SW 564 Evidence-Based Practice with Substance Use Disorders  
Section 002  
3 Credit hours  
Spring, 2019

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Office hours: Tuesday 8-9a or by appointment                      E-mail: amallor3@utk.edu

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). 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, Knoxville Student Disability Services office 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:
An earlier or online version of the text is acceptable but may present challenges of finding items.

Supplemental Text, not required:

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 the grade will be determined by your participation in online and in-classroom discussions.

Late Assignments
All written assignments are expected to be submitted before or 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. 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 be a grade penalty.
Assignments:

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Course Competencies</th>
<th>Dimensions</th>
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<tbody>
<tr>
<td>4 quizzes at 10 each</td>
<td>40</td>
<td></td>
<td>Knowledge, cognitive processes</td>
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<tr>
<td>4 discussion boards at 5 points each</td>
<td>20</td>
<td>2, 4, 5, 6, 7, 8, 9, 10, &amp; 12</td>
<td>Values, knowledge, cognitive &amp; affective processes</td>
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<td>12-step participation and discussion</td>
<td>20</td>
<td>4, 5, 11, &amp; 12</td>
<td>Knowledge, cognitive &amp; affective processes</td>
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<td>Film response assignment</td>
<td>10</td>
<td>1, 2, 11, &amp; 12</td>
<td>Knowledge, cognitive &amp; affective processes</td>
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<tr>
<td>Client assessment and Plan assignment</td>
<td>50</td>
<td>1-12</td>
<td>Values, knowledge, cognitive &amp; affective processes</td>
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<td>In-class participation/attendance</td>
<td>10</td>
<td></td>
<td>Skill, knowledge, cognitive processes</td>
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<td>Total</td>
<td>150</td>
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Evaluation Procedures and Grades:
The following scale will be used for the final course grade:

- **A (143-150)** Outstanding/Superior. Student consistently exceeds expectations.
- **B+ (135-142)** Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.
- **B (128-134)** Average. Student consistently meets normal expectations for the course.
- **C+ (120-127)** Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
- **C (113-119)** Poor. There is lack of understanding of course content. Student does not meet course expectations.
- **F (112-Below)** Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

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. Quizzes will be completed on 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 simply "Yes, I agree" or "No, I don't agree" is not an acceptable comment. 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.

The discussion boards will cover the following topics:

Neurobiology and Addiction (Course Competency 2, 4), Harm Reduction and Public Policy Issues (Course Competency 7, 9), Treatment Planning (Course Competency 8, 12), Behavioral (Process) Addiction (Course Competency 5, 6, 10), Addiction as a Family Disease (Course Competency 12), Mutual-Support/12-step Meeting (Course Competency 5, 9, 12)

Film Response Assignment: (10 points) View the film The Anonymous People and complete a reflection paper addressing specific questions, detailed in the Canvas instructions. (Course Competencies 1, 2, 11, 12)

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 the textbook to apply to the client. Case and detailed instructions are available on Canvas. (Course Competencies: 1-12)

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. (Course Competencies: 4, 5, 11, & 12)

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**

<p>| 1-9 to 1-19 | 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 &amp; Davis, Chapters One and Two Additional reading and videos on Canvas Film: The Anonymous People Assignment: film response due 1-19 in Canvas |</p>
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Content</th>
<th>Additional Reading and Videos</th>
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| 1-20 to 2-2 | 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. Co-occurring disorders, Relapse Cycle  
Textbook: van Wormer and Davis, Chapter 3  
Additional reading and videos on Canvas  
The Medical Model of Addiction. Co-occurring disorders, Relapse Cycle  
Textbook: van Wormer & Davis, Chapter 9 AND Chapter 8 pp. 431-438  
Additional readings and videos on Canvas |
| 2-3 to 2-16 | Module Three: Abstinence       | Abstinence Only Model; 12-step recovery; Mutual help groups  
Textbook: van Wormer & Davis, Chapter 11  
Big Book of AA, Chapters 1-5  
Additional reading and videos on Canvas |
| 2-17 to 3-2 | Module Four: Policy & Harm Reduction | Harm Reduction—Public Health Approach to SUD; Public Policy; Medication Assisted Therapy  
Textbook: van Wormer & Davis, Chapter 8 pp. 409-419 AND Chapter 13  
Additional reading and videos on Canvas |
| 3-3 to 3-30 | Module Five: Assessment & Planning | Screening and Assessment; Motivational Interviewing; Treatment Planning  
Textbook: van Wormer and Davis, Chapters 7 & 8  
Additional reading and videos on Canvas  
Assignment: 12-step discussion due March 16 in Canvas |
| 3-31 to 4-6 | Module Six: Behavioral Addictions | Behavioral (Process) Addictions  
Textbook: van Wormer & Davis, Chapter 5  
Additional reading and videos on Canvas  
Assignment: Client Assessment and Plan paper due April 6 in Canvas |
| 4-7 to 4-26 | Module Seven: Special Populations | Addiction as a family disease  
Textbook: van Wormer and Davis, Chapter 10  
Additional reading and videos on Canvas  
Population specific treatment; Chronic Pain  
Textbook: van Wormer and Davis, Chapters 6 & 12  
Additional reading and videos on Canvas |