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 to 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.

b. Course objectives and competencies

Students are to understand, demonstrate, and articulate:

- Theories, models, and definitions of chemical dependency and other addictive behaviors.
- Intervention, prevention, and public policy 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 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.

c. Course design

This course will use a range of learning methodologies, including simulations, skill development sessions, mini lectures, applied assignments and other engaged learning methods. The course will incorporate a flipped classroom model where some key content is covered in outside class time assignments.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

All required readings will be made available online via Canvas prior to class. There is no required textbook. Readings will be posted in each module, along with other course materials for the week. Please ensure readings and other asynchronous unit materials are completed prior to the weekly class meeting Example: Readings for unit 1 should be completed prior to the first “live” class meeting.

Course Structure
This course has both asynchronous (offline) and synchronous content (“live” online class times.)

Synchronous Content
Live class meetings will be held weekly on Mondays from 6:00-8:00PM via a recurring Zoom Meeting. Live sessions will be between 90-120 minutes. To minimize Zoom fatigue, live sessions will not exceed 120 min.

Zoom Meeting Information (recurring)
Day/Time: Mondays 6:00PM – 8:00PM
https://umich.zoom.us/j/91787325655
Passcode: SW607

Please ensure the asynchronous materials are completed/reviewed prior to sync/live sessions each week. Synchronous class time is where we will be applying asynchronous content through practice activities, role plays, processing and reflection.

Zoom Guidelines

Please plan to use your video during the live zoom sessions. Live class sessions are shortened to mitigate Zoom fatigue, and we are only together in a large group for a portion of the class, the other portion will be spent in your small group practice circles, or in your role-play dyads.

There may be times when you may need to step away, and this is completely fine. If you will have your camera off for the entire class period, or if there is a serious reason you are unable to use video on a regular basis, please notify me as soon as possible.

Practice activities will be discussed prior to moving into break out groups. If there are supplementary instructions, guides or materials for the practice activities, these will be posted in the unit module within Canvas under “Sync Materials.”

Asynchronous Content

Asynchronous materials are linked within each module checklist. Each unit contains different materials to read, watch and/or review. Please refer to the course checklist each week to ensure all materials have been reviewed before the synchronous sessions. Please plan to spend around 3-4 hours moving through the asynchronous unit materials.
Mini-Lectures & Videos
Each unit will contain one or more pre-recorded mini-lectures. Mini-lectures for each week are embedded within the weekly modules. They can also be accessed in Canvas under “Media Gallery.” **Pre-recorded mini lectures are a part of the asynchronous materials and should be reviewed prior to class.** Lectures are close-captioned through a machine-based process. There are sometimes errors, but these generally do not impede comprehension. If you do notice a significant issue, please do let me know about this and I can correct it.

External videos, such as clinical interventions or assessments on platforms such as Alexander Street, will be linked within the module checklist.

Weekly ASYNC Material includes:
- Mini-Lectures → Linked in checklist, but also can be found in “Media Gallery”
- Video Clips → URL embedded in checklist
- Readings → Linked in checklist, but also can be found under “Files → Week #”
- PowerPoint → Linked in checklist, also under “Files → Week #”
- Other Async Materials → URL embedded in checklist

Please review the above content prior to class each week.

Weekly Partner Guides
- This is a guide for your partner meeting occurring this week.

**NOTE:** Your weekly partner meetings will cover the NEXT week’s content, as partner meetings are intended to help students prepare for role play interventions in the subsequent class.

**EXAMPLE:**
Your first meeting with your partner will be during Week 2 of class, May 17-21, but you will be working with the async content from **WEEK 3.**

It is important you both will have had time to look at async content prior to your partner meeting.

Sync
- Practice Materials, Notes & Announcements for Live Session
  - This content will be reviewed during our live class meetings
Each unit will contain a different combination of the above materials. Please refer to the course checklist located within the modules each week.

Weekly Partner Meetings

In this class, you will be assigned a partner to meet with for approximately one hour each week to collaborate and prepare for the in-class role play activities. The meetings can be set up at any mutually convenient time and will count toward total “course hours” and overall participation for the course.

There will be 10 meetings total; a schedule is provided along with the course schedule, below. Many of the activities are assignment centered and will help you synthesize content from class, while also helping you prepare to meet with your “client” to practice the intervention strategies in class the following week.

