THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

Evidence-Based Substance Abuse Treatment

Course SW 564- 3 Credit Hours
Tuesdays 9:05 – 12:05
418 Henson Hall

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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 courtesy. 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 Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability and the 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 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 affects 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 effected 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, the students are expected to be able to (through course activities, assignments, and/or exams):

1) Articulate key elements of the sociopolitical-history of substance abuse in the United States. (Diversity-adv. 4, CT/EBP-adv. 3, HBSE-adv. 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-adv. 1, Diversity-adv. 2, CT/EBP-adv. 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-adv. 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-adv. 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-adv. 1, Practice-adv. 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-adv. 1, CT/EBP-adv. 1, Values and Ethics-adv. 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-adv. 1, 2) (Content: Basic and advanced motivational interviewing skills)

8) Develop evidence-based, substance abuse treatment plans. (CT/EBP-adv. 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-adv. 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-adv. 1, Practice-adv. 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-adv., 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-adv. 1, Practice-adv. 1, 2, 3) (Content: Motivation Enhancement Therapy, NIDA, NIAAA, SAMHSA resources for recovery and relapse prevention, Cognitive-Behavior Therapy)

**Electronic Device Policy:** You may bring your laptops to class for note taking and other appropriate classroom work. It is not appropriate to surf the internet, check your email, etc., while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g. instant messaging, typing emails, or web surfing). All cell phones and smart phones should be silenced and put away during class and text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All other music players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

**Grading – SW 564**
### Motivational Interviewing Demonstration Video – Competency 7

This project requires the production of a 15-minute digital video (on digital video tape, DVD, or secure YouTube site) demonstrating basic and advanced motivational interviewing skills. Students may work in teams of two. Each student assumes the role of interviewer (helper) and the "client" in a motivational interviewing role play. Projects will be graded on the quality of the skills demonstrated and the lucidity of the video production. Projects will be reviewed in scheduled sessions with Dr. Patterson.

### Blackboard Discussion Questions – Discussion Boards (2 X 5%):

There will two Blackboard discussion questions posted over the course of the semester. Learners are expected to first respond to the discussion board question posted. Limit this response to no more than 200 words. Then read and reply to at least two of your peers posts. Please note that I will be reading the posts as you put them up, but will rarely comment. I do not comment to allow for free consideration of the ideas in the reading without looking to me for “correct” responses. Also, you are encouraged in these assignments to question, brain-storm, and analyze your readings. You will not be graded on the accuracy of your interpretation, but rather the depth to which you explore the material. The discussion forums are available under Assignments. Competencies 1-12.

### Grading Protocol -

Grades will be assigned based upon the distribution of the final point totals for the class. Students in the second standard deviation above the mean will receive an A.
Students in the first standard deviation above the mean will receive a B+. Students in the first standard deviation below the mean or with at least 80% of all possible points will receive a B. Students in the second standard deviation below the mean will receive a C+. Other grades will be awarded based on total points and the class mean. Extra credit points are added to a student's point total after the class mean and standard deviation have been calculated. Consequently, extra credit points can make a significant difference in final grade earned.


**Course Outline - *Readings with * are optional***

Readings and some content listed here are subject to change and addition until the first day of class.

1/19/16- Introduction/Course Overview/Historical Review of Addictions

**Course Competency 1**

Treating Addiction- Chapters 1

Historical and cultural aspects of man’s relationship with addictive drugs - Marc-Antoine Crocq, MD (2007) - *Dialogues in Clinical Neuroscience* Blackboard Course Site – Documents


* Chapter 1 – The Big Three: Alcohol, Tobacco, and Caffeine
* Chapter 2 – The Little Three: Opium, Cannabis, and Coca

Chapter 5 - A Trap Baited with Pleasure


1/26/16 - Etiological Models of Substance Abuse

**Course Competency 2**

Treating Addiction- Chapters 1
The Genetics of Alcohol and Other Drug Dependence (2008) Alcohol Research and Health

Etiology and the Natural History of Alcoholism (NIAAA, 2005)

*Common liability to addiction and “gateway hypothesis”: Theoretical, empirical and evolutionary perspective (2012) – This is a fascinating, but challenging article.

Blackboard Course Site – Documents

Epidemiology and Theories of Addiction

Epidemiology of DSM-5 Drug Use Disorder Results From the National Epidemiologic Survey on Alcohol and Related Conditions–III - Blackboard Course Site – Documents

Nationwide Trends (NIDA, 2015)

*Epidemiology of Alcohol Abuse Problems in the United States (NIAAA, 2005)

*Toward a Global View of Alcohol, Tobacco, Cannabis, and Cocaine Use: Findings from the WHO World Mental Health Surveys (2008) PLOS Medicine*

*Substance Abuse in the United States: Findings From Recent Epidemiologic Studies (2009) -Blackboard Course Site – Documents

2/2/16 - Neurophysiology and Pharmacology of Substance Abuse

Course Competencies 3 & 4

Treating Addiction- Chapter 3

*The Neuropharmacology of Drugs of Abuse

*Shared Mechanisms of Alcohol and Other Drugs (2008) Alcohol Research and Health


Pharmacology-Drug Use and Abuse (2004) - Blackboard Course Site – Documents


2/9/16 - Drugs of Abuse

Course Competencies 3 &4


1. Alcohol
2. Cigarettes and Other Nicotine Products
3. Club Drugs
4. Crack and Cocaine
5. MDMA (Ecstasy)
6. Heroin
7. Inhalants
8. Khat
9. LSD
10. Psilocybin - Psilocybin, psychological distress, and suicidality – Blackboard Course Site
11. Marijuana
   A. Blurred Boundaries- The Therapeutics and Politics of Medical Marijuana.pdf - Blackboard Course Site
12. Methamphetamine
13. Pain Medications and Other Prescription Drugs
14. PCP
15. Methylphenidate (Ritalin)
16. Rohypnol and GH
17. Salvia
18. Steroids (anabolic)


Review each of the drugs above in the Vaults of Erowid - [http://www.erowid.org/psychoactives/](http://www.erowid.org/psychoactives/)

2/16/16 - Quiz 1 Due --- Stages of Change----Diagnosis and Assessment
Course Competency 6

Treating Addiction- Chapters 4, 5 & 7

Transtheoretical Model - Stages of Change

*A 'Stage of Change' Approach to Helping Patients Change Behavior - American Family Physician (March 1, 2000)

Screening, Assessment, and Treatment Planning for Persons with Co-Occurring Disorders (SAMSHA-2006) - Blackboard Course Site

Screening Alcohol Problems in Social Work Settings (NIAAA, 2005)

Diagnosis and Assessment of Alcohol Use Disorders (NIAAA, 2005)

2/23/16 - Motivational Interviewing Skill Building

Course Competency 7

Enhancing Motivation for Change in Substance Abuse Treatment - SAMHSA/CSAT Treatment Improvement Protocols – Chapters 1- 5

Toward a Theory of Motivational Interviewing – Miller and Rose (2009) - Blackboard Course Site – Documents

3/1/16 - Motivational Interviewing Skill Building

Course Competency 7

Treating Addiction- Chapter 10

Enhancing Motivation for Change in Substance Abuse Treatment - SAMHSA/CSAT Treatment Improvement Protocols – Chapters 6 – 9, Appendix B

3/8/16 – Models and Resources for Evidence-Based Substance Abuse Treatment

Course Competency 5

Treating Addiction – Chapters 7,8,11 & 12

Find Substance Abuse and Mental Health Treatment

http://www.samhsa.gov/treatment/

Evidence-based practices for treating substance abuse disorders


Motivation and Treatment Interventions

SBIRT: Screening, Brief Intervention, and Referral to Treatment (Additional training materials and videos will be provided after the start of the class.)

Principles of Drug Abuse Treatment for Criminal Justice Populations - A Research-Based Guide

*Research Refines Alcoholism Treatment Options

3/15/16- Spring Break!

3/22/16 - Developing Evidence-Based, Substance Abuse Treatment Plans - Course Competency 8

Cognitive Behavioral Approaches to Substance Abuse Treatment

Treating Addiction – Chapter 9 – Brief Interventions


Cognitive-Behavioral Therapy for Substance Use Disorders (2010)

*A Cognitive-Behavioral Approach: Treating Cocaine Addiction

Evidence-based Treatment of Opioids

Articles are forthcoming…

3/29/16 - Quiz 2 Due – Adolescent Substance Abuse

Course Competency 8

Treating Addiction- Chapter 13 – Involving and Working with Families

Adolescents and Treatment of Substance Abuse

Advances in Adolescent Substance Abuse Treatment (2011)- Blackboard Course Site
Motivational Enhancement Therapy and Cognitive Behavioral Therapy Supplement: 7 Sessions of Cognitive Behavioral Therapy for Adolescent Cannabis Users – PDF on Blackboard Course Site

*Interventions for Alcohol Use and Alcohol Use Disorders

*The Quality of Highly Regarded Adolescent Substance Abuse Treatment Programs

4/5/16 – **Motivational Interviewing Videos Due-Schedule Review Appointment**

Treatment with Groups  --- Ethical issues in Addiction Treatment

Course Competencies 9 and 11

Treating Addiction-Chapters 20 & 22


**Substance Abuse Treatment: Group Therapy** (SAMSHA TIP 41)

Legal and Ethical Issues in the Prevention and Treatment of Alcohol Use Disorders

4/12/16 - Co-Occurring Disorders, Self Help, Mutual Help and Harm Reduction

Course Competency 10

Treating Addiction – Chapters 14-18

Treatment of substance abusing patients with comorbid psychiatric disorders

Treatment of substance abusing patients with comorbid psychiatric disorders (2012) Blackboard Course Site

**Substance Abuse Treatment for Persons With Co-Occurring Disorders (SAMSHA, TIP 42)**

http://www.wired.com/magazine/2010/06/ff_alcoholics_anonymous/all/1

*Comorbidity of Alcohol and Psychiatric Disorders* (NIAAA, 2005)

Update on Harm-Reduction Policy and Intervention Research (2010) Blackboard Course Site

4/19/16 – Treatment of Diverse Populations -
Course Competency 9 & 12

Treating Addiction – Chapter 19 & 23

Substance Abuse Treatment: Addressing the Specific Needs of Women (SAMSHA-TIP 51)

Improving Cultural Competence – (SAMSHA – TIP 59) – Blackboard Course Site

*Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues (SAMSHA-TIP 36)

*A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals

Substance Abuse Treatment and Family Therapy

Sexual Orientation and Alcohol Use Disorders

Ethnicity, Culture, and Alcohol

4/26/16 – Working with Veterans & Relapse and Prevention

Alcohol misuse, alcohol-related risky behaviors, and childhood adversity among soldiers who returned from Iraq or Afghanistan - Blackboard Course Site

Alcohol misuse and psychological resilience among U.S. Iraq and Afghanistan era veterans - Blackboard Course Site


*Juvenile Drug Court: Enhancing Outcomes by Integrating Evidence-Based Treatments (2006) Blackboard Course Site – Documents

Mindfulness Based Relapse Prevention

Relative Efficacy of Mindfulness-Based Relapse Prevention, Standard Relapse Prevention, and Treatment as Usual for Substance Use Disorders: A Randomized Clinical Trial (2014)- Blackboard Course Site

Mindfulness-based relapse prevention for substance craving (2012) – Blackboard Course Site

Preventing Drug Abuse Among Children and Adolescents: A Research Based Guide

5/3/16 – Final Due – Course Competencies 1-12
Links


http://store.samhsa.gov/facet/Professional-Research-Topics

http://lib.adai.washington.edu/instruments/

http://www.addictionscience.net/ASNreport01.htm

http://www.bu.edu/aodhealth/update.html


http://www.erowid.org/splash.php

http://www.msc.cc.ok.us/bstewart/bstewart/classes/anatomy/addictphys.htm

CSAT Inventory of Effective Substance Abuse Treatment Practices

http://csat.samhsa.gov/treatment.aspx

National Registry of EBP

http://www.nrepp.samhsa.gov/

Evidence-based practices for treating substance abuse disorders