



<b>Course title:</b>	Advanced Interventions with Substance Use Disorders	
<b>Course #/term:</b>	SWRK 607-001, Spring/Summer, 2020	
<b>Time and place:</b>	Tuesdays, Synchronously online from 3:30-5:00 pm	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Steve Wiland	
<b>Pronouns:</b>	[he / him]	
<b>Contact info:</b>	<b>Email:</b> wilands@umich.edu	<b>Phone:</b> (734) 358-9914
	You may expect a response within 24 hours	
<b>Office:</b>	SSWB 3764	
<b>Office hours:</b>	Group office hours via Canvas, Tuesdays 2:30-3:30 pm, and otherwise by appointment	

## 1. Course Statement

### a. Course description

This course targets students who elect to learn more about chemical dependency and other addictive behaviors. Course content and instructional methodologies that are used enable students to develop knowledge and practice skills in areas of prevention and client intervention of chemical abuse and other addictive behaviors. The course uses a framework for student understanding that addresses chemical abuse and other addictive behaviors based on both theoretical and science-based prevention and intervention approaches.

Students will engage and participate in learning and discussions about addictive behaviors, client assessment, strategies of intervention, self-help, mutual support, client/worker competence, advocacy, community participation and organizing recovering individuals and families. An overarching goal of this course is to understand and support a perspective that values social and economic justice, and the empowerment of clients toward successful recovery.

This course will also focus on the relationship between client chemical abuse and other addictive behaviors as related to issues of gender, race, poverty, class, age, mental and physical disability, and sexual orientation. Throughout, this course

explores these concerns in the context of diverse family forms, cultures, institutions, communities, and the larger society.

This course establishes a conceptual framework upon which the advanced curriculum has been developed. Course content emphasizes theoretical and operational definitions, analysis, and response to issues of chemical dependency, other addictive behaviors, and individual, family, and community struggles for self-efficacy and optimum self-sufficiency. The course is also intended to provoke an examination of student values, assumptions, and theoretical concepts that may be associated with chemical abuse and other addictive behaviors.

Students will examine their own practice from this theoretical framework and will be asked to critically assess alternative responses to issues addressed as they may be applied to their work and/or field placement settings. Class sessions will consist mostly of lecture, group discussions, in-class collaborative group exercises, and written assignments.

### ***Accommodations for Students with Disabilities***

*If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the [Office of Services for Students with Disabilities \(SSD\)](#) to help us determine appropriate accommodations. SSD (734-763-3000 or [Office of Services for Students with Disabilities \(SSD\)](#)) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.*

#### **b. Course content**

This course will provide students with models and methods for the promotion of effective recognition and treatment of substance use and other frequently co-occurring disorders. Students will learn about each of the important elements in the clinical service sequence, including screening, referral, engagement, motivational enhancement, assessment, treatment planning, individual and group interventions, recognizing measuring treatment progress, and the various levels-of-care indicated for different client profiles. Students will develop knowledge of empirically-based interventions, and will be able to select and implement indicated methods based on assessment findings and effective service planning. An important focus of this course will be culturally competent and culturally humble interventions with and for groups who have been subject to oppression, such as people of color, women, lesbian/gay/bi/transgendered people, the aged, and people with disabilities.

### **c. Course objectives and competencies**

By the end of this course, students are expected to complete the following educational objectives and expected learning outcomes. Students are to understand, demonstrate, and articulate:

- Theories, models, and definitions of chemical dependency and other addictive behaviors.
- Intervention, prevention, and public policy considerations regarding chemical dependency and other addictive behaviors.
- Identification of the dynamics of addictions and their relation to consequences of institutional oppression for individuals, families, social groups, and communities.
- How diversity of culture, lifestyle, gender, race, and age may influence individual use of substances, and how these variables relate to selection of prevention and intervention approaches.
- Rationale for use of self-help programs that address addictions.
- An understanding of the effects of addiction on the family and the significance of the role of family in recovery.

