

YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK

Social Work 6691: Practice with Addictions I

Fall 2020

Course Description

Social Work 6691 is designed to increase student knowledge and skills for addressing of addictive phenomena and its relation to social work practice issues. Students values are explored and cognitive and affective processing of macro, meso and micro level practice concerns are covered.

There are 7 modules covering two weeks each starting with *History, Theories and Dimensions of Substance Use Profession* and ending with *Medication Assisted Treatment (MAT) of Opioid Use Disorder*. The course assumes participants have had little to no previous exposure to the professional literature and related conceptualizations of addiction; for those who have, this will reinforce your learning, taking it to a deeper level by giving you the opportunity to compare/contrast existing knowledge with colleagues.

Each module includes a structured discussion (often a critique of a case study with application of concepts and criteria) and a quiz. There will be a final exam and all quiz/exam material is designed to prepare students to test for both social work and addiction counselor licensure.

Attention will be given to biological, psychological and social factors in the etiology of individual addiction and implications for families. Addiction exists in diverse cultural contexts; thus, the importance of language and clinical presentation is addressed. The consequences of addictions will be studied at the individual, family, community and societal levels. There will be some policy covered as well. This course will draw on current research in the field of addictions and will emphasize critical thinking and analysis of the current controversies in the field.

Upon completion of the course, students will understand the following:

- History, Theories and Dimensions of the Substance Use Profession
- Screening and Practice in the Addictions Field
- Social, political, economic, and cultural systems - impact on substance use including key policies and regulations pertaining to payor systems
- The Developmental Stages of Recovery; The continuum of substance use disorder services
- Common client payor systems and funding sources; Continuum of Care including Office of Alcohol and Substance Abuse Services (OASAS) licensed and/or funded modalities

- The theory and application of Evidence Based Practice; Non-Traditional Treatments and Emerging Trends in Treatment
- Medication Assisted Treatment
- The need to apply specific practices to specific aspects of cases
- Terminology specific to MAT and it's acceptable method of practice with opiate dependent populations

Educational Goals:

By the completion of this course students are expected to be able to: identify and describe terms and concepts related to theory, research, and practice of treatment approaches; identify and describe the basic concepts of social, political and cultural systems and their impact on substance use disorders; review risk and protective factors that influence significant others and primary patients; Identify the continuum of substance use services; identify and describe the Developmental Stages of Recovery; exhibit increased knowledge of the current funding payor systems at the federal, city and state level.

The educational goals of this course align with the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) 350 standardized education and training curriculum for New York State. This same material also meets standards for International Certification & Reciprocity Consortium. Equally important, each module delineates which Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) are met.

Social Work Competencies

The following Council on Social Work Education Competencies (referred to by Competency number 1,2,4,5,6,7,8) are measured with students' outcome data:

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers working with substance use understand the complexity of the spectrum of substance use disorders (SUD) and options for recovery. Social workers understand and adhere to professional social work values, ethical standards, relevant laws and regulations pertaining to confidentiality and privacy in relation to substance use. Social workers recognize the need to differentiate personal and professional values as they relate to substance use and misuse and understand how their personal experiences and affective reactions may influence their professional judgement and furthermore, they acknowledge their ethical duty to engage in self-reflection, self-regulation, and self-care. Social workers recognize the importance of ongoing professional development activities such as, but not limited to consultation, continuing education, current research and the ethical use of technological advances as they pertain to substance use and misuse. Social workers utilize best practice standard and engage in the interprofessional team to guide substance use related service based in best practice standards. Students completing this course will:

- *Make ethical decisions by applying the standards of the NASW Code of Ethics, and other applicable ethical codes of conduct*
- *Demonstrate and role model professional communication in practice situations, including using person-first, non-stigmatizing language and treat clients with SUD equitably without applying personal bias, stigma, or discrimination.*
- *Use self-reflection and self-regulation to manage personal values and biases relative to their own substance use and misuse.*
- *Use the most current, evidence-based and culturally informed knowledge to inform SUD practice, research, and policy development and implementation.*
- *Recognize one's limitations in skills, knowledge, and abilities and work in cooperation with interdisciplinary SUD providers in the trajectory of care.*

Competency #2: Engage Diversity and Difference in Practice

Social Workers working with substance use provide a continuum of services extending from prevention to tertiary care, informed by the values of cultural humility, respect for all cultures, ethnicities, and differences; with the understanding that those we serve are the foremost experts of their own lives and experiences supporting their self-determination. This is enhanced through using the prism of intersectionality and multicultural humility in a collaborative effort that harmoniously blends evidence-based practices. When working with individuals engaged in all levels of substance use a trauma-focused lens that appreciates historical trauma, combined with a strengths perspective provides a spectrum of intersections of diversity, multiple life challenges and internalized oppression. Social Workers must be able to understand and apply their knowledge of the importance that historically biased descriptive terms have been utilized in the diagnosis and treatment of individuals with substance use disorders. This practice has created many barriers; internal in the form of unconditional positive regard and self-efficacy and external in the form of engaging in recovery services and community support. Social Worker's substance use literacy requires continuous focus on utilizing people first language in order to identify those in recovery as human beings first and their diagnoses or challenges as simply one aspect of their diverse lives. Social Workers must be cognizant of their internal biases in regard to recovery and those who are challenged by it at the micro, mezzo and macro levels. This awareness will be an ongoing practice guide for the continuum of substance use services offered and delivered as well as in education, policy, and research. Students completing this course will:

- *Demonstrate an awareness of how social identity, privilege, and marginalized status can be impacted by the systems they are part of at the individual, family and community levels.*
- *Articulate how an individual's social location; inclusive of their cultural customs and world views inform their experiences with substance use.*
- *Practice cultural humility when supporting clients with substance use challenges which includes a lifelong process of openness, effort, self-awareness and exploring/learning from similarities and differences.*

- *Utilize a strengths-based perspective that facilitates understanding of substance use and its impact in the diverse situations for individuals, families and communities driven by their unique stories.*
- *Consult with supervisors, mentors, and colleagues to enrich self-awareness and self-reflection while practicing multicultural reflexivity to balance the dynamics of power and privilege inherent in the social work position.*

Competency #4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Students completing this course will:

- *Use practice experience and theory to inform scientific inquiry and research;*
- *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and*
- *Use and translate research evidence to inform and improve practice, policy, and service delivery.*

Competency #5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services for substance using persons, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Students completing this course will:

- *Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;*
- *Assess how social welfare and economic policies impact the delivery of and access to social services;*
- *Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.*

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse

individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Students completing this course will:

- *Apply knowledge social work practice theory of engagement*
- *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and*
- *Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.*

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Students completing this course will:

- *Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;*
- *Apply knowledge social work practice theory of assessment*
- *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;*
- *Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and*
- *Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.*

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes Students completing this course will:

- *Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;*
- *Apply knowledge social work practice theory of intervention with individuals families groups, organizations and communities.*
- *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;*
- *Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;*
- *Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and*
- *Facilitate effective transitions and endings that advance mutually agreed-on goals.*

Required Reading

All required reading for this course is freely available through Canvas, the course Learning Management System (LMS). Every student is provided a login and password, initial orientation to this intuitive system, and all material is accessed with clicks on links. For those who prefer to work with hard copies you may download and print. Copywritten articles and book chapters (mostly in PDF format) are legally accessible as all materials are either covered by the University's library subscription services, or are freely available as 'public domain', for example government websites or the occasional YouTube. Your computer must have a PDF reader and be able to manage documents in Microsoft Word. You will also need a video media player on your computer for lectures.

Additional optional reading and audio/video will be posted by the professor from time to time. Also, anonymized case material (assessments) from current and recent clinical treatment will be posted. All assigned reading material will be discussed in online forums; these are not real time discussions but take place within a brief window of time (72+ hours). As it becomes relevant to discussion and learning the professor will recommend (not require) additional citations and references for consideration. Always feel free to ask for more. Instructions on how to access and navigate your individual Canvas course shells will be e-mailed by the Wurzweiler School before the start date of the course.

For Canvas LOGIN assistance, call the HELP DESK: 800-829-7418
 For 24 + 7 + 365 Canvas assistance on general CALL: +1-844-747-4611
<https://www.yu.edu/its/academic-computing/student-computing/eLearning/canvas>

Assignments

Grading rubrics are attached to each assignment and will keep the grading standards objective; the professor retains the privilege of discretion for the final numerical grade for all assignments. Late work will be downgraded at least 10 points out of 100 for each full day late. Any late discussions will have reduced feedback.

You are responsible for completing 7 substantial Discussion Boards, 7 quizzes based on the assigned readings, and 1 critical reflection paper. Each is explained below. Also, see the table below in this syllabus for all deadlines. Watch for “Announcements” from the professor in Canvas (they come to your e-mail) for any date changes.

1) Discussions: 40% of grade. There are 7 of these per semester with various due dates – pay close attention.

The Discussion Board in Canvas is our classroom.



When you open the discussion board, picture yourself walking into the classroom filled with students. When you speak (write) everyone can hear (see) it; the same for the professor. For this course you should plan on spending at least 3 hours per week ‘in class’, writing discussions.

Before you come to class you will have completed the reading or audio/video assigned for the Module, so you are ready to participate in the classroom discussion. This will also take 3+ hours and varies from student to student.

According to worldwidelearn.com: “Asynchronous communication is the relay of information with a time lag. Discussion forums and email are two examples of how asynchronous communication is employed in online learning. It is very helpful to communicate in this way, because students have plenty of time to formulate thoughts. By communicating [this way] students are able to respond in detail to a question or topic that they might have answered incompletely in a real-time conversation. This time lag in communication helps students internalize information by giving them time to *research certain ideas* (emphasis added) and extra time for contemplation.” You get to think more before you ‘speak.’