These meetings are intended to help students build collaborative professional relationships with peers, as would normally happen with in-person classes. This also provides a good opportunity to practice giving and receiving professional feedback and working in collaboration with clinical peers. There is not a need for any official record of the meetings, and you don’t need to turn anything in. Participation in these meetings will be documented within your final reflection papers and are counted toward your participation grade. You can adjust meeting days and times as needed throughout the semester. How you and your partner use this time is flexible; prompts and activities are described within the weekly checklist, posted on Canvas.

Distribution of Effort

Three credit hours correspond with 135 hours of total effort over the semester. “Effort” refers to the estimated amount of time required for this class, including preparing for class, participating during class time, and completing assignments.

The class occurs over 13 weeks (12 sessions); which corresponds with around 11 hours of effort each week. Plan for extra time to engage with asynchronous content; for example, content may be delivered in a 15 min lecture video – but it typically takes more than 15 minutes to process the information.

Plan to set aside extra time to allow yourself room to take notes, process, think critically and reflect meaningfully on the concepts presented in asynchronous
format. Assignments will involve effort during dedicated class time and outside of class. Some weeks may have more or less effort than others.

Here is a general example of how effort in this course will be distributed:

Estimated Weekly Effort
11 hours per week

- Assignments 2-3 hours
- Sync Class 2 hours
- Partner Meeting 1 hour
- Async Lectures & Videos 3-4 hours
- Readings 2-3 hours

b. Class schedule
   *Any changes will be discussed in class and/or via a Canvas announcement.*

**ICON KEY**

_assignment due_

_holiday break_

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Topic</th>
<th>Async Content</th>
<th>Sync Activity</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>Introduction</td>
<td>Unit 1 Lectures &amp; Videos: • Introduction to SW 607 • Ethics &amp; Epidemiology</td>
<td>Course &amp; Assignments Overview</td>
<td>INTRO QUIZ</td>
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<td>May 10</td>
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</tr>
<tr>
<td>Week 2</td>
<td>May 17</td>
<td>2</td>
<td>Neurobiology of Addiction &amp; Overview of Psychoactive Substances</td>
<td>Neurobiology of Addiction &amp; Overview of Psychoactive Substances</td>
<td>Goals &amp; Learning Objectives</td>
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<td></td>
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<td>Readings:</td>
<td>Syllabus</td>
<td>Weekly Partner Pairings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Meet Partner &amp; Set Up Weekly Meet Time</td>
<td></td>
<td>Other Materials:</td>
</tr>
<tr>
<td></td>
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<td>✓ MAT Infographic Example</td>
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<td></td>
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<td>✓ Brief Character Description</td>
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<td></td>
<td>✓ Character Development Resources</td>
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<td></td>
<td></td>
<td>✓ Client/Practitioner Pairing List</td>
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<td></td>
<td></td>
<td></td>
<td>✓ Weekly Partner Information &amp; Schedule</td>
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<td></td>
<td></td>
<td></td>
<td>✓ Class Teams</td>
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</table>

|        |        |   | Unit 2 Lectures & Videos | Neurobiology of Addiction | Psychoactive Substances Part I | Psychoactive Substances Part II |
|        |        |   | Timko, C. Cucciare, M. A. (2019). Foundations of Behavioral Health, 45–70. https://doi.org/10.1007/978-3-030-18435-3_3 | Go over bio-psycho-social for Discuss next session | Go over bio-psycho-social for Discuss next session | Go over bio-psycho-social for Discuss next session |