### **d. Course design**

*The course will include asynchronously available pre-recorded lectures, reading, and other exploration activities, along with synchronous discussion, small-group project work, individual papers, guest lectures, and other written assignments.*

### **e. Curricular themes**

*Social Science and Behavioral Research is presented throughout the course and includes findings from evaluation studies and intervention research from various disciplines. Emphasis is on learning about evidence-based best practice methods for effectively working with individuals with substance use disorders and common co-occurring conditions.*

*Multiculturalism and Diversity are integrated throughout the course especially in light of the fact that substance use disorders may be experienced very differently in different cultural groups, each of which may have varying indigenous tendencies and preferences that best position them to recover optimal health and well-being. In addition, the stresses associated with substance use disorder problems and access*

*to appropriate services are differentially affected by gender, poverty, race/ethnicity and sexual orientation. Students must be aware of these issues and helped to develop culturally competent and gender-specific interventions which serve to overcome oppression and discrimination as barriers to accessible and high-quality care.*

*Social Justice Issues have special relevance to the processes involved in rehabilitation from substance use disorders. Persons with such conditions are often discriminated against with respect to access to education, employment, housing, and financial assistance. Health insurance plans often discriminate against persons with behavioral health conditions as opposed to physical disabilities. Social justice issues are often seen with respect to the processes involved with access to care, the quality of available care, the cultural goodness-of-fit of available services, and other issues. Students will learn about these issues in the course as well as the role of social work in fighting for these and other rights.*

*Promotion/Prevention/Treatment/Rehabilitation are addressed throughout the course. Substance use disorders often occur or are exacerbated as a result of stressful environmental conditions and the ways of seeking changes in these conditions or preventing them will be emphasized. Additionally, there will be a focus on understanding the variety of addictions professional practitioner roles available to social workers, and what is required to be a valued and innovative contributor working from holistic, person-in-environment Social Work perspectives, in order to raise the quality of service delivery across the addictions treatment service provider continuum.*

**f. Relationship to social work ethics and values**

Virtually every topic of this course involves social work values and ethics, and these elements will be dealt with in this course. Examples include priorities assigned to various services and populations by substance abuse treatment agencies and the role of social workers in molding these priorities, recognition of the right of self-determination of addictions treatment service recipients, the principle of the individualizing care for treatment of substance use disorders, the values placed on preventive services, an understanding of the responsibility of workers to strive for supportive environments in relationship to mitigating substance abuse problems, the creation of community respect for individuals for whom stigma may be operating in various communities.

**g. Intensive focus on PODS (Privilege, oppression, diversity and social justice)**

Because privilege, oppression, diversity and social justice are themes pertinent to the effective development and delivery of addictions treatment services, class

discussions will intentionally include consideration of these themes, within the context of the various class session topics, referencing the cross-cutting module intended to draw attention to and provide available information about how these issues operate within the realm of addiction prevalence and treatment. Additionally, students will work in groups to address a significant PODS-related topic, and to develop a well-researched presentation to deliver to their classmates, for the learning and awareness-raising benefit of all.

#### **h. Writing Assistance**

For needed assistance with writing, you may access the services of the Writing Workshop 1139 Angell Hall (734) 764-0429.

#### **i. Ethical & Professional Behavior**

Academic dishonesty, including all forms of cheating, falsification, misrepresentation and/or plagiarism, will not be tolerated in this course. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the University of Michigan's established process for any indicated discipline that may result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty but if you are not sure about whether something you are doing would be considered academic dishonesty, consult with the course instructor. You may access the Student Conduct Code online at <https://ssw.umich.edu/msw-student-guide/chapter/1.12/student-code-of-academic-and-professional-conduct>

Unethical behavior will result in a failing grade on an assignment, and possibly in the course. This includes plagiarism, using the same paper for another course without permission, and using another student's work and representing it as your own. Students are encouraged to confer among themselves on the completion of assignments, but the final product must be the work of the student who turns it in. Students must be familiar with the NASW Code of Ethics. Any violations of the Code of Ethics may be grounds for dismissal or failure in the course.

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University Community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the University of Michigan's established process for any indicated discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class sessions, engaging in distracting personal behavior, or talking while others are speaking. You may access

the Student Conduct Code online at: <https://ssw.umich.edu/msw-student-guide/chapter/1.12/student-code-of-academic-and-professional-conduct> .

