



Course title:	Research-Informed Practices to Prevent Substance Abuse in Racial and Ethnic Minority Adolescents	
Course #/term:	SW618 Fall 2022	
Time and place: Virtual	Tuesdays, 8:00PM-10:00PM, Online	
Credit hours:	3	
Prerequisites:	None	
Instructor:	David Cordova, Ph.D	
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	You may expect a response within 48 hours	
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1. Course Statement

a. Course description

Substance abuse represents a major public health concern facing America's youth. Although all adolescents are directly or indirectly impacted by substance abuse, racial and ethnic minority youth are disproportionately impacted. Social workers play a key role in health promotion and disease prevention, including prevention, intervention, and rehabilitation of substance abuse among racial and ethnic minority adolescents in urban settings. This course will draw from multiple disciplines, including social work, epidemiology, public health, psychology, policy and couple and family therapy, to introduce students to theory and knowledge on substance abuse to inform social work practice with racial and ethnic minority adolescents in urban settings. This course will be guided by models and the theoretical frameworks which inform them that have been shown to be efficacious or effective in prevention, intervention, and rehabilitation of substance abuse in adolescents. Therefore, students will be introduced to research-informed substance abuse practices among racial and ethnic minority urban adolescents. For the purposes of this course,

substance abuse will include both licit and illicit substances. Students will be asked to demonstrate the ways in which to apply research-informed theory and knowledge in practice settings with racial and ethnic minority urban adolescents.

b. Course content

This course will focus on research-informed practice models that have been shown to be efficacious or effective in prevention, intervention and rehabilitation of substance abuse in racial and ethnic minority adolescents, as well as a few models that have moved from effectiveness to implementation to scale. We will cover models implemented in several different contexts, including individual, peer-led/social networks, parent/family, school and community. Additionally, we will explore the use of mobile-health (mHealth) technology to prevention, intervention, or rehabilitation of substance abuse in adolescents, and discuss those mHealth models which have been shown to be efficacious. We will work to identify the common pathways and mechanisms by which change occurs (i.e., mediators), as well as identifying for whom interventions are efficacious for and for whom not (i.e., moderators) of the various research-informed models discussed.

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

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

c. Course objectives and competencies

- Differentiate substance abuse health disparities among racial and ethnic minority adolescents.

- Summarize current national prevention efforts, including the National Prevention Strategy, aimed at achieving health equity and narrowing and ultimately eliminating substance abuse health disparities.
- Apply epidemiologic methodology to patterns of substance use and abuse, and antecedents and etiology of substance abuse among racial and ethnic minority adolescents.
- Compare the theoretical frameworks that help guide and inform the development of substance abuse prevention, intervention, and rehabilitation programs.
- Examine efficacious and effective substance abuse prevention, intervention, and rehabilitation models for racial and ethnic minority adolescents.
- Correlate pathways and mechanisms for change within substance abuse prevention, intervention, and rehabilitation models.
- Apply theoretical and practical information about research-informed models to relevant practice situations.

d. Course design

This course will include lecture, discussion, outside resource persons, problem solving exercises, and audiovisual materials. Students will be given an opportunity to reflect on their own biases and values regarding substance use and abuse in an effort to work toward minimizing bias when practicing with this population. Additionally, our shared goal is to establish a classroom environment that will foster the expression of different attitudes, perspectives, and exchange of information among students

e. Curricular themes

Theme Relation to Multiculturalism & Diversity: Multiculturalism and Diversity: Students will work to develop the capacity to identify ways in which substance use and abuse differentially impact racial and ethnic minority adolescents. Additionally, we will discuss models which have been found to have an effect on problem behaviors, including substance abuse, in diverse populations. Assigned readings will reflect this theme.

