1. Course Statement

a. Course description and content

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 of lecture integrated with group discussions and in-class collaborative group exercises/activities and written assignments/presentations.

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.

b. Course objectives

Upon successful completion of this course, students will 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 approached
- 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: Pedagogical Approach & Teaching Philosophy

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives that helps to understand interventions for substance use disorders.

This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will
provide a forum to critically examine how advanced interventions with substance use disorder impact our multiple status locations, and shape our beliefs, assumptions, behaviors, and life experiences.

This course promotes and integrates both classroom and what is going on in the substance use disorder field. This is done through lecture and discussion on the content, and practice tools for skill development. This type of design relies on the full participation and contributions of everyone to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including assigned readings, podcasts, videos, discussion, lectures, projects, activities, exercises, and homework and a variety of assignments (oral, written, presentations and group work).

Teamwork and collaboration are a central focus of the course design. To mirror the partnerships that social workers participate in at micro, mezzo and macro levels, students will have the experience to collaborate on teams, give and receive constructive feedback, and contribute to and manage complex projects, and navigate relationships with colleagues.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation, and their support for the learning of their colleagues in the classroom. The class will consist of a combination of mini-lectures and direct application of skills in small groups or pairs. Students must come prepared to fully engage in order to get the most out of this class. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

I rely on you (as adult learners) to set your own learning goals.
1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, podcast, videos in class and/or through discussions (on canvas or Google docs), but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions, and class activities.

You need to take responsibility for letting me know if some discussion of a topic, concept, framework would be useful or interesting, and let me know if you have a question or are not sure you see the relevance of something.

In addition to our class time together, you are expected to engage in our course content via our Canvas modules, discussion boards and other course assignments each week (can be found on course schedule pages 7-10 below in the third column titled Assignments to do or turn in before or by class session). I highly encourage you to keep pace week by week with the materials on canvas and any group work. This will keep you on track. If you are getting behind, please free to meet with me and we will figure out together how to get you caught up.
Theme Relation to Multiculturalism & Diversity
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.

Theme Relation to Social Justice
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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
Promotion, Prevention, Treatment, and 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 addiction’s treatment service provider continuum.

Theme Relation to Behavioral and Social Science Research
This course will review the body of research on effective Interventions with Substance Use Disorders. Behavioral and Social Science Research will be presented throughout the course and will include findings from medical sociology, geography and anthropology; political science, health care economics and health psychology; social work, public health, nursing and medicine. Thus, this course will cover how to gather data that describes a problem and gives explanations (i.e., scientific theories) that justify the proposed intervention approach.

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 continuously 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.

d. Intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS)

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.

e. Anti-Oppression Statement:

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions, and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

a. Textbooks and class materials:

There is not a primary text for this course. Instead, the assigned various resources will be provided on Canvas at least 3 weeks in advance of when they are due. Resources will include scholarly and popular articles, Training materials, book chapters, podcasts, videos, TED Talks, social media, and other supplemental materials. By the end of January 2022, I plan to have all
materials posted on CANVAS. These materials are integrated into each week’s lecture/discussion topic and/or used with assigned homework/activities for each week’s class preparation. I will also post optional readings/additional supplements that may be of interest and/or assist with course assignments. You are all responsible to check Canvas regularly throughout the week for updates to course materials, activities and discussion boards.

While not required, it is highly recommended that you have The Diagnostic Manual of Mental Disorders or DSM 5. It can be obtained in electronic format via the University library system. To do so go to mirlyn.lib.umich.edu and search for “DSM 5” (It is number 4 in the search results) click on available online or go to http://mirlyn.lib.umich.edu/Record/012353711. Scroll to the bottom and click Online Resources. Or a copy may be purchased on your own.

**How I organize the CANVAS site:** When you sign onto the course site, the front page gives you a brief welcome to the course and my contact information.

1. I organize the course using modules-one module for each class session (labeled with the week number, date of the session, and the class session topic-(ex/ Week 1: 1/6|Course Intro and Overview).