The professor poses a series of provocative questions and dilemmas to start, often relying on case vignettes and case studies; students formulate written posts to an open discussion board, and are keenly aware that not only the professor, but all members of

the class (peers) will be carefully reading and scrutinizing everything they write, and this dynamic tends to elicit high-quality postings and optimal learning.

Students post an original contribution to the discussion within 72 hours of it opening and 3 briefer responses to others within the next 72 hours. Late posts lose grade points. The professor replies to each initial post by students and occasionally to reply posts. This is in writing and occasionally a student post may even elicit a brief video response lecture from the professor. As you decide who and what to respond to you will skim what others have contributed, sometimes reading their entire post, then select where to respond.

Grades are determined when posts are complete. In order to *lead* the discussion (and earn the top grade) students *must* post early and/or generate most responses from others.

A grading rubric will be applied to your discussion posts each class and includes the following criteria:

- Ideas, Arguments, & Analysis
- Connection to Course Materials
- Contribution to Learning Community
- Writing Quality

2) Quizzes/Tests: 40% of grade – Quizzes are open book and you may use the materials assigned to study. They are time limited though, and you won't have much time to look things up. They run between 10 and 30 questions. Quizzes and tests may never be taken outside of the time frame specified; there is usually a 48 hour window in which they are open and you have 1-2 hours to complete once started.

The tests are designed specifically to prepare you for testing to become a Credentialed Alcohol and Drug Abuse Counselor (CASAC) in NY and other states; they are also designed to prepare you to test and become a Licensed Clinical Social Worker (LCSW).

3) Critical self-reflection paper, confidential to the professor, 20% of grade. Effective work with addicted populations, whether it is clinical, policy, or research, requires an objective knowledge of one's own values, attitudes, and personal understanding of addiction.

In this reflection paper, you will generate an essay exploring and describing your own position relative to certain ideas concerning addiction. Employ a narrative/descriptive writing style using the first-person perspective (first person including "I" and "my").

Start by discussing how you learned what you knew about addiction before taking this course. Be specific in your description of learning experiences. (about 2-3 good paragraphs). This should be unique to you and personal. Comments should be individualistic and specific, evidencing full authenticity and sincerity. You should support your dialog with personal events and experiences. This work does not require citations or references to the professional literature, but you may if it seems pertinent.

Next, consider what both your personal history and this course has taught you and address these reflection questions:

Step 1 of the 12 steps for Narcotics Anonymous states “We admitted that we were **powerless** over our addiction, that our lives had become unmanageable” (Emphases added). This professes that the addict has no power over their use of the substance and thus life becomes unmanageable — in essence that their free will was compromised by a peculiar form of mental illness.

The DSM states that one criteria for a substance use disorder is that “The substance is taken in larger amounts or over a longer period of time than **intended**” with the key idea being intention (emphasis added). The concept in play here is that intention, volition, and free will are mentally compromised, and therefore insufficient to control the quantity and frequency of use.

Do you believe this? Do you not?

Expose a rationale for your belief one way or another or somewhere in between. This paper is confidential to the professor and treated with clinical-like confidentiality. The professor will apply a very basic grading rubric, but more importantly, will provide substantial written dialog as a response.

Required Reading and Schedule of Activities

You may fill in the assignment deadlines in a table format using the table below. All deadlines are in Canvas under the “assignments” tab. The deadline for Discussion Board is for your initial post; you have the rest of the week for replies to others. Watch ‘Announcements’ for possible deadline changes.

Assignment	Due Date □11:59 p.m. on□
Module 1, Class Discussion Board 1	
Module 1, Quiz 1	
Module 2, Class Discussion Board 2	
Module 2, Quiz 2	
Module 3, Class Discussion Board 3	
Module 3, Quiz 3	
Module 4, Class Discussion Board 4	
Module 4, Quiz 4	
Module 5, Class Discussion Board 5	
Module 5, Quiz 5	
Module 6, Class Discussion Board 6	
Module 6, Quiz 6	
Module 7, Class Discussion Board 7	
Module 7, Quiz 7	
Critical Self-Reflection Paper Due	

MODULES

Module 0) Getting started

Complete this module in the Canvas Learning Management System (LMS) prior to starting Module 1. This pre-course module welcomes you; tells you how to succeed in this course; how to access technology support; provides some online learning resources and discusses net-etiquette.

There is a link to an ungraded discussion board where you will add some background information to share with all. Very importantly: there is a link to a quiz which provides the definition of plagiarism; you must answer one question indicating if you read and understand this (yes) or not (no).

Module 1) History, Theories, and Dimensions of Substance Use Profession ; Weeks 1 and 2

Overview: Students are given the historical context for the professional field of substance use disorder. Students are also introduced to treatment terms and concepts related to theory, to updated research, and the module maintains focus on Integration of knowledge with practice. Core functions of practice are learned in this module.

Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important will be challenged and developed.

