

**SOCIAL WORK 383**  
**Introduction to Substance Use Disorders**  
**3 credits**  
**Online- Fall 2023**

**INSTRUCTOR**

Instructor: Tara Anderson DSW, LCSW, CSAC

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- This is a shared mailbox. Messages will be forwarded on weekdays during business hours. Please indicate the message is for me and return call information. To reach me quickest, send an email or Canvas message.

Email: [tanderso@uwsp.edu](mailto:tanderso@uwsp.edu)

*Student Office Hours:* See Canvas for in-person and zoom schedule.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

**Required Text:**

Fisher, G.L. & Harrison, T.C. (2018). *Substance Abuse: Information for Social Workers, Therapists, and Counselors*. New York, NY: Pearson.

**Additional Required Materials (available free online)**

Stoddard Dare, P. & Begun, A. (2020). *Introduction to Substance Use Disorders*. Published under a Creative Commons Attribution NonCommercial license.

<https://pressbooks.ulib.csuohio.edu/substancemisusepart1/front-matter/creative-commons-licensing/>

[NASW Code of Ethics](#)

[NAADAC CODE OF ETHICS](#)

[NASW Standards for Social Work Practice with Clients with Substance Use Disorders](#)

**Course Description & Learning Goals**

**Catalog Description**

Bio-psycho-social approach to understanding substance use disorders on the individual, family, and community levels. Assessment and intervention methods, including evidence-based practices. Ethics and boundaries in working with people with substance use disorders. Role of trauma and implication for serving diverse people.

**Course Learning Objectives**

It is the overall goal of the course to provide students the research and tools to assess, engage, and intervene effectively and ethically with people with a substance use disorder. Additionally,

1. Students will learn different models of addiction. (Comp 1,4,5)
2. Students will learn how neurobiology, trauma, and development can impact substance use and abuse. (Comp 4)
3. Students will understand how diverse populations of people experience (or are at greater risk of) substance use disorders. (Comp 1-3,5)
4. Students will be able to define what is recovery and how to plan for recovery. (Comp 1,4-9)
5. Students will learn how the culture of Wisconsin, and its laws and policies, drive prevention, screening, assessment, treatment and recovery for people with substance use disorders. (Comp 1-9)

6. Students will learn how to screen and assess for trauma, motivation, and potential substance use disorders by using multiple evidence-based tools. (Comp 1,4,7)
7. Students will become familiar with motivational interviewing and understand the impact it has with engaging and intervening with people. (Comp 1,4,6,8)
8. Students will apply the NASW and NAADAC Code of Ethics and federal confidentiality law to working with people with substance use disorders. (Comp 1)
9. Identify and use evidence-based tools to effectively intervene with people. (Comp 1,3,4,8)

### **Council on Social Work Education Core Competencies**

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## **UNIVERSITY POLICIES AND PROCEDURES**

### **First Nation Land Acknowledgement**

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



### **Rights and Responsibilities**

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

### **Emergency Procedures**

See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

### **Severe Weather**

See UWSP's information about severe weather: <https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

## **Policy Related to Sexual Violence on Campus**

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

## **Equal Access and Disability Accommodations**

If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and [drc@uwsp.edu](mailto:drc@uwsp.edu)

## **Academic Integrity**

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies ([UWSP Chapter 14](#)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing more serious academic consequences.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for the workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

## **University Supports**

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

## **Branch Campus Contacts**

Wausau: <https://www.uwsp.edu/wausau/about/Pages/offices.aspx>

Marshfield: <https://www.uwsp.edu/marshfield/about/Pages/offices.aspx>

## **Library Supports**

- Online Chat: [www.uwsp.edu/library/chat](http://www.uwsp.edu/library/chat)      Email: [librefd@uwsp.edu](mailto:librefd@uwsp.edu)      Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

## **Tutoring Learning Center (TLC)**

If you would like some help [make an appointment with a TLC tutor through Navigate](#) or submit writing directly for written feedback to our [Online Writing Lab](#).

## **COURSE TECHNOLOGY REQUIREMENTS**

- a stable internet connection
- working webcam for any virtual meetings

- computer microphone and speaker
- contact IT if you need to discuss loaning equipment  
<https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>

### **Protecting your Data and Privacy**

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>  
 Tools not listed on the website linked above may not meet security, privacy, and data protection standards.