2. In each of the week’s module there is a page titled ‘Preparation for Class Session’
   - This ‘Preparation for Class Session” has all that you are to do before that week’s class.
     - It has required Readings/Podcasts/Videos, other materials, and any optional sources
     - A To Do before class session list. (In the TO DO list are links to the other parts of canvas such as assignments, required discussions, and case study discussions, along with any homework to do and bring to class).
     - Questions for you to think about and be prepared to discuss in the class session

3. Each week’s module includes uploads of that week’s PPT presentation and any handouts that we will use in the class session.

4. There may be separate modules with explanations and resources for assignments

5. A page titled ‘TO DO if missed class session’
   - This ‘TO DO if missed class session’ has what you are to do and email me
     - Has recorded class session
     - Activities to be completed and emailed to me

Assignments will be in the assignment tab and unless otherwise noted are to be submitted to Canvas by 11:59pm on the day they are due. PLEASE CHECK the DUE DATE as sometimes an activity or discussion, etc. is due a day or two before class, so I can summarize for class discussions.

If you are not able to open anything on the canvas site, please let me know and I will address the issue quickly.

**Coming prepared to class:**
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, podcasts, videos, TED talks, homework assignments. Much of your learning will come from discussion during the class session/discussion board and student class facilitation and presentations. As such, it is important that students in this class come prepared to critically express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and critical analysis for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from doing non-course activities during class session, so you are fully present to participate in discussion around the material.

**Expected Time Commitment**

A 3-credit class amounts to 112 hours of total expected engagement – including class sessions and work outside of class (class preparation, assignments, exercises, etc). For a 15-week class like ours, this averages to about 7-8 hours per week

