1. Course Statement

a. Course description

Substance abuse represents a major public health concern facing America’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.

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.

Content will include epidemiologic approaches to understand the etiology and antecedents of substance abuse, as well as prevalence rates of substance abuse in racial and ethnic minority urban youth. Additionally, this course will cover etiologic and theoretical models, including the social determinants of health and ecological frameworks, which help inform the development and testing of substance abuse prevention, intervention, and rehabilitation programs. Grounded in a developmental perspective, content will also include genetic, psychological and environmental perspectives to work toward a fuller understanding of substance abuse risk and promotive factors- some of which are proximal to the adolescent, whereas others are more distal- among racial and ethnic minority adolescents.

Content will cover substance abuse health disparities among racial and ethnic minority adolescents as well as important reports and strategic plans, including the U.S. Department of Health and Human Services National Prevention Strategy, aimed at working toward health equity and narrowing and ultimately eliminating health disparities experienced by vulnerable populations, including racial and ethnic minority adolescents.

c. Course objectives and competencies

- Better understand substance abuse health disparities among racial and ethnic minority adolescents.
• 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.
• 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.
• Develop a comprehensive understanding of theoretical frameworks to help guide and inform the development of substance abuse prevention, intervention, and rehabilitation programs.
• Develop knowledge with respect to efficacious and effective substance abuse prevention, intervention, and rehabilitation models for racial and ethnic minority adolescents.
• Identify pathways and mechanisms by which change occurs with regard to substance abuse prevention, intervention, and rehabilitation models.
• 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 affect 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.

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
See Resource List (Below)

● All materials will be posted to Canvas
● Expectations around completing readings: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
● Required readings will be discussed/debriefed in class via small group and large group discussions.
- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda &amp; Assignments</th>
<th>Required Readings &amp; Supplemental Readings</th>
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</thead>
<tbody>
<tr>
<td>Session 1: Sept 6</td>
<td><strong>Topic:</strong> Introductions and overview of the course</td>
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<tr>
<td></td>
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<td>Nunn, K. B. (2002). Race, Crime and the Pool of Surplus Criminality: Or Why the &quot;War on Drugs&quot; Was a &quot;War on Blacks,&quot; 6 J. Gender Race &amp; Just. 381.</td>
</tr>
<tr>
<td></td>
<td>*We will not meet in-person, rather please view the module on epidemiology which can be found in the “Week 3 Online Lectures” folder on the Canvas site, along with the assigned tasks.</td>
<td>Koob, G. F., &amp; Moal, M. L. (1997). Drug abuse: Hedonic homeostatic dysregulation. Science, 278, 52-58.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swann, G., Bettin, E., Clifford, A.,</td>
</tr>
<tr>
<td>Session 4: Sept 27</td>
<td><strong>Topic:</strong> Innovative and Alternative Approaches to Preventive Interventions</td>
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<td><strong>Assignments:</strong> Article Critique Due</td>
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<td><strong>Guest Speaker:</strong> Charisma Hoskins, MSW,</td>
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<td>Founders of Beautiful M.I.N.D.S, LLC</td>
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**Session 5: Oct 4**

**Topic:** The Role Of Animal Studies In Developing A Fuller Understanding Of Substance Abuse

**Guest Speaker:**

Emily Jutkiewicz, Ph.D., University of Michigan

**Required Readings:**


**Supplemental Readings:**


<table>
<thead>
<tr>
<th>Session 6: Oct 11</th>
<th>Topic: Theoretical Models In Prevention, Treatment And Rehabilitation Of Substance Abuse Among Racial And Ethnic Minority Adolescents</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Substance Abuse and Mental Health Services Administration’s National Registry of Evidence Based Practices and Programs <a href="http://www.nrepp.samhsa.gov">http://www.nrepp.samhsa.gov</a></td>
</tr>
<tr>
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<td></td>
<td>Blueprints for Violence and Drug</td>
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</tbody>
</table>
Session 7: Oct 18

**Topic:**

mHealth Substance Use Interventions

**Required Readings:**


**Supplemental Readings:**


Please log in to UMICH and use following link for above article:
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4060146/
| Session 8: Oct 25 | **Topic:** Individual-Focused Best Practices  
**Debate Two:** Presents Today | **Required Readings:**  
[http://doi.org/10.1037/a0035311](http://doi.org/10.1037/a0035311)  
**Supplemental Readings:**  
<table>
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<tbody>
<tr>
<td><strong>Debate Three:</strong> Presents Today</td>
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| Session 11: Nov 15 | **Topic:** Policy And Structural-Level (Online Lecture)*  
*We will not meet in-person, rather please view the module on policy which can be found in the “Week 2” folder on the Canvas site, along with the assigned tasks.  
**Film**  
*The House I Live In (2012)*  
**Assignment Due:** Innovative/Alternative Approach and Reflection | **Required Readings:**  
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<tr>
<td>Session 12: Nov 22</td>
<td><strong>Topic:</strong> School and Community-Based Best Practice</td>
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<td>Practices</td>
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<tr>
<td><strong>Assignment Due:</strong> Therapy Session and Reflection</td>
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<td><strong>Guest Speaker:</strong> Ritesh Mistry, Ph.D., University of Michigan, School of Public Health</td>
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</tbody>
</table>