Theme Relation to Social Justice: Social Justice and Social Change will be addressed through discussion on substance abuse health disparities experienced by racial and ethnic minority adolescents. Social justice plays an essential role in working toward health equity and narrowing and ultimately eliminating substance abuse health disparities in racial and ethnic minority adolescents. We will discuss various mechanisms in place aimed at health promotion and disease prevention, including substance abuse in racial and ethnic minority adolescents in urban environments.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Promotion, Prevention, Treatment and Rehabilitation will be addressed through discussion on different etiologic and theoretical models, including developmental and ecological perspectives, used to inform the development and testing of substance abuse prevention, treatment, and rehabilitation models. Additionally, this theme will be addressed through analyzing the various research-informed practices implemented in different contexts.

Theme Relation to Behavioral and Social Science Research: Behavioral and Social Science Research will be addressed through discussion on identifying efficacious and effective research-informed practices, the pathways, and mechanisms by which change occurs, as well for whom interventions are efficacious/effective for and for whom not. Additionally, we will critically evaluate the various models and their relevance when applied to racial and ethnic minority adolescents who reside in urban settings.

f. Relationship to social work ethics and values

Social work ethics and values with regard to confidentiality, self-determination and respect for cultural and religious differences are particularly important when working with youth. Social workers working with adolescents often need to make critical intervention decisions which may have to balance risks to the adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to working with racial and ethnic minority adolescent populations and the ways that the Professional Code of Ethics may be used to guide and resolve value and ethical issues.

2. Class Requirements

a. Text and class materials

- There is no required textbook for this course.
- All required materials will be posted to Canvas.
- Expectations around completing readings: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Required readings will be discussed/debriefed in class via small group and large group discussions.

- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

b. Class schedule

Date/Time	Module	Required Readings & Assignments
[Aug 30 8:00PM]	Module 1: Course Introduction and Overview	<p>Assignments:</p> <ul style="list-style-type: none"> • Introduction Discussion • Module 1 Discussion • Group Milestone 1: Select groups for presentation, group paper, and mixtape assignments <p>Required Readings:</p> <p>Youth.gov. (n.d.) <i>Prevalence of use, abuse, & dependence</i>. https://youth.gov/youth-topics/substance-abuse/prevalence-substance-use-abuse-and-dependence</p> <p>Smith, J. (2020, October 7). <i>Not equal: Racial disparities in addiction/substance abuse treatment</i>. AddictionResource.net. https://www.addictionresource.net/racial-disparities-addiction-treatment/</p> <p>Watch: Please see Canvas site for embedded video.</p>
[Sep 6 8:00PM]	Module 2: Self-of-the-Social Worker	<p>Assignments:</p> <ul style="list-style-type: none"> • Module 2 Discussion • Group Milestone 2: Create group communication plan <p>Required Readings:</p> <p>Watts-Jones, T. D. (2010). Location of self: Opening the doors to dialogue on</p>

		<p>intersectionality in the therapy process. <i>Family Process</i>, 49, 405-20.</p> <p>Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. <i>Family Process</i>, 48, 85-101.</p> <p>Watch: Please see Canvas site for embedded video.</p>
<p>[Sep 13 8:00PM]</p>	<p>Module 3: The Epidemiology Of Adolescent Substance Use</p>	<p>Assignments:</p> <ul style="list-style-type: none"> ● Module 3 Discussion ● Group Milestone 3: Submit topic for approval <p>Required Readings:</p> <p>Hart, C. L. (2017). Viewing addiction as a brain disease promotes social injustice. <i>Nature Human Behaviour</i>, 1(3).</p> <p>Bedi, G., Martinez, D., Levin, F. R., Comer, S., & Haney, M. (2017). Addiction as a brain disease does not promote injustice. <i>Nature human behaviour</i>, 1(9), 610-610.</p> <p>Watch: Please see Canvas site for embedded video..</p> <p>Supplemental Readings:</p> <p>Johnston, L. D., Miech, R. A., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2020, January). 2019 overview: Key findings on adolescent drug use. Ann Arbor: Institute for Social Research, The University of Michigan. http://www.monitoringthefuture.org/pubs/monographs/mtf-overview2019.pdf</p> <p>Centers for Disease Control and Prevention. (2016). <i>Youth Risk Behavior Surveillance—United States, 2015</i>. MMWR 2016; 61(No.4).</p>

		<p>Substance Abuse and Mental Health Services Administration.(2015). <i>Report to Congress on the Prevention and Reduction of Underage Drinking</i>. U.S. Department of Health and Human Services: Washington DC, Substance Abuse and Mental Health Services Administration.</p>
<p>[Sep 20 8:00PM]</p>	<p>Module 4: Theoretical Models in Prevention, Treatment and Rehabilitation of Substance Abuse Among Racial and Ethnic Minority Adolescents</p>	<p>Assignments:</p> <ul style="list-style-type: none"> ● Module 4 Discussion ● Group Milestone 4: Submit group work plan, including schedule and group member roles <p>Required Readings:</p> <p>Szapocznik, José; & Coatsworth, J. Douglas. An ecodevelopmental framework for organizing the influences on drug abuse: A developmental model of risk and protection. Glantz, Meyer D. (Ed); Hartel, Christine R. (Ed), (1999). <i>Drug abuse: Origins & interventions.</i>, (pp. 331-366). Washington, DC, US: American Psychological Association, xxiii, 492 pp. doi: 10.1037/10341-014</p> <p>Kellam, S. G., & and Van Horn, Y. V. (1997). Life course development, community epidemiology, and preventive trials: A scientific structure for prevention research. <i>American Journal of Community Psychology</i>, 25(2), 177-88.</p> <p>National Academy of Sciences. (2011). <i>The science of adolescent risk-taking: Workshop report</i>. https://www.nap.edu/catalog/12961/the-science-of-adolescent-risk-taking-workshop-report</p> <p>Watch: Please see Canvas site for embedded video.</p>

		<p>Supplemental Readings Catalano, R.F., Fagan, A.A., Gavin, L.E., Greenberg, M..T, Irwin, C.E. Jr, Ross, D.A., Shek, DT. (2012). Worldwide application of prevention science in adolescent health. <i>Lancet</i>, 379(9826):1653-64.</p> <p>Substance Abuse and Mental Health Services Administration’s National Registry of Evidence Based Practices and Programs http://www.nrepp.samhsa.gov</p> <p>Blueprints for Violence and Drug Prevention http://www.colorado.edu/cspv/blueprints/</p> <p>National Institutes on Drug Abuse NIDA (National Institute on Drug Abuse) 2003. Preventing Drug Use Among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders (2nd Ed.). U.S. Department of Health and Human Services. National Institutes of Health. Bethesda, MD.</p> <p>Office of Juvenile Justice and Delinquency Prevention Model Programs Guide Http://www.ojjdp.gov/mpg/</p> <p>National Prevention Council, National Prevention Strategy, Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General, 2011.</p>
<p>[Sep 27 8:00PM]</p>	<p>Module 5: Assessment of Substance Use Behaviors and Disorders</p>	<p>Assignments:</p> <ul style="list-style-type: none"> ● Module 5 Discussion <p>Required Readings: Parrish, S. (2013). <i>Substance use disorders in adolescents: Screening and engagement in primary care settings</i>. National Institute on Drug Abuse. https://webcampus.drexelmed.edu/nida/module_2/default_FrameSet.htm</p> <p>Children’s Hospital Boston. (2009). <i>The</i></p>

		<p><i>CRAFFT screening interview.</i> http://craftt.org/get-the-craftt/</p> <p>Allen, J.P., & Wilson, V.B. (2003). <i>Assessing alcohol problems : A guide for clinicians and researchers.</i> NIH publication ; no. 03-3745. Bethesda, MD : U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism.</p> <p>Allen, J.P., & Wilson, V.B. (2003). <i>Assessing alcohol problems : a guide for clinicians and researchers.</i> NIH publication ; no. 03-3745. Bethesda, MD : U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism.</p> <p>U.S. Department of Veterans Affairs. (n.d.). <i>Audit-C – Overview.</i> https://www.hepatitis.va.gov/alcohol/treatment/audit-c.asp</p> <p>MDApp. (n.d.) <i>The Michigan alcoholism screening test (MAST).</i> https://www.mdapp.co/michigan-alcohol-screening-test-mast-287/#:~:text=The%20Michigan%20alcohol%20screening%20test%20%28MAST%29%20was%20first,have%20an%20effectiveness%20rate%20of%20up%20to%2098%25.</p> <p>Watch: Please see Canvas site for embedded video.</p>
<p>[Oct 4 8:00PM]</p>	<p>Module 6: The Role of Basic Science in Translational Research and Practice</p>	<p>Assignments:</p> <ul style="list-style-type: none"> • Module 6 Discussion <p>Required Readings: Kalivas, P. W., & Volkow, N. D. (2005). The neural basis of addiction: A pathology of motivation and choice. <i>American Journal of</i></p>

		<p><i>Psychiatry</i> 162(8), 1403–1413. https://ajp.psychiatryonline.org/doi/pdf/10.1176/appi.ajp.162.8.1403</p> <p>Heitzeg, M. M., Cope, L. M., Martz, M. E., & Hardee, J. E. (2015). Neuroimaging risk markers for substance abuse: Recent findings on inhibitory control and reward system functioning. <i>Current Addiction Reports</i>, 2, 91–103 https://doi.org/10.1007/s40429-015-0048-9</p> <p>Jutkiewicz, E. M. & Roques, B. P. (2011, December 13). Endogenous opioids as physiological antidepressants: Complementary role of delta receptors and dopamine. <i>Neuropsychopharmacology</i>, 37, 303–304. https://doi.org/10.1038/npp.2011.244 https://www.nature.com/articles/npp2011244</p> <p>Watch: Please see Canvas site for embedded video.</p> <p>Supplemental Readings: IOM (Institute of Medicine). (2012). <i>How far have we come in reducing health disparities?: Progress since 2000: Workshop summary</i>. Washington, DC: The National Academies Press.</p> <p>National Institutes of Health. (2012). <i>NIH Health Disparities Research Plan and Budget Fiscal Years 2009-2013</i>. Department of Health and Human Services, National Institutes of Health.</p>
<p>[Oct 11 8:00PM]</p>	<p>Module 7: Innovative and Alternative Approaches to Preventive Interventions</p>	<p>Assignments:</p> <ul style="list-style-type: none"> ● Module 7 Discussion ● Annotated Bibliography <p>Required Readings: Butzer, B., LoRusso, A., Shin, S. H., & Khalsa, S. B. S. (2017). Evaluation of yoga</p>

		<p>for preventing adolescent substance use risk factors in a middle school setting: A preliminary group randomized controlled trial. <i>Journal of Youth and Adolescence</i>, 46(3), 603– 632. https://doi.org/10.1007/s10964-016-0513-3</p> <p>Lin, J., Chadi, N., & Shrier, L. (2019). Mindfulness-based interventions for adolescent health. <i>Current Opinion in Pediatrics</i>, 31(4), 469–475. https://doi.org/10.1097/mop.0000000000000760</p> <p>Nock, N. L., Minnes, S., & Alberts, J. L. (2017). Neurobiology of substance use in adolescents and potential therapeutic effects of exercise for prevention and treatment of substance use disorders. <i>Birth Defects Research</i>, 109(20), 1711–1729. https://doi.org/10.1002/bdr2.1182</p> <p>Watch: Please see Canvas site for embedded video.</p>
<p>[Oct 25 8:00PM]</p>	<p>Module 8: Individual-Focused Best Practices</p>	<p>Assignments:</p> <ul style="list-style-type: none"> • Module 8 Discussion <p>Required Readings: Parsons, J. T., Lelutiu-Weinberger, C., Botsko, M., & Golub, S. A. (2014). A randomized controlled trial utilizing motivational interviewing to reduce HIV risk and drug use in young gay and bisexual men. <i>Journal of Consulting and Clinical Psychology</i>, 82(1), 9–18. http://doi.org/10.1037/a0035311</p> <p>Jensen, C.D., Cushing, C.C., Aylward B.S., Craig J.T., Sorel, D.M., & Steele, R.G. (2011). Effectiveness of motivational</p>

