1. Course Statement

a. Course description

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

b. Course objectives and competencies

Students are to understand, demonstrate, and articulate:

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

c. Course design

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

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

2. Class Requirements

a. Text and class materials

All required readings will be made available online via Canvas prior to class. There is no required textbook. Readings will be posted in each unit, which can be accessed via the Canvas Homepage, along with other course materials for the week.

SW 607 is a “flipped” classroom – meaning, a portion of content is provided to students to be completed outside of class time. Students should plan to set aside 1-2 hours each week to complete pre-work for each unit, which may include: lecture material, readings and
assignments. All pre-work materials should be completed prior to the weekly class meeting.

Example: Pre-work for unit 1 should be completed prior to the first class meeting.

b. Class schedule

Please refer to the course schedule below for an overview of what to expect in class this semester. Details of the course schedule may change; students will be informed of any changes well in advance. Please refer to each Canvas Unit for the most up-to-date information and course materials.

<table>
<thead>
<tr>
<th>Week</th>
<th>Required Pre Work</th>
<th>In Class</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 5/8  | **Pre-Work Lecture**  
Ethics & Epidemiology [29:58] (Irish, K., 2021)  
**Slides [View/Scan Only]**  
Monday  
**Readings**  
[https://doi.org/10.1007/s10597-018-0261-9](https://doi.org/10.1007/s10597-018-0261-9)  
Introduction & Class Overview  
NSDUH 2022 Comparison  
Forming Treatment Teams  
Class Goals & Guidelines | **Begin Pre-Work Completion Log** |
### Pre-Work Lectures

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Resource Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychoactive Substances Part II [30:40] (Irish, K., 2021)</td>
<td></td>
</tr>
</tbody>
</table>

**Readings**


**Other Materials:**

- Brainstorming a character
- Gotham Writers Workshop
- Getting into character
- Interviewing Skills Checklist
- Character Brief Assignment

---

### Pre-Work Lectures

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Resource Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical Assessment of SUD Part II [23:56] (Irish, K., 2021)</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of SUD Assessments**

- **Greg – Marijuana [14:19]**
- **Ali – Alcohol [6:47]**
- **Mrs. Collins – sedative, hypnotic, anxiolytic [5:00]**

**Readings**


---

**Character Brief due Thursday 5/18**

**Developing a Character for Simulation**

**In-Class Consultation:** Character Planning

**Client/Practitioner Pairs & Simulation Schedule**

**Email Zoom Link & Schedule reminder emails for all 3 simulations during class**

**Simulation I Planning: In Class Consultations**
Padwa, H., Mark. T., & Wondimu, B. (2020). *What’s in an “ASAM-based Assessment?” Variations in Assessment and Level of Care Determination in Systems Required to Use ASAM Patient Placement Criteria*. Journal of Addiction Medicine, 00(00). [https://doi.org/DOI:10.1097/ADM.0000000000000804](https://doi.org/DOI:10.1097/ADM.0000000000000804)


**Other Materials to Review:**
- ASAM Template
- Review NIDA ASSIST
- Review CIWA Scale
- Review MMSE
- Review AUDIT

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/29</td>
<td>MEMORIAL DAY – NO CLASS</td>
</tr>
<tr>
<td>6/5</td>
<td>Simulation I&lt;br&gt;ASAM Substance Use Assessment&lt;br&gt;No Class Meeting / Record on Zoom</td>
</tr>
<tr>
<td></td>
<td>Simulation I: Feedback Form&lt;br&gt;Due Wednesday 6/7</td>
</tr>
<tr>
<td></td>
<td>Antiracism in IP Practice with SUD&lt;br&gt;Simulation I Team Meeting &amp; Debriefing&lt;br&gt;Instructor Consultation</td>
</tr>
<tr>
<td></td>
<td>ASAM Assessment Due Thursday 6/15</td>
</tr>
</tbody>
</table>


Other Materials to Review

- CSWE’s Diversity Center: Cultural Adaptation Resources
- Harm Reduction Principles
- Treatment Plan Template