**Supplemental Readings:**


Stormshak EA, Dishion TJ. (2009). A


| Nov 29 | Break: No Class |
| Session 13: Dec 6 | Group Presentations |

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog Assignment</td>
<td>It is your responsibility to sign-up for a due date for both blog initiation and responses.</td>
<td>15%</td>
</tr>
<tr>
<td>Alternative and Innovative Approach to Prevention Activity</td>
<td>November 15th</td>
<td>15%</td>
</tr>
<tr>
<td>Debate</td>
<td>Groups may sign up on first come first served basis, by specifying both the debate topic and the position desired (i.e pro or con). A Google Doc will be available to sign up.</td>
<td>20%</td>
</tr>
<tr>
<td>Therapy Session and Reflection</td>
<td>November 22</td>
<td>15%</td>
</tr>
</tbody>
</table>
Assignment Descriptions

1. **Required Readings**
   There are no required textbooks for this class. Therefore, the reading assignments will include peer-reviewed articles, book chapters, and intervention manuals. These reading materials are listed in the course syllabus and are located on the Canvas site for the course.

2. **Blog Assignment- 15% of Final Grade**
   The blog assignment aims to provide you an opportunity to engage with your peers in critical thinking, reflecting on classroom discussion and materials, and introduce new content identified outside of the classroom.

   For the purposes of this assignment, you will need to:
   a) Initiate two blog entries related to substance use in racial and ethnic minority adolescents.
      You will be responsible to initiate a minimum of two blog entries over the course of the semester. Students are encouraged to introduce new content identified outside of the classroom (e.g., legalization of marijuana in Washington, Oregon, Washington DC, Alaska and Colorado, incarceration rates of non-violent drug offenses by racial and ethnic minority populations), to promote critical discourse and reflection.
   b) Respond to a minimum of three blog entries.
      You need to respond to a minimum of three blog entries posted by your peers over the course of the semester. The response to the blog entry should promote critical dialogue and reflection amongst you and your peers. As professionals, it is important to maintain collegiality and respect for your peers, as well as embrace diverse perspectives.

   A sign-up sheet has been posted on Google Docs. It is your responsibility to sign-up for a due date for both blog initiation and responses.

3. **Alternative and Innovative Approaches to Preventive Intervention Activity- 15% of Final Grade**
   This is your opportunity to think outside of the box and participate in an activity that traditionally may not fit with western philosophy to prevention. Examples include, but
are not limited to yoga, mindfulness, acupuncture, exercise (e.g., spin class, swimming), among others. Importantly, participate in an activity that you have not participated in the past. In addition to participating in the activity, write a 2-page reflection about your experience. Below, are some resources you may want to look at, but again, this is not limited to these examples:

- Jump rope (you’ll need a jump rope) [https://www.youtube.com/channel/UCmYewlVwdbpHnSFG-CQ1A-A](https://www.youtube.com/channel/UCmYewlVwdbpHnSFG-CQ1A-A)
- Acupuncture (Ann Arbor Community Acupuncture works on a sliding fee scales and have the most economical prices I have seen) [http://www.annarborcommunityacupuncture.com/](http://www.annarborcommunityacupuncture.com/)
- Yoga, spin class, swim, etc. (UM IM Building, YMCA, or your local gym) [https://recsports.umich.edu/facility/imsb/](https://recsports.umich.edu/facility/imsb/)
  [https://www.annarborymca.org/](https://www.annarborymca.org/)
- Guided Meditation [https://www.youtube.com/watch?v=IzV6J4WCwRM](https://www.youtube.com/watch?v=IzV6J4WCwRM)

4. **Therapy Session and Reflection- 15% of Final Grade**
As social work practitioners, arguably, the most important work you will need to do is your own work. For this assignment, you will attend a therapy session and write about your experience. The vast majority of people attend therapy during times of crises and need for intervention rather than prevention. It is important that we work toward a culture of prevention and not intervention or crises management. In writing about your experience, I am more interested in the process rather than the content. In other words, do not need to know what your session was about, rather you may discuss topics such as: length of time it took for appointment, costs, cultural congruency (or lack thereof), context of the building, waiting room experience, as well as any other topic that helps describe your experience. Your reflection should be 2 pages. You may book an appointment at Counseling and Psychological Services (CAPS) at UM, or any other location that is of interest to you.
[https://caps.umich.edu/](https://caps.umich.edu/)

5. **Debate -20% of final grade**
The classroom debates are exercises designed to allow you to strengthen your skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation. Debate topics and position statements are outlined below. All group
members are expected to participate in the research, development, and presentation of your debate position. Preparation will require substantial research. Each participating member will receive the same group grade.

