

SOCIAL WORK 383
Substance Use Disorders: Assessment & Intervention
3 credits
Summer 2022
May 23, 2022 – June 10, 2022
Canvas Online Course

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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 understand 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	Module 5 Module 6 Module 8 Module 12
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. All written assignments must be submitted via Canvas.

Grading Scale:

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

Course Assignments:

- Work will be graded on the depth of the content, consideration of social work principles, **development of ideas**, 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.

Confidentiality:

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

Support for Students Requiring ADA Accommodations

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>

Assignment Policy for Late Papers and Incompletes:

Students are expected to complete course work by the date and time 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. Detailed Course Outline

#	Content & Assignments
The Canvas modules WILL have additional links for podcasts, news clips, and other audio-visual content! PLEASE USE CANVAS FOR THOSE LINKS!!	
1	Social Work Role Chapter 1 of the text Classification of Drugs Chapter 2 of the text <u>Introduction Post on Canvas Discussion Board</u>

2	<p>Models of Addiction Chapter 3 of the text</p> <p><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</p> <p>National Geographic: Addiction and the Brain https://video.nationalgeographic.com/video/magazine/focal-point/0000015e-0536-d466-a57e-9dbeb48b0000</p>
3	<p>Culturally and Ethnically Diverse Populations Chapter 4 of the text</p> <p>Substance Abuse and Mental Health Services Administration. <i>Addressing the Specific Behavioral Health Needs of Men. Treatment Improvement Protocol (TIP) Series 56.</i> 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</p> <p>Substance Abuse and Mental Health Services Administration. <i>Substance Abuse Treatment: Addressing the Specific Needs of Women. Treatment Improvement Protocol (TIP) Series, No. 51.</i> 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</p>
4	<p>Prevention Chapter 16 of the text</p> <p>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</p>

5	<p>Screening, Assessment, and Diagnosis Chapter 6 of the text</p> <p>Substance Abuse and Mental Health Services Administration. <i>Systems-Level Implementation of Screening, Brief Intervention, and Referral to Treatment. Technical Assistance Publication (TAP) Series 33</i>. 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</p> <p><u>Application and Integration Paper I</u> Watch Gerald's story https://www.youtube.com/watch?v=4k88qDkpIDw</p> <p>SBIRT – brief screen <u>and</u> the AUDIT tools! https://www.sbirt.care/tools.aspx</p> <p>https://www.sbirt.care/pdfs/tools/Pre-Screen-Annual%20Screen.PDF</p> <p>https://www.sbirt.care/pdfs/tools/AUDIT.PDF</p>
6	<p>Motivational Interviewing and Brief Interventions Chapter 7 of the text</p> <p>Center for Substance Abuse Treatment. <i>Enhancing Motivation for Change in Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series, No. 35</i>. 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</p> <p><u>Application and Integration Paper II</u> Watch Pat's Story – Assessing for motivation for change https://www.youtube.com/watch?v=TNMyW5ROcWk</p> <p>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</p>

7	<p>Treatment of Alcohol and Other Drugs Chapter 8 of the text</p> <p>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</p> <p>ASAM Criteria and Continuum of Care: https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/</p> <p>WPR’s High Tolerance: https://www.wpr.org/alcohol-treatment-remains-out-reach-many-rural-wisconsin-residents</p>
8	<p>Case Management *no textbook reading this module*</p> <p>Center for Substance Abuse Treatment. <i>Comprehensive Case Management for Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series, No. 27.</i> 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</p>
9	<p>Co-Occurring Disorders and Other Special Populations Chapter 9 of the text</p> <p>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</p>
	<p>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.)</p> <p>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</p>

10	<p>Relapse Prevention and Recovery Chapter 10 of the text</p> <p>Center for Substance Abuse Treatment. <i>The Next Step for a Better Life</i>. HHS Publication No. (SMA) 144474. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2015. Read pages 1-39 https://store.samhsa.gov/system/files/sma14-4474.pdf</p> <p><u>Application and Integration Paper III</u> Watch Kristine’s story https://www.youtube.com/watch?v=WxfZ_FX0aCA</p> <p>Self-Care Assessment Worksheet https://www.andrews.edu/services/ctcenter/prevention/self-care_ax_worksheet.pdf</p>
11	<p>Twelve Step and Other Types of Support Groups Chapter 11 of the text</p>
12	<p>Children and Families Chapter 12 of the text</p> <p>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</p> <p>WPR’s High Tolerance: Foster Parent https://www.wpr.org/foster-parents-advocates-warn-adults-unhealthy-drinking-habits-take-toll-children</p>
13	<p>Trauma and Substance Use *no textbook reading for this module*</p> <p>Substance Abuse and Mental Health Services Administration. <i>Trauma-Informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57</i>. 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</p> <p><u>Application and Integration Paper IV</u> Watch Angel’s story – Screening for Trauma https://www.youtube.com/watch?v=Ure6_A0tKKY</p> <p>Adverse Childhood Experiences (ACEs) PDF https://www.ncjfcj.org/wp-content/uploads/2006/10/Finding-Your-Ace-Score.pdf</p>