		<p>interviewing interventions for adolescent substance use behavior change: a meta-analytic review. <i>J Consult Clin Psychol</i>, 79(4):433-40. http://dx.doi.org.proxy.lib.umich.edu/10.1037/a0023992</p> <p>Barnett, E., Sussman, S., Smith, C., Rohrbach, L.A., & Spruijt-Metz, D. (2012). Motivational Interviewing for adolescent substance use: a review of the literature. <i>Addictive Behaviors</i>, 37(12):1325-34.</p> <p>Watch: Please see Canvas site for embedded video.</p> <p>Supplemental Readings: Hendriks V, van der Schee E, Blanken, P. (2012). Matching adolescents with a cannabis use disorder to multidimensional family therapy or cognitive behavioral therapy: Treatment effect moderators in a randomized controlled trial. <i>Drug Alcohol Depend</i>, 125(1-2):119-26.</p>
<p>[Nov 1 8:00PM]</p>	<p>Module 9: Family-Based Best Practices</p>	<p>Assignments:</p> <ul style="list-style-type: none"> ● Module 9 Discussion <p>Required Readings: Szapocznik, J., Hervis, O., & Schwartz, S. (2003). <i>Brief strategic family therapy for adolescent drug abuse</i>. U.S. Department of Health and Human Services, National Institutes of Health.</p> <p>Watch: Please see Canvas site for embedded video.</p> <p>Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings: Sandler, I.N., Schoenfelder, E.N., Wolchik, S.A., MacKinnon, D.P. (2011). Long-term</p>

		<p>impact of prevention programs to promote effective parenting: Lasting effects but uncertain processes. <i>Annu Rev Psychol</i>, 62:299-329.</p> <p>Prado, G., Cordova, D., Huang, S., Estrada, Y., Rosen, A., Bacio, G.A., Leon, J.G, Pantin, H., Brown, C.H., Velazquez, M.R., Villamar, J., Freitas, D., Tapia, M.I., McCollister, K.. (2012). The efficacy of Familias Unidas on drug and alcohol outcomes for Hispanic delinquent youth: main effects and interaction effects by parental stress and social support. <i>Drug Alcohol Depend</i>, 125 Suppl 1:S18-25.</p> <p>Brody, G.H., Chen, Y.F., Beach, S.R., Philibert, R.A., Kogan, S.M. (2009). Participation in a family-centered prevention program decreases genetic risk for adolescents' risky behaviors. <i>Pediatrics</i>. 3, 911-7.</p>
[Nov 8 8:00PM]	Module 10: Group Presentations Day 1	<p>Assignment Due:</p> <ul style="list-style-type: none"> • Electronic version of presentation • Presentation delivery
[Nov 15 8:00PM]	Module 11: Group Presentations Day 2	<p>Assignment Due:</p> <ul style="list-style-type: none"> • Presentation delivery
[Nov 29 8:00PM]	Module 12: Community and Policy-Level Strategies	<p>Required Readings:</p> <p>National Institute on Drug Abuse. (2003). <i>Preventing drug use among children and adolescents: A research-based guide for parents, educators, and community leaders (2nd ed.)</i>. U.S. Department of Health and Human Services, National Institutes of Health.</p> <p>https://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf</p> <p>National Institute on Drug Abuse. Preventing Drug Use among Children and Adolescents:</p>

