

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 621**

**Treatment of Substance Use**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This advanced-level course will prepare students to perform the key clinical tasks associated with counseling clients affected by substance use disorders (SUD).  These key clinical tasks conform with the “AODA Counselor Core Functions and Skills” articulated by the International Certification & Reciprocity Consortium and its members, including the Illinois Alcohol and Other Drug Abuse Professional Certification Board (IAODAPCA).  The Core Functions and Skills include screening, intake, orientation, assessment, treatment planning, counseling (individual, family, and group), case management, crisis intervention, client education, referral, reports and recordkeeping, consultation with other professionals, and intervention (via the workplace, legal system, and schools).

Evidence-based approaches to screening, assessment, and treatment of SUD will be reviewed.  The importance of relevant social systems (e.g., family, work, and community/society) and spirituality in addiction and recovery will be discussed.  Given the chronic, progressive, relapsing nature of addiction, effective relapse prevention technologies will be highlighted. The role of the social worker within a multi-disciplinary team treating SUD will be considered. While SUD is democratic, affecting all members of society, the impact of oppression upon SUD-affected women, youth, older adults, and ethnic and sexual minorities will receive special consideration.  The challenges of properly diagnosing and treating individuals with co-occurring SUD as well as other mental health conditions will be discussed.

This advanced-level course is suitable for students in a variety of concentrations.  It is one of three courses fulfilling the educational component of the IAODAPCA Advanced Accredited Training Program, preparing students to become eligible for the Certified Alcohol and Drug Counselor (CADC) credential.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Module 3  | Knowledge and Values |
| --- | --- | --- |

**Competency 2: Engage in Diversity and Difference in Practice**

| **Assignment** | Module 3, 5  | Knowledge, Values, and Skills |
| --- | --- | --- |
| **Assignment** | Resource Planning | Knowledge, Values, and Skills |
| **Assignment** | Modality Presentation | Knowledge, Values, and Skills |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Module 5 | Knowledge, Values, and Skills |
| --- | --- | --- |
| **Assignment** | Resource Planning | Knowledge, Values, and Skills |

**Competency 4: Engage in Practice-Informed Research and Research-informed practice**

| **Assignment** | Modality Presentation  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Resource Planning | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Case Study | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Discussion and Lectures | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Case Study  | Knowledge, Values, and Skills |
| --- | --- | --- |
| **Assignment** | Modality Presentation | Knowledge, Values, and Skills |
| **Assignment** | Discussion and Lectures | Knowledge, Values, and Skills |

**Competency 6: Engage with Individuals, Families, and Communities**

| **Assignment** | Case Study  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Discussion and Lectures | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 7: Assess Individuals, Families, and Communities**

| **Assignment** | Case study  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Discussion and Lectures | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 8: Intervene with Individuals, Families, and Communities**

| **Assignment** | Modality Presentation  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Case Study | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Discussion and Lectures | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100  |
| **A-** | 92 – 95  |
| **B +** | 88 – 91  |
| **B** | 84 – 87  |
| **B-** | 80 – 83  |
| **C+** | 76 – 79  |
| **C** | 72 – 75  |
| **C-** | 68 – 71  |
| **D+** | 64 – 67  |
| **D** | 60 – 63  |
| **F** | Below 60  |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Case Study** (\_ pages, \_ points)

**Students will utilize a case (identifying information disguised) from their fieldwork.  In the event that students are not in a field placement or do not serve SUD-affected clients, a case study will be provided by the instructor.  You will critically analyze the case and create a mock medical record, and prepare the “client” for discharge sequentially:**

1. **Conducting an assessment utilizing the ASI.**
2. **Making a diagnosis (or diagnoses), per DSM-5.**
3. **Making a treatment recommendation, using the ASAM Patient Placement Criteria and Levels of Care.**
4. **Establishing an initial treatment plan, identifying problems, goals, objectives, and interventions (include educational, clinical, and case management services).**
5. **Discuss the pertinent clinical issues presented by the case and the clinical interventions and modalities (individual, group, family, other) you will employ.  You may discuss client motivation (refer to Motivational Interviewing material) and how this informs your clinical choices. What engagement strategies are you utilizing?**
6. **Discuss continued stay evaluations:**
7. **Discuss the role of support programs, if pertinent.**
8. **Describe relapse prevention strategies.**
9. **Identify the evaluation tools you will use to identify client success.**
10. **Discuss the conclusion of treatment, including the aftercare plan.**