Simulation II

Goals Setting for Substance Use

No Class Meeting/Record on Zoom

Simulation II: Feedback Form Due Wednesday 6/21
## Pre-Work Lectures

- Cognitive Behavioral Therapy for SUD [33:05] (Irish, K., 2021)
- Dialectical Behavioral Therapy for SUD [30:33] (Irish, K., 2021)
- Medications for Addiction Treatment Part I [38:32] (Irish, K., 2021)

## Readings


---

**Simulation II**
- Team Meeting & Debriefing
- Instructor Consultation

**Clips Share, Feedback & Processing**

**Simulation III**
- Planning: In Class Consultations

**Treatment Plan**
- Due Thursday 6/29
| 7/3 | **Simulation III**  
Interventions for Substance Use  
No Class Meeting / Record on Zoom | **Simulation III: Feedback Form**  
Due Wednesday 7/5 |
| --- | --- | --- |
| **Pre-Work Lectures**  
Family Therapy in SUD – Part 2 [30:34] (Irish, K., 2021)  
Groups & Community Supports Part 1 [20:57] (Irish, K., 2021) | **Simulation III Team Meeting & Debriefing**  
Instructor Consultation  
Clips Share, Feedback & Processing  
Create Simulation Groups Facilitator & Client Sign Up |
| **Readings**  
Pre-Work Lectures

Integrative Health & Co-Occurring Disorders [18:55] (Irish, K., 2021)

Substance Use in Youth & Adolescents [18:51] (Irish, K., 2021)

Substance Use in Older Adults [23:59] (Irish, K., 2021)

Readings


c. Assignments

⇒ Pre-Work Completion Log – **Ongoing**

**Objective:** This log intends to encourage students as they develop a routine for timely completion of pre-work (e.g. completion of lecture videos and readings before class meets each week.) In addition to the reflective aspects of engagement, this log will help students observe progress and engagement in class systematically and objectively.

A significant portion of didactic materials for this class are in the “pre-work” readings and lectures. In a flipped classroom, learning is interdependent. It is critical that all students come to class prepared with the background information necessary to apply this knowledge in active simulations. Timely completion of required pre-work is a major aspect of your participation overall in this class, and as such, accurate completion of this log (submitted with your final reflection) will comprise a significant portion of your participation grade in class.

*Pre-Work Completion Logs* will be turned in at the end of the term on 7/24, submitted via Canvas.

⇒ Character Brief – **Due Thursday 5/18**
In this class you will develop a “character” to portray in recurring in-class exercises (one-on-one, with a partner) throughout the semester. Many of you created and portrayed a “character” within your foundational course work and you are welcome to adapt this character to meet the needs of this class.

Instead of reflecting or annotation outside of class, you will identify 1-3 short (<5min) clips to share with your team (see Simulation Assignment for details) and there will be opportunities to debrief and process during class time, in your teams via instructor consultations and together as a class.

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

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

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

Several Character Development resources are posted on Canvas, and we will spend time in class going over how to develop a good character for simulation. Further, we will have time in class for instructor consultation, so if you are unsure about how to develop a character – of if an idea you have will work, there will be time in class to discuss this.

For this assignment you will complete the **Character Brief Template** where you will share your process and sources for developing your character (to ensure the distinction between yourself and your character) and you will outline some general information regarding your client’s
reasons for seeking support, history and other bio-psycho-social-spiritual details. The Character Brief Template will be submitted on Canvas by 5/18.

→ Simulation Feedback Forms – See Below

You will participate in three simulations in which you will act as both practitioner and client. Simulation dates are as follows: Monday 6/5, Monday 6/19, Monday 7/3. We do not meet as a class on Simulation days, as you will meet with your “client” partner and your “practitioner” partner at designated times via Zoom.

Prior to Simulation
The week before simulation, students will have a chance to check in with their treatment team members (small groups) and have in-class instructor consultation to help prepare for the upcoming session.

Practitioners are to create a recurring zoom link and send this to their partners confirming the day and time they are scheduled to meet (based on the sign-up sheet) prior to the simulation. It is recommended that the practitioners pre-schedule reminder emails with the link to be sent out 24 hours before the simulation, all at once. This way, the reminders will go out automatically throughout the semester.

Recording Simulations
Simulations will be recorded by the practitioner over Zoom. We do not meet in class on simulation days. Rather, you will meet with your client at the designated time on Zoom. You will attend one session as “practitioner” and another as “client.”

The practitioner should plan to arrive a few minutes before the scheduled simulation, to account for any technical issues, and to prepare to record. Simulations should occur in a distraction-free space. No other people should be present during simulation if at all possible (e.g. no roommates walking through the background, etc.) If you would like assistance finding a quiet, private location to record please let me know and we can find a suitable location at the SSW. Instructions for how to record via Zoom can be found on Canvas. The practitioner will share the recording with the instructor, team members and client.

Selecting Clips for Feedback & Discussion
Practitioners will then review the simulation and identify 1-3 short clips (under 5 min) which they would like to share with their treatment team members for feedback and discussion. These can be anything the practitioner feels they would like to dive into further – either a challenging moment, a moment where the practitioner feels they successfully connected, and/or any aspect of the session that feels important to the work, that the practitioner/student would like to review with their team.
Practitioners will then complete the “Simulation Feedback Form” where they will enter the time-stamps of the clips, and provide notes to give a brief context, and their request for feedback from their team members and the instructor.

**Client/Practitioner Consent**

In health settings obtaining consent to disclose any health related information is strictly required – an ethical and legal mandate, and in many ways, this confidentiality is the cornerstone of the therapeutic relationship. Outside health settings, there may be instances when consent, although it may not be a legal mandate – is still a professional and ethical mandate, per the NASW Code of Ethics. In any professional setting, when potentially sensitive information is shared, it is critical to check in with the other person involved and obtain consent. This is not only an ethical professional behavior, it also demonstrates respect and consideration for the other person.

As such, for this assignment, practitioners must reach out to their client partners and share the time-stamps and recording, so the student acting as the “client” can review the clips and provide consent for the practitioner to share this clip for discussion. Most clips are only shared with the instructor and treatment team – but, part of our debriefing will involve viewing small group-nominated clips to be viewed during class for discussion and large group feedback.

Both the student acting as practitioner and client must agree they are comfortable sharing selected clips for class feedback and discussion. If one declines to consent to share the clip, then the practitioner must make another selection. (The practitioner can still seek feedback from the instructor, however, just as one may seek feedback and support via supervision.)

**Turnaround time for consent requests should be quick – less than 24 hours.** As the due date to submit the feedback requests to the team is on the Wednesday of that week.

Once consent is provided, practitioners are to share the recorded simulation and timestamps with their treatment team group and instructor, via the Simulation Feedback Form.

Practitioners will share the feedback form (with feedback requests) and a URL or file to the recorded simulation with members of their treatment team via email.

Practitioners will then upload the form and file or URL to the recording on Canvas by the following due dates below:

- Simulation I – Due Wednesday 6/7
- Simulation II – Due Wednesday 6/21
- Simulation III – Due Wednesday 7/5

**(⇒)** ASAM Assessment – Due Thursday 6/15
During simulation I, you will meet with your assigned “client” and complete an assessment based on criteria defined by the American Society of Addiction Medicine (ASAM) based on the information shared at this session (ASAM Assessment Template). We will practice ASAM assessments in class via a demonstration, and there will be time in class for small and large group discussion and feedback.

Completed ASAM Assessment Templates will be submitted via Canvas Thursday 6/15.

→ Treatment Plan – Due Thursday 6/29

We will go over elements of a standard treatment plan for substance use disorders in class. During Simulation II you will meet with your “client” partner and define goals, which will be formatted into measurable and objective treatment plans. We will review this process in class, and there will be time for consultation and large and small group discussion and planning.