<p>|        |        |   | DUE FRIDAY MAY 14 | | DUE FRIDAY MAY 14 | | DUE FRIDAY MAY 14 |</p>
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<tr>
<th>Week 3</th>
<th>May 24</th>
<th>3</th>
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<tr>
<td><strong>Clinical Assessment of Substance Use Disorders</strong></td>
<td><strong>Unit 3 Lectures &amp; Videos</strong></td>
<td><strong>Readings:</strong></td>
</tr>
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<td>- Mrs. Collins – sedative, hypnotic, anxiolytic [5:00]</td>
<td>✓ Interviewing Skills Checklist</td>
<td>✓ Interviewing Skills Checklist</td>
</tr>
<tr>
<td><strong>May 31</strong></td>
<td><strong>May 31</strong></td>
<td>MEMORIAL DAY - NO CLASS OR PARTNER MEETINGS THIS WEEK - ENJOY!</td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>June 7</th>
<th>4</th>
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<tr>
<td><strong>Social Justice &amp; Anti-Racist Clinical Practice in SUD Interpersonal Approaches</strong></td>
<td><strong>Unit 4 Lectures &amp; Videos</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>- Treatment Planning for Substance Use Disorders</td>
<td><strong>Readings:</strong></td>
<td><strong>Writing a Treatment Plan for Substance Use Disorders</strong></td>
</tr>
<tr>
<td><strong>Writing a Treatment Plan for Substance Use Disorders</strong></td>
<td><strong>TREATMENT PLAN [IN CLASS]</strong></td>
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<tr>
<td>Week 5</td>
<td>June 14</td>
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<tr>
<td><strong>5</strong></td>
<td>Motivational Interviewing</td>
<td></td>
</tr>
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</table>

**Unit 5 Lectures & Videos**
- Motivational Interviewing for Substance Use Disorders
- Harm Reduction Models

**Intervention Videos**

**Readings:**


**Weekly Partner Meeting [June 14-18]**
- CBT GUIDE

**Other Materials:**
- Motivational Interviewing with Tony Frazier SIMmersion

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**Weekly Partner Meeting [June 7-11]**
- MOTIVATIONAL INTERVIEWING GUIDE

**Other Materials:**
- ✔️ Review Link: CSWE's Diversity Center: Cultural Adaptation Resources
- ✔️ Treatment Plan Template

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**Week 5 Partner Meeting**

- **DUE**: FRIDAY, JUNE 11

**Client-Practitioner Exercise**

- Motivational Interviewing with Tony Frazier SIMmersion

**DUE JUNE 25**
<table>
<thead>
<tr>
<th>Week 6</th>
<th>June 21</th>
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<tbody>
<tr>
<td>6</td>
<td>Cognitive Behavioral &amp; Dialectical Behavioral</td>
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<tr>
<td></td>
<td><strong>Unit 6 Lectures &amp; Videos</strong></td>
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<tr>
<td></td>
<td>• Cognitive Behavioral Therapy for Substance Use Disorders</td>
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<tr>
<td></td>
<td>• Dialectical Behavioral Therapy for Substance Use Disorders</td>
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<td></td>
<td><strong>Intervention Videos</strong></td>
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<tr>
<td></td>
<td>• <em>Structure of a Cognitive Behavioral Therapy Session – Beck Institute</em> [3:59]</td>
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<tr>
<td></td>
<td>• <em>How Marsha Linehan came to develop Dialectical Therapy</em> [2:35]</td>
</tr>
<tr>
<td></td>
<td>• <em>Strategies for Emotion Regulation – Marsha Linehan</em> [2:44]</td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Weekly Partner Meeting [June 21-25]</strong></td>
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<tr>
<td></td>
<td>• TRAUMA-INFORMED GUIDE</td>
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<table>
<thead>
<tr>
<th>Week 7</th>
<th>June 28</th>
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<tbody>
<tr>
<td>7</td>
<td>Trauma-focused Interventions</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 7 Lectures &amp; Videos</strong></td>
</tr>
<tr>
<td></td>
<td>• Trauma-focused Interventions for Substance Use Disorders</td>
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<tr>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td><strong>EMDR Guest Speaker</strong></td>
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<tr>
<td></td>
<td><strong>Weekly Partner Meeting [June 28- July 2]</strong></td>
</tr>
<tr>
<td></td>
<td>• INTEGRATIVE HEALTH GUIDE</td>
</tr>
</tbody>
</table>
### Week 8
#### July 5

**8**

#### SUD & Integrated Health Care Co-occurring Disorders

**Unit 8 Lectures & Videos**
- Integrative Health & Co-Occurring Disorders Part I
- Integrative Health & Co-Occurring Disorders Part II

**Intervention Videos:**
- Jennifer (SUD/Anxiety) Part 1 [8:29]
- Jennifer Part 2 [2:08]

**Readings:**


**Weekly Partner Meeting [July 5–July 9]**
- MAT PRACTICE GUIDE

**Other Materials:**
- ✔ Christy – SBIRT SIMmersion
- ✔ Review SBIRT Tools: [https://www.sbirt.care/tools.aspx](https://www.sbirt.care/tools.aspx)