## **PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS**

### **Attendance and Class Participation**

Students are expected to attend class regularly [for online this is regularly engaging in materials and discussions on Canvas], read assigned texts, and watch assigned multimedia. Participation is actively completing assignments, engaging with your peers in group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment. Regular attendance is part of demonstrating readiness for students who would be applying for internships.

### **Confidentiality**

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom.

### **Classroom and Canvas Civility and Respect for Diversity**

We will learn to apply self-awareness and self-regulation to identify and manage influences of personal biases and values and show a willingness to learn about diversity. We will communicate using professional, strength based, and person-first language.

### **Written Assignments**

All assignments will be submitted through Canvas on or before the due date unless otherwise specified. All written assignments must adhere to APA guidelines. Please refer to the APA publication manual for additional guidance or utilize the free APA Style Blog: <https://apastyle.apa.org/blog/>

### **Late Work**

Students are expected to integrate their personal and educational lives to complete course work on time and are responsible for reaching out to negotiate alternate due dates, when needed, at least *24 hours* before the due date; however, an extension is not guaranteed.

- Papers (not exams/quizzes) due Sunday at midnight have a grace period until Monday 8 a.m. After 8 a.m. Monday it is considered late if you did not reach out 24 hours in advance for an approved extension. *Reaching out to request an extension is expected and builds professional communication skills needed in the workplace.*
- Late assignments may result in a half letter grade deduction (example A to A-) *per day*.
- No late assignments will be accepted two weeks past their due date and multiple assignment extensions will not be granted. No late quizzes will be accepted as answers are posted.

### **Student Feedback**

Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. The instructor welcomes the opportunity to discuss assignments and/or course content.

## **Social Work Program Academic and Professional Expectations**

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as a developing a plan for improvement or delaying participation in social work field.

<b>SOCIAL WORK CORE VALUE</b>	<b>Students Demonstrate Values when they:</b>
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"><li>• Use basic courtesy in interactions with others</li><li>• Refrain from behaviors that interfere with the learning process</li><li>• Speak and behave in ways that show respect for persons with individual differences or members of diverse communities</li></ul>
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"><li>• Develop and maintain positive working relationships with others</li><li>• Demonstrate respect for others</li><li>• Engage in effective communication</li><li>• Accept responsibility for own behavior</li><li>• Use appropriate problem-solving and conflict resolution skills</li></ul>
INTEGRITY	<ul style="list-style-type: none"><li>• Complete their own work</li><li>• Maintain academic and professional honesty in all interactions</li></ul>
COMPETENCE	<ul style="list-style-type: none"><li>• Attend classes and meetings on time</li><li>• Remain attentive in class and meetings</li><li>• Participate in academic and professional learning activities</li><li>• Read all assigned materials</li><li>• Produce quality work</li><li>• Submit work on time</li><li>• Prepare for meetings, presentations, and exams</li><li>• Respectfully give and receive feedback</li></ul>
SERVICE	<ul style="list-style-type: none"><li>• Engage in learning opportunities to strengthen professional development</li><li>• Actively participate in service opportunities on campus and in the community</li></ul>
SOCIAL JUSTICE	<ul style="list-style-type: none"><li>• Recognize that discrimination and oppression exist</li><li>• Acknowledge their own bias and privilege</li><li>• Advocate for social, economic, and environmental change</li><li>• Listen to and honor the voices of others</li></ul>

## **STUDENT EXPECTATIONS**

In this course you will be expected to complete the following types of tasks.

- Complete all student learning activities posted in Canvas.
- Complete assigned reading and media (textbook chapters, additional readings/videos in Canvas).
- Submit written assignments in Canvas on time.
- Participate in class discussions.
- Demonstrate ethical and professional behavior aligned with social work values.

## **Course Format**

This is an online course. All course materials are posted in Canvas. The course format will include reading from a variety of sources, podcasts, videos, professional e-learning modules, and written work. Students will work to

assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and be challenged to think critically. You will engage with peers in a group presentation and online discussions. You will engage in activities to better understand addiction in your community and engage with professionals in the field.