Completed Treatment Plan Templates can be turned in on Canvas by Thursday 6/29.

→ Final Reflection – Due Monday 7/24

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

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

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

Final reflection papers should be turned in on Canvas by Monday 7/24.

→ Pre-Work Completion Logs – Due Monday 7/24
- Assignment details above; just a reminder to also turn in your pre-work completion logs at the same time as your final reflection
## Overview of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submission Details</th>
<th>Due Date</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character Brief</strong></td>
<td>Complete the Character Brief Template and upload on Canvas</td>
<td>Thursday 5/18</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Simulation I Feedback Form</strong></td>
<td>There are multiple steps to complete this form throughout the process. Timely completion of all steps is required for full credit. The completed Feedback Form will be submitted on Canvas.</td>
<td>Wednesday 6/7</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>ASAM Assessment</strong></td>
<td>Complete the ASAM Template based on the information your “client” provided during Simulation I. Upload and submit on Canvas.</td>
<td>Thursday 6/15</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Simulation II Feedback Form</strong></td>
<td>There are multiple steps to complete this form throughout the process. Timely completion of all steps is required for full credit. The completed Feedback Form will be submitted on Canvas.</td>
<td>Wednesday 6/21</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Treatment Plan</strong></td>
<td>Complete the Treatment Plan Template, upload and submit via Canvas.</td>
<td>Thursday 6/29</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Simulation III Feedback Form</strong></td>
<td>There are multiple steps to complete this form throughout the process. Timely completion of all steps is required for full credit. The completed Feedback Form will be submitted on Canvas.</td>
<td>Wednesday 7/5</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Final Reflection</strong></td>
<td>Final Reflection papers can be uploaded and submitted via Canvas.</td>
<td>Monday 7/24</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>
Throughout the semester you will be tracking your completion of required “pre-work” using the “pre-work” completion log. Please upload and submit completed logs on Canvas.

<table>
<thead>
<tr>
<th>Pre-Work Completion Logs</th>
<th>Monday 7/24</th>
<th>10</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>No submission</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

d. Attendance and class participation

In keeping with the [SSW Policy on Class Attendance](#), students are expected to attend all class sessions as scheduled, and to come to class prepared to engage, having completed all required pre-work. Absences are counted from the first scheduled class meeting. The program has an 80% attendance requirement; students who miss more than 20% (3 sessions) are at risk of a grade reduction, including receiving a non-passing grade. That said, please do not come to class if you are ill. If you are absent due to illness or another emergent issue, please contact me ASAP and refer to the “absences due to illness” section below.

Active Engagement

If you are unable to attend class for any reason, please contact me as soon as possible (via email kairish@umich.edu to create a written record) with the reason for the absence. Communication is critical to professional social work practice, and it is expected that students will keep in regular communication with the instructor regarding any absences and/or other delays in submitting assignments.

Active participation

In groups class, our success is interdependent – everyone must come to class prepared to actively engage – this includes the instructor and each individual student. Much of our work is team-based and will require each student to do their part in terms of preparation, engagement and follow up. Participation is graded. For details on how participation will be graded, please see Canvas → Assignments → Participation.
A “flipped” classroom model means that the majority of didactic (lecture and information-based material) is provided outside of class, while our time in class is reserved for opportunities for students to actively apply this content in simulations, related activities and through discussion. As such, completing the pre-work in a timely matter (before each class session) is absolutely critical. Completing the pre-work before class plays an important factor in your participation grade, as coming to class unprepared can severely impair your ability to benefit from the in-class application, and the class learning experience as a whole (as so much is based on applying weekly content.) It is recommended that students create a routine and schedule regular time each week to complete content for the upcoming class.

e. Grading

Each assignment is worth a percentage of your overall grade, in correspondence with the table below. Late assignments may impact both the assignment grade and participation grade.

Here are links to student policies regarding Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

f. 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.

Recording and Privacy Concerns FAQ

g. 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 Wolverine Access. 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.

h. 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