



Course title:	Advanced Interventions for Substance Use Disorders	
Course:	SW 607-001 Spring/Summer 2022	
Time/Day:	Monday, 6:00-10:00 P.M.	
Credit hours:	3	
Instructor:	Brooke Buys, LMSW, PhD-C	
Pronouns:	She, her, hers	
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	<i>You may expect a response within 48 hours</i>	
Office hours:	By appointment via email request with SW 607-001 in subject line	

1. Course Statement

This course targets students who elect to learn more about addiction, chemical dependency, behaviors, treatment, and interventions. Course content and instructional methodologies that are used to enable students to develop knowledge and practice skills in areas of prevention, harm reduction, and intervention. 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 the empowerment of clients toward successful recovery. This course will also focus on the relationship between client with substance use disorder and/or misuse 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 course is to understand and support a perspective that values social and economic justice, and the and/or field placement settings. Class sessions will consist mostly of lecture, group discussions, in-class collaborative group exercises, and written assignments. 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 and competencies

Upon successful completion of this course, students will understand, demonstrate, and articulate:

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| <ol style="list-style-type: none">1. Theories, models, and definitions of chemical dependency and other addictive behaviors2. Intervention, prevention, and public policy considerations regarding chemical dependency and other addictive behaviors |
| <ol style="list-style-type: none">3. Identification of the dynamics of addictions and their relation to consequences of institutional oppression for individuals, families, social groups, and communities4. 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 approached5. Rationale for use of self-help programs that address addictions6. An understanding of the effects of addiction on the family and the significance of the role of family in recovery |

c. Course design:

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.

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.

The class takes a “flipped classroom” approach with most of the in classroom time spent learning together in active dialogue, small group work, and will be very hands-on and will also utilize innovative resources in teaching content, including, online training, webinars, and videos, along with class discussion, assignments and activities.

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.

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.

d. Curricular themes

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

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.

e. Relationship to social work ethics and values

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

f. 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.

g. 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 & Schedule

a. Text and class materials:

- No Required Textbook
- Please see Canvas for class schedule
- Students are required to select one of the following books: *Anatomy of an Epidemic*, *Chasing the Scream*, or *In The Realm of Hungry Ghosts*
- Weekly Readings Assigned in Canvas (student responsible for accessing articles, chapters, websites)
- Keep a tab open to: *Addictionary*

Required Readings (Journal articles, single chapters from textbooks, and websites) These articles are identified according to the appropriate course outline module. Most of the readings listed here will be available by a direct link to that article. Supplementary articles will be provided in a resource located on the course website. This class does not require a physical text. All readings, media, and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, short videos, and other sources will be distributed to students via Canvas. This course will also include supplemental videos and social media use to enhance and support your learning experience. All items will be posted to Canvas, we are all responsible to check Canvas regularly throughout the week for updates to course materials and discussion boards.

a. Assignments

See Canvas for assignments, due date, and point value.

b. Attendance and class participation

Attendance and class participation are an expectation associated with a large percentage of the overall grade. The expectation is that you attend each class. If you miss class, please communicate via email with regarding your absence. All absences may be made up with one week of the missed class with a 3 page, double space, reflection paper on at least two journal articles for that week's module (due by the following class date).

Arriving to class on time is expected, but there may be unexpected challenges preventing one to do so. Please communicate and arrive to class safely, quietly, and settled to engage in discussion. You will rarely need your laptop or your iPhone for participation in class. For mute your phone and keep your laptop closed. I will inform you if/when the use of a laptop is necessary for small group work, independent work, and/or related activities. A reference link to the [Policy on Class Attendance](#) found in the MSW Student Guide.

c. Grading

Review and include a reference link to the 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](#).

d. Class Recording and Course Materials

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

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.

e. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and

those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

f. 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*