**j. In-session Use of Mobile Technology or Other Distractions**

Appropriate professional behavior re: the use of cell phones/laptops/tablets during synchronous class sessions is an expectation. If you have an emergent need to communicate with someone during a session, please excuse yourself and take care of your business in a manner that does not distract others.

## 2. Class Requirements

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**a. Text and class materials**

The following materials will be referenced in this class, with numbered selections all available via Canvas postings.

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, as indicated for each class session. Each synchronous class session will include discussion on topics that presume students have done the PRE-WORK for that session, including viewing posted video content, and completing assigned readings. Students may benefit from additional reading of any of the optional resources posted for each class session.

Students are encouraged to download and save their own copies of these posted publications, as they are referenced in our coursework, for the purpose of establishing or continuing to establish their own professional reference library. (See *REFERENCE/RESOURCES listing at the end of this document for full reference citations*):

- **Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> Edition)** [DSM-5] *by the American Psychiatric Association* - ISBN-13: 978-0890425558; ISBN-10: 0890425558
  
- 1) **Substance Abuse: Administrative Issues in Outpatient Treatment** (SAMHSA)
- 2) **Recovery Management and People of Color: Redesigning Addiction Treatment for Historically Disempowered Communities** (White & Sanders)
- 3) **Substance Abuse Treatment – Addressing the Specific Needs of Women** (SAMHSA)

- 4) **Addressing the Specific Behavioral Health Needs of Men** (SAMHSA)
- 5) **A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals** (SAMHSA)
- 6) **Behavioral Health Services for People Who Are Homeless** (SAMHSA)
- 7) **Screening and Assessing Adolescents for Substance Use Disorders** (SAMHSA)
- 8) **Treatment of Adolescents with Substance Use Disorders** (SAMHSA)
- 9) **Substance Abuse Treatment and Family Therapy** (SAMHSA)
- 10) **Substance Use Among Older Adults** (SAMHSA)
- 11) **Substance Use Treatment For Persons With HIV/AIDS** (SAMHSA)
- 12) **Substance Use Treatment For Adults in the Criminal Justice System** (SAMHSA)
- 13) **Continuity of Offender Treatment for Substance Use Disorders from Institution to Community** (SAMHSA)
- 14) **Treatment Drug Courts: Integrating Substance Abuse Treatment With Legal Case Processing** (SAMHSA)
- 15) **Combining Alcohol and Other Drug Abuse Treatment With Diversion for Juveniles in the Justice System** (SAMHSA)
- 16) **Substance Use Disorder Treatment for People With Physical and Cognitive Disabilities** (SAMHSA)
- 17) **Substance Abuse Treatment For Persons With Co-Occurring Disorders** (SAMHSA)
- 18) **The Science of Addiction: Drugs, Brains, & Behavior** (NIDA)
- 19) **Evidence-Based Therapy Relationships** (Norcross et al)
- 20) **Enhancing Motivation for Change in Substance Use Disorder Treatment** (SAMHSA)
- 21) **Motivational Enhancement Therapy Manual: A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence** (NIAAA)
- 22) **A Cognitive-Behavioral Approach: Treating Cocaine Addiction** (NIDA)
- 23) **Cognitive-Behavioral Coping Skills Therapy Manual: A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence** (NIAAA)
- 24) **Anger Management for Substance Use Disorder and Mental Health Clients: A Cognitive-Behavioral Therapy Manual** (SAMHSA)
- 25) **Anger Management for Substance Use Disorder and Mental Health Clients: Participant Workbook** (SAMHSA)
- 26) **Substance Abuse Treatment: Group Therapy** (SAMHSA)
- 27) **Recovery - Linking Addiction Treatment & Communities of Recovery: A Primer for Addiction Counselors and Recovery Coaches** (White et al)