- **Values:** Students will understand the profession's history, its mission, and the roles and responsibilities of the profession. Students will also understand the role of our allied health professions when engaged in inter-professional teams.
- **Knowledge:** History and evolution of substance use diagnosis and treatment. Importance of history for forming understanding of current topics in the field; moral model of addiction; medical model of addiction. Contemporary approach and process of diagnostic methods and procedures. Social work and its relation to the profession of Addiction counseling (NASW, NAADAC). Students will learn the 12 core functions and 46 global criteria.
- **Skills and Abilities:** Student' will develop the ability to differentiate key roles played by various professionals in the treatment of substance use disorders. practice will be informed by the knowledge, skills, and attitudes of professional practice.

Activities/Assignments: For this module you are to complete the assigned readings. Students will be quizzed on reading material. Students will also engage in the discussion board with your professor and each other. Pay close attention to the discussion points.

Required Readings: All resources here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Bureau of Labor Statistics (2019). Occupational outlook handbook: Substance abuse, behavioral disorder, and mental health counselors. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-6>. You may also link to this through the Canvas LMS.

Lewis, B., Hoffman, L., Garcia, C.C., & Nixon, S.J. (2018) Race and socioeconomic status in substance use progression and treatment entry. *Journal of Ethnicity in Substance Abuse*, 17(2), 150-166. doi: 10.1080/15332640.2017.1336959. Link to this through the Canvas LMS.

Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (2014) *The ASAM principles of addiction medicine: Note About Terminology* (5th ed.). Philadelphia: Wolters Kluwer Health. Link to this through the Canvas LMS.

Straussner, S.L.A. (1991). The role of social workers in the treatment of addictions: A brief history. *Journal of Social Work Practice in Addictions*, 1(1), 3-9, doi:10.1300/J160v01n01_02. Link to this through the Canvas LMS.

Substance Abuse and Mental Health Services Administration (2004). Substance use disorders: A guide to the use of language. Retrieved from <https://www.naabt.org/documents/Languageofaddictionmedicine.pdf> you may also Link to this through the Canvas LMS.

Substance Abuse and Mental Health Services Administration (2017). TAP 21: Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice. Retrieved from <https://store.samhsa.gov/system/files/sma12-4171.pdf> you may also Link to this through the Canvas LMS.

Volkow, N.D., & Warren, K.R. (2014). Drug addiction: The neurobiology of behavior gone awry. In Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (Eds.), *The ASAM principles of addiction medicine* (70-93). Philadelphia: Wolters Kluwer Health.

Wencek, M.L. (n.d.). 12 core functions and 46 global criteria. Retrieved from <http://dhhs.ne.gov/licensure/Documents/12%20Core%20Functions.pdf> You may also Link to this through the Canvas LMS.

White, W.L., & Callahan, J.F. (2014). Addiction medicine in America: Its birth and early history (1750-1935) with a modern postscript. In Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (Eds.), *The ASAM principles of addiction medicine* (593-606). Philadelphia: Wolters Kluwer Health. Link to this through the Canvas LMS.

Optional Reading:

Wells, E.A., Kristman-Valente, A.N., Peavy, K. M., & Jackson, T.R. (2013). Social workers and delivery of evidenced-based psychosocial treatments for substance use disorders. *Social Work Public Health, 20* (0), 279-301. doi: 10.1080/19371918.2013.75903. Link to this through the Canvas LMS.

Video Lecture:

Conley, T. B., & Aristy, K. (Producers) (n.d.). *12 core functions of a professional helper* [Video]. Link to video on Canvas LMS.

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Module 2) Screening and Practice in the Addictions Field; Weeks 3 and 4

Overview: Before we can begin to diagnose a client and formulate a treatment plan, we must first determine if they have a condition; assess the degree to which the condition is present; and formulate an evaluation. When engaging in clinical social work with potentially addictive clients, the use of Rapid Assessment Instruments (RAI's)—including psychometric tests—is standard. Screening for the presence of the disorder can be as simple as four to seven questions. In this module, we will learn about several of the most common instruments in use and become more familiar with the diagnostic criteria.

Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important will be challenged and developed.

- **Values:** Students will discuss the importance of cross-culturally valid assessment protocols including use of standardized assessment which respects the language and understanding of the population served.
- **Knowledge:** History and practice of specialized assessment with potentially addicted individuals. How screening, assessment and diagnostic processes are implemented with diverse clients.

- **Skills and Abilities:** To confidently negotiate a variety of screening, assessment and diagnostic procedures and instruments.

Activities/Assignments: For this module you are to complete the assigned readings. The book chapters are heavy reading so budget your time: hours, not minutes. Students will be quizzed on reading material. Students will also engage in the discussion board with your professor and each other. Pay close attention to the discussion points.

Required Readings: All resources here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Conley, T.B. (2001). Construct validity of the MAST and AUDIT with multiple offender drunk drivers. *Journal of Substance Abuse Treatment*, 20, 287-295. Link to this through the Canvas LMS.

Parran, Jr., T.V., McCormick, R.A., & Delos Reyes, C.M. (2014). Assessment. In Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (Eds.), *The ASAM principles of addiction medicine* (564-576). Philadelphia: Wolters Kluwer Health. Link to this through the Canvas LMS.

Straussner, S.L.A. (2013) The DSM–5 diagnostic criteria: What's new? *Journal of Social Work Practice in the Addictions*, 13(4), 448-453. doi:10.1080/1533256X.2013.840199. Link to this through the Canvas LMS.

Substance Abuse and Mental Health Services Administration (2017). TAP 21: Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice. Retrieved from <https://store.samhsa.gov/system/files/sma12-4171.pdf>

Warner, E., & Lorch, E. (2014). Laboratory Diagnosis. In Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (Eds.), *The ASAM principles of addiction medicine* (546-563). Philadelphia: Wolters Kluwer Health. Link to this through the Canvas LMS.

Zgierska, A, & Fleming, M.F. (2014). Screening and brief intervention. In Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (Eds.), *The ASAM principles of addiction medicine* (497-517). Philadelphia: Wolters Kluwer Health. Link to this through the Canvas LMS.

PowerPoint/Video Lecture:

Conley, T. B. (2018). *Diagnosis and assessment of substance use disorders* [PowerPoint/Video]. Link to this through the Canvas LMS.

Review Articles:

National Center for Responsible Gambling (2003). South oaks gambling screen (SOGS). Retrieved from <http://www>. Link to this through the Canvas LMS.

National Council on Alcoholism and Drug Dependence (n.d.). Michigan alcohol screening test. Link to this through the Canvas LMS.

National Institute on Drug Abuse (2018). AUDIT. Link to this through the Canvas LMS.

U.S. Preventative Services Task Force (2005a). Patient health questionnaire (PHQ-9). Retrieved from <https://www.uspreventiveservicestaskforce.org/Home/GetFileByID/218>

U.S. Preventive Services Task Force (2005b). Substance abuse screening instrument: The drug abuse screening test (DAST). Link to this through the Canvas LMS.

Clinical Documents for Discussion:

CASA Washington Heights Outpatient Treatment Services (n.d.). Comprehensive psychosocial evaluation: Donald Duck. Link to this through the Canvas LMS.

Community Services (n.d.). Comprehensive evaluation for significant others. Link to this through the Canvas LMS.

Conley, T.B. (n.d.). Case Study Sadie on the ranch. Link to this through the Canvas LMS.

Optional Reading:

Conley, T.B. (2006). Court ordered multiple offender drunk drivers: Validity and reliability of rapid assessment. *Journal of Social Work Practice in the Addictions*, 6(3), 37-51. doi:10.1300/J160v06n03_05. Link to this through the Canvas LMS.

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Module 3) Social, Political, Economic, and Cultural Systems Impact on Substance Use; Weeks 5 and 6

Overview: In this module we will look at social, political and economic systems' impact on substance use disorders. Also, we will look at the cultural values which impact client's decision whether or not to seek substance use disorder treatment - and practitioners' decisions on who to treat.

Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important will be challenged and developed.

- **Values:** Students will express appreciation of the way social and political systems acted as the means of oppression for people with substance use

disorders; minority person have been disproportionately affected by drug epidemics.

- **Knowledge:** You will learn about culture, service systems such as treatment courts, mandatory systems such as correctional and jail systems; differences between public and private treatment placements. Systems and cultural implications for substance use disorders and treatment.
- **Skills and Abilities:** Students will be able to identify and negotiate the various systems where substance use disorders treatment occurs; will show initial ability to distinguish between payor systems.

Activities/Assignments: For this module you are to complete the assigned readings and engage in the discussion board with your professor and the other students. Pay close attention to the discussion points. There will be a quiz for this module.

Required Readings: All resources here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Conley, T.B., Allen-Blakney, H., & Stoeckel, E. (2013). The development of a standardized drug court data system in the rural western state of Montana. *Journal of Social Work Practice in the Addictions*, 13(2), 127-142. doi:10.1080/1533256X.2013.787319

Conley, T.B., & Lake, S. (2017). Evaluation of nexus treatment center: A community counseling and correctional services (CCCS) department of corrections contracted program.

Lewis, B., Hoffman, L., Garcia, C.C., & Nixon, S. J. (2018). Race and socioeconomic status in substance use progression and treatment entry. *Journal of Ethnicity of Substance Abuse*, 17 (2), 150-166. doi:10.1080/15332640.2017.1336959.