**Note: The instructor reserves the right to alter this syllabus at any time, including assignments and scheduling to best meet student learning goals. Students will be given fair notice if changes occur.**

## Course Requirements

### Grading Scale

<u>Percent</u>		C+	=	78-80	
A	=	94-100	C	=	74-77
A-	=	91-93	C-	=	71-73
B+	=	88-90	D+	=	68-70
B	=	84-87	D	=	60-67
B-	=	81-83	F	=	59 and below

### Assignments

Application Papers (2 pages each)- (4 papers @ 25 points each)	100 points
Specific Client Population Recorded Group Presentation	30 points
Community Project (choose option from list)	25 points
Discussion Boards (7 @ 5 points each)	35 points
Professional Training certifications (2 @ 8 pts each)	16 points
Quizzes (4 @ 25 points each)	<u>100 points</u>
	Total: 306 points

## Assignment Details

### Application and Integration Papers 1, 2, 3, 4 (Competency 1, 2, 4, 7-8)

The purpose of the papers is to apply and integrate course learning in an experiential way. Students will be provided a link to listen to a person's story of addiction and recovery. In some cases, students will be provided with an instrument or tool to score and analyze the results of the screener/assessment tool. The video interview will NOT have all the answers needed to complete any of the screeners/tools. The scored tool/assessment provides the basis for the paper. Papers must be 2 full pages with standard margins and 12-point font. Papers should reflect best practices around non-stigmatizing language and demonstrate ethical practices in recognizing the dignity of the person and human rights.

*Rubric:* (25 points)

Grammar, clear academic writing, APA format and sentence structure: 5 points

Quality of integration and application/demonstrates understanding: 20 points

### Paper 1: Screening for alcohol and/or drug use – SBIRT

Listen to Gerald's story. After listening to Gerald's story review and try to complete the SBIRT screen and AUDIT. Write a 2-page paper summarizing what the SBIRT screen and AUDIT identified in regard to Gerald's needs. **Think and write** about the additional information needed to accurately assess (or understand) Gerald's needs. Write from a strengths perspective yet accurately reflect Gerald's needs.

- Imagine you are the substance use counselor at the healthcare center where Gerald has been admitted and you are there to do a SBIRT. He is positive on the pre-screen for alcohol. Complete the AUDIT

based on information from Gerald that he has shared up to that point (you will not have all the information). Think and write about what additional information you need to score the AUDIT more thoroughly and write questions you would ask to gain additional information to complete the AUDIT.

- Based on what you were able to complete of the AUDIT, write what zone you would place Gerald and what actions you would take in the brief intervention.
- If you were the admissions counselor from Hazelden completing a phone screening and asked Gerald to rate his readiness for treatment on a 1-10 scale, write what would you expect his score to be and why? What do you assess his stage of change to be at this point?
- What stage of change is he at the end of the interview?

#### Paper 2: Screening for motivation – Readiness to Change Questionnaire

Listen to Pat's story and complete the Readiness to Change Questionnaire. Write a 2-page paper summarizing what the screen revealed about Pat's readiness to change. **Think and write about what additional information do you want or need to score the assessment more thoroughly.** You may write questions you would want to ask of Pat to gain additional information needed to complete the scale. **Think and write** about the additional information needed to accurately assess (or understand) Pat's needs. Write the paper from the strengths perspective yet accurately reflect Pat's motivation and a tentative assessed stage of change based on his score and your clinical judgement. Attach your scored questionnaire (score based on what you know/leave blank what you don't & discuss in your paper).

#### Paper 3: Relapse Prevention planning – Relapse Prevention Plan

Listen to Kristine's story and imagine completing a relapse prevention plan with her. Identify at least 2 reasons Kristine identifies for her relapse and build a Relapse Prevention Plan for Kristine with 4 different activities, each from a different realm (see Ch 10 p. 168-174 Essential Components of Relapse Prevention). Your summary of the relapse prevention plan should be 2-pages and specific to Kristine, including areas she has already identified as important.

#### Paper 4: Screening for trauma (ACE) & plan for recovery

Listen to Angel's story and complete the ACE screen. Write a 2-page paper summarizing what the screen revealed about Angel's trauma history. **Think and write about additional information you want or need to score the assessment more thoroughly.** You may write questions you would ask Angel to gain the additional information needed to complete the ACES. **Think and write** about the additional information needed to accurately assess (or understand) Angel's needs. Write the paper from the strengths perspective yet accurately reflect the impact of trauma on Angel's life and substance use as well as the importance of addressing trauma in recovery. Page 1 focused on ACE screening – Page 2 focused on addressing trauma in recovery.