- 28) **Dual Diagnosis Capability in Addiction Treatment (DDCAT) Toolkit**  
(SAMHSA)
- 29) **Integrated Treatment for Co-Occurring Disorders: Training Frontline Staff**  
(SAMHSA)
- 30) **Managing Chronic Pain in Adults With or in Recovery from Substance Use Disorders**  
(SAMHSA)
- 31) **BHMEDS: Behavioral Health Medications** (MA-ATTC)
- 32) **Substance Abuse Treatment for Persons With Child Abuse and Neglect Issues**  
(SAMHSA)

b. Class schedule

Date/Time	Agenda	Required Pre-Work Reading/Viewing
Week 1 May 12, 3:30-5:00 pm	COURSE ORIENTATION, AND THE EPIDEMIOLOGY OF SUBSTANCE USE DISORDERS	Syllabus  <a href="#">Key Substance Use and Mental Health Indicators in the United States (NSDUH, 2019)</a> report excerpts (pp.10-23, 32-39)  <a href="#">Re-socializing the Vulnerable Brain: Building an Ethically Sustainable Brain Disease Model of Addiction</a> article  <b>Monitoring the Future VIDEO</b> (Nora Volkow)
Week 2 May 19, 3:30-5:00 pm	SUBSTANCE USE DISORDER NEUROBIOLOGY, AND SUD SCREENING & REFERRAL	<a href="#">Neurobiologic Advances from the Brain Disease Model of Addiction</a> (Volkow et al, 2016)  <a href="#">Research Review - Imaging the Addicted Human Brain</a> (Fowler et al, 2007)  <a href="#">Drugs, Brains, &amp; Behavior: The Science of Addiction</a> (NIDA, 2018)  <a href="#">Screening, Assessment, and Treatment Planning for Persons With Co-Occurring Disorders</a> (SAMHSA, 2006) - pp. 1-3  <b>Neurochemistry of Addiction VIDEO</b> (Steve Wiland)



Date/Time	Agenda	Required Pre-Work Reading/Viewing
		Screening VIDEO (Steve Wiland)
Week 3 May 26, 3:30-5:00 pm	ENGAGEMENT, INITIAL ASSESSMENT, AND DIAGNOSING SUDS	<p><a href="#">Evidence-Based Therapy Relationships: Research Conclusions and Clinical Practices</a> (Norcross &amp; Wampold, 2011)</p> <p><a href="#">What Works for Whom: Tailoring Psychotherapy to the Person</a> (Norcross &amp; Wampold, 2011)</p> <p><a href="#">Screening, Assessment, and Treatment Planning for Persons With Co-Occurring Disorders</a> (SAMHSA, 2006) - pp. 3-5</p> <p><b>Engagement VIDEO</b> (Steve Wiland)</p> <p><b>Adapting to Client Preferences VIDEO</b> (Steve Wiland)</p>
Week 4 June 2, 3:30-5:00 pm	MOTIVATIONAL INTERVIEWING, AND MOTIVATIONAL ENHANCEMENT THERAPY	<p><a href="#">Enhancing Motivation for Change in Substance Use Disorder Treatment</a> (SAMHSA, 2019) - pp.17-62</p> <p><b>An Introduction to Motivational Interviewing VIDEO</b> (Steve Wiland)</p>
Week 5 June 9, 3:30-5:00 pm	PRACTICE FRAMEWORKS, STAGE- MATCHING & TREATMENT PLANNING	<p><a href="#">Stages of Change</a> (Norcross et al, 2011)</p> <p><a href="#">Application of the Transtheoretical Model to Substance Abuse: Historical Development and Future Directions</a> (Migneault et al, 2005)</p> <p><a href="#">Motivational Enhancement, Cognitive-Behavioral, or 12-Step? Yes!</a> slideset handout (Wiland)</p> <p><b>Stages of Change and Stages of Treatment VIDEO</b> (Steve Wiland)</p>
Week 6 June 16, 3:30-5:00 pm	COGNITIVE- BEHAVIORAL BASICS & APPLIED CBT MODELS	<p><a href="#">Cognitive-Behavioral Therapy: An Overview</a> (NIDA, 1998) - pp.1-11</p> <p><a href="#">Basic Principles of Cognitive-Behavioral Therapy</a> (NIDA, 1998) - pp.13-24</p>