	<p>A Research-Based Guide for Parents, Educators, and Community Leaders. https://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf</p> <p>National Prevention Council. (2011). <i>National prevention strategy: America's plan for better health and wellness</i>. U.S. Department of Health and Human Services, Office of the Surgeon General. https://www.hhs.gov/sites/default/files/disease-prevention-wellness-report.pdf</p> <p>Watch: Please see Canvas site for embedded video.</p> <p>Supplemental Readings:</p> <p>Kulis, S., Marsiglia, F.F., Elek, E., Dustman, P., Wagstaff, D.A., Hecht, M.L.(2005). Mexican/Mexican-American adolescents and keepin' it REAL: An evidence-based substance use prevention program. <i>Child Sch</i>, 27(3):133-145.</p> <p>Brown, E.C., Hawkins, J.D., Rhew, .IC., Shapiro, V.B., Abbott, R.D., Oesterle, S., Arthur, M.W., Briney, J.S., Catalano, R.F. (2014). Prevention system mediation of communities that care effects on youth outcomes. <i>Prev Sci</i>,5, 623-32. doi: 10.1007/s11121-013-0413-7.</p> <p>Hawkins, J.D., Oesterle, S., Brown, E.C., Monahan, K.C., Abbott, R.D., Arthur, M.W., Catalano, R.F. (2012). Sustained decreases in risk exposure and youth problem behaviors after installation of the "Communities That Care" prevention system in a randomized trial. <i>Arch Pediatr Adolesc Med</i>, 166(2):141-8.</p> <p>Kellam, S.G., Wang, W., Mackenzie, A.C., Brown, C.H., Ompad, D.C., Or, F., Ialongo, N.S., Poduska, J.M., Windham, A. (2012).</p>
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		<p>The impact of the good behavior game, a universal classroom-based preventive intervention in first and second grades, on high-risk sexual behaviors and drug abuse and dependence disorders into young adulthood. <i>Prev Sci</i>. [Epub ahead of print]</p> <p>Botvin, G.J., Kantor, L.W. (2000). Preventing alcohol and tobacco use through life skills training. <i>Alcohol Res Health</i>, 24(4):250-7.</p> <p>Stormshak, E.A., Dishion, T.J. (2009). A school-based, family-centered intervention to prevent substance use: the family check-up. <i>Am J Drug Alcohol Abuse</i>, 35(4):227-32.</p> <p>Spoth R, Redmond C, Shin C, Greenberg M, Clair S, Feinberg, M. (2007). Substance-use outcomes at 18 months past baseline: The PROSPER Community-University Partnership Trial. <i>Am J Prev Med</i>, 32(5):395-402.</p> <p>Institute of Medicine. (2012). <i>An integrated framework for assessing the value of community-based prevention</i>. Washington, DC: The National Academies Press.</p> <p>Institute of Medicine. (2012). <i>Primary care and public health: Exploring integration to improve population health</i>. Washington, DC: The National Academies Press.</p> <p><i>National HIV/AIDS Strategy for the United States: Updated to 2020</i>, Washington, DC, 2015.</p>
<p>[Dec 6 8:00PM]</p>	<p>Module 13: Class Wrap-up and Conclusions</p>	<p>Assignments:</p> <ul style="list-style-type: none"> ● Group Paper ● Mixtape playlist ● Peer Evaluations

c. Assignments

Assignment	Due	Percent of Overall Grade
Group Project Checkpoints	Aug 30, Sep 6, Sep 13, Oct 11	
Group Presentation	Nov 8 & 15	25%
Group Paper	Dec 6	25%
Peer Evaluation	Dec 6	10%
Mixtape	Dec 6	20%
Class Participation	Weekly	20%

Group Project Checkpoints:

These checkpoints are in place to ensure you are on track with your projects. Each checkpoint can be submitted via canvas under assignments. Only one group member needs to submit each checkpoint.

- Aug 30: Identify groups/topics
- Sep 6: Identify primary method of communications (Groupme, Zoom, email, etc.)
- Sep 13: Identify each group member's role (John Doe will tackle pods section, Jane Doe will complete theoretical framework, etc).
- Oct 11: Annotated bibliography (list of resources for project and paper, each with annotations)

Group Presentation:

- There are three components to this assignment:
 - **Slides:** One member of the group submits the slides for the presentation through the Blackboard link
 - **Live Presentation:** Each member of the group participates in the live presentation on the assigned date and time
 - **Individual Reflection:** Each student will individually prepare a reflection and submit it through the Blackboard link
- **Slides and Presentation:** In a 20-to-30 minute presentation, each group is required to create slides and give a presentation that discusses the following:
 - What is the significance of your topic?
 - Describe the prevalence of your topic area. Why is this important?