**b. Class schedule – subject to change:** Please note SUD is substance use disorder

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Topic(s)</th>
<th>Readings, Videos, Podcasts to be done prior to class</th>
<th>Assignments/Activities to turn in before class</th>
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</thead>
</table>
| 1 1/6/22    | Course Intro & Overview Epidemiology of SUD Addiction: Terminology Classifications of Drugs | Introduction & Welcome Materials  
**Video**  
- Nora Volkow on NIDA's "Monitoring the Future" Research Findings [3.22 min] (Links to an external site.)  
**Readings**  
- Key Substance Use and Mental Health Indicators in the US-2019 NSDUH. pp. 12-24, 34-40, 46-7  
- Re-Socializing the Vulnerable Brain (2018) | **Discussion board:**  
- A Tale of Two Code of Ethics |
| 2 1/13/22   | Substances of misuse & Screening & Referral. Levels of Care Models & Perspectives of SUD | Watch  
- Neurochemistry of Addiction video [16 min]  
**Readings**  
- Neurobiologic Advances from the Brain Disease Model of Addiction (Volkow et al, 2016)  
- Drugs, Brain & Behavior (NIDA, 2018)  
- Screening, Assessment & Treatment Planning… (SAMHSA, 2006) pp.1-3  
- Systems-Level Implementation of SBIRT SAMHSA (2013) Chap 2 | **Discussion Board**  
- Mouse Party Interactive Activity  
**Screening Resources on Canvas- review**  
**Level of Care Determinates on Canvas- review** |
<table>
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<tr>
<th>Week &amp; Date</th>
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| 3 1/20/22  | Engagement, Assessment, DSM 5 Definition & Diagnosis (Symptoms, PAWS, Diverse Populations) | **Watch**  
  - [https://www.youtube.com/watch?v=tdi7tYqyGgM](https://www.youtube.com/watch?v=tdi7tYqyGgM) Cross-cultural issues in recovery from addiction with Dr. Bob Weathers  
  - [https://www.youtube.com/watch?v=3LTjTkNfFog](https://www.youtube.com/watch?v=3LTjTkNfFog) DSM-5 Cultural Formulation & Cultural Formulation Interview  
  **Readings**  
  - **Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds** (Maiter 2009)  
  - DSM-5 Diagnostic Changes (APA)  
  - Screening, Assessment & Treatment Planning… (SAMHSA, 2006) pp. 3-6  
  *Symptom Scales on canvas - review* | Class Cancelled  
  - On Discussion Board complete TO DO 1/20/22 |
| 4 1/27/22  | Motivational Interviewing (MI), and Motivational Enhancement Therapy | **Readings**  
  - Enhancing Motivation for Change in SUD Treatment (SAMHSA, 2019) pp. 17-62  
  - Motivational Interviewing slideset (review)  
  - MI Change talk pdf  
  - DARN CAT Change Talk Handout  
  **Watch (Videos)**  
  - [https://www.youtube.com/watch?v=4EDhdAHrOg](https://www.youtube.com/watch?v=4EDhdAHrOg) It’s not about the nail.  
  - [https://www.youtube.com/watch?v=s3MCJZ7OGRk](https://www.youtube.com/watch?v=s3MCJZ7OGRk) Introduction to Motivational Interviewing Motivational Interviewing video examples  
  [https://www.youtube.com/watch?v=_VlvanBFkvl](https://www.youtube.com/watch?v=_VlvanBFkvl) Bad example  
  [https://www.youtube.com/watch?v=67l6gII7Zao](https://www.youtube.com/watch?v=67l6gII7Zao) Good example  
  [https://www.youtube.com/watch?v=ZxKZaKFzgF8](https://www.youtube.com/watch?v=ZxKZaKFzgF8) Dr. Jonathan Fader Demonstrates MI Skills | |
| 5 2/3/22  | Practice Frameworks, Stage-Matching & Treatment Planning Recovery Oriented systems of care (ROSC) | **Readings**  
  - Stages of Change (Norcross et al, 2011)  
  - Motivational Enhancement, CBT, or 12-Step? Yes! Slideset Handout (Wiland)  
  - Stages of Change and Stages of Treatment Handout  
  - White and Sanders (2008) Recovery Management and People of Color: Redesigning Addition Treatment for Historically Disempowered Communities  
  - SAMHSA TIP 35 Enhancing Motivation for Change in Substance Use Disorders Treatment  
  - **Recovery Oriented Systems of Care (ROSC)- 2010 SAMHSA.pdf**  
  **ROSC in MI: Fact Sheets**  
  On canvas Review  
  - For Providers  
  - For SUD Tx  
  - Choose one other fact sheet to read  
  **Activities in class**  
  - Motivational Enhancement, CBT, or 12-Step?  
  - Case Studies | |
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<tr>
<td>6 2/10/22</td>
<td>Cognitive-Behavioral Basics &amp; Applied CBT Models</td>
<td><strong>Watch (Videos)</strong></td>
<td>• Journal #1 Due</td>
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<td>• In CBT Fundamentals video on canvas</td>
<td>• Review in class</td>
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<td>• Intro to CBT Applications video on canvas</td>
<td>Recovery Chain Assessment</td>
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<td><strong>Readings</strong></td>
<td>Assignment</td>
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<td>• CBT-Overview-NIDA 1998- pp 1-11</td>
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<td>• CBT-Basic Principles- NIDA pp 13-34</td>
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<td><strong>Review:</strong></td>
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<td>• Recovery Chain Analysis Template-Wiland 2019</td>