Date/Time	Agenda	Required Pre-Work Reading/Viewing
		<p><a href="#">Recovery Chain Analysis template</a> (Wiland, 2019)</p> <p><b>CBT Fundamentals VIDEO</b> (Steve Wiland)</p> <p><b>Introduction to CBT Applications VIDEO</b> (Steve Wiland)</p>
<p>Week 7 June 30, 3:30-5:00 pm</p>	<p>GROUP WORK IN ADDICTIONS TREATMENT &amp; RECOVERY</p>	<p><a href="#">Substance Abuse Treatment: Group Therapy</a> (SAMHSA, 2005) - pp.1-52</p> <p><a href="#">General Group Format/Guidelines</a> handout</p> <p><a href="#">12-Step Group Resources for Behavioral Addictions</a> handout</p> <p><a href="#">Alternatives to the 12-Step Model</a> handout</p> <p><b>Stage-Matched Group Work VIDEO</b> (Steve Wiland)</p>
<p>Week 8 July 7, 3:30- 5:00 pm</p>	<p>CO-OCCURRING MENTAL HEALTH &amp; SUBSTANCE USE DISORDERS</p>	<p><a href="#">Definitions and Terms Relating to Co-Occurring Disorders - Overview Paper 1</a> (SAMHSA, 2006)</p> <p><a href="#">Substance Abuse Treatment for Persons with Co-Occurring Disorders</a> (SAMHSA) - pp. 21-33, 213-248.</p> <p><b>Integrated Treatment for Co-Occurring Disorders Introduction / Overview / Stages of Change and Treatment / Engagement Stage Interventions VIDEOS</b> (Dartmouth)</p>
<p>Week 9 July 14, 3:30-5:00 pm</p>	<p>PSYCHOPHARM- ACOLOGY IN ADDICTIONS TREATMENT</p>	<p><a href="#">BHMEDS: Behavioral Health Medications</a> (Mid-America ATTC, 2014) - pp. 36-48</p> <p><b>Pharmacotherapy - Parts 1 &amp; 2 VIDEOS</b> (Dr. Robert Kirchoff)</p>
<p>Week 10 July 21, 3:30-5:00 pm</p>	<p>TRAUMA, POSTTRAUMATIC STRESS, AND SUBSTANCE USE DISORDERS</p>	<p><a href="#">Enhancing Substance Abuse Recovery Through Integrated Trauma Treatment</a> (National Trauma Consortium, 2004)</p>

Date/Time	Agenda	Required Pre-Work Reading/Viewing
		<a href="#">Helping Yourself Heal: A Recovering Woman's Guide to Coping With Childhood Abuse Issues</a> (SAMHSA, 2003)  <a href="#">Helping Yourself Heal: A Recovering Man's Guide to Coping With the Effects of Childhood Abuse</a> (SAMHSA, 2004)  <b>Effectively Addressing Co-occurring Addiction &amp; PTS/D VIDEO</b> (Steve Wiland)

### c. Assignments

*Instructions for each of the following assignments are listed following the chart below, as well as posted on the course's Canvas site, and will be repeated during synchronous class sessions, with additional guidance available as requested. There are 618 points possible for this class.*

<b>ASSIGNMENT</b>	<b>MAXIMUM POINTS</b>	<b>DUE DATE</b>
Class Attendance and Participation	15 points each (x 10)	Weekly
Quizzes (25%)	15 points each (x 10)	Weekly
Mouse Party Worksheet (4%)	24 points	May 26 <sup>th</sup> at Noon
DSM-IV to DSM-5 Addiction Diagnosing Paper (3%)	18 points	June 2 <sup>nd</sup> at Noon
Motivational Interviewing Applications written reflections (4%)	24 points (12 pts each x 2)	June 9 <sup>th</sup> at Noon
Impact of PODS on SUD Treatment group presentations (8%)	48 points	June 9 <sup>th</sup> , June 16 <sup>th</sup> , June 30 <sup>th</sup> , July 7 <sup>th</sup> , July 14 <sup>th</sup> , &/or July 21 <sup>st</sup> , as needed.
Mutual Support Meeting Paper (6%)	36 points	July 7 <sup>th</sup> at Noon