Sandman, D. (2017). Can New York curb the opioid epidemic? Retrieved from https://nyshealthfoundation.org/2017/03/14/can-new-york-curb-the-opioid-epidemic/?gclid=CjwKCAjwq4fsBRBnEiwANTahcIRunlr6dF0X54wD8rNjrH45DduuNTLukRE-MKy2aKc9TDPbfLwrDhoC92sQAvD_BwE

Substance Abuse and Mental Health Services Administration (2005). TIP 44: Substance abuse treatment for adults in the criminal justice system: 10 treatment for offenders under community supervision. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64141/>

Unger J. B. (2014). Special issue on culture and substance use. *Substance Use & Misuse*, 49(8), 919–921. doi:10.3109/10826084.2014.887384

Zimmerman, K. (2014). The unfair sentencing act: Racial disparities and fiscal consequences of America's drug laws. *Themis: Research Journal of Justice Studies and Forensic Science*, 2(10).

PowerPoint/Video Lecture:

Conley, T.B., Aristy, K. (n.d.). Different types of treatment centers.

Website Review:

Passages Malibu (2019). The world's premier luxury addiction treatment center.

Retrieved from

https://passagesmalibu.com/?utm_source=bing&utm_medium=cpc&utm_campaign=Passages%2520Malibu&utm_term=passages%2520malibu&utm_content=Passages%2520Malibu

YouTube Videos:

White House Television (2012, December 11). *President Clinton Signing the 'Crime Bill' (1994)*. Retrieved from <https://www.youtube.com/watch?v=cOY0xSpt6IA>

The New York Times (2003, December 2). *3 Strikes and You're Out: After 20 Years, Is the Law Working?* Retrieved from https://www.youtube.com/watch?v=k_hTTi0ATA

Optional Reading:

Conley, T.B. & Lake, S. (2017). Evaluation of nexus treatment center: A Boyd Andrew community services (BACS) department of corrections and contracted program.

Thatcher, M. (2018). Montana board of crime control – public safety conference (week of Oct 1st – 4th 2018) - Missoula, Montana [Letter].

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Module 4) The Developmental Stages of Recovery: The Continuum of Substance Use Disorder Services; Weeks 7 and 8

Overview: In this module students will be exposed to the SAMHSA Continuum of Care; watch video conferences from the NY State Office of Alcohol and Substance Abuse Services concerning Recovery Oriented Systems of Care; Learn about the Stages of Change framework; learn about the Stages of Recovery; and come to appreciate the need for and activities associated with Relapse Prevention.

Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this

module. Your principles and standards of behavior along with judgment of what is important will be challenged and developed.

- **Values:** Students will align their values with the most current, evidence-based and culturally informed knowledge to inform SUD practice, research, and policy development and implementation.
- **Knowledge:** Students will acquire factual knowledge concerning stages of change in recovery, systems of care, and the general policy arena of services. Students will understand the experience of early recovery from the service recipient's point of view. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- **Skills and Abilities:** Students will gain the ability to negotiate systems of care and practice, particularly as regulated in New York state. Students should be able to generalize their learning to other states and provinces. Will be able to use this learning to develop treatment designed to prevent relapse.

Activities/Assignments: For this module you are to complete the assigned readings, watch the videos and engage in the classroom discussion. There will be a Quiz for part of the module.

Required Readings: All resource here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Melemis, S.M. (2015). Relapse prevention and the five rules of recovery. *Yale Journal of Biology and Medicine*, 88, 325-332. Retrieved from <https://medicine.yale.edu/yjbm/>

National Council for Community Behavioral Healthcare (n.d.). Enhancing the continuum of care: Integrating behavioral health and primary care through affiliations with FQHCs. Retrieved from <https://www.integration.samhsa.gov/images/res/CMHC%20FQHC%20Checklist%20v2.pdf>

New York State Office of Alcoholism and Substance Abuse Services (2018). Peer integration and the stages of change toolkit. Retrieved from <https://www.oasas.ny.gov/recovery/documents/PeerIntegrationToolKit-Final2.pdf>

New York State Office of Alcoholism and Substance Abuse Services (n.d.). You can be the difference [Pamphlet].

Parents Lead (n.d.). Behavioral health continuum of care model. Retrieved from <http://www.parentslead.org/sites/default/files/ContinuumofCareModel.pdf>

Substance Abuse and Mental Health Services Administration (2010). Recovery-oriented systems of care (ROSC) resource guide. Retrieved from https://www.samhsa.gov/sites/default/files/rosc_resource_guide_book.pdf

Substance Abuse and Mental Health Services Administration (2015). The next step toward a better life. Retrieved from <https://store.samhsa.gov/system/files/sma14-4474.pdf>

Audio file, PowerPoints:

13_Early Sobriety [Audio/Music].

Readiness of change/stages of change [PowerPoint].

YouTube Videos:

Kent, R., & Gonzalez-Sanchez, A. (2016, July 12). *Viewpoint – NY State OASAS Describes Their Services*. https://www.youtube.com/watch?v=W5_BSNR1JWk

NYS OASAS (2019, April 8). *New Hope, New Life with OASAS – Myths and Truth of Addiction (Bonus Episode)*. Retrieved from <https://www.youtube.com/watch?v=SB8SpjwPYQM>

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Module 5) Common Client Payor Systems and Funding Sources: Continuum of Care (including OASAS licensed and/or funded). Weeks 9 and 10

Overview: In this module will examine the policies governing the payor system for substance use disorders treatment. Some of this is specific to NY state but is generalizable across political domains (states, provinces). This will include Medicaid and Medicare, Health Maintenance Organization (HMO), Preferred Provider Organization (PPO) and Block Grants - including information on Fraud Prevention. We will briefly cover changes to the mandatory reporting of child abuse policy.

Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your appreciation for the macro-level context of direct services will increase.

- **Values:** Students value of macro level forces underpinning service recipients lives with increase.
- **Knowledge:** Students will understand how the payor system functions and appreciate current changes. Students will know key policies and regulations pertaining to payor systems.
- **Skills and Abilities:** Students will be able to practice in a highly regulated environment by identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Activities/Assignments:

For this module you are to complete the assigned readings, watch the videos and engage in the classroom discussion. There will be a Quiz for part of the module.

Required Readings: All resource here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Boozang, P., Bachrach, D., & Detty, A. (2014). Coverage and delivery of adult substance abuse services in medicaid managed care. Retrieved from <https://www.medicaid.gov/medicaid/benefits/downloads/cms-adult-substance-abuse-services-coverage.pdf>

Centers for Medicare and Medicaid Services (2018a). Medicare and Medicaid basics. Retrieved from <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/ProgramBasics.pdf>

Centers for Medicare and Medicaid Services (2018b). National provider identifier standard (NPI). Retrieved from <https://www.cms.gov/Regulations-and-Guidance/Administrative-Simplification/NationalProvIdentStand/>

Centers for Medicare and Medicaid Services (2019a). Medicare coverage of substance abuse services. <https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNMattersArticles/Downloads/SE1604.pdf>

Centers for Medicare and Medicaid Services (2019b). What's medicare? Retrieved from <https://www.medicare.gov/Pubs/pdf/11306-Medicare-Medicaid.pdf>

Substance Abuse and Mental Health Services Administration (2019). Substance abuse and mental health block grants. Retrieved from <https://www.samhsa.gov/grants/block-grants>

U.S. Department of Health and Human Services (n.d.). A roadmap for new physicians: Avoiding medicare and medicaid fraud and abuse. Retrieved from https://oig.hhs.gov/compliance/physician-education/roadmap_web_version.pdf

PowerPoint/Video Lecture:

Conley, T.B., & Kristy, A (n.d.). Behavioral health management of substance use disorder services [Video lecture] Retrieved from https://drive.google.com/file/d/1f0ZL4ysbq_lrqBomNvyxOn9PfmDNVNkl/view

Gonzalez-Sanchez, A., & Kent, R. (n.d.). Behavioral health management of substance use disorder services [PowerPoint]. Retrieved from https://www.health.ny.gov/health_care/medicaid/redesign/docs/2011-08-01_bhr_work_group_presentation.pdf

YouTube Videos:

Daman, N. (2018, January 26). *United healthcare, medicare made clear*. Retrieved from https://www.youtube.com/watch?v=yGw0LxrK_Ro

The TA Network (2018, September 10). *Question: What is MHBG? (Answer: Mental health block grant)*. Retrieved from https://www.youtube.com/watch?v=sCndl_dOERg

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Module 6) The theory and application of EBP; Non-Traditional Treatments and Emerging Trends in Treatment; Weeks 11 and 12

Overview: Module 6 welcomes us to the world of EBPs, "Evidence Based Practices." It includes a little more webinar material along with several readings. We will have the opportunity to apply this to case material both in the test and the discussions.

Anticipated Outcomes: Your values, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important and acceptable will be challenged and developed.

- **Values:** Students will endorse the most current, evidence-based and culturally informed knowledge informing SUD practice, research, and policy development and implementation.
- **Knowledge:** Students will become familiar with the definition of EBP's along with a list of accepted or practiced. Students will understand the need to apply specific practices to specific aspects of cases and in this way use and translate research evidence to inform and improve practice, policy, and service delivery.
- **Skills and Abilities:** Students will gain the ability to apply EBPs to clinical vignettes based on client need, applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings which support practice.

Activities/Assignments:

For this module you are to complete the assigned readings, watch the webinar/videos and engage in the classroom discussion. There will be a test for the first part of the module and a discussion board centered around case studies.

