriate depth could include: breastfeeding mothers with substance use disorders, people who are trans with substance use disorders, active duty service members with substance use disorders. Please feel comfortable to email me with any questions regarding the scope of your project! It is better to work out the scope before digging into the research to learn the scope is too broad/too limited.

Identify information and resources relevant to the population as it relates to social work practice and create an annotated bibliography in APA format. An annotated bibliography is a list of citations and each citation is then followed by a brief description that summarizes the identified resource. A PowerPoint will be posted in the assignment module to provide additional information on an annotated bibliography.

The annotated bibliography will contain:

- ✓ Title (client population)

- ✓ <u>SEVEN current</u> articles from <u>academic/professional/peer reviewed journals</u> on <u>social work practice</u> with your chosen client population. The articles must be published within the last seven years.

- ✓ <u>At least one reputable and recognized</u> (nationally or state-wide) organization, agency, or department with data to identify the presence of your population of interest in our county, State, region or country. (For example, the Wisconsin Department of Health issues an epidemiological report that details substance use arrests by each county, and State.)

The annotated bibliography is worth 100 points.

Grading Scheme:

Grammar and sentence structure	10 points
Quality of annotation	(7 annotations) (10 points/each) = 70 points
Organization/Agency/Department	10 points
Quality of research idea	10 points

Agency Presentation – Research Project

The second part of the research project is to develop a PowerPoint presentation to a real/imagined social service agency you would be working in. You may assume the audience you would present this PowerPoint to is an audience of professional, licensed social workers in a thriving social service agency.

The PowerPoint presentation will educate your peers, supervisors, management team on your specific population. The PowerPoint <u>will</u> contain:

- ✓ A brief explanation how you understand addiction works (medical model, bio-psycho-social, etc.)
- ✓ An explanation of how the drug(s) in your population of choice work in the brain and body

- ✓ Who is your population?*
- ✓ How prevalent is the population in the area/state/region/country.*
- ✓ What are their potential strengths?*
- ✓ What makes the population at risk for exclusion from services offered in your agency?*
  *<u>All</u> the answers to these questions should be taken from your annotated bibliography.

- ✓ Using the textbook and supplemental readings identify <u>FIVE</u> strategies to support this population of people should your agency serve a member of this population.

Strategies include screening, assessments, evaluations, types of services offered such as group counseling or case management, hiring personnel with specific types of education/training, implementation of various diversion or harm reduction models, ANYTHING we have discussed that is a service to help people with addictions would be a possibility for you to consider and/or select.

- ✓ Identify each strategy and <u>explain why the</u> specific strategy would be integral to support this population of people as they work with your agency.

- ✓ Review the NASW Code of Ethics and cite TWO places in the Code which requires social workers to be able, trained, and knowledgeable to serve the population of people identified. Make a brief (two to three

sentence) connection regarding <u>how the code requires</u> professional social workers to know and serve their client population <u>to your strategies</u> to better serve the population in your agency.

Your PowerPoint should have slides to cover each of the focus areas.

You will upload your PowerPoint and you will NOT need to present or narrate it. The PowerPoint will be graded solely based on the content of the PowerPoint.

The Agency Presentation is worth 200 points.

Overall visual quality of presentation	20 points
Overall quality of content on slides	20 points
Definition of addiction	15 points
Explanation of how drug works	10 points
Population – prevalence, strengths	40 points
Strategies to support population	(5 strategies) (15 points/each) = 75 points
NASW responsibilities to clients citations	(2 citations) (10 points each) = 20 points