#### **Specific Client Population Recorded Group Presentation & Peer Responses (Competency 1-9)**

Students will form a group focusing on a specific diverse population to research and present via a posted video presentation. Sign-up list will be posted. Each group will have a different population to research related to substance use. Examples include veterans, people experiencing homelessness, pregnant women, a racial/ethnic group, people with a co-occurring mental health disorder, criminal justice involved, LGBTQ+, adolescents, etc. Groups will post their presentations to a discussion board and will respond to peer presentations as well as respond to discussion on their own post. Groups will meet over zoom with the instructor to review progress & for support and guidance. Presentations should reflect cultural humility and be free from bias.

Presentations will include the following information:

1. Define & describe the chosen population, demographics in WI, evaluate the research for any disparities in access to treatment or treatment outcomes.
2. Identify assessed risk factors for this population.



3. Evaluate what research indicates for effective evidence informed or evidence-based screening and assessment specific to your population.
4. Evaluate what research indicates for effective evidence informed or evidence-based counseling and treatment interventions specific to your population.
5. Identify what type of specialized case management needs this population may need/benefit from
6. Utilize the NAADAC (National Association for Addiction Counselors) Code of Ethics and identify one principle and a corresponding standard that counselors should take into consideration when working with this population AND one standard from the NASW Standards for Social Work Practice with Clients with Substance Use Disorders and describe behaviors for the professional.
7. What are identified assessed strengths of this population/protective factors that could support recovery?
8. How can we advocate for this population?
9. Group reference slide that includes all required references used in presentation (note- citations needed)

#### Required References:

- 3 current (2015 or after) articles from academic/professional/peer reviewed journals
- 1 reputable and recognized (nationally or state-wide) organization, agency, or department with data to identify the presence of your population of interest in our county, State, region or country. (For example, the Wisconsin Department of Health issues an epidemiological report that details substance use arrests)
- NAADAC Code of Ethics
  - <https://www.naadac.org/code-of-ethics>
  - [https://www.naadac.org/assets/2416/naadac\\_code\\_of\\_ethics\\_112021.pdf](https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf)
- NASW Standards for Social Work Practice with Clients with Substance Use Disorders
  - <https://www.socialworkers.org/LinkClick.aspx?fileticket=ICxAggMy9CU%3D&portalid=0#:~:text=Social%20workers%20shall%20possess%20skills,of%20clients%20with%20substance%20use>

#### **Community Project (Competency 1, 2, 4-6)**

To better understand how the culture of Wisconsin, and its laws and policies, drive prevention, screening, assessment, treatment and recovery for people with SUDs (course objective 5), students will choose a community-based learning project. Students will submit a proposal for approval prior to starting. Students will submit a reflective report describing what they did, what they learned about substance use in their community and programs/laws/policies, & next steps are in applying that learning to their future profession. See Canvas.

#### **Discussion Boards (Competency 1-8)**

We will use discussion boards to process chapter case studies, critical thinking questions, or relevant local, state, and regional reports on SUD related laws, programs, and policies.

#### **Professional Training certifications (Competency 1-9)**

- SBIRT for Health and Behavioral Health Professionals: How to Talk to Patients about Substance (3hrs)
- Ethics in Prevention Foundations: A Guide for Substance Misuse Prevention Practitioners (3hrs)

#### **Quizzes (Competency 1-9)**

There are 4 quizzes (approximately 25 pts each). Quizzes may consist of case studies, multiple choice, true/false, and short answer. The quizzes will only be open during a specified window & can be done at any time during that window but are time-limited so can't be opened and gone back to later- so once opened, you will need to finish and submit.



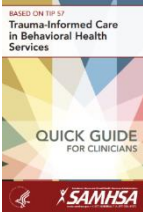
## Detailed Course Outline

<b>Content &amp; Assignment Due Dates</b>	
The Canvas modules WILL have additional links for podcasts, news clips, and other audio-visual content! To access some of the articles you will need to log-in to your UWSP library account	
<p>Week 1 09/5-9/10</p> <p>Competencies 1, 2, 5-6</p>	<p><b>Topic:</b> Welcome to class, Course review, syllabus review, orient to Canvas, role of professionals, historical role of social workers in treatment of SUDs</p> <p><b>Read:</b> Chapter 1 of the text,  <b>Read:</b> Straussner, S.L. (2001). The Role of Social Workers in the Treatment of Addictions. <i>Journal of Social Work Practice in the Addictions</i>, 1:1, 3-9, DOI: 10.1300/J160v01n01_02  <a href="https://www-tandfonline-com.ezproxy.uwsp.edu/doi/pdf/10.1300/J160v01n01_02?needAccess=true">https://www-tandfonline-com.ezproxy.uwsp.edu/doi/pdf/10.1300/J160v01n01_02?needAccess=true</a>  <b>Read:</b> Ch. 1.4: Considering the Language We Use (Stoddard Dare &amp; Begun e-book)  <a href="https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-3-considering-the-language-we-use/">https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-3-considering-the-language-we-use/</a> and Ch. 1.3: Interprofessional Roles in Substance Use Disorder Treatment  <a href="https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-1-3-interprofessional-response-to-substance-use-disorders/">https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-1-3-interprofessional-response-to-substance-use-disorders/</a>  <b>Read:</b> National Institute on Drug Abuse (NIDA). (2021). Words matter—Terms to use and avoid when talking about addiction. <a href="https://nida.nih.gov/research-topics/addiction-science/words-matter-preferred-language-talking-about-addiction">https://nida.nih.gov/research-topics/addiction-science/words-matter-preferred-language-talking-about-addiction</a></p> <p><b>Due 9/10: Introduction video discussion post #1</b>  <b>Turn in proposal for community project.</b></p>
<p>Week 2 09/11-17</p> <p>Competencies 1,2,5</p>	<p><b>Topic:</b> State and Local Policy, and Impact of Addiction</p> <p><b>Read:</b> (Stoddard Dare &amp; Begun, 2021) Ch. 1.2: A Brief History of Substance Use and Policy Responses in the U.S. <a href="https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-2-a-brief-history-of-substance-use-and-policy-responses-in-the-u-s/">https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-2-a-brief-history-of-substance-use-and-policy-responses-in-the-u-s/</a></p> <p><b>Read:</b> WPR’s High Tolerance series (2019) - (4 articles)          Alcohol Treatment Remains Out Of Reach For Many Rural Wisconsin Residents:  <a href="https://www.wpr.org/alcohol-treatment-remains-out-reach-many-rural-wisconsin-residents">https://www.wpr.org/alcohol-treatment-remains-out-reach-many-rural-wisconsin-residents</a>          Accessibility and Acceptability: How Wisconsin Developed High Tolerance for Booze  <a href="https://www.wpr.org/accessibility-and-acceptability-how-wisconsin-developed-high-tolerance-booze">https://www.wpr.org/accessibility-and-acceptability-how-wisconsin-developed-high-tolerance-booze</a>          History, Politics Shape Wisconsin’s Alcohol Laws  <a href="https://www.wpr.org/history-politics-shape-wisconsins-alcohol-laws">https://www.wpr.org/history-politics-shape-wisconsins-alcohol-laws</a>          Wisconsin’s Drinking Culture Comes with a Multi-Billion Dollar Price Tag  <a href="https://www.wpr.org/wisconsins-drinking-culture-comes-multi-billion-dollar-price-tag">https://www.wpr.org/wisconsins-drinking-culture-comes-multi-billion-dollar-price-tag</a></p> <p><b>Due 9/17: Discussion Board Post #2 on WPR’s High Tolerance series</b></p>

<p>Week 3 09/18-24</p> <p>Competencies 1,4,5</p>	<p><b>Topic:</b> Classification of Drugs, models of addiction</p> <p><b>Read:</b> Ch 2 &amp; 3 of the text</p> <p><b>Read:</b> (Stoddard Dare &amp; Begun, 2021) Ch. 3.3: Definition of Addiction, Historic Disease Model, Brain Disease Model, Bio-psycho-social-spiritual Aspects <a href="https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-3-name-2/">https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-3-name-2/</a></p> <p><b>Listen:</b> <u>Neurobiology of Addiction</u> on Fresh Air with Terry Gross as she interviews Dr. Judith Griesel. Listen from 00:00 to 39:30. <a href="https://www.npr.org/2019/02/12/693940288/the-neuroscience-of-addiction">https://www.npr.org/2019/02/12/693940288/the-neuroscience-of-addiction</a></p> <p><b>Due 9/17: Quiz 1 – on Week 1-3</b></p> <p><b>Due 9/17: Discussion Post #3 – Chapter 3 – Which model of addiction appeals to you the most? Why?</b></p>
<p>Week 4 09/25-10/1</p> <p>Competencies 1,4,7-8</p>	<p><b>Topic:</b> Screening, Assessment, and Diagnosis</p> <p><b>Read:</b> Chapter 6 of the text</p> <p><b>Read:</b> Ch. 7.3: Theory Integration in the Transtheoretical Model of Behavioral Change <a href="https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-3-name-5/">https://pressbooks.ulib.csuohio.edu/substancemisusepart1/chapter/ch-3-name-5/</a> Patricia Stoddard Dare and Audrey Begun (2020). <i>Introduction to Substance Use Disorders</i>.</p> <p>Complete: <b>SBIRT for Health and Behavioral Health Professionals: How to Talk to Patients about Substance Use</b> is a 3-hour course for behavioral health students and professionals. Learners will watch video demonstrations of brief interventions and practice with a patient through a situational branching exercise. Participants will apply and test knowledge through quizzes in each module. The goal is to help participants develop knowledge, skills, and abilities in using SBIRT as an intervention with patients.</p> <p><b>Due 10/1: SBIRT certificate</b></p> <p><b>Due 10/1: Application and Integration Paper 1</b> ***Complete SBIRT training prior to starting this assignment. Watch Gerald's story <a href="https://www.youtube.com/watch?v=4k88qDkpIDw">https://www.youtube.com/watch?v=4k88qDkpIDw</a></p> <p>SBIRT tools: <a href="https://www.sbirt.care/tools.aspx">https://www.sbirt.care/tools.aspx</a> <a href="https://www.sbirt.care/pdfs/tools/Pre-Screen-Annual%20Screen.PDF">https://www.sbirt.care/pdfs/tools/Pre-Screen-Annual%20Screen.PDF</a> <a href="https://www.sbirt.care/pdfs/tools/AUDIT.PDF">https://www.sbirt.care/pdfs/tools/AUDIT.PDF</a> <a href="https://www.sbirt.care/pdfs/tools/Hard%20Card%20August%202016.PDF">https://www.sbirt.care/pdfs/tools/Hard%20Card%20August%202016.PDF</a></p>

<p>Week 5 10/02-8</p> <p>Competencies 1,4,7-8</p>	<p><b>Topic:</b> Motivational Interviewing and Brief Interventions, Transtheoretical Model (Stages of Change)</p> <p><b>Read:</b> Chapter 7 of the text, from TIP 35 read pages: Chapter 1-3, skim tools available in Appendix B, optional- remaining chapters of TIP</p> <p><b>Watch:</b> posted videos demonstrating MI skills</p> <p>Substance Abuse and Mental Health Services Administration. (2019). <i>Enhancing Motivation for Change in Substance Use Disorder Treatment. Treatment Improvement Protocol (TIP) Series No. 35</i>. SAMHSA Publication No. PEP19-02-01-003. Rockville, MD: Substance Abuse and Mental Health Services Administration. <a href="https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf</a></p> <p><b>Due 10/8 - Application and Integration Paper 2</b></p> <p>Watch Pat’s Story – Assessing for motivation for change <a href="https://www.youtube.com/watch?v=TNMyW5ROcWk">https://www.youtube.com/watch?v=TNMyW5ROcWk</a></p> <p>Use Readiness to Change Questionnaire to assess stage of change Appendix B – p. 160 (tool) and 161 (scoring) of TIP 35 <a href="https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf</a></p>
<p>Week 6 10/9-10/15</p> <p>Competencies 1,4,8</p>	<p><b>Topic:</b> Treatment of Alcohol and Other Drugs, MAT</p> <p><b>Read:</b> Chapter 8 of the text</p> <p><b>Watch:</b> See Canvas</p> <p><b>Optional:</b> Supporting Recovery with Medications for Addiction Treatment (MAT) This 2.5-hour self-paced course provides an overview of Medications for Addiction Treatment (MAT) and discusses how MAT fits into the context of the larger substance use disorder treatment system. <i>This course was developed by the NIDA/SAMHSA-ATTC Medication-Assisted Treatment Blending Team.</i></p> <p><b>Prepare:</b> Review modules 4-6 to prepare for quiz</p> <p><b>Due 10/15: Quiz #2 focused on Week 4, 5, 6</b></p>
<p>Week 7 10/16-22</p> <p>Competencies 1,4,8,9</p>	<p><b>Topic:</b> Relapse Prevention and Recovery, Twelve Step and Other Types of Support Groups</p> <p><b>Read:</b> Chapter 10 &amp; 11 of the text</p> <p><b>Read:</b> Center for Substance Abuse Treatment. (2015). <i>The Next Step for a Better Life</i>. HHS Publication No. (SMA) 144474. Rockville, MD: Substance Abuse and Mental Health Services Administration. Read pages 1-39 <a href="https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4474.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4474.pdf</a></p> <p><b>Due 10/22 - Application and Integration Paper 3</b></p> <p>Watch Kristine’s story (5:23) <a href="https://www.youtube.com/watch?v=WxfZ_FX0aCA">https://www.youtube.com/watch?v=WxfZ_FX0aCA</a></p> <p><b>Due 10/22: Discussion Post #4 – mutual support groups</b></p>

<p>Week 8 10/23-29</p> <p>Competencies 1,5</p>	<p><b>Topic:</b> Confidentiality and Ethics</p> <p><b>Read:</b> Chapter 5 of the text</p> <p><b>Read ethical dilemma vignette:</b> Center for Substance Abuse Treatment. (2009). <i>Clinical Supervision and Professional Development of the Substance Abuse Counselor. Treatment Improvement Protocol (TIP) Series 52</i>. HHS Publication No. (SMA) 14-4435. Rockville, MD: Substance Abuse and Mental Health Services Administration.</p> <p><b>Read pages 51-58 of the TIP, not the PDF</b> <a href="https://store.samhsa.gov/system/files/sma14-4435.pdf">https://store.samhsa.gov/system/files/sma14-4435.pdf</a></p> <p><b>Read (social work majors):</b> NASW Code of Ethics <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p><b>Read (all majors):</b> NAADAC Code of Ethics <a href="https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf">https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf</a></p> <p><b>Read (all majors):</b> <a href="#">NASW Standards for Social Work Practice with Clients with Substance Use Disorders</a></p> <p><b>Start:</b> <i>Ethics in Prevention Foundations: A Guide for Substance Misuse Prevention Practitioners</i>, 3-hour HealthKnowledge training course</p> <p><b>Due 10/29: Quiz 3 – on Chapter 5 and NAADAC Code of Ethics</b></p>
<p>Week 9 10/30-11/5</p> <p>Competencies 1,6-9</p>	<p><b>Topic:</b> Case Management</p> <p><b>Read:</b> Center for Substance Abuse Treatment. (2015). <i>Comprehensive Case Management for Substance Abuse Treatment. Treatment Improvement Protocol (TIP) Series, No. 27</i>. HHS Publication No. (SMA) 15-4215. Rockville, MD: Center for Substance Abuse Treatment. Read Chapters 1 &amp; 5. See Ch. 5 for help with group presentation. <a href="https://store.samhsa.gov/system/files/sma15-4215.pdf">https://store.samhsa.gov/system/files/sma15-4215.pdf</a></p> <p><b>Review:</b> Wisconsin Department of Health Services’ Annual Report (2019) on Mental Health and Substance Use Disorders in Wisconsin. <a href="https://www.dhs.wisconsin.gov/publications/p00613-19.pdf">https://www.dhs.wisconsin.gov/publications/p00613-19.pdf</a></p> <p><b>NOTE: Group work &amp; group meeting with instructor</b></p>
<p>Week 10 11/06-11/12</p> <p>Competencies 1-4,6-9</p>	<p><b>Topic:</b> Culturally and Ethnically Diverse Populations</p> <p><b>Read:</b> Chapter 4 of the text</p> <p><b>Due 11/6: Groups 1, 2, 3, 4 post your presentations to the discussion board on Monday 11/6</b></p> <p><b>Due 11/12: Everyone – watch peer group presentations &amp; respond on discussion board post #5</b></p>
<p>Week 11 11/13-11/19</p> <p>Competencies 1-4,6-9</p>	<p><b>Topic:</b> Co-Occurring Disorders and Other Special Populations</p> <p><b>Read:</b> Chapter 9 of the text</p> <p><b>Read:</b> <i>Substance Use Disorder Treatment for People With Physical and Cognitive Disabilities. Advisory.</i> <a href="https://store.samhsa.gov/sites/default/files/pep19-02-00-002.pdf">https://store.samhsa.gov/sites/default/files/pep19-02-00-002.pdf</a></p> <p><b>Due 11/13: Groups 5, 6, 7, 8 post your presentations to the discussion board on Monday 11/3</b> <b>Due 11/19: Everyone – watch peer group presentations &amp; respond on discussion board post #6</b></p>

<p>Week 12 11/20-11/22</p> <p>Competencies 1-9</p> <p>Note: (Short week) Thanksgiving Break Wed 6pm-Sun night</p>	<p><b>Topic:</b> Children and Families</p> <p><b>Read:</b> Chapter 12 of the text</p> <p>Wisconsin’s Child Protective Service System and Drug Endangered Children <a href="https://www.wpr.org/counties-seek-more-money-cover-out-home-care-costs-child-protection-caseloads">https://www.wpr.org/counties-seek-more-money-cover-out-home-care-costs-child-protection-caseloads</a></p> <p>WPR’s High Tolerance: Foster Parent <a href="https://www.wpr.org/foster-parents-advocates-warn-adults-unhealthy-drinking-habits-take-toll-children">https://www.wpr.org/foster-parents-advocates-warn-adults-unhealthy-drinking-habits-take-toll-children</a></p> <p><b>Due Wed 11/22: Quiz #4 (includes selected questions from peer presentations and wk 10, 11, 12 content)</b></p>
<p>Week 13 11/27-12/3</p> <p>Competencies 1,4-8</p>	<p><b>Topic:</b> Trauma and Substance Use, Children &amp; Families continued</p>  <p><b>Read:</b> Quick Guide Tip 57 <a href="https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4912.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4912.pdf</a></p> <p><b>Read:</b> SAMHSA’s Working Definition of Recovery: <a href="https://store.samhsa.gov/sites/default/files/d7/priv/pep12-recdef.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/pep12-recdef.pdf</a></p> <p><b>Optional:</b> Early Childhood Development: Toxic Stress and Adverse Childhood Experiences (1hr module) HealtheKnowledge</p> <p><b>Due 12/3: Application and Integration Paper 4</b></p> <p>Watch Angel’s story – Screening for Trauma <a href="https://www.youtube.com/watch?v=Ure6_A0tKKY">https://www.youtube.com/watch?v=Ure6_A0tKKY</a></p> <p>Adverse Childhood Experiences (ACEs) PDF <a href="https://www.acesaware.org/wp-content/uploads/2022/07/ACE-Questionnaire-for-Adults-Identified-English-rev.7.26.22.pdf">https://www.acesaware.org/wp-content/uploads/2022/07/ACE-Questionnaire-for-Adults-Identified-English-rev.7.26.22.pdf</a></p>
<p>Week 14 &amp; 15 12/4-10 12/11-17</p> <p>Competencies 1,4-5</p>	<p><b>Topic:</b> Prevention</p> <p><b>Read:</b> Chapter 16 of the text</p> <p><b>Read:</b> Wisconsin Department of Health Services : Prevention Priorities <a href="https://www.dhs.wisconsin.gov/aoda/phlsasindex.htm">https://www.dhs.wisconsin.gov/aoda/phlsasindex.htm</a></p> <p>Review various online resources for alcohol and drug prevention in Wisconsin</p> <p><b>Finish:</b> Ethics in Prevention Foundations</p> <p><b>Action:</b> Students (individually, or groups of 2-3) visit a local store to survey alcohol advertising, promotions, atmosphere, product placement and warning signs regarding alcohol and tobacco law violation and share what you noticed as it relates to concepts from class for the discussion board.</p> <p><b>Prepare:</b> Work on your community project reflection for submission during finals week</p> <p><b>Due 12/10: Ethics in Prevention Foundations: A Guide for Substance Misuse Prevention Practitioners certificate of completion</b></p> <p><b>Due 12/15 (Fri) DB #7 – Prevention experiential activity</b></p>
<p>Finals Week</p>	<p><b>Due Monday 12/18: Community Project</b></p>