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### Week 9
#### July 12

**9**

#### Medications for Addiction Treatment

**Unit 9 Lectures & Videos**
- Medications for Addiction Treatment (MAT) Part I
- Medications for Addiction Treatment (MAT) Part II

**Readings:**


**MAT Discussion & Preparation for Group Simulation (fishbowl style)**
- Define SUD groups
- Character(s) sign up

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**Christy – SIBRT SIMmersion DUE JULY 9**


**Weekly Partner Meeting [July 12-July 16]**
- COMMUNITY SUPPORTS GUIDE

**Other Materials:**
- Sign up (as your character) for a group and/or to facilitate

**Unit 10 Lectures & Videos**
- Family Therapy in Substance Use Treatment
- Groups & Community Supports

**Readings:**

### Weekly Partner Meeting [July 19-23]

- **ADOLESCENT GUIDE**

### Unit 11 Lectures & Videos

- **Youth Treatment & Prevention**

**Readings:**


**Weekly Partner Meeting [July 26-30]**

- **OLDER ADULTS GUIDE**

**Other Materials:**

- ABCD Study
- CRAFFT Screening: [http://crafft.org/](http://crafft.org/)
- NIDA – [Screening & Prevention for Teens](http://crafft.org/)

### Weekly Partner Meeting [August 2]

- **GROUP SIMULATION III**

### Unit 12 Lectures & Videos

- **Substance Use in Older Adults**

**Readings:**


- **GROUP SIMULATION III**

**PRACTICE BINDER DUE AUGUST 2**
WEEKLY PARTNER ACTIVITY SCHEDULE

In this class, you will be assigned a partner to meet with for approximately one hour each week to collaborate and prepare for the in-class role play activities. The meetings can be set up at any mutually convenient time and will count toward total “course hours” and overall participation for the course.

Many of the activities are assignment centered and will help you synthesize content from class, while also helping you prepare to meet with your “client” to practice the intervention strategies in class the following week. Please arrange your meetings after you both will have had time to review content for the upcoming week.

These meetings are intended to help students build collaborative professional relationships with peers, as would normally happen with in-person classes. There is not a need for any official record of the meetings, and you don’t need to turn anything in. Your participation and activities in these meetings are an element of the final
reflection paper – and so, while it is not graded directly, the weekly partner activities will factor into your overall participation grade in the course.

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Meet after you have completed</th>
<th>Partner Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10 – 14</td>
<td>No meeting this week – you will have time to meet your partner during sync class time to set up weekly times to meet</td>
<td></td>
</tr>
<tr>
<td>May 17 – 21</td>
<td>Week 3 Async Content</td>
<td>SUD Assessment Guide</td>
</tr>
<tr>
<td>May 24 - 28</td>
<td>After in-class assessment</td>
<td>Process and share assessment for peer feedback</td>
</tr>
<tr>
<td>May 31- June 4</td>
<td>No Meeting – Memorial Day Break!</td>
<td></td>
</tr>
<tr>
<td>June 7 - 11</td>
<td>Week 5 Async Content – Motivational Interviewing</td>
<td>Motivational Interviewing Guide</td>
</tr>
<tr>
<td>June 14 - 18</td>
<td>Week 6 Async Content – Cognitive Behavioral &amp; Dialectical Behavioral</td>
<td>Cognitive Behavioral Guide</td>
</tr>
<tr>
<td>June 21 – 25</td>
<td>Week 7 Async Content – Trauma-informed</td>
<td>Trauma-Informed Guide</td>
</tr>
<tr>
<td>June 28 – July 2</td>
<td>Week 8 Async Content – Integrative Health</td>
<td>Integrative Health Guide</td>
</tr>
<tr>
<td>July 5 - 9</td>
<td>Week 9 Async Content – Medications for Addiction Treatment</td>
<td>MAT Guide</td>
</tr>
<tr>
<td>July 12 – 16</td>
<td>Week 10 Async Content – Family, Groups, 12-Steps</td>
<td>Community Supports Guide</td>
</tr>
<tr>
<td>July 19 - 23</td>
<td>Week 11 Async Content – Adolescents</td>
<td>Adolescents Guide</td>
</tr>
<tr>
<td>July 26-30</td>
<td>Week 12 – Older Adults</td>
<td>Older Adults Guide</td>
</tr>
<tr>
<td>August 2</td>
<td>No Meeting – Last Day of Class!! ☺</td>
<td></td>
</tr>
</tbody>
</table>

c. Assignments

Assignments are described in depth below and on Canvas, under assignments. All assignments (except participation) are submitted via Canvas. Details regarding submission requirements are included in the assignment descriptions below and on Canvas.

