

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW 564 Evidence-Based Practice with Substance Use Disorders Section 002 (3 credit hours)**

**Spring 2018**

**Instructor: April Mallory, LCSW**

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**Tuesdays 9a-12n**

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**Office hours: Tuesday 8-9a or by appointment**

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

**University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

### **Course Description**

This course is a concentration elective course. This course is intended to prepare students for evidence based practice in the field of substance use disorder treatment. The course will present an integrative biopsychosocial model for the understanding and treatment of substance use disorders. Course content includes an overview of the history of substance use disorders, a review of models of addiction, a multidimensional model of the addiction process, the physiological effects of commonly misused substances, assessment and diagnosis of substance use disorders, and specific, evidence-based interventions for adolescent and adult clients.

### **Course Rationale**

Substance use disorders are epidemic at this time in our culture. Social workers, regardless of practice setting, encounter the individuals and systems impacted by substance use. In order to respond to the needs of individuals, families, groups, and communities affected by substance use it is essential that social workers understand the multi-causal nature of the phenomenon. This course is designed to provide students with the knowledge, skills, and sensitivity to practice in the area of substance use disorder treatment.

**Course Competencies:** By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

- 1) Articulate key elements of the sociopolitical-history of substance use disorders in the United States. Diversity Conc. #4, CT/EBP Conc. #3, HBSE Conc. #2. *(Content: Brief history of substance use across time and cultures, Review of policies and sociopolitical factors that sustain and constrain substance use, Examination of the role of sex, religion, and commerce in alteration of consciousness and related substance use across time).*
- 2) Articulate an understanding of the etiology and epidemiology of substance use disorders. HBSE Conc. #1, Diversity Conc.#2, CT/EBP Conc. #1. *(Content: Prevalence of use, misuse, and substance dependence, Epidemiological sources and resources, Substance use disorders etiological theories and empirical evidence).*
- 3) Articulate knowledge of the basic pharmacology of drugs of abuse. HBSE Conc. #1. *(Content: Basic neurophysiology, drug classifications, dosage, dose response curve, drug interactions, drugs of abuse).*
- 4) Articulate knowledge of physiological reactions to drugs of abuse including overdose, craving, tolerance, withdrawal, and other adverse effects on health. HBSE Conc. #1. *(Content: General physiological and neurological model of addiction).*
- 5) Demonstrate knowledge of models of and resources for evidence-based substance use disorder treatment. CT/EBP Conc.#1, Practice Conc. #1, #2, #3. *(Content: NIDA, NIAAA, SAMHSA resources.)*
- 6) Demonstrate knowledge and skills in clinical screening, assessment, and diagnosis of substance misuse and substance use disorders. Practice Conc. #1, CT/EBP Conc. #1, Values/Ethics Conc. #1. *(Content: Substance use screening and assessment instruments, motivational interviewing, brief interventions, diagnostic criteria).*
- 7) Demonstrate advanced skills in the use of motivational interviewing techniques. CT/EBP Conc. #1, #2. *(Content: Basic and advanced motivational interviewing skills).*
- 8) Develop evidence-based, substance use disorder treatment plans. CT/EBP Conc. #1, #2. *(Content: NIDA, NIAAA, SAMHSA resources).*

- 9) Describe strategies for adapting evidence-based substance use disorder treatment interventions to individuals, families and groups of varying backgrounds such as age, ethnicity, culture, gender, affectional preference, and religious affiliation. Diversity Conc. #1, #2, #3, #4. (*Content: Current research literature on between group and within group variations in patterns of substance use and misuse, genetic vulnerabilities and protective factors, Risk and protective factors associated with age, ethnicity, culture, and socioeconomic status*).
- 10) Demonstrate knowledge of treatment planning and delivery for individuals with co-occurring disorders. CT/EBP Conc. 1, Practice Conc. #1, #2, #3. (*Content: NIDA, NIAAA, SAMHSA resources for treatment of individuals with co-occurring disorders*).
- 11) Articulate an understanding of the ethical challenges and their resolution in substance use disorder treatment including confidentiality, informed consent, the duty to care, and respect for client self-determination. Values and Ethics Conc. #1, #2, #3. (*Content: The unique and complex ethical challenges that arise in substance use disorder treatment*).
- 12) Demonstrate an understanding of the processes of recovery, relapse, and relapse prevention. CT/EBP Conc. #1, Practice Conc. #1, #2, #3. (*Content: Motivation Enhancement Therapy, NIDA, NIAAA, SAMHSA resources for recovery and relapse prevention, Cognitive-Behavior Therapy*).