**Debate Format**

6 minute Position Presentation - Pro
6 minute Position Presentation - Con

5 minute Work Period

4 minute Rebuttal - Pro
4 minute Rebuttal - Con

3 minute Work Period

2 minute Response - Pro
2 minute Response - Con

1 minute Work Period

2 minute Position Summary - Pro or Con
2 minute Position Summary - Pro or Con

5 minute Tallying of Ballots/Announcement of Winner

**Debate Procedure**

- The debate will take the form of timed individual and/or group presentations and responses separated by timed group work periods. The rules applied may deviate from the formal rules of debating. When questions arise, the judgment of the instructor will provide the definitive ruling.

- 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 statements presented below. You must argue them exactly as written!
• 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.

Selection of Winner(s) and Allocation of Points

Debate "Winners" will be selected in two ways, as follows:

• Peer Vote: Class members in the audience will vote by secret ballot for a debate winner. Votes are to be based upon presentation quality only, and not upon personal agreement or disagreement with the position espoused. At the conclusion of each component of the debate, class members will be asked to assign a point rating along with explanatory comments to each team for their performance during that component. When the debate is over, the point ratings will be summed. Whichever team has the higher sum will be the winner on that ballot. After all ballots are collected, the number of votes for each team will be announced. Whichever team has more votes will be the winner, and the team will receive 5 bonus points in addition to the 25% for the assignment. In the event of a tie, the instructor’s vote will decide the winner.

Debate Topics

1. Should recreational use of marijuana be legalized federally in the United States? (SESSION 6/October 11)
2. Should breastfeeding mothers and/or their child who test positive for marijuana have the child removed from the home? (SESSION 8/ October 25th)
3. Should safe injection drug sites for intravenous drug users (IDU) be implemented in the United States? (SESSION 9/November 1st)
4. Should testing sites at music festivals be implemented to identify and inform people, including adolescents, about tainted illicit drugs? (SESSION 10/November 8th)
6. Article Critique-10% of Final Grade
Students will prepare one written critiques of a recent (published within the past 5 years) peer-reviewed manuscript not discussed in class. The article should focus on research-informed interventions demonstrating prevention, treatment or rehabilitation of substance abuse among racial and ethnic minority adolescents. Students should focus on the strength of evidence, cultural-relevance and the methods and results. Students should highlight both strengths and limitations of the intervention. The article critique should be approximately 2 single-spaced pages. The article critique is due at the beginning of class session 4 (September 27th).

7. Group Presentation- 15% of Final Grade
You and your group (minimum of one other person and maximum of 5 people) will prepare a 15 minute presentation on a preventive intervention to share with the class. The class will then have 5 minutes for discussion with respect to your intervention.

8. Class Participation- 10% of Final Grade
Satisfactory participation is defined as regularly making contributions to class discussions and exercises. Students are expected to read the assigned materials for each class and understand and discuss the relevant concepts.

Attendance and class participation
As a graduate level course, it is expected that you attend each class session. In fact, class participation constitutes 10% of your final grade. The class sessions involve interactive experiences that go beyond course readings. This course will be very participatory, including the use of small discussion groups that require your regular participation during class sessions. Missing class sessions will lower your grade since your participation as a co-teacher and co-learner is essential to meet our shared learning goals. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed. If more than two class sessions are missed—whatever the reason— the final grade at the end of the term will be lowered by 5 points for each session over two.

d. Grading
Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.
Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

- A+ = 99-100  
- A = 95-98  
- A- = 91-94  
- B+ = 88-90  
- B = 85-87  
- B- = 81-84  
- C+ = 78-80  
- C = 75-77  
- C- = 71-74  
- D = 65-70  
- E = less than 65

Please note: A grade of “B” indicates mastery of the subject content at a level of expected competency for graduate study. A “B” grade indicates that the work has met the expectations of an assignment for graduate study performance. A grade in the “A” range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A “C” grade range indicates minimal understanding of subject content and significant areas need improvement.

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