- What are the etiological factors and antecedents that shape the outcomes of interest?
 - Theoretical Framework
 - What theoretical frameworks or models guide how you conceptualize the topic of interest? Examples may include, but not limited to, brain development, cognitive, ecological, cultural, trauma-informed, and other developmental perspectives.
 - Intervention, Clinical, and Policy Implications
 - What are the intervention implications?
 - Will you take a prevention, intervention, or risk reduction approach?
 - At what levels (micro, mezzo, macro) will you aim to target?
 - How does your approach address limitations of current best practices?
 - What are the social work clinical implications?
 - What are the policy implications of your work?
 - PODS – Privilege, Oppression, Diversity, and Social Justice
 - How does having or lacking privilege impact your topic?
 - How does oppression play a role in this topic?
 - What does diversity mean as it relates to this topic (is there a need for inclusivity of some sort, does lack of diversity make the issue worse, etc.)?
 - How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this topic or adolescents affected by/involved in the topic?
- **Individual Reflection**
 - Each group member will submit a one-page reflection that discusses how your learning as it relates to the topic of your group's presentation will impact your social work practice in the future.

Due

- **Slides:** Nov 8, Tuesday by 5:00 p.m. ET
- **Live Presentation:** Each member of the group participates in the live presentation on the assigned date and time
- **Individual Reflection:** Nov 15, Tuesday by 5:00 p.m. ET

Assignments Guidelines and Rubric

- Assignment is worth 250 points and will be graded according to the rubric below.

	Exemplary 100%	Satisfactory 85%	Needs Improvement 75%	Not Present 0 %
Completion of all checkpoints 5%				
Description of topic, including importance, prevalence, etiologic factors 10%				
Theoretical framework 20%				
Intervention, Clinical, and policy implications 20%				
PODS 25%				
Stuck to time recommendation, good visuals, reflection 20%				

Group Paper:

This assignment uses the same topic that you've been researching as a group and is a formal report on the research each group will be presenting in Nov 8 and Nov 15.

Instructions

Your group must submit one collective paper discussing:

1. The prevalence of your topic
2. The etiological factors that shape your outcomes
3. The theory or theoretical framework guiding your work

4. Describe your intervention (e.g., prevention, intervention/treatment, risk reduction) and the level (micro, mezzo, macro) you plan to focus on

5. Intervention, clinical and policy implications

6. PODS

The paper must be APA formatted and should be 6-8 pages in length, not counting the title and reference pages.

Due

- Dec 6, the day of our final Live Zoom Session, by 5:00 p.m. ET

Assignments Guidelines and Rubric

- Assignment is worth 250 points and will be graded according to the rubric below:

	Exemplary 100%	Satisfactory 85%	Needs Improvement 75%	Not Present 0 %
Prevalence of your topic 10%				
Etiological factors 10%				
Theory or framework 20%				
Description of intervention 20%				
Intervention, clinical and policy implications 20%				
PODS 20%				

Peer Evaluation:

For this assignment, you will submit a brief evaluation of the members of the group that you have worked with throughout the course.

Instructions

1. Download the [Peer Evaluation](#) spreadsheet.
2. Rename it using the following naming convention:
FirstName_LastName_PeerEval
3. In column A, enter the first and last names of each member of your group.
4. Reflect upon the collaboration and work produced by each member of the group. The criteria to consider as you rate your team members' participation and contributions throughout the course include:

Effort/Active Engagement: following through on tasks and being accountable to group members

Contribution: improving quality of work, being creative, bringing unique skills and abilities that aid in the quality of the group's work and providing leadership

Attendance: attending team meetings and or group activities

Supported Group Process: eliciting and valuing the input of others, mediating arguments and relieving tension, lending a positive attitude, and other maintenance roles that enhance group social climate

Communication: checking in with the team before missing a meeting, clarifying expectations, keeping communication channels open, facilitating the participation of others, and speaking and listening effectively

5. In column B, enter the number that corresponds to the level and quality of participation of each team member as follows:

If the team member made outstanding and timely contributions throughout the project, and worked well with others, enter 10.