As an advanced practice course, you can anticipate having regular, realistic opportunities to practice intervention skills. Additionally, you will have opportunities to participate in 1:1 professional consultation and planning (weekly partner meetings), participate in role plays as both “practitioner” and “character/client” and work in collaboration as a unique member of our class “clinical team.”
A critical aspect of this course involves the cultivation of implicit skills, including time and information management, self-care, synthesis, and the translation of materials, from theory to practice. The assignments for this course will provide you with scaffolded opportunities to refine and grow these implicit skills, in conjunction with the clinical practice skills. Students can expect to leave the course having developed intervention tools, guides and/or other modes of synthesized information that they may be able to reference in their future practice.

In accordance with the development of these implicit skills, assignments are typically due on Fridays, like a "standard" work schedule. **There are marked benefits to keeping regular work hours – especially when working from home.** If accommodations are needed to any of the due dates, please reach out to me ASAP to discuss.

SW 607 content is sequential. **Timely submission of all assignments is required.** Late work may result in a reduction in your grade on the assignment and/or impact your participation grade. If you are concerned about your ability to complete an assignment on time, **please notify me as early as possible so I can work with you to make arrangements.**

d. The percentage/points for each assignment are described in more detail in the below section on “Grades.” Assignments, class activities, readings and group work correspond with the [CSWE Core Practice Competencies](#).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>What &amp; Where to Turn In?</th>
<th>% of grade</th>
</tr>
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<tbody>
<tr>
<td><strong>INTRODUCTORY QUIZ</strong></td>
<td>Friday, May 14</td>
<td>Complete Quiz on Canvas ➔ Module 1 Quiz</td>
<td>5%</td>
</tr>
<tr>
<td><strong>CHARACTER BRIEF</strong></td>
<td>Friday, May 14</td>
<td>Turn in completed template on Canvas ➔ Assignment ➔ Character Brief</td>
<td>10%</td>
</tr>
<tr>
<td><strong>ASAM ASSESSMENT</strong></td>
<td>Friday, May 28</td>
<td>Turn in completed ASAM assessment on Canvas ➔ Assignment ➔ ASAM Assessment</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TREATMENT PLAN</strong></td>
<td>Friday, June 11</td>
<td>Turn in completed treatment plan template on Canvas ➔ Assignment ➔ Treatment Plan</td>
<td>10%</td>
</tr>
<tr>
<td><strong>MOTIVATIONAL INTERVIEWING TRANSCRIPT</strong></td>
<td>Friday, June 25</td>
<td>Upload PDF of transcripts in Canvas ➔ Assignments</td>
<td>5%</td>
</tr>
<tr>
<td><strong>SIBRT TRANSCRIPT</strong></td>
<td>Friday, July 9</td>
<td>Upload PDF of transcripts in Canvas ➔ Assignments</td>
<td>5%</td>
</tr>
</tbody>
</table>
### PRACTICE GUIDE BINDER

**Monday, August 2**

Combine all 9 “Practice Guides” into a single document and turn in as a document in Canvas → Assignments → Practice Guide Binder

- **35%**

### FINAL REFLECTION

**Monday, August 2**

Turn in final reflection as a document in Canvas → Assignments → Final Reflection

- **10%**

### PARTICIPATION

**Ongoing**

- **N/A**

- **10%**

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**Introductory Quiz – Due Friday May 14**

The introductory quiz ensures students have an understanding of the basic format and delivery of this course, assignment due dates, and generally will make sure students know where to locate course content and materials. **It is graded on a credit/no credit basis, and a score of 100% is required to receive credit. You can take this quiz as many times as necessary to achieve a score of 100%.**