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<td>(For the Recovery Chain Assignment)</td>
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<td>• Catch It, Check It, Change It worksheet</td>
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<td>7 2/17/22</td>
<td>Group Work in Addictions Treatment &amp; Recovery Rationale for self-help groups</td>
<td><strong>Watch</strong></td>
<td>Other Addiction &amp; EBP Ed Session</td>
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<td>that address addiction.</td>
<td>• Group Treatment for Substance Use Disorders video</td>
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<td><strong>Readings</strong></td>
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<td>• Substance Abuse TX-Group Therapy-SAMHSA pp 1-52</td>
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<td>• General Group Format-Guidelines Handout</td>
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<td>• Alternatives to 12-Step Model Handout</td>
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<td>8 2/24/22</td>
<td>Dual Diagnosis Co-occurring Mental Health &amp; Substance Use Disorders Interventions</td>
<td><strong>Watch</strong></td>
<td>Other Addiction &amp; EBP Ed Session</td>
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<tr>
<td></td>
<td>(Minkoff, DBT &amp; Narrative Therapy)</td>
<td>• Integrated Tx for Co-occurring Disorder: Intro:</td>
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<td><a href="https://youtu.be/ceYnfQ-AwbM">https://youtu.be/ceYnfQ-AwbM</a></td>
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<td>• Integrated Tx for Co-occurring Disorders Practice</td>
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<td>Demonstration <a href="https://youtu.be/gIFbxdHdeGU">https://youtu.be/gIFbxdHdeGU</a></td>
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<td>• Stages of Change &amp; Treatment:</td>
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<td>• Engagement Stage Interventions:</td>
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<td><strong>Readings</strong></td>
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<td>• Disorders-Overview Paper 1-SAMHSA 2011</td>
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<td>• Substance Abuse Treatment for persons with</td>
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<td>co-occurring disorders chapters 2 &amp; 8-SAMHSA</td>
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<td>9 3/3/22</td>
<td>Spring Break</td>
<td>**Case Studies for the Recovery Chain Assessment</td>
<td>Journal #2 Due</td>
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<td>No Class</td>
<td>Assignment</td>
<td>Activities in class</td>
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<td>10 3/10/22</td>
<td>Self-Care, Working on Assignments &amp; Journal Consultation</td>
<td>**Case Studies for the Recovery Chain Assessment</td>
<td>• Self-care plan</td>
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<td>Assignment</td>
<td>• Case Studies</td>
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<td>• Journal Consultation</td>
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<tr>
<td>Week &amp; Date</td>
<td>Class Topic(s)</td>
<td>Readings, Videos, Podcasts to be done prior to class</td>
<td>Assignments/Activities to turn in before class</td>
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| 11 3/17/22 | Psychopharmacology in Addictions Treatment MAT/opiate OD (naloxone) Psychedelics & SUD therapeutic uses | READINGS  
- Pharmacology Recovery Supports-slideset  
- BHMEDS-Behavioral Health Medications-Mid-America pp 36-48  
- Tip-63- Medications for Opioid Use Disorder (certain sections listed in canvas)  
- NEHI opioids policy brief final  
- Opioid Epidemic: Trauma-informed policy & practice  
- Morgan et al (2017)- Tripping up addiction: the use of psychedelic drugs- Behavioral Sciences  
- Pollens (2018 How to change your mind: what the new psychedelics teaches us about consciousness chapter 6  
PODCASTS  
- Dr. Charles Flo res: Psychedelics & Addiction |
| 12 3/24/22 | Addiction and the family social media and text interventions, web-based interventions | WATCH  
- How addiction affects an entire family: [https://youtu.be/intxPp34qR0](https://youtu.be/intxPp34qR0)  
- Addictions and the Family: [https://youtu.be/hvySw216FNg](https://youtu.be/hvySw216FNg)  
READINGS  
- Tofighi, et al. (2018). The role of Technology Based Interventions for SUD in Primary Care  
Choose one of 4 readings listed on canvas to discuss in class (SUD Technology and Different Groups) |
| 13 3/31/22 | Prevention: Intervention Approaches & Harm Reduction Relapse | READINGS  
- Approaches to Drug Abuse- NIDA (Relapse Prevention)  
- Harm reduction principles & worksheet on canvas  
- Logan & Marlatt (2010) Harm Reduction Therapy |
| 14 4/7/22  | Trauma, PTSD and SUD | WATCH (in canvas)  
- Effectively Addressing Co-Occurring Addiction & PTSD  
- EMDR Therapy for PTSD  
READINGS  
- Lowis, et al. (2019) Becoming an Evidenced-Based Practitioner |