If the team member made valuable contributions throughout most of the project, and worked well with others, enter 8.

If the team member made some good contributions to the project, but did not remain engaged and work throughout the project, enter 7.

If the team member made little substantive or valuable contribution to the project, enter 5.

If the team member made no substantive or valuable participation, enter 0.

6. In the comments field, you may explain the score for a member.

Due

- Dec 6, the day of our final Live Zoom Session, by 5:00 p.m. ET

Assignments Guidelines and Rubric

- Each student will receive up to 100 points based on the evaluation of their performance.

Submission Guidelines

Submit to the assignment link by the due date.

Mixtape:

Here is an opportunity to be creative, reflect upon the materials covered in this course and “lessons learned,” and recognize any potential biases you may have that could help or hinder the therapeutic process when working with adolescents and substance use behaviors. You may complete this assignment individually or with your group.

For this assignment, you will submit a playlist of songs that resonate with your (or your group’s) experiences related to each week’s topics covered in class. Therefore, you will have a playlist of a total of 13 songs. You may also include bonus tracks and songs that relate to your reflections on adolescent substance use. We will use the final day of class to share and discuss the playlists with our peers.

Instructions

- Decide whether you would like to do this assignment individually or with one or more members of your group.
- Reflect upon the content and activities of each module of the course. Jot down a few notes about your reflections for each module. These notes can serve as search terms for the songs you will include in the mixtape list.
- Submit a MS Word document in which you (or your group):
 - Lists the title of each of the 13 modules of this course.
 - Underneath each module title:
 - Identify one or more songs that resonated with your (or your group’s) experiences related to that module’s topics.
 - Apply theory to explain substance use and co-occurring behaviors in the song (e.g., social determinants of health, cognitive, developmental, trauma, etc).
 - Include links to the songs.

Due

- Dec 5, the day prior to our final Live Zoom Session, by 5:00 p.m. ET

Assignments Guidelines and Rubric

Assignment is worth 200 points and will be graded according to the rubric below.

	Exemplary 100%	Satisfactory 85%	Needs Improvement 75%	Not Present 0%
List of 13 Modules is Complete (5%)	10	8.5	7.5	0
Selection of Songs with Each Module (65%)	130	110.5	97.5	0
Reflection on Theory (30%)	60	51	45	0

5. Class Participation

Class participation is a significant component of the course and constitutes 20% of the final grade. Satisfactory participation is defined as regularly making contributions to class discussions and exercises. Students are expected to read the assigned materials for each class and understand and discuss the relevant concepts. There will be 10 discussion posts, 20 points per discussion, and will be graded per the rubric below.

	Exemplary 100%	Satisfactory 85%	Needs Improvement 75%	Not Present 0%
Initial Posting				
Relevance to the topic (25%)				
Insight and application of				

concept (30%)				
Style and formatting (25%)				
Replies to Classmates				
Number of responses (10%)				
Substance of responses (10%)				

d. Attendance and class participation

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

e. Live class participation

As a graduate level course, it is expected that you attend each class session. In fact, class participation constitutes 20% of your final grade. The class sessions involve interactive experiences that go beyond course readings. This course will be very participatory, including the use of small discussion groups that require your regular participation during class sessions. Missing class sessions will lower your grade since your participation as a co-teacher and co-learner is essential to meet our shared learning goals. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed. If more than two class sessions are missed – whatever the reason- the final grade at the end of the term will be lowered by 5 points for each session over two.

f. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“ distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

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

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

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.

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. 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](#).

e. 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*