Recovery Chain Analysis Assignment #1: Assessment (4%)	24 points	July 7 <sup>th</sup> at Noon
Recovery Chain Analysis Assignment #2: Intervention (4%)	24 points	July 14 <sup>th</sup> at Noon
Final Paper/Theory and Clinical Assessment Scenario (20%)	120 points	July 21 <sup>st</sup> at Noon
<b>TOTAL POINTS</b>	<b>600</b> (+18 extra credit points, available for full participation and quiz completion success)	

**Assignment instructions** (additionally posted on Canvas, and reviewed during class sessions):

1. **Mouse Party worksheet [Due May 26<sup>th</sup>]**: After viewing the ***Neurochemistry of Addiction*** video linked on the Session #2 page, spend time on the ***Mouse Party website*** completing the ***Mouse Party worksheet*** which will need to be submitted by the following week's class
2. **DSM-IV to DSM-5 Addiction Diagnosing Differences paper [Due June 2<sup>nd</sup>]**: Write and submit a brief (1-2 page) paper, explaining the differences between the DSM-IV and the DSM-5 with regard to diagnosing what are now referred to as "substance use disorders."
3. **Motivational Interviewing Applications written reflections [Due June 9<sup>th</sup>]**: From the list below, which is posted on the course's Canvas site, select 2 articles that feature aspects of applied motivational interviewing, read them, then write and submit a one-page reflection paper on each of the 2 articles, indicating what you have learned and/or how you could apply any of the concepts in your work with substance-involved populations. **If you want to find any additional articles that you'd like to utilize for this assignment, please feel free to do so after checking with the instructor.**
  - *Enhancing Readiness-to-Change Substance Abuse in Persons with Schizophrenia*
  - *How to Interview for Client Strengths*
  - *Motivational Enhancement for Dually Diagnosed Consumers*
  - *Motivational Interviewing for Probation Officers: Tipping the Balance Toward Change*
  - *Motivational Interviewing for Probation Staff: Increasing the Readiness to Change*
  - *Motivational Interviewing in Health Care Settings: Opportunities and Limitations*

- *Native American Motivational Interviewing: Weaving Native American and Western Practices*
  - *Motivational Interviewing: Enhancing Motivation for Change - A Learner's Manual for the American Indian/Alaskan Native Counselor*
  - *Systems-Level Implementation of Screening, Brief Intervention, and Referral to Treatment (SBIRT)*
  - *Becoming an Evidence-Based Practitioner*
4. **The Impact of PODS in the provision of SUD Treatment group projects/ presentations [Due as scheduled]:** *Students will have the opportunity to organize themselves in groups of 2-5, for the purposes of researching, developing and delivering to the class a presentation focused on a specific service population of interest, examining the impact of Privilege, Oppression, Diversity and Social Justice on Substance Use Treatment.*
  5. **Paper on Experience of Attending a Peer-led Mutual Support Meeting [Due July 7<sup>th</sup>]:** *This assignment requires observations of open meetings of AA, NA, Al-Anon, or other self-help group for substance abusers or other addictive behaviors. In a paper of at least 5 pages in length, students will report observations of social interactions, leadership styles, support roles if any in the group, and efforts made by members to reach out to newcomers, observations and impressions (how did you feel as you observed/participated in the meeting). Describe the group process and how it is similar or different from other groups you have experienced. In addition you will integrate insights gained from any associated reading, and describe the effect of the meeting on self and other participants.*
  6. **Recovery Chain Analysis #1 - Assessment worksheet [Due July 7<sup>th</sup>]:** *Utilizing the provided Recovery Chain Analysis worksheet template, students will map a theoretical client's information, from vulnerability factors all the way through to consequences, in the context of gathering important assessment information with which to inform treatment planning.*
  7. **Recovery Chain Analysis #2 - Intervention worksheet [Due July 14<sup>th</sup>]:** *Utilizing the provided Recovery Chain Analysis worksheet template, students will take the mapping of their theoretical client's information from the prior assignment, and indicate potential interventions that could be explored or implemented, at every stage from vulnerability factors all the way through to consequences, as valid options to include in treatment planning.*