Required Readings: All resource here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Evidence Based Practice Continuum Guidelines (n.d.). Retrieved from <http://dhss.alaska.gov/dbh/Documents/Resources/initiatives/ebp/EBP.pdf>

Evidence Based Practices for Treating Substance Use Disorder (n.d.). [Matrix]
Retrieved from <https://adai.uw.edu/ebp/matrix.pdf>

McGovern, M.P., & Carroll, K.M. (2003). Evidence-based practices for substance use disorders. *The Psychiatric Clinics of North America*, 26(4), 991-1010. Retrieved from <https://www.journals.elsevier.com/psychiatric-clinics-of-north-america>

National Institute on Drug Abuse (2018). Principles of drug addiction treatment: A research-based guide (Third Edition). Retrieved from <https://www.drugabuse.gov/node/pdf/675/principles-of-drug-addiction-treatment-a-research-based-guide-third-edition>

PowerPoint/Video Lecture:

Jansen, M.A. (2015a). Evidence-based practice and recovery-oriented care [PowerPoint]. Retrieved from https://www.samhsa.gov/sites/default/files/programs_campaigns/recovery_to_practice/slides-ebpracticeandrocare-20150812.pdf

Jansen, M.A. (2015b). Evidence-based practice and recovery-oriented care [Transcript]. Retrieved from https://www.samhsa.gov/sites/default/files/programs_campaigns/recovery_to_practice/transcript-evidence-basedpracticeandrecovery-orientedcare.pdf

YouTube Videos:

Chandler, R.K. (2019, August 15). *Addiction, the brain, and evidence-based treatment*. Retrieved from <https://www.youtube.com/watch?v=1rIS5beYOv8>

Gateway Alcohol & Treatment Centers (2017, June 30). *Integrating evidenced based treatments and recovery approaches in clinical practice*. Retrieved from <https://www.youtube.com/watch?v=CrALqowfgWM>

Case Studies:

Conley, T.B. (n.d.a). Jenny at TANF.

Conley, T.B. (n.d.b). Sadie on the ranch.

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Module 7) Medication Assisted Treatment; Weeks 13-15

Overview: This module focuses largely on Medication Assisted Treatment (MAT). It covers neonatal to adult issues on both a clinical and policy level with some focus on incarcerated populations.

Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important will be challenged and developed.

- **Values:** Students own beliefs concerning specific controversial treatment methods will be challenged through focused discussion.
- **Knowledge:** Students will be able to list and identify terminology specific to MAT; will be able to identify key concepts correctly. Students will gain an understanding and appreciation of how MAT is a growing and increasingly acceptable method of practice with opiate dependent populations.
- **Skills and Abilities:** Students will be able to successfully argue the pro's and con's of MAT in both political and clinical contexts.

Activities/Assignments:

For this module you are to complete the assigned readings, watch the videos and engage in the classroom discussion. There will be a Quiz for part of the module as well as an online certification quiz with NY state OASAS.

Required Readings: All resource here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

American Association for the Treatment of Opioid Dependence, Inc. (2017). Medicated-assisted treatment for opioid use disorder in the justice system. Retrieved from <http://www.aatod.org/wp-content/uploads/2017/10/AATOD-MAT-Fact-Sheet-wl.pdf>

Mann, C., Frieden, T., Hyde, P.S., Volkow, N.D., & Koob, F.G. (2014). Medication assistant treatment for substance use disorders [Bulletin]. Retrieved from <https://www.medicaid.gov/federal-policy-guidance/downloads/cib-07-11-2014.pdf>

Substance Abuse and Mental Services Administration (n.d.). KAP keys for clinicians: Based on TIP 43 – medication-assisted treatment for opioid addiction in opioid treatment programs [Pamphlet]. Retrieved from <https://store.samhsa.gov/system/files/sma12-4108.pdf>

U.S. Food & Drug (2019). Information about medication-assisted treatment (MAT). Retrieved from <https://www.fda.gov/drugs/information-drug-class/information-about-medication-assisted-treatment-mat>

Optional Resources:

Ries, R.K., Fiellin, D.A., Miller, S.C., & Saitz, R. (2014). *The ASAM principles of addiction medicine* (5th ed.). Philadelphia: Wolters Kluwer Health.

Substance Abuse and Mental Health Services Administration (n.d.). Medication-assisted treatment. Retrieved from <https://store.samhsa.gov/treatment-prevention-recovery/medication-assisted-treatment?page=1>

PowerPoint/Video Lecture:

New York office of Temporary and Disability Assistance (2019). Opioid use disorders in homeless shelter settings [PowerPoint]. Retrieved from <https://yu.instructure.com/courses/37184/files/folder/Mod%207?preview=1137111>

YouTube Videos:

NASEM Health and Medicine Division (2019, October 17). *Medications for opioid use disorder saves lives*. Retrieved from <https://www.youtube.com/watch?v=aEBec2cQ4EQ&feature=youtu.be>

The Council of State Governments Justice Center (2016, July 7). *Medication assisted treatment in jails and community-based settings*. Retrieved from https://www.youtube.com/watch?time_continue=1&v=F7OBnygfTLM

Discussion Questions and Ideas: Respond to each discussion question/topic with a meaningful and thoughtful response. Your initial post should have 250-500 words, and it is due by the due date listed.

Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, akelsen@yu.edu or 646-592-4280 during the first week of class. Once you have been approved for accommodations, contact me to ensure the successful implementation of those accommodations.

HIPAA Alert

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

Confidentiality

Given the nature of classroom discussion boards and the presentation of case materials, and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.