**Assessment Due**

**Other Addiction & EBP Ed Session**

**Journal #3 due**
c. Assignments: There are graded assignments for this course, (see table below) and various group and individual homework assignments along with the expectation of class attendance, participation, and engagement. (Described below in the assignments table) and which is 15% of your grade. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be posted on canvas: 1) In the assignments tab and discussed in class. These due dates have been noted on the class schedule in Bold letters in the third column titled Assignments to do or turn in before or by class session. You MUST COMPLETE ALL ASSIGNMENTS TO SUCCESSFULLY PASS THE COURSE.

Review all rubrics for an assignment and make sure all asked for is present and I can clearly and easily identify which rubric component it goes with.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation/Engagement</td>
<td>On-going and as assigned throughout the semester</td>
<td>20%</td>
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<tr>
<td>Includes attending class sessions and engaging with the content during class and on Canvas, discussion boards, homework, participation, and page views on Canvas.</td>
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<tr>
<td>Group-Other Addictions, EBP Model education Session</td>
<td>As assigned: 2/17, 2/24, 3/24, 3/31</td>
<td>20%</td>
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<td>3 Reflexive Journal Entries:</td>
<td>2/10/22, 3/10/22, 4/7/22</td>
<td>20%</td>
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<tr>
<td>Recovery Chain Assessment</td>
<td>3/17</td>
<td>20%</td>
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<tr>
<td>Intervention and treatment plan</td>
<td>4/14</td>
<td>20%</td>
</tr>
</tbody>
</table>

Assignments are focused on course learning and evaluation competency skills development specific to the course objectives. As clinicians, we work on a multidisciplinary team to treat the whole person. You will have some assignments working with a team and/or one other person. You will see this in the brief descriptions below and in the detailed assignment description posted on Canvas.
There will assignments involving exercises/study questions on the course material to be done during the week. These assignments have been designed to assist you in learning the course content and in doing your assignments. They are tools to help you, thus the focus in feedback is not so much on the content, but on the effort made to do the assignment. They are part of your participation and engagement grade.

Submission of Assignments
All assignments must be submitted online via Canvas before or by 11:59pm on the day it is due as indicated on the syllabus. If you are unable to submit online for any reason, email the professor your assignment directly. If you do not contact the professor to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

As everyone is at a different stage with their experiences and knowledge, please let me know if you have another option for an assignment that would better fit your learning goals for this class based on the course objective.

Assignment 1: Other Addictions, EBP Model Education Session (Group)- (20%) Due as assigned (scheduled) 2/17, 2/24, 3/24, 3/31
This assignment involves learning about and teaching an addiction other than SUD and gives you the opportunity to identify an Evidence-Based Practice (EBP) intervention model other than Motivational Interviewing and CBT which we will focus on in class. It also allows for addressing diversity and inclusion among different populations of people experiencing your chosen addiction.
Doing this assignment gives you the opportunity of teaching an alternative addiction and intervention which allows for critical contextual analyses, planning, and considering implications for practice and change for social justice. This is a group project, completed with one other student in which you will research the chosen addiction, and share your learning with the rest of the class, including a demonstrated and clear application of at least one technique/skill needed to work with populations experiencing the addiction. We will begin this in a couple of weeks, and will continue with sessions throughout the course, concluding by end of March.

Assignment 2- Self Reflexive Journals- (3 entries) (Individual)- (20% Due entry 1-2/10 (5%); entry 2-3/10(5%) and entry 3-4/7(10%)
In this assignment you will write 3 separate journal entries
Journal Entry #1- Challenge/Issue/Bias/Skill Development (Identify what to learn and why?)
Journal Entry #2- What you found & Intervention (How you will learn)
Journal Entry #3- Experience and Results
The purpose of this assignment is for students to explore their own values, experiences, knowledge, and biases to better understand how your positionalities and social location influences who you are and how you see the world. This is important because recognizing and correcting cultural challenges, unconscious assumptions and learning diverse and inclusive intervention skills can promote health equity in the clinical work you will do. Your journal entries are between me and you.

Recovery Chain Analysis #1 - Assessment worksheet. (Individual) Due 3/17 (20%)
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. You will also include one assessment tool and diagnosis.

**Recovery Chain Analysis #2 - Intervention worksheet.** (Individual) Due 4/14 (20%) 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 a treatment plan.

d. **Attendance, Participation and Engagement:** Reference link to the general Policy on Class attendance in the MSW Student Guide is- https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance.

