1. Course Statement

Substance abuse represents a major public health concern facing American's youth. Although all adolescents are directly or indirectly impacted by substance abuse, racial and ethnic minority youth are disproportionately impacted. Social workers play a key role in health promotion and disease prevention, including prevention, intervention and rehabilitation of substance abuse among racial and ethnic minority adolescents in urban settings. This course will draw from multiple disciplines, including social work, epidemiology, public health, psychology, policy and couple and family therapy, to introduce students to theory and knowledge on substance abuse to inform social work practice with racial and ethnic minority adolescents in urban settings. This course will be guided by models, and the theoretical frameworks which inform them, that have been shown to be efficacious or effective in prevention, intervention, and rehabilitation of substance abuse in adolescents. Therefore, students will be introduced to research-informed substance abuse practices among racial and ethnic minority urban adolescents. For the purposes of this course, substance abuse will include both licit and illicit substances. Students will be asked to demonstrate the ways in which to apply research-informed theory and knowledge in practice settings with racial and ethnic minority urban adolescents.

Course Competencies

The Council on Social Work Education (CSWE) has established core competencies for social work education that span the classroom and field in the 2008 Educational Policy and
Accreditation Standards (EPAS). The 41 core practice behaviors associated with the competencies operationally define each competency. There is one advanced practice behavior for each of the thirteen core competencies, for each of the four practice method concentrations, for a total of 52 advanced practice behaviors across the curriculum.

a. Course Description
This course will draw from multiple disciplines, including social work, epidemiology, public health, psychology, policy and couple and family therapy, to introduce students to theory and knowledge on substance abuse to inform social work practice with racial and ethnic minority adolescents in urban settings.

b. Course Content
This course will focus on research-informed practice models that have been shown to be efficacious or effective in prevention, intervention and rehabilitation of substance abuse in racial and ethnic minority adolescents, as well as a few models that have moved from effectiveness to implementation to scale. We will cover models implemented in several different contexts, including individual, peer-led/social networks, parent/family, school and community. Additionally, we will explore the use of mobile-health (mHealth) technology to prevention, intervention or rehabilitation of substance abuse in adolescents, and discuss those mHealth models which have been shown to be efficacious. We will work to identify the common pathways and mechanisms by which change occurs (i.e., mediators), as well as identifying for whom are interventions efficacious for and for whom not (i.e., moderators) of the various research-informed models discussed.

c. Course Objectives
Upon completion of the course, students will be able to:
1. Better understand substance abuse health disparities among racial and ethnic minority adolescents.
2. Develop knowledge with respect to national prevention efforts, including the National Prevention Strategy, aimed at achieving health equity and narrowing and ultimately eliminating substance abuse health disparities.
3. Develop knowledge about epidemiologic methodology to: (1) identify substance use and abuse patterns among racial and ethnic minority adolescents, and (2) work toward understanding antecedents and etiology of substance abuse in racial and ethnic minority adolescents.
4. Develop a comprehensive understanding of theoretical frameworks to help guide and inform the development of substance abuse prevention, intervention, and rehabilitation programs.
5. Develop knowledge with respect to efficacious and effective substance abuse prevention, intervention, and rehabilitation models for racial and ethnic minority adolescents.
6. Identify pathways and mechanisms by which change occurs with regard to substance abuse prevention, intervention, and rehabilitation models.
7. Increase students’ knowledge and understanding from an informed perspective based on research and data.
8. Apply theoretical and practical information about research-informed models to relevant practice situations.

d. Course Design

This course will include lecture, discussion, outside resource persons, problem solving exercises, and audiovisual materials. Students will be given an opportunity to reflect on their own biases and values regarding substance use and abuse in an effort to work toward minimizing bias when practicing with this population. Additionally, our shared goal is to establish a classroom environment that will foster the expression of different attitudes, perspectives, and exchange of information among students.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity: Multiculturalism and Diversity: Students will work to develop the capacity to identify ways in which substance use and abuse differentially impact racial and ethnic minority adolescents. Additionally, we will discuss models which have been found to have an effect on problem behaviors, including substance abuse, in diverse populations. Assigned readings will reflect this theme. Theme Relation to Social Justice: Social Justice and Social Change will be addressed through discussion on substance abuse health disparities experienced by racial and ethnic minority adolescents. Social justice plays an essential role in working toward health equity and narrowing and ultimately eliminating substance abuse health disparities in racial and ethnic minority adolescents. We will discuss various mechanisms in place aimed at health promotion and disease prevention, including substance abuse in racial and ethnic minority adolescents in urban environments. Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Promotion, Prevention, Treatment and Rehabilitation will be addressed through discussion on different etiologic and theoretical models, including developmental and ecological perspectives, used to inform the development and testing of substance abuse prevention, treatment, and rehabilitation models. Additionally, this theme will be addressed through analyzing the various research-informed practices implemented in different contexts. Theme Relation to Behavioral and Social Science Research: Behavioral and Social Science Research will be addressed through discussion on identifying efficacious and effective research informed practices, the pathways and mechanisms by which change occurs, as well for whom interventions are efficacious/effective for and for whom not. Additionally, we will critically evaluate the various models and their relevance when applied to racial and ethnic minority adolescents who reside in urban settings. Students will also come to better understand Human Development as it relates to adolescents and their development, signs and symptoms of co-occurring diseases and disorders, treatment modalities for co-occurring disorders and how/trauma effects development.

f. Relationship to social work ethics and values

Social work ethics and values with regard to confidentiality, self-determination and respect for cultural and religious differences are particularly important when working with youth. Social workers working with adolescents often need to make critical intervention decisions which may
have to balance risks to the adolescent’s safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to working with racial and ethnic minority adolescent populations and the ways that the Professional Code of Ethics may be used to guide and resolve value and ethical issues.