**Treatment Modality Presentation** (\_ pages, \_ points)

**In order to integrate material learned throughout class and fieldwork, students will be assigned to a group, the group will choose an intervention modality commonly utilized in the addiction treatment center setting. Students will present a short five-to-ten-minute summary that will include: a description of the modality, and who would benefit from the utilization of this modality (behaviors, self-awareness, and but not limited to barriers to this particular modality). Students will present the modality to the class as if the class members are their clients.**

**Upon completion of the modality, presenters will facilitate discussion that would include diversity limitations, ethical considerations, and questioning and answering from the class members**

**Treatment interventions can include but are not limited to ACT (acceptance and commitment therapy), DBT (dialectical behavior therapy), shame-resilience theory/Daring Way (Brené Brown’s work), CBT (cognitive behavioral therapy), ACRA (adolescent community reinforcement approach)/CRA (community reinforcement approach), Seeking Safety (Najavitz), Self-Compassion (Kristin Neff or Tim Desmond), Relapse Prevention (Gorski), Mindfulness-Based Stress Reduction as well as creating your own activity that provides insight for your client.**

**Rural Resource Planning** (\_ pages, \_ points)

On the first day of class, students will receive the name of a rural area in Illinois and a brief summary of a potential client. Students are to do research as if they are social workers working in that area and they are seeking treatment for their client for substance use. Students are to reach out to one treatment center for each level of care. **(Five total)**

**(Cannot be the same location for two different levels)**

Levels of care:

* Early Intervention
* Outpatient Treatment
* Intensive Outpatient
* Detoxification
* Residential

Each student is to present a written assignment describing their experience while searching for treatment options. It should include the following:

1. How difficult was it to locate options for your client? What was your level of frustration? How do you think a client would react if they were seeking help and could not get it?
2. A summary of each level of care and the treatment center you found. Briefly describe the services offered and how you feel your client would benefit and include why you feel this setting would not benefit your client.
3. If the setting has a website and printable brochures, please include those as an appendix.
4. What might be barriers for a client living in this rural area

**Attendance and Active Participation** **and Integration** (­­\_ points)

Throughout the semester students will have in-class activities to complete. These will include case studies discussions, activities related to SUD, ethical considerations, diversity/race/gender considerations, and overall participation in the class structure.

In class, participation is required. Students are to come to class prepared from the readings and or assignments required for that day.

**REQUIRED TEXT(S)**

All required articles and many recommended articles for this course are available on the Loyola web page, Libraries, under Full text online. There are no e-reserves for this course. The link to information on accessing the E reserves is in the student handbook and on the student link on the school of social work home page. The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.

* Fisher, Gary L., and Thomas C. Harrison. *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors*. 6th ed. Boston: Pearson, 2018
* Numerous Tip Readings from: <https://www.samhsa.gov>
* Cases and additional articles will be offered throughout the semester

**RECOMMENDED TEXT(S)**

* Eliason, Michelle J. (2007) Improving substance abuse treatment: An Introduction to evidence-based practice. Los Angeles: Sage Publications
* Levounis, Petros and Arnaout, Bachaar (2010) Handbook of Motivation and Change: A practical guide for clinicians. Washington DC: American Psychiatric Publishing, Inc.
* Rotgers, Fredderick and Walters, Scott (2006) Treating Substance Abuse: Theory and Technique. 2nd Ed New York: The Guilford Press

#### COURSE SCHEDULE

#### Module 1

**Date**

#### Introductions, Syllabus Review, and the Role of Social Work in the Addiction Field

**Description**

This module includes student introductions, syllabus, and assignment review, and identifying the role social work play in the addiction field.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the different roles social workers play in the addiction field
2. List and describe the 12 skills and competencies of an addiction counselor

**Required Resources**

* Fragkiadaki, E., Triliva, S., Natsopoulou, O. & Tzanakis, E. (2020). From social workers to socio-therapists: the transformative journey of substance abuse therapists. *Journal of Social Work Practice in the Addictions, 20*(2), 89-104. DOI:10.1080/1533256X.2020.1691408
* Vakharia, S.P., & Little, J. (2017). Starting Where the Client Is: Harm Reduction Guidelines for Clinical Social Work Practice. *Clinical Social Work Journal, 45*, 65–76. https://doi.org/10.1007/s10615-016-0584-3

**Module 2 - DSM-V Review of Substance Use Disorders and Mental Health Issues in SUD**

**Date**

**Description**

This module includes a DSM V review related to substance use disorders. Mental health issues related to substance use and the models of addiction are explored in a deeper sense.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Review the diagnosis criteria of substance use disorders in the DSM-IV
2. Identify the role mental health plays in addiction
3. List models of addiction and characteristics of each, as well as diversity limitations of each

**Required Resources**

* Eddie, D., Bates, M. E., & Buckman, J. F. (2020). Closing the brain–heart loop: Towards more holistic models of addiction and addiction recovery. *Addiction Biology*, e12958. https://doi.org/10.1111/adb.12958

**Module 3 - Ethical Considerations in the Addiction Field**

**Date**

**Description**

Ethical considerations and a review of the NASW and ICB code of ethics are explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Compare and contrast the NASW code of ethics and the ICB code of ethics
2. Recognize diversity/social justice/human rights challenges in the addiction field

**Required Resources**

* Matsuzaka S. (2018) Transgressing gender norms in addiction treatment: Transgender rights to access within gender-segregated facilities. *Journal of Ethnicity in Substance Abuse, 17*(4), 420-433. DOI:10.1080/15332640.2016.1264338
* Maclin-Akinyemi., C, Thurston, I. D., Howell K. H., Jamison, L. E. & Anderson, M. B. (2021). The protective roles of ethnic identity and community cohesion on substance use among Black women experiencing adversity. *Journal of Ethnicity in Substance Abuse, 20*(2), 225-240. DOI:10.1080/15332640.2019.1622477
* Toombs, E., Marshall, N., & Mushquash, C. J. (2021). Residential and nonresidential substance use treatment within Indigenous populations: a systematic review. *Journal of Ethnicity in Substance Abuse, 20*(2), 316-341. DOI:10.1080/15332640.2019.1622478

**Module 4 - Screening Tools and Diversity**

**Date**

**Description**

This module compares the different screening techniques and instruments and how they impact special populations and might cause oppression in some populations

**Learning Objectives**

After successfully completing this module, students will be able to:

1. of screening and screening instruments for the addicted
2. Review how special populations could have issues with the screening process

**Required Resources**

* Bernstein, S.L., & D’Onofrio, G. (2017). Screening, treatment initiation, and referral for substance use disorders. *Addiction Science & Clinical Practice,12*(18). https://doi.org/10.1186/s13722-017-0083-z
* Elertson, K. M. & Schmitt, C. A. (2019) Ask them all: Self-report universal prenatal substance use screening in the United States. *Journal of Substance Use, 24*(5), 520-523. DOI:10.1080/14659891.2019.1614233
* Kim, J. & Hendershot, C. S. (2020). A review of performance indicators of single-item alcohol screening questions in clinical and population settings. *Journal of Substance Abuse Treatment, 111*, 73-85. https://doi.org/10.1016/j.jsat.2020.01.006.
* Vuolo, L., Oster, R., Hogue, A., Dauber, S. & O’Grady, M. (2021). Gaps in Screening Recommendations Must Be Addressed to Protect Youth and Adults from Substance Use-Related Harm. *Substance Use & Misuse*. DOI:10.1080/10826084.2021.1949607

**Module 5 - ASAM Criteria for Placement and Limitations**

**Date**

**Description**

This module presents the ASAM criteria for placement and the diversity limitations that might impact someone’s recovery**.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Distinguish between levels of care and placement criteria, as stated by the ASAM criteria
2. Discuss and apply assessment and diagnosis skills
3. Research and discuss diverse limitations in the criteria

**Required Resources**

* Mark T. L., Hinde, J. M., Barnosky, A., Joshi, V., Padwa, H., & Treiman, K. (2021). Is implementation of ASAM-based addiction treatment assessments associated with improved 30-day retention and substance use? *Drug and Alcohol Dependence, 226*, 108068. https://doi.org/10.1016/j.drugalcdep.2021.108868.
* Mark, T. L., Hinde, J., Henretty, K., Padwa, H., Treiman, K. (2021). How Patient-Centered Are Addiction Treatment Intake Processes? *Journal of Addiction Medicine, 15*(2), 134-142. doi:10.1097/ADM.0000000000000714
* Drymalski, W. M. & Nunley, M. R. (2018). Sensitivity of the ASAM Criteria to Psychiatric Need. *International Journal of Mental Health and Addiction, 16,* 617-629. https://doi.org/10.1007/s11469-017-9801-8

**Module 6 - Stages of Change and Motivational Interviewing**

**Date**

**Description**

This module begins with an introductory discussion on the stages of change and motivational interviewing

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Match the stages of change and how they relate to the client’s treatment
2. Name motivational techniques and describe how they allow for a change in clients struggling with addiction

**Required Resources**

* Velloza, J., L'Engle, K., Mwarogo, P., Chokwe, J., Magaria, L. Sinkele, W. & Kingola, N. (2015). Stages and Processes of Change Utilized by Female Sex Workers Participating in an Alcohol-Reduction Intervention in Mombasa, Kenya. *Substance Use & Misuse, 50*(13), 1728-1737. DOI:10.3109/10826084.2015.1037397
* Madson, M. B., Schumacher, J. A., Baer, J. S., & Martino, S. (2015). Motivational Interviewing for Substance Use: Mapping Out the Next Generation of Research. *Journal of Substance Abuse Treatment*, *65*, 1–5. https://doi.org/10.1016/j.jsat.2016.02.003

**Module 7 - Treatment Options and Developmental Theory**

**Date**

**Description**

This module begins the presentation of treatment options. These include pharmacotherapy, psychotherapeutic approaches, and how developmental theory plays a role in the treatment

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe how developmental theory plays a role in addiction treatment
2. Examine the stages of an intervention and how it could or could not be a barrier for a client to seek help (stages of change)

**Required Resources**

TBA

**Module 8 - Family Impact by Addiction and Family Roles**

**Date**

**Description**

This module presents ways in which the family can be impacted by addiction and the roles family members are assigned when addiction is present in the family.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discover the impact of addiction and the family unit
2. Describe family roles and how they are created when addiction is in the family

**Required Resources**

* Raitasalo, K. & Holmila, M. (2017). Parental substance abuse and risks to children’s safety, health, and psychological development. *Drugs: Education, Prevention and Policy, 24*(1), 17-22. DOI:10.1080/09687637.2016.1232371
* Nordgren, J., Richert, T., Svensson, B., & Johnson, B. (2020). Say No and Close the Door? Codependency Troubles among Parents of Adult Children with Drug Problems in Sweden. *Journal of Family Issues*, *41*(5), 567–588. https://doi.org/10.1177/0192513X19879200
* Dayal, P., Kaloiya, G. S., Khatoon, R., & Sarkar, S. (2020). A study of stress, coping and strain among family members living with individuals with substance use disorder in India. *Drugs: Education, Prevention and Policy, 27*(5), 416-420. DOI:10.1080/09687637.2019.1705762
* Lindeman, S. K., Titlestad, K. B., Lorås, L., & Bondas, T. (2021). An unknown invisible intrusion. Impact of an adult family member’s problematic substance use on family life: a meta-ethnography. *Drugs: Education, Prevention and Policy*. DOI:10.1080/09687637.2021.1943316

**Module 9 - Characteristics of Adults with SUD**

**Date**

**Description**

This module presents the unique characteristics and issues adults may have when addiction is present. Special consideration for the elderly is also discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Categorize the impact of addition on adults and the elderly and how they differ from other age populations
2. Discuss special addiction considerations with the individuals who are elderly (health and psychosocial)

**Required Resources**

* Yun, M. & Kim, E. (2020). Gender difference in the association between alcohol consumption and depressive symptoms among the elderly in rural areas. *Journal of Ethnicity in Substance Abuse.* DOI:10.1080/15332640.2019.1704336
* LeTendre, M. L. & Reed, M. B. (2017). The Effect of Adverse Childhood Experience on Clinical Diagnosis of a Substance Use Disorder: Results of a Nationally Representative Study. *Substance Use & Misuse, 52*(6), 689-697. DOI:10.1080/10826084.2016.1253746
* Mowbray, O., & Quinn, A. (2016). A Scoping Review of Treatments for Older Adults with Substance Use Problems. *Research on Social Work Practice*, *26*(1), 74–87. https://doi.org/10.1177/1049731515579075

**Module 10 - Teenagers with SUD**

**Date**

**Description**

This module discusses the needs of teenagers who have an addiction and how they are different than those of adults with addiction

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Pinpoint teen addiction statistics
2. Equate the legalization of marijuana and teen addiction issues
3. Connect teen addiction with parenting styles and development theory
4. Identify ways in which poverty and diversity play a role in teen addiction

**Required Resources**

* Hirsch, J. & Schwartz, R. (2021). Structural Conditions as Cause: Explaining the Rapid Rise in Youth E-Cigarette Use by Re-thinking Models of Addiction. *Substance Use & Misuse, 56*(12), 1892-1899. DOI:10.1080/10826084.2021.1954022
* Lee, K., & Clancy, B. (2020) Impact of Poverty on Adolescent Drug Use: Moderation Effects of Family Support and Self-Esteem. *Journal of Social Work Practice in the Addictions, 20*(4), 272-291. DOI:10.1080/1533256X.2020.1838860
* Terry-McElrath, Y. M. & Patrick, M. E. (2020). U.S. adolescent alcohol use by race/ethnicity: Consumption and perceived need to reduce/stop use. *Journal of Ethnicity in Substance Abuse, 19*(1), 3-27. DOI:10.1080/15332640.2018.1433094

**Module 11 - Co-Occurring Disorders and Recovery**

**Date**

**Description**

This module discusses co-occurring disorders and how they impact recovery. Another closer look at mental health is explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discover how co-occurring disorders play a role in addiction
2. Classify issues related to treatment with co-occurring disorders and the impact these issues have on treatment

**Required Resources**

* Kanbur, N. & Harrison, A. (2016). Co-occurrence of Substance Use and Eating Disorders: An Approach to the Adolescent Patient in the Context of Family-Centered Care. A Literature Review. *Substance Use & Misuse, 51*(7), 853-860. DOI:10.3109/10826084.2016.1155614
* Pérez-López, A., Marín-Navarrete, R., Villalobos-Gallegos, L., Sánchez-Domínguez, R., Toledo-Fernández, A., & Ambriz-Figueroa, A. K. (2018). Effects of co-occurring disorders on the perception of family functioning. *Journal of Substance Use, 23*(5), 528-534. DOI:10.1080/14659891.2017.1405092

**Module 12 - Process Addictions and Recovery Differences**

**Date**

**Description**

This module explores process addictions and the recovery differences.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe recovery differences and similarities in process addictions

**Required Resources**

* Rogier, G., Caputo, A., Langher, V., Lysaker, P. H., Dimaggio, G., & Velotti, P. (2020). Giving a Voice to Gambling Addiction: Analysis of Personal Narratives. *Culture, Medicine, and Psychiatry, 44*, 159–174. https://doi.org/10.1007/s11013-019-09644-7
* Tang, K. T. Y., Kim, H. S., Hodgins, D. C., McGrath, D. S., & Tavares, H. (2020). Gambling disorder and comorbid behavioral addictions: Demographic, clinical, and personality correlates. *Psychiatry Research, 284*, 112763. https://doi.org/10.1016/j.psychres.2020.112763.
* Derevensky, J. L., Hayman, V., & Gilbeau, L. (2019). Behavioral Addictions: Excessive Gambling, Gaming, Internet, and Smartphone Use Among Children and Adolescents. *Pediatric Clinics of North America, 66*(6), 1163-1182. https://doi.org/10.1016/j.pcl.2019.08.008.

**Module 13 - Trauma and Its Impact on SUD**

**Date**

**Description**

This module explores the impact trauma has on addiction and the treatment options to help process that trauma. Also, relapse prevention is discussed if these traumas are not processed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the importance of relapse prevention in treatment (discharge planning etc.)
2. Identify and explain the signs and symptoms of trauma and how they relate to addiction
3. Identify treatment modalities that best assist in the treatment of trauma

**Required Resources**

* Francis, M. W., Taylor, L. H., & Tracy, E. M. (2020). Choose who’s in your circle: how women’s relationship actions during and following residential treatment help create recovery-oriented networks. *Journal of Social Work Practice in the Addictions, 20*(2), 122-135. DOI:10.1080/1533256X.2020.1748975
* Appiah, R., Boakye, K. E., Nadaa, P. & Aziato, L. (2018). “Tougher than ever”: An exploration of relapse prevention strategies among patients recovering from poly-substance use disorders in Ghana. *Drugs: Education, Prevention and Policy, 25*(6), 467-474. DOI:10.1080/09687637.2017.1337080

**Module 14 - Policies of Record-Keeping**

**Date**

**Description**

The module discusses the policies related to substance use and record keeping. Federal and state laws pertaining to record-keeping are also explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate the meaning and importance of confidentiality and assess its limitations
2. Identify and discuss federal and state laws related to record-keeping and treatment

**Required Resources**

* Luepker, & Norton, L. (2015). *Record keeping in psychotherapy and counseling: protecting confidentiality and the professional relationship*. Brunner-Routledge.
* Richards. (2019). Electronic Medical Records: Confidentiality Issues in the Time of HIPAA. *Professional Psychology, Research, and Practice*, *40*(6), 550–556. https://doi.org/10.1037/a0016853
* Tai, & McLellan, A. T. (2012). Integrating information on substance use disorders into electronic health record systems. *Journal of Substance Abuse Treatment*, *43*(1), 12–19. https://doi.org/10.1016/j.jsat.2011.10.010

**Module 15 - Prevention and Early Intervention**

**Date**

**Description**

This module presents issues related to the prevention of substance use, and how important early intervention might or might not be. A debate on harm reduction vs abstinence also is explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify ways in which prevention techniques are helpful as well as create prevention ideas
2. Discuss how early intervention could combat addiction
3. Debate how harm reduction is more helpful or non-helpful in recovery than abstinence

**Required Resources**

* Glasner, S., Mooney, L.J., Ang, A., Garneau, H. C., Hartwell, E., Brecht, M. L., & Rawson, R.
A. (2017). Mindfulness-Based Relapse Prevention for Stimulant Dependent Adults: A Pilot Randomized Clinical Trial. *Mindfulness, 8*, 126–135. https://doi.org/10.1007/s12671-016-0586-9
* Taylor, Johnson, S., Cruz, R., Gray, J. R., Schiff, D., & Bagley, S. M. (2021). Integrating Harm Reduction into Outpatient Opioid Use Disorder Treatment Settings: Harm Reduction in Outpatient Addiction Treatment. *Journal of General Internal Medicine: JGIM*, *36*(12), 3810–3819. https://doi.org/10.1007/s11606-021-06904-4
* Charlet, & Heinz, A. (2017). Harm reduction—a systematic review on effects of alcohol reduction on physical and mental symptoms. *Addiction Biology*, *22*(5), 1119–1159. https://doi.org/10.1111/adb.12414

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Websites**

* National Institute on Drug Abuse, at: <http://www.drugabuse.gov/>
* SAMHSA Publications Ordering, at: <http://store.samhsa.gov/home>
* SAMHSA CSAT Knowledge Application Products (KAP), at: <http://kap.samhsa.gov/products/manuals/index.htm>
* National Institute on Alcohol Abuse and Alcoholism, at: <http://www.niaaa.nih.gov/>
* Substance Abuse and Mental Health Services Administration, at: <http://samhsa.gov/>
* SAMHSA Substance Abuse Treatment Facility Locator, at: <http://dasis3.samhsa.gov/>
* Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., at: <http://iaodapca.org/>
* International Certification & Reciprocity Consortium, at: <http://www.icrcaoda.org/>
* NAADAC, the Association for Addiction Professionals (National Association for Alcoholism and Drug Abuse Counselors), at: <http://www.naadac.org/>
* Alcoholics Anonymous (including the Big Book online), at: <http://www.aa.org/>
* Chicago Area Alcoholics Anonymous, including meeting directory, at: <http://www.chicagoaa.org/>