SW 564 Evidence-Based Substance Abuse Treatment
Spring 2016, Thursday 9a-12noon, Room 233
Phone: 615-782-6135
Office hours: Thursday 12-1pm 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/](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 abuse treatment. The course will present an integrative biopsychosocial model for the understanding and treatment of substance abuse. Course content includes an overview of the history of substance abuse, a review of models of addiction, a multidimensional model of the addiction process, the physiological effects of commonly abused substances, assessment and diagnosis of substance abuse disorders, and specific, evidence-based interventions adolescent and adult clients.

Course Rationale
Substance abuse is epidemic at this time in our culture. Social workers, regardless of practice setting, encounter the individuals and systems impacted by substance abuse. In order to respond to the needs of individuals, families, groups, and communities affected by substance abuse 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 abuse 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 abuse in the United States. Diversity Conc. #4, CT/EBP Conc. #3, HBSE Conc. #2. (Content: Brief history of substance abuse across time and cultures, Review of policies and sociopolitical factors that sustain and constrain substance abuse, 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 abuse. HBSE Conc. #1, Diversity Conc.#2, CT/EBP Conc. #1. (Content: Prevalence of use, abuse, and substance dependence, Epidemiological sources and resources, Substance abuse 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 abuse 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 use, misuse, and abuse. Practice Conc. #1, CT/EBP Conc. #1, Values/Ethics Conc. #1. (Content: Substance abuse 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 abuse treatment plans. CT/EBP Conc. #1, #2. (Content: NIDA, NIAAA, SAMHSA resources).

9) Describe strategies for adapting evidence-based substance abuse 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 abuse, 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 abuse 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 abuse 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 version of the text is acceptable*

*Supplemental Text:*

*Additional readings will be posted on Blackboard*

**Course Requirements**
This is a blended course with traditional and web-based course material using Blackboard technology to enhance classroom learning. Discussion board sessions will be used to clarify and expand on assigned course readings. Students are expected to come to class every other week and on off weeks work at their own pace and 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 one point 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 BB is on 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 4 Discussion Boards and 2 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. No late assignments will be accepted without prior approval by the instructor.

Assignments:
2 Quizzes at 10 points each                      20 points
4 Discussion Boards at 10 points each           40 points
Film Response Assignment                        10 points
12-step participation paper                     20 points
In-class participation/attendance               10 points

Evaluation Procedures and Grades:
The following scale will be used for the final course grade:

A (95-100) Outstanding/Superior. Student consistently exceeds expectations.
B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.
B (85-89) Average. Student consistently meets normal expectations for the course.
C (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
D (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.
F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

Quizzes: Students will take 2 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 Blackboard. 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 2 hours 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 Thursday after class to Sunday evenings at 11pm CST. Please see the course calendar for the specific dates/times and modules for each quiz. Topics for quizzes are as follows:

Quiz 1 – Substance Use Disorders, Addictive Disorders, Co-Occurring Disorders, Medical Model of Addiction, Relapse (Course Competencies 1, 2, 3, 4, 10, 12)
Quiz 2 – Families and Population-Specific Treatment (Course Competencies 9, 11)

Discussion Boards: Students are expected to participate in Four 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. You must complete the Discussion Board within the time frame given by the Instructor. Please see the course calendar for the specific dates/times of each discussion board and Blackboard for Discussion Board grading rubric.

The discussion boards will cover the following topics:

Discussion Board 1 = Neurobiology and Addiction (Course Competency 2, 4)
Discussion Board 2 = Harm Reduction and Public Policy Issues (Course Competency 7, 9)
Discussion Board 3 = Treatment Planning (Course Competency 8, 12)
Discussion Board 4 = Behavioral Addiction (Course Competency 5.6) Addiction as a Family Disease (Course Competency 12)

12-step program participation paper: Students will be required to attend addiction-related self-help groups and write a brief paper describing their experiences and analyzing the approach based on a conceptual framework. You will attend three group meetings during this course. This is a requirement for the class and will serve as the foundation for the Twelve Step Analysis paper. You must attend Open Meetings. One meeting must be Alcoholics Anonymous and the other two meetings can be addiction related self-help groups of your choice including Overeaters Anonymous, Narcotics Anonymous...etc. You can find a list of AA meetings in your area @ http://www.aa.org/?Media=NoFlash
*Additional details about this assignment can be found on the blackboard site under assignment tab (Course Competencies: 4, 5, 11, & 12)
**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 Blackboard**

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<tr>
<th>Week</th>
<th>Course Topic</th>
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| 1-14 | Introduction to Substance Use Disorders and the nature of addiction.  
Textbook: van Wormer & Davis, Chapters One and Two  
Additional reading and videos on BB  
Film: The Anonymous People |
| 1-21 | Continuation of Intro to SUD and nature of addiction.  
**Assignment**: film response due 1-23 in BB |
| 1-28 | Substance misuse, dependence & the body. The brain biology of drug abuse and addiction.  
Co-occurring Disorders  
Textbook: van Wormer and Davis, Chapter 3  
Additional reading and videos on BB |
| 2-4  | 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 BB |
| 2-11 | Abstinence Only Model; 12-step recovery; Mutual help groups  
Textbook: van Wormer & Davis, Chapter 11  
Big Book of AA, Ch 1-5  
Additional reading and videos on BB  
**Assignment**: discussion board #1 (initial post due 2-6, thread closes 2-13) |
| 2-18 | 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 BB |
| 2-25 | Continuation of Harm Reduction  
**Assignment**: discussion board #2 (initial post due 2-20, thread closes 2-27)  
**Assignment**: Quiz #1 due 2-28 in BB |
| 3-3  | Screening and Assessment; Motivational Interviewing and Treatment Planning  
Textbook: van Wormer and Davis, Chapters 7 & 8  
Additional reading and videos on BB |
| 3-10 | Continue: Motivational Interviewing and Treatment Planning  
**Assignment**: discussion board #3 (initial post due 3-5, closes 3-12) |
| 3-17 | Spring Break |
| 3-24 | Behavioral Addictions--Eating d/o, Gambling, cyber-addictions, sexual addictions  
Textbook: van Wormer & Davis, Chapter 5  
Additional reading and videos on BB  
**Assignment**: 12-step attendance paper due April 2 in BB (or bring hard copy to class 3-31)  
**Assignment**: Discussion Board #4 (initial post due 3-19, thread closes 3-26) |
| 3-31 | Addiction as a family disease  
Textbook: van Wormer and Davis, Chapter 10  
Additional reading and videos on BB |
| 4-7  | Continue: Addiction as a family disease |
| 4-14 | Population specific treatment; Chronic Pain  
Textbook: van Wormer and Davis, Chapters 6 & 12  
Additional reading and videos on BB |
| 4-21 | Assignment: Quiz #2 due April 24 on BB |