14	<p>Confidentiality and Ethics Chapter 5 of the text</p> <p>Center for Substance Abuse Treatment. <i>Clinical Supervision and Professional Development of the Substance Abuse Counselor. Treatment Improvement Protocol (TIP) Series 52</i>. 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</p> <p>NASW Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p>
15	<p>State and Local Policy, and Impact of Addiction *no textbook reading for this module*</p> <p>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</p> <p>History, Politics Shape Wisconsin's Alcohol Laws https://www.wpr.org/history-politics-shape-wisconsins-alcohol-laws</p> <p>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</p> <p>Agency Presentation Research Project</p>

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

Application and Integration Papers I, II, III, IV

The purpose of the 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 analyze 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 actual scored tool/assessment as part of the paper, the scored tool/assessment provides the basis for the paper.

Paper I: Screening for alcohol and/or drug use – SBIRT

Listen to Gerald's story. After listening to Gerald's story review and try to complete the SBIRT screen and AUDIT. Write a one-to-two-page paper summarizing what the SBIRT screen and AUDIT identified in regard to Gerald's needs. **Think and write about what additional information you want or need to score the assessments more thoroughly.** Write questions you would want to ask Gerald to gain the additional information needed to complete the SBIRT and/or AUDIT. **Think and write** about the additional information needed to accurately assess (or understand) Gerald's 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 one-to-two-page paper summarizing what the screen revealed about Pat's readiness to potentially make change in his life. **Think and write about what additional information do you want or need to score the assessment more thoroughly.** You may write questions you would want to ask of Pat to gain additional information needed to complete the TCU Motivational Scale. **Think and write** about the additional information needed to accurately assess (or understand) Pat's needs. Write the paper from the strengths perspective yet accurately reflect Pat's motivation.

Paper III: 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, each from a different realm (physical, spiritual, mental...).** Again, select four different realms and devise one activity for each of the four realms you selected. Your summary of the self-care plan should be one to two-pages in length.

Paper IV: Screening for trauma - ACE

Listen to Angel's story and complete the ACE screen. Write a one-to-two-page paper summarizing what the screen revealed about Angel's trauma history. **Think and write about what additional information you want or need to score the assessment more thoroughly.** You may write questions you would ask of Angel to gain the additional information needed to complete the ACES. **Think and write** about the additional information needed to accurately assess (or understand) Angel's needs. Write the paper from the strengths perspective yet accurately reflect the impact of trauma on Angel's life and substance use.

The Application and Integration Papers I, II, III, and IV must be one to two 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 examine a specific client population of interest more deeply, 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. 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. Each source in an annotated bibliography must contain:

-APA citation

-Brief summary of the source (5-7 sentences)

-Why the source is relevant (5-7 sentences)

An annotated bibliography first has an APA citation and the citation is then followed by a brief description that summarizes the identified resource as well as why the source is relevant. A typical summary of the source should be five to seven sentences in length. After the citation, and summary, write a paragraph that explains the relevance of the source to your population. If your paragraph can answer this question, "How does this source help serve this population?" you're likely on the right track. Typically, each annotation should be close to one page in length.

The annotated bibliography will contain:

- Title (client population)
- THREE current articles from academic/professional/peer reviewed journals on social work practice with your chosen client population.
- ONE reputable and recognized (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	(4 annotations) (20 points/each) = 80 points
Quality of research idea	10 points

Agency Presentation – Research Project

The second part of the research project is to develop, narrate, and record a presentation to a real/imagined social service agency. You may assume the audience is comprised professional, licensed social workers and human service professionals in a thriving social service agency. The presentation will educate your peers, supervisors, and management team on your specific population.

The PowerPoint will contain:

- A brief explanation how you understand addiction works (medical model, bio-psycho-social, etc.)
- Who is your population?*
- How prevalent is the population in the area/state/region/country.*
- What are ways to assess, identify and/or build on their potential strengths?*
- What makes the population at risk for exclusion from services offered in your agency?*

***All the content to these questions should be taken from your annotated bibliography.**

- **Using the textbook and supplemental readings, and recordings identify THREE strategies to support this population of people should your agency serve a member of this population. Provide reasons why you selected the strategies!!**
 - Potential 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, creating a specific training for your agency, ANYTHING we have discussed that is a service to help people with substance use disorders would be a possibility for you to consider and/or select.
- **Identify each strategy and explain why the specific strategy would be integral to support this population of people as they work with your agency.**
- Review the NASW Code of Ethics (or other relevant code of ethics, such as APA, ACA) 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 how the code requires professional social workers to know and serve their client population to your strategies to better serve the population in your agency.**

You will upload the link for your recording to Canvas. You will NOT NEED to upload the actual slides. Your grade will be based upon the content in the presentation.

The Agency Presentation is worth 200 points

Overall quality of presentation	30 points
Overall quality of content on slides	20 points
Definition of substance use disorder	15 points
Population – prevalence, strengths	40 points
Strategies to support population	(3 strategies) (25 points/each) = 75 points
NASW (or other code of ethics) responsibilities to clients citations	(2 citations) (10 points each) = 20 points