**The quiz is linked in Module 1 on Canvas.** It can also be accessed via Canvas → Quizzes → Intro Quiz. **Due May 14.**

**Character Brief – Due Friday, May 14**

In this class you will develop a “character” to portray in recurring in-class exercises (one-on-one, with a partner) throughout the semester. Many of you created and portrayed a “character” within your foundational course work and you are welcome to adapt this character to meet the needs of this class. **Character-based activities will occur during scheduled sync/live class sessions and will not be recorded.**

**Role play activities will be brief (20 min) and frequent (occurring most weeks) and will focus on applying the clinical skills focused on that week.** Instead of reflecting or annotation outside of class, we will have opportunities to debrief and process during class time, as a large group, and in smaller groups. **You will have opportunities to prepare for your upcoming “mini sessions” the week prior, during your weekly partner meetings.**

You will be paired with two students from within our class – in one pairing you will act as practitioner, in another pairing, you will portray your character. These matches will remain consistent throughout the semester.

It is important that your character is realistic, well-developed and facing circumstances that are safe and comfortable for you to connect to in class. **As this class is centered on interventions for substance use disorders, it is recommended that your character’s presenting problem involves a substance-related issue.** (Examples: a character who is trying to cut back their caffeine intake; a character who received a DUI,
etc.) However, if you are not comfortable portraying a character seeking to change their relationship to a psychoactive substance, then as an alternative, you may instead define another health related change behavior for your character. If you choose this alternative, please reach out to me in advance, so we can ensure your character contains characteristics relevant to our in class exercises.

**You may not use your personal experience.** To ensure the learning experience is safe and productive, you must create and portray a character that is markedly different from any of your personal experiences. While your character will be relatable to you and share your basic demographic characteristics (gender, age, race) – you must be deliberate in adding fictional elements that will create distance between any actual life experience, and the character you will portray in class exercises. Many memoirs, films, books, and television shows are centered on characters impacted by substance use disorders. Drawing on fictional representations or other media-portrayals may be useful in creating a realistic character, with robust differences. If you have any questions or concerns about this, please reach out to me ASAP, and we will find a solution.

I’ve shared resources to help guide the process of character development on Canvas → Files → Character Development. We will dedicate class time to working through character development in more detail.

**Please complete the attached “Character Brief” template describing the main aspects of your character.** When completed, please submit the character template as a document (word or PDF) via Canvas → Assignments → Character Brief. **Due May 14.**

**ASAM Assessment – Due Friday, May 28**

You will meet with your assigned “client” during an in class role play on Monday May 24, and complete an assessment based on criteria defined by the American Society of Addiction Medicine (ASAM). To help you prepare, you will have an opportunity to work on developing a “quick guide” or reference sheet with your partner, during the weekly partner meetings during the week of May 17-21, prior to the in-class role play.

The **ASAM assessment will be completed during class time**, but you will have an opportunity to receive peer feedback, review and finalize your assessment during the weekly partner meetings (May 24-28) before turning in the “final” version.

When completed, you may submit your ASAM assessment as a document via Canvas → Assignments → ASAM Assessment. **Due May 28.**

**Treatment Plan – Due Friday, June 11**

We will go over elements of a standard treatment plan for substance use disorders in class. You will have an opportunity during class time to develop a treatment plan for your “client.” using the treatment plan template.
When completed, you may submit your Substance Use Treatment Plan via Canvas → Assignments → Treatment Plan. **Due June 11.**

**SIIMmersion Simulations**
In addition to practicing clinical intervention skills through in-class role-play, students also have the opportunity to practice step-by-step intervention skills using the SIIMmersion platform, linked here: [SIIMmersion Login](#).

Many of you may already be familiar with SIIMmersion and may even have completed one of the simulations for another course. This is fine, as each time, you will be given a slightly different version of the same character.

**For this course, you will be doing two SIIMmersions:**
- Motivational Interviewing with Tony Frazier (**Due June 25**)
- Screening, Brief Intervention and Referral to Treatment with Christy (**Due July 9**)

You are encouraged to carefully read through the instructions and steps involved in each intervention, prior to engaging in the simulation.

**For both SIIMmersions, you will submit a PDF of your transcript in Canvas → Assignments → SIIMmersion (Motivational Interviewing or SBIRT)**

**Practice Guide Binder – Due Monday, August 2**

As this is an intervention course, a great deal of detailed content will be covered in a very concentrated time-frame. The aim of this assignment is to help students develop a means of synthesizing information in a way that will be useful as a reference in your future practice.