**Required Text:**

Van Wormer, K., & Davis D.R. (2018) *Addiction Treatment: A Strengths Perspective 4<sup>th</sup> Edition*  
Brooks/Cole Publishing Company.

***An earlier version or e-book version of the text is acceptable***

**Supplemental Text, not required:**

McNeece, C. A. & DiNitto, D. M. (2011). *Chemical Dependency: A systems approach*. Englewood Cliffs, NJ: Prentice-Hall.

***Additional readings will be posted on Canvas***

**Course Requirements**

This is a traditional face-to-face course using Canvas technology to enhance classroom learning. Discussion board sessions will be used to clarify and expand on assigned course readings. Students are expected to attend classes and be prepared to discuss the assigned readings. Students are expected to complete modules and assignments associated with each module. Participation is expected and will be determined by your participation in online and in-class discussions.

**Late Assignments**

All written assignments are expected to be submitted on their specific due date. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of five points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted. All**

**Discussion Boards and Quizzes are scheduled during specific time frames which are noted in the course calendar in the last section of the syllabus. (Please review the Open/Closed times in the course calendar and recognize that Canvas may be showing you Eastern Time). Once a Quiz or Discussion Board is closed, it will not be reopened. If you miss a quiz or discussion board you will receive a "0" for that assignment.** There are 5 Discussion Boards and 4 Quizzes in this course. *A student who wishes an extension of time for any*

assignment, discussion board, or quiz due to medical or personal emergency should consult the instructor as soon as possible by email. However, an extension is not automatic and there may still be a grade penalty.

**Assignments:**

	points	Course competencies	Dimensions of Instruction
4 Quizzes at 10 points each	40		Knowledge, cognitive processes
4 Discussion Boards at 5 points each	20	2, 4, 5, 6, 7, 8, 9, 10, & 12	Values, knowledge, cognitive & affective processes
12-step participation and discussion	20	4, 5, 11, & 12	Knowledge, cognitive & affective processes
Film Response Assignment	10	1, 2, 11, & 12	Knowledge, cognitive & affective processes
Client assessment and plan Assignment	100	1-12	Values, knowledge, cognitive & affective processes
In-class participation/attendance	10		Skill, knowledge, cognitive processes

**Evaluation Procedures and Grades:**

The following scale will be used for the final course grade:

- A (190-200)** Outstanding/Superior. Student consistently exceeds expectations.
- B+ (180-189)** Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.
- B (170-179)** Average. Student consistently meets normal expectations for the course.
- C+ (160-169)** Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
- C (140-159)** Poor. There is lack of understanding of course content. Student does not meet course expectations.
- F (139-Below)** Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

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**Attendance and Participation: *participation is the act of taking part or sharing in something.*** Students are expected to attend and be fully involved in class activities and discussions, including virtual discussions on Canvas. Much of what you will learn in this course comes from these experiences. We all have busy lives and occasionally need to miss class; excuses are NOT required. You are adults and I trust that you miss class for a good reason. Each absence **after the first**, though, will automatically reduce the participation grade by 2 points. It is not just the academic parts that make a class fun but the *class milieu* and we are all involved in fostering a positive learning environment. What can you do to contribute to this positive learning milieu and earn these points?

**Quizzes:** Students will take 4 quizzes that cover multiple modules. Quizzes will be a combination of objective, short answer, and essay. All quizzes are located under the “Quizzes” tab in Canvas. The quizzes are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. Sharing answers or helping each other constitutes cheating and will result in disciplinary action. **The quiz will be timed and you have 1 hour to complete each quiz. Once you open a quiz, you must complete the quiz. Do not open the quiz until you have reviewed the material for that module and you are ready to take the quiz.** Each quiz will cover all readings, lecture materials, handouts, and websites for that particular module. Please do not wait until the last minute to submit your answers for the quiz. **Once a Quiz is closed, it will not be reopened. If you miss a quiz you will receive a “0” for that assignment. Quizzes for this course are open from Tuesday after class to Saturday at midnight CST.**