8. **FINAL Paper/Theory and Clinical Assessment Scenario [Due July 28<sup>th</sup>]:**

*Compare and contrast two different therapeutic interventions (i.e. Cognitive Behavioral Therapy, Motivational Enhancement Therapy, Twelve-Step Facilitation Therapy, etc.) using an actual case or client that you have worked with through your work or internship. Students will pick one client scenario and describe interventions based on each treatment modality. Student will start with a summary of why the client/client system is presenting for assistance. Identify how their drug use/mental health issues have interfered with their ability to function/work/maintain relationships/legal issues/social issues, etc.*

- a. *Students will describe:*
- b. *The theoretical frameworks used as a basis for their intervention with the client/client system*
- c. *Client's substance use patterns with descriptions and general information about client's substance of choice*
- d. *Any co-occurring mental health issues*
- e. *Family history of substance involvement*
- f. *Family history of mental illness*
- g. *Social determinants of health and their impacts*
- h. *Justification of diagnosis using the DSM-5*
- i. *Students will attach a Treatment Plan which will include an assessment for their client that incorporates DSM-5 and ASAM PPC-2R criteria.*

As with any professional settings, your work for this class is expected to be turned in on time. Written assignments must be turned in on the date and time indicated in the assignment directions. Students are expected to retain copies of all of their papers. Students who do not complete required assignments on time without other arrangements in place will be subject to point deductions on those assignments.

Students unable to attend a class session should make arrangements to get any missed materials and/or class notes from classmates.

**d. Attendance and class participation**

Regular attendance and participation in scheduled, synchronous class sessions is expected to achieve high grades for this course. Students should discuss any potential problems regarding attendance in advance, with the instructor. Religious observances should be discussed with the instructor before the date of absence. Students are expected to attend all classes. Incompletes may be given at the end of

the semester only for unexpected emergencies. These must be requested at the time of the emergency. Please reference the university policy on incomplete grades, as well as the [Policy on Class Attendance](#) found in the MSW Student Guide. If a class must be missed with advance notice, make-up assignments can be identified for the missed session by communicating with the instructor.

#### e. Grading

There are 618 possible points for this class. Late assignments will not be accepted without prior approval of the instructor. Points will be deducted for late assignments even with instructor notification.

#### **Grading Scale (Percentages and corresponding Letter Grades)**

- 93 – 100 = A
- 90 – 92 = A-
- 87 – 89 = B+
- 83 – 86 = B
- 80 – 82 = B-
- 77 – 79 = C+
- 73 – 76 = C
- 70 – 72 = C-
- 67 – 69 = D+
- 63 – 66 = D
- 60 – 62 = D-
- $\leq 59$  = F

**Grades of A- to A** will be assigned to excellently written papers and other work that thoroughly meets, if not surpasses, the expectations of the assignment. Strong analytic ability, creative conceptualizing, and/or interesting ideas would be evident. The student will have covered every point and shown ability to use critical thinking skills in their work.

**Grades of B- to B+** will be assigned to satisfactorily written papers and other work that meet the basic expectations of the assignment. Engagement with relevant ideas and good reasoning ability would be evident. The student will have covered each point on the assignment although may have missed some critical requirement having to do with comprehension or ability to apply, analyze, evaluate or synthesize the material.

**Grades of C- to C+** will be given for papers and other work that have some writing problems, that indicate minimal familiarity with course readings and topics, and/or that disregard some key point required by the assignment. Such papers will be more superficial than desired.

**Grades of D - E** will be assigned for poor performance in writing, inability in addressing the assignment's most basic features, and poor demonstration of understanding of the topics covered in the readings and class sessions as well as inability to perform critical thinking skills.

Please reference, as indicated, U-M's MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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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*

## **COURSE CONTENT REFERENCES / RESOURCES**

Alcoholics Anonymous World Services. (2001). **Alcoholics Anonymous** (4th Edition). New York: Author. ([Linked on Canvas site](#))

American Psychiatric Association. (2013). **Diagnostic and Statistical Manual of Mental Disorders** (5<sup>th</sup> Edition). Arlington, VA: Author.

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