You will have dedicated time during your weekly partner meetings to work on synthesizing content and preparing these guides for the upcoming in-class role play. **While students will be working in collaboration, each student will produce their own unique practice guide for each of the nine topics.**

**Over the course of the semester, you will be creating nine “Practice Guides” covering the following content:**
- Substance Use Assessment
- Motivational Interviewing
- Cognitive Behavioral
- Trauma-Informed
- Integrative Health
- Medications for Addiction Treatment
- Community Supports
• Substance Use in Adolescents & Youth
• Substance Use in Older Adults

Each guide should be limited to 1 page, containing only the information you believe will be the most useful to you in your future practice. You are not expected to provide any kind of a comprehensive overview of content – just make your own “reference” sheet, containing only the information you anticipate will be of the greatest use to your future practice.

For example, you may want to consider including:
- Overview of steps in the intervention process
- Lists of resources or links to more information
- Notes about what you learned/want to remember from your practice simulation(s)
- Synopsis of main ideas from the content

You may choose to create an infographic, factsheet, a list of bullet points, or any other format that is helpful for you. Students are encouraged to be creative. The only guidelines are that you will produce something useful to you, and that each guide fits on one standard size page. We will go over examples in class.

At the end of the course, students will have created nine “guides” that can be compiled into a single document (“Practice Guide Binder”). The completed Practice Guide Binder will be submitted on Canvas → Assignments → Practice Binder. Due August 2.

Final Reflection – Due Monday, August 2

The final reflection will provide students with an opportunity to summarize their experiences in class over the course of the semester. Please plan to address the following topics in your reflection:

- What you learned from acting as practitioner
- What you learned from acting as your character “client”
- “Stars and wishes” for the course (strengths/areas for improvement)
- What are your opinions of the different intervention approaches?
- How do you think this information can be applied to your future work?
- How did your weekly partner meetings go?
  - What was helpful? What could be improved?
- How do you feel about your participation in class this semester?
- Anything else you’d like to share

There are no strict formatting requirements for the final reflection. Please use your best judgement regarding the font size, style, etc. Final reflections should be around 2-4
Attendance and class participation

The University of Michigan provides a detailed policy on class attendance in the MSW Student Guide. This policy is linked here: Policy on Class Attendance

Predictability, reliability and consistency are core aspects of the client-practitioner relationship. “Being present” means both being prepared and attending fully during class time. Over the semester, we will be co-creating a productive and safe learning environment. It is imperative that everyone shows up on time, ready to engage, and remains fully present the entire class. **Attendance and participation are graded.**

The **rubric below describes how grades for participation will be defined.**

<table>
<thead>
<tr>
<th>Exceptional Attendance &amp; Participation</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consistent attendance</strong> for all course activities, including weekly partner meetings and is on time &amp; prepared</td>
<td></td>
</tr>
<tr>
<td>Excellent Zoom Etiquette (muted when not speaking; video on most of the time, or if needs to be off for longer than a couple minutes, discusses this with instructor and/or peer group as indicated)</td>
<td></td>
</tr>
<tr>
<td>Frequent engagement, demonstrating mastery of supportive</td>
<td></td>
</tr>
<tr>
<td>Completes assignments and readings on time, demonstrating high levels of dynamic reflection and analytic thought and effort</td>
<td></td>
</tr>
<tr>
<td>Exceeds participation expectations through exceptional analysis/creativity in assignments, stretching outside one’s comfort zone/sustaining dialogue on complex, heated, or difficult topics in a balanced, compassionate and appropriate way, consistent inclusive and respectful consideration of peers, sharing knowledge/experiences in class discussions, providing meaningful feedback to peers, and accepting/integrating feedback from peers, supporting and encouraging peers to contribute equally</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strong Attendance &amp; Participation</th>
<th>8-9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consistent attendance; rarely late</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Good Zoom Etiquette (muted when not speaking; video is usually on or if needs to be off for longer than a couple minutes, discusses this with instructor and peer group as indicated)</strong></td>
<td></td>
</tr>
<tr>
<td>Participates regularly and meaningfully in class discussions in a way that demonstrates engagement</td>
<td></td>
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<tr>
<td>Always completes readings and turns in all assignments on time</td>
<td></td>
</tr>
<tr>
<td>Participates in class activities, initiates/engages in group discussions on difficult topics in ways that demonstrate authentic engagement; regularly volunteers for in-class exercises</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates respect to peers</strong></td>
<td></td>
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</tbody>
</table>
**Moderate-to-Marginal Attendance & Participation**

6-7 points

- Attends most classes but has unexcused and/or multiple absences (*Any more than 2 absences, including excused absences, will impact attendance grade.*)
- Sometimes late to class, or leaves class early
- Marginal Zoom Etiquette (occasionally has video off for extended periods of time - there are instances where this may be reasonable, but please let me know ASAP)
- Readings and assignments are timely; demonstrates understanding of basic content, but little effort to analyze or explore ideas (e.g. hastily completes assignments; minimal effort)
- Participates occasionally in class discussions/exercises
- Routinely appears to be “tuned out” or working on something non-class related, shopping, on social media, etc.
- Sometimes engages in side-conversations; uses small group time to discuss un-related issues, etc.

**Disruptive, Distracted or Problematic Attendance & Participation**

0-5 points

- Multiple absences (*Multiple absences may require the notification of the Dean of Educational Programs and/or Office of Student Services for assistance, support and/or coordination.*)
- Shows up late and/or leaves early
- Problematic Zoom Etiquette (video mostly off during class sessions; little to no indication of engagement in class activities)
- Is generally not prepared for class – readings not completed, late assignments
- Work is unacceptable (unacceptable = unable to read/understand due to significant lack of editing, or formatting interferes with readability; unfinished assignment ‘outlines’; unexcused late assignments, poorly/hastily completed assignments, etc.)
- Routinely appears “checked out” during discussions
- Participates in a way that interferes with other students learning (e.g. is disrespectful/inappropriate) or, alternatively, participation is minimal, or contributions are markedly off-topic
- Routinely speaks over others, or engages in un-related side conversations

f. Grading

Each assignment is worth a percentage of your overall grade, in correspondence with the table below.

*CR/NC = Credit/No Credit*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTORY QUIZ</td>
<td>5 (CR/NC)</td>
<td>5%</td>
</tr>
<tr>
<td>CHARACTER BRIEF</td>
<td>10 (CR/NC)</td>
<td>10%</td>
</tr>
<tr>
<td>ASAM ASSESSMENT</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>-----------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>TREATMENT PLAN</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>MOTIVATIONAL INTERVIEWING TRANSCRIPT</td>
<td>5 (CR/NC)</td>
<td>5%</td>
</tr>
<tr>
<td>SBIRT TRANSCRIPT</td>
<td>5 (CR/NC)</td>
<td>5%</td>
</tr>
<tr>
<td>PRACTICE GUIDE BINDER</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>FINAL REFLECTION</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Late assignments may impact both the late assignment and participation grade.*

**Final Letter Grades are as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 % *</td>
</tr>
<tr>
<td>A</td>
<td>100 – 95 %</td>
</tr>
<tr>
<td>A-</td>
<td>94 – 90 %</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 88 %</td>
</tr>
<tr>
<td>B</td>
<td>87 – 85 %</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 80 %</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 75 %</td>
</tr>
<tr>
<td>C</td>
<td>74 – 72 %</td>
</tr>
<tr>
<td>C-</td>
<td>71 – 70 %</td>
</tr>
<tr>
<td>D-E</td>
<td>Below 69 %</td>
</tr>
</tbody>
</table>

*A+ grades are rare.* They indicate **both** a grade of A (100%) overall in the class and **represent a special form of distinction.** Not all students with 100% will receive an A+ as the “+” reflects an extraordinary level of effort and exceptionally high-quality work that is delivered consistently throughout the semester. Because so many assignments are graded on a credit/no credit basis, the “A+” distinction is specifically to call out the work of students that exceeds expectations on a consistent basis.

Here are links to the MSW Student Guide policies regarding Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.
g. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found in the Recording and Privacy Concerns FAQ.

h. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

i. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as
soon as practical, so that I can make accommodations. Please note that documentation (a Doctor’s note) for medical excuses is not required.

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