Specific to this course, class attendance, participation and engagement are very important in this class and is 20% of the final grade. Attendance, participation and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc.) prior to class, to reference for informed class participation, attending class on time. If you have difficulties participating in discussion for linguistic, cultural, or other reasons, let’s discuss them individually and we will explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will attend **all classes, for the entire identified time** however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my prior approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor (and possibly with their advisor) to discuss their attendance and a plan of action to not miss anymore classes.

Coming to or leaving class mid-way is considered an absence. When we are on-line, please use your cameras during activities and discussions so we can get to know each other. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor, and it is the student’s responsibility to obtain any notes, materials, handouts,
or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey’s, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating and/or who are using electronic devices not related to class activities will see the impact in their grade.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class.

- **Frequency of participation in class**: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.

- **Quality of comments**: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms, or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses.

- **Listening Skills**: Student listens attentively when others present materials and perspectives and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.

**e. Grading**

It is important to keep in mind that you are not your grade! Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

**Excellent Work**

Excellent work is work that is above course expectations. Grades in the 95 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 94 range constitutes an A minus which translates to a 3.7. Students display excellent work (beyond course expectations) in
several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student’s work.

**Good Work**

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translate to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to a 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the “excellent” category.

**Work Minimally Meets Course Expectations**

Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitutes a C plus which translates to a 2.3. Grades in the 74 to 77 range constitute a C which translates to a 2.0. Grades in the 71 to 73 range constitute a C minus which translates to a 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

**Failing Work**

Grades in the 0 to 70 range constitute an F which translates to a 0.0

Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

<table>
<thead>
<tr>
<th>Assessment Classification</th>
<th>Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Work (above course expectations)</td>
<td>95-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>Good Work (meets course expectations)</td>
<td>91-94</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td></td>
<td>88-90</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>84-87</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>81-83</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Poor Work (meets minimal course expectations)</td>
<td>78-80</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td></td>
<td>74-77</td>
<td>C</td>
<td>2.0</td>
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<tr>
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<td>71-73</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Failing Work</td>
<td>70-0</td>
<td>F</td>
<td>0.0</td>
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More information on 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. Here are some resources around testing and grading from CRLT.
Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.

- **All papers are to have a cover page**, reference page and any needed appendices. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)

- All papers must be typewritten and double-spaced using a 12-point font and one-inch margins. Use APA’s 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. **APA formatting**: Review the [MLibrary APA Citation Guide](#) as needed. The [Purdue Owl website](#) is another helpful resource for assistance with APA formatting.

- Use the outline format in the assignment description, using headings appropriate to APA format.

- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.

- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.

- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.

- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment.
- Systematic & logical presentation of arguments, with appropriate documentation.
- Appropriate use of evidence, use of relevant literature and concepts, with citations.
- Scope of concepts used degree of integration across topics, levels, and different readings.
- Clarity of presentation. Originality.
- Attention to diversity and social justice issues across different populations and situations.

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I expect that in all written work your will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or http://www.socialworkers.org/pubs/code/default.asp

**Deadline Expectations:** All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s due date. Unless an extension contract has been arranged between a student and me, before the due date of the assignment, any assignment that is not completed on the due date will be assigned 0 points. All assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I grade based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

**Additional Course Information and resources**

a. Teaching Philosophy, More about the Course and Expectations
I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests, and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for people’s diversity, uniqueness and strengths and learning from each other’s different perspectives and experiences. I believe that learning does not just happen once a week in the classroom and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

Course Conduct

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations, and experience.

2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation, and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia, and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.

3. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

4. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.

5. We will actively pursue opportunities to learn about our own groups and those of others yet will not enter or invade others’ privacy when unwanted.

6. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.

7. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

8. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings”
will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

9. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors regarding any of the aforementioned contexts could result in a loss of participation/engagement points.

f. Other Policies

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.

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.

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.

Inclusivity Policy
Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

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