**Discussion Boards:** Students are expected to participate in **Five Discussion Boards** with their classmates during this semester in a timely fashion. You are required to actively engage in thoughtful discussions with your peers. Your comment(s) can **either** be a new thread or a detailed response to other students' comments. A simple "Yes, I agree" or "No, I don't agree" is not an acceptable comment. I expect a minimum of five posts per topic, either detailed responses or your initial post plus responses to others and maintenance after you post. *Your grade for the discussion board will be dependent on your display of critical thinking, depth of content, self-awareness and reflection, quality, and appropriateness of your comments.* It is important to remember that this is a classroom environment. Therefore, your language and tone on the discussion board should reflect this environment. I want to encourage you to challenge and disagree with each other, but this must be done in a respectful manner. **Once a Discussion Board is closed, it will not be reopened for grading purposes**, though it may be reopened for review or continued engagement. **You must complete the Discussion Board within the time frame given by the Instructor. See Canvas for the Discussion Board grading rubric.**

**Film Response Assignment:** (5 points) View the film The Anonymous People and complete a reflection paper addressing specific questions, detailed in the Canvas instructions.

**Client Assessment and Plan:** Each student will be assigned a case and apply content learned in the course to the client situation. You will choose and apply and evidence-based theory discussed in Chapter 8 of the textbook to apply to the client. Case and detailed instructions are available on Canvas.

**12-step program participation and discussion:** Students will be required to attend addiction-related self-help groups and participate in a discussion board describing their experiences and analyzing the approach based on a conceptual framework. For example, what connections do you observe (if any) between these programs and other theoretical concepts such as CBT, Motivational Interviewing, Social Learning Theory, Empowerment Perspectives, etc). *You must cite your evidence to support these connections.* You will attend a minimum of two open meetings during this course. One meeting must be Alcoholics Anonymous or Narcotics Anonymous and the other can be any addiction related self-help group of your choice.

**\*Additional details, including how to find a meeting in your area, about this assignment can be found on the Canvas site under assignment tab**

**Anticipated Course Outline and Calendar **\*\*schedule may be revised based on guest speaker availability and the learning needs of the class. All changes will be made by announcement in Canvas\*\*****

1-10 to 1-27	Module One: Substance Use Disorders	Introduction to Substance Use Disorders and the Nature of Addiction. History and classification of drugs of abuse. Textbook: van Wormer & Davis, Chapters One and Two Additional reading and videos on Canvas Film: <u>The Anonymous People</u> <b>Assignment:</b> film response <b>due 1-27</b> in Canvas
1-28 to 2-17	Module Two: Biology & the Brain	Substance misuse, dependence & the body. The brain & biology of drug abuse and addiction. Co-occurring Disorders; The Medical Model of Addiction; Relapse Cycle Textbook: van Wormer and Davis, Chapters 3 & 4; chapter 6 pp. 245-272 Additional reading and videos on Canvas
<b>No class meeting on 2-6</b>		
2-18 to 2-24	Module Three: Abstinence	Abstinence Only Model; 12-step recovery; Mutual help groups; Spiritual Interventions Textbook: van Wormer & Davis, Chapter 9 Big Book of AA, Chapters 1-5 Additional reading and videos on Canvas

2-25 to 3-10	Module Four: Policy & Harm Reduction	Public Policy; Harm Reduction—Public Health Approach to SUD; Medication Assisted Therapies Textbook: van Wormer & Davis, Chapter 8 pp. 314-327 AND Chapter 13 Additional reading and videos on Canvas <b>Assignment:</b> 12-step discussion due <b>March 10</b> in Canvas
		<b>No class meeting on 3-6 for Comprehensive Exam Preparation</b>
3-11 to 3-17	Spring Break	<b>No class meeting on 3-13</b>
3-18 to 3-31	Module Five: Assessment & Planning	Screening and Assessment; Motivational Interviewing; Treatment Planning Textbook: van Wormer and Davis, Chapters 7 & 8
4-1 to 4-7	Module Six: Behavioral Addictions	Textbook: van Wormer & Davis, Chapter 5 Additional reading and videos on CANVAS <b>Assignment:</b> Client Assessment and Plan paper due <b>April 7</b> in Canvas (or bring hard copy to class on 4-3)
4-8 to 4-28	Module Seven: Special Populations	Treatment with special populations including families, women, pregnancy, adolescents, and people with chronic pain Textbook: van Wormer and Davis, Chapters 6, 10, & 12 Additional reading and videos on Canvas