2. Class Requirements

a. Text and Class Materials

Although there is no required Text for this course, there are required Journal readings each week.

Required Readings will be posted to Canvas in a folder entitled, *Weekly readings*

The expectation for all assigned and readings is that students read the Journal, take notes and utilize reading material in assignments.

Readings will be discussed in class in conjunction with supplemental readings and lecture notes.

There are 12 required readings, 8 readings to select for assignments

Much of the lecture notes will be taken from SAMSHA.

Articles may be uploaded in Canvas and or handouts given in class

Readings will be posted today for the entire semester.

b. Class Schedule

Class will meet every Friday (unless otherwise indicated) 2:00-5:00

c. Assignments

Students are expected to complete the assignments when due. Assignments may be uploaded to Canvas OR email them to crichardson@umich.edu. This includes the Final Paper.

Assignments and Percentages

Class Participation 20 % of overall grade

*Debate(s) participation 15 %

*Debate(s) reflection 15 %

Reflection Paper (s) Guest Lecturers 10 % each total 20 %)

Final 30 %
d. Attendance and Class Participation

The expectation is that students will attend each class. Further, it is imperative for students to participate in class discussions, Debates and engage in activities with class. Please refer to the Policy on Class Attendance found in the MSW Student Guide. Make up assignments will be discussed on an individual bases. If a student misses an in-class assignment, there may be no opportunity to make that specific assignment up. Students missing 2 or more classes risk their overall grade dropping by at least one letter. However, there may be an opportunity for the student to write an additional paper. It is the students’ responsibility to notify the instructor if a class will be missed. It is also the students’ responsibility to discuss any possible make-up opportunity with the instructor. Make up assignments are discouraged—however, may be discussed and decided on individually.

e. Grading Scale

A+
A -
A
B+
B
B-
C

Please note, students having difficulty are strongly encouraged to meet with the Instructor at the FIRST sign of struggle.

Debate Process

Debate Format

10 minute Position Presentation – Pro
10 minute Position Presentation - Con
4-5 minute Rebuttal - Pro 4-5 minute Rebuttal - Con
10 minute Work Period
2 minute Response - Pro 2 minute Response - Con
1 minute Work Period
3 minute Position Summary - Pro or Con 3 minute Position Summary - Pro or Con
3-5 minute Q&A for both or either side

Debate Procedure

The debate will take the form of timed individual group presentations and responses. There will be one timed group work period. Each student should take part in the initial Position Presentation. It is then left up to the group to determine who the “spokesperson is thereafter.
The rules applied may deviate from the formal rules of debating. Both sides are encouraged to write their questions and save for designated Q & A time.

Prior to the beginning of the class period, both teams are to position their desks facing each other at the front of the room. Each team is to introduce its team name, debate position, and debate position statement. Note that absolutely no changes may be made to the position students initially took. No exceptions. If there is a change of mindset on the part of the student, the Reflection paper is where that change should be explained.

Team members may speak either from their desks or from the podium, as they desire. Audiovisuals may be used at any time, including, but not limited to, handouts, flipcharts, slides, audio and videotapes, etc. While a team is not required to use all of the time allocated to each debate component, speakers must stop immediately when the allocated time runs out. Team members are prohibited from speaking to the audience or opposing team except at the times specifically allocated to them. Thus, there can be no immediate, reciprocal interchange of comments between the teams. The sequence of the position summaries will be determined by a random procedure at the conclusion of the final work period. Note that no new information may be introduced during the summary. Doing so may result in disqualification of the offending group. If either team feels that their opponents are introducing new information during the summary, they may challenge them immediately and request a ruling from the instructor.

**Debate Topics**
1. “Is Marijuana a Gateway Drug”?  
2. “Should Marijuana be legalized in the United States”? Why/Why Not

**Final Paper**
Students are to write a paper on Ways to Prevent Substance Use in Ethnic and Minority Adolescents.
The paper has to include the readings with citations, any scholarly material with citations, a well thought out doable plan to aid adolescents in developing a substance use disorder. Students may research prevention programs and incorporate in paper providing there is also data on efficacy and recidivism pertaining to those programs.

Draft- The draft for the final paper is due by end of day, **Friday November 30**. It is expectation that ALL students will email their draft to carmelar@umich.edu before midnight.

**Weekly Readings**
**Week 1** “Understanding Alcohol Consumption and Its Correlates among African American Youths in Public Housing: A Test of and Problem Behavior Theory”

**Week 2** “Drug Intake Methods “

**Week 3** “Equivalence of family functioning and externalizing behaviors in
Adolescent substance users of different race/ethnicity”
Week 4 “Evaluating the service provision for Ethnic minorities in Islington in the Treatment of substance misuse”

Week 5 “Examining the Protective Effect of Ethnic Identity on Drug Attitudes and Use Among a Diverse Youth Population”

Week 6 “Variation in Use of Buprenorphine and Methadone Treatment by Racial, Ethnic, and Income Characteristics of Residential Social Areas in New York City”

Week 7 ” The effects of Brief Strategic Family Therapy (BSFT) on parent substance use and the association between parent and adolescent substance use”
Week 8 “The influence of racism on cigarette smoking: Longitudinal study of young people in a British multiethnic cohort”

Week 9 “Racial/Ethnic Differences in Perceived Smoking Prevalence: Evidence from a National Survey of Teens”

Week 10 “Trajectories of multiple adolescent health risk behaviors in a low-income African American population”

Week 11 “

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism