

University of Pennsylvania
School of Social Policy & Practice
Spring 2018
SWRK 759: Substance Use Interventions

COURSE OVERVIEW

Social workers in all areas of practice need to be prepared to address substance use-related problems with affected individuals and families. This advanced direct practice course aims to: 1) broaden student knowledge regarding the etiology of and effective interventions to address substance use problems; and 2) enhance students' practice skills to provide evidence-supported interventions with individuals, families, and groups who are negatively affected by substance use. This course will also provide opportunities to address ethical considerations in social work practice in the context of substance use and to further develop understanding of substance use in relation to sociocultural considerations and co-occurring concerns, including those related to trauma, mental health, HIV, other health issues, and criminal justice involvement.

This course builds upon social work practice knowledge and skills attained in SWRK 604/614 and SWRK 704/714 in the development of knowledge and skills related to substance use.

COURSE OBJECTIVES

By the end of this course, students will:

- Be familiar with several conceptual models regarding the etiology of substance use problems.
- Know the theoretical basis and components of several evidence-supported substance use interventions.
- Understand ways in which age, race, ethnicity, gender, sexual orientation, socioeconomic resources, and spirituality intersect with substance use intervention.
- Understand intersections between substance use and co-occurring concerns, including those related to trauma, mental health, HIV, other health issues, and criminal justice involvement.
- Understand the differing intervention needs of individuals experiencing a range of substance use patterns and effects.
- Demonstrate foundational competence in conducting screening, assessment, goal setting, intervention and referral related to substance use.

ACADEMIC INTEGRITY

Students are expected to adhere to the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding academic dishonesty, unfair advantage, plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code of Academic Integrity, which can be found at <http://www.upenn.edu/academicintegrity/>. Violations of the Code of Academic Integrity will result in notification to the School's administration and referral to the Office of Student Conduct.

If problems arise for you regarding any aspect of the course, please speak with the instructor so the problem(s) may be addressed.

COURSE REQUIREMENTS

Readings

- Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press. Available at the Penn Bookstore; also requested to be on reserve at Van Pelt Library.
- Other readings are available on the Canvas website for the course.

The schedule of weekly readings is provided beginning on page 4. It is expected that students will read the scheduled readings for each week and come to class prepared to discuss them.

Class Participation: 20 Possible Points in Course Grade

Class meetings will primarily involve lecture, discussion, role plays, and experiential activities. Your participation in the class is essential. Grades for class participation will be based on attendance, thoughtful participation in class discussions and activities, and demonstrated attention to the course readings. **Because class attendance is a fundamental expectation of the course, if you miss more than one class meeting, you will not be able to earn an "A" in this course. There are no make-up assignments for missed class meetings.**

When making assessments of class participation, this instructor will adhere to the expectations of the Graduate Division of the University of Pennsylvania, which are described in the Student Handbook as follows: "A, excellent; B, good; C, fair; D, poor but passing; and F, failure. The use of a plus or minus (+ or -) with a letter grade is at the discretion of the instructor." Please see the following link for additional information regarding grades: <http://www.sp2.upenn.edu/resources/masters-student-handbook/policies-and-procedures-for-student-performance/>.

Quizzes: 20 Possible Points for Each Quiz in Course Grade, Weeks 6 and 11

We will have two brief quizzes (approximately 20 questions) to be completed Weeks 6 and 11 of the semester. The quizzes will include a combination of multiple choice and short answer questions that relate to the class readings, discussions, and activities. The questions will focus on key points that are particularly relevant for practice and for understanding substance use-related issues. Each person may bring 1 page of **self-created, hand-written** notes (8.5” by 11” paper) to each quiz.

Final Exam: 40 Possible Points in Course Grade, Week 14

The final exam will include approximately 35-40 questions that focus on cumulative learning throughout the semester. It will include a combination of multiple choice and short answer questions related to key points from the class readings, discussions, and activities. As with the quizzes, the questions will focus on key points that are particularly relevant for practice and for understanding substance use-related issues. In week 13, we will reserve time for questions related to the exam. Each person may bring 2 pages of **self-created, hand-written** notes (8.5” by 11” paper) to the exam.

Grades: Given the total possible points for the quizzes, final exam, and class participation, course grades will follow the scale below:

97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
59 and below	F

Student evaluations of the course: This instructor welcomes feedback regarding the course. Formal evaluations will be completed upon completion of the course, and the instructor will also seek feedback in the middle of the term; however, please contact the instructor at any point to convey your feedback.

REQUIRED READING SCHEDULE

Week One: January 17, 2018—Introductions and Overview of the Course

Miller, P. G., & Miller, W. R. (2009). What should we be aiming for in the treatment of addiction? *Addiction, 104*, 685-686.

Week Two: January 24, 2018—Professional Use of Self

Broyles, L. M., Binswanger, I. A., Jenkins, J. A., Finnell, D. S., Faseru, B., Cavaola, A., ... Gordon, A. J. (2014). Confronting inadvertent stigma and pejorative language in addiction scholarship: A recognition and response. *Substance Abuse, 35*(3), 217-221.

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Preface, pp. xi-xiv.
Chapter 22 (“Professional Ethics”), pp. 349-368.

Week Three: January 31, 2018—Rationale for Interventions, Definitions and Diagnostic Considerations, Conceptual Models of Etiology, and Substances and their Effects

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Chapters 1-3 (“Why Treat Addiction?,” “What is Addiction?,” and “How do Drugs Work?”), pp. 3-46.

Week Four: February 7, 2018—Foundations of Intervention, Screening, Evaluation and Diagnosis

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Chapters 4-5 (“A Client-Centered Foundation” and “Screening, Evaluation and Diagnosis”), pp. 47-83.

Week Five: February 14, 2018—Detoxification, Health Needs, and Service Planning

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Chapters 6-7 (“Detoxification and Health Care Needs” and “Matching: Individualizing Treatment Plans”), pp. 84-130.

Week Six: February 21, 2018—Case Management, Brief Interventions, and Enhancing Motivation

***Quiz in Class Today**

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Chapters 8-10 (“Case Management,” “Brief Interventions,” and “Enhancing Motivation for Change”), pp. 131-171.

Week Seven: February 28, 2018—Motivational Interviewing

Hingson, R., & Compton, W. M. (2014). Screening and brief intervention and referral to treatment for drug use in primary care: Back to the drawing board. *JAMA*, *312*(5), 488-489.

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Chapters 16-17 (“Responding to Resistance” and “Enhancing Adherence”), pp. 259-279.

Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*, *5*(1), 3-17.

Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioral and Cognitive Psychotherapy*, *37*, 129-140.

March 3-11, 2018, SPRING BREAK

Week Eight: March 14, 2018—Harm Reduction

Lee, H. S., Engstrom, M., & Petersen, S. R. (2011). Harm reduction and 12 steps: Complementary, oppositional or something in between. *Substance Use & Misuse*, *46*(9), 1151-1161.

MacMaster, S. A. (2004). Harm reduction: A new perspective on substance abuse services. *Social Work*, *49*(3), 356-363.

Marlatt, G. A. (1996). Harm reduction: Come as you are. *Addictive Behaviors*, *21*(6), 779-788.

Harmreduction.org: please review this website and consider its usefulness for individuals, families, significant others and social workers.

Week Nine: March 21, 2018—Community Reinforcement, Cognitive-Behavioral Interventions, Skill Development, and Maintaining Gains

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.

Chapters 11-12 (“A Community Reinforcement Approach” and “Strengthening Coping Skills”), pp. 172-197.

Chapter 19 (“Promoting Maintenance”), pp. 301-312.

Week Ten: March 28, 2018—Interventions with Family and Significant Others and Mutual Aid Groups

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.

Chapters 13-14 (“Involving and Working with Family” and “Mutual Help Groups”), pp. 198-240.

**Week Eleven: April 4, 2018—Medications and Additional Discussion of Co-Occurring Conditions
*Quiz in Class Today**

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.

Chapter 15 (“Pharmacological Adjuncts”), pp. 241-256.

Chapter 18 (“Treating Co-Occurring Disorders”), pp. 281-300.

Berenz, E. C., & Coffey, S. F. (2012). Treatment of co-occurring posttraumatic stress disorder and substance use disorders. *Psychiatric Reports, 14*, 469-477.

Winham, K. M., Engstrom, M., Golder, S., Renn, T., Higgins, G. E., & Logan, T. K. (2015). Childhood victimization, attachment, psychological distress, and substance use among women on probation and parole. *American Journal of Orthopsychiatry, 85*(2), 145-158.

Please identify one empirical article that addresses HIV in relation to substance use, send the citation to the instructor, and be prepared to provide a brief overview of its main findings and implications for practice.

Week Twelve: April 11, 2018—Additional Discussion of Age, Gender, Race, Ethnicity, Sexual Orientation, and Spirituality

Amaro, H. (2014). Implementing mindfulness-based relapse prevention in diverse populations: Challenges and future directions. *Substance Use and Misuse, 49*, 612-616.

Flentje, A., Livingston, N. A., Roley, J., & Sorensen, J. L. (2015). Mental and physical health needs of lesbian, gay, and bisexual clients in substance abuse treatment. *Journal of Substance Abuse Treatment, 58*, 78-83.

Miller, W. R., Villanueva, M., Tonigan, J. S., & Cuzmar, I. (2007). Are special treatments needed for special populations? *Alcoholism Treatment Quarterly, 25*(4), 63-78.

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. New York, NY: Guilford Press.
Chapter 21 (“Addressing the Spiritual Side”), pp. 333-348.

Winters, K. C., Tanner-Smith, E. E., Bresani, E., & Meyers, K. (2014). Current advances in the treatment of adolescent drug use. *Adolescent Health, Medicine, and Therapeutics, 5*, 199-210.

Week Thirteen: April 18, 2018—Advances in Technology and Exam Review

Gustafson, D. H., McTavish, F. M., Chih, M., Atwood, A. K., Johnson, R. A., Boyle, M. G., ... Shah, D. (2014). A smartphone application to support recovery from alcoholism: A randomized clinical trial. *JAMA Psychiatry, 71*, 566-572.

Carroll, K. M., Ball, S. A., Martino, S., Nich, C., Babuscio, T. A., & Rounsaville, B. J. (2009). Enduring effects of a computer-assisted training program for cognitive behavioral therapy: A 6-month follow-up of CBT4CBT. *Drug Alcohol Dependence, 100*, 178-181.

Marsch, L. A., Carroll, K. M., & Kiluk, B. D. (2014). Technology-based interventions for the treatment and recovery management of substance use disorders: A JSAT special issue. *Journal of Substance Abuse Treatment, 46*(1), 1-4.

Week Fourteen: April 25, 2018—Final Exam and Course Review

***Final Exam in Class Today**

Sellman, D. (2009). The 10 most important things known about addiction. *Addiction, 105*, 6-13.