



The University of British Columbia
School of Social Work
 Course Outline – SOWK521

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	2015-2016, Fall Term
Course Title	Social Work Practice in Addictions
Course Schedule	Wednesdays, 6-9 pm
Course Location	Room 223, Jack Bell Building

Instructor	Office Location	Office Phone	e-mail address
Dr. Edward Kruk	Room 237	822-2383	edward.kruk@ubc.ca
Office Hours	Wednesdays, 10 am-2 pm, or by appointment		

COURSE DESCRIPTION:

This course will provide participants with a theoretical, ethical and skills foundation for advanced social work practice in the field of addiction. The essentials of direct practice in the context of the structural, political and policy dimensions of addiction will be emphasized. A strengths-based perspective and harm reduction orientation to addiction will be applied.

The course is divided into three main parts: (1) definition of addiction and recovery, and focus on substance addiction; current and historical patterns in addiction and drug policy; effects of illicit, legally available and medicinal drugs; and overview of concurrent disorders; (2) etiology of addiction; and current and historical responses to drug use and addiction; overview of abstinence- versus harm reduction-based approaches to practice in the field of addiction; (3) mainstream and emergent models of practice at the individual, family, group, community, organizational and policy levels. Three primary practice models to addiction treatment will be examined: twelve-step facilitation, cognitive-behavioural therapy, and motivational enhancement therapy; selected emergent models of practice will also be discussed.

Participation in this course will thus allow students to familiarize themselves with the concept of addiction from a range of theoretical perspectives, with an emphasis on a biopsychosocial-spiritual understanding of addiction, harm reduction as a practice orientation, and the transtheoretical model as a form of meta-theory.

Class time will be comprised of group discussion and presentations. Each class will entail a focused discussion for which the instructor will share responsibility with students. Guest speakers from a variety of professional and non-professional backgrounds and diverse perspectives on core issues will be available to the class. The course will foreground the perspective of people struggling with addiction, and the

social responsibilities of service providers to the needs of addiction service consumers.

RATIONALE:

Social workers in virtually all areas of practice deal with individuals, families and communities who have problems related to addiction. Social workers can play a role in policy development, health education and promotion, direct provision of addiction-specific services (including treatment services), provision of harm reduction services, assessment, referral/linkage, mobilization of self-help, mediation, advocacy, community development, and research.

The voices of “addicts” have been largely absent in social work education. This course offers an opportunity for social work students to be exposed not only to service providers but also people struggling with addiction. The course thus seeks to provide a bridge between social work students (and practitioners) and users/ consumers of services.

LEARNING OBJECTIVES:

1. To acquire knowledge in relation to:

(1) the core concepts in the field of addiction; historical and political context of addiction and drug policy

(2) various theories related to etiology and treatment of addiction;

(3) the principles of drug action and the physical and psychological effects of the major drugs of abuse (including stimulants, narcotics, hallucinogens, marijuana, alcohol, nicotine, and prescription drugs); bio-physiological mechanisms of addiction.

(4) the roles and fields of practice of social workers in the field of addiction;

(5) a harm reduction and strengths-based orientation to practice.

2. To develop an ethical foundation for advanced practice in the field of addiction, by examining a range of current debates and ethical dilemmas in the addiction field.

3. To develop skills in relation to:

(1) engagement of those who are affected by drug use and other addictions;

(2) assessment of those affected by drug use and other addictions;

(3) intervention with those affected by drug use and other addictions;

(4) intervention at the individual, family, community, organizational, institutional, and public policy levels with respect to drug use and other addictions.

READINGS:**Required**

Van Wormer, K. & D.R. Davis (2013). *Addiction Treatment: A Strengths Perspective (3rd edition)*. Pacific Grove, CA: Brooks/Cole-Thomson.

SOWK 521 Course Reading Packet.

Aboriginal Healing Foundation (2007). Addictive Behaviours Among Aboriginal People in Canada. Available at:

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26134.html> (Chapters 1-5).

Recommended

Alexander, B. (2008). *The Globalization of Addiction*. Toronto: Oxford University Press.

Csiernik, R. & Rowe, W.S. (2010). *Responding to the Oppression of Addiction: Canadian Social Work Perspectives (2nd ed.)*. Toronto: Canadian Scholars' Press.

Denning, P. (2000). *Practicing Harm Reduction Psychotherapy: An Alternative Approach to Addictions*. New York: Guilford Press.

Mate, G. (2008). *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Toronto: Alfred Knopf.

Vancouver Coastal Health. *Building on Strength - Building the Continuum of Care for Mental Health and Addiction*. Vancouver Coastal Health, 2006.

Canadian Centre for Substance Abuse. *Substance Abuse in Canada: Youth in Focus*. 2007.

Kirby, J., and Keon, W. *Out of the Shadows at Last - Transforming Mental Health, Mental Illness and Addiction Services in Canada*. The Standing Senate Committee On Social Affairs, Science And Technology, 2006.

Bibliography

Abbott, A. A. (Ed.) (2000). *Alcohol, tobacco, and other drugs: A social work perspective*. Washington, DC: NASW Press.

Alcoholics Anonymous (1953). *Twelve steps and traditions*. New York: Author.
(www.aa.org)

Arkowitz, H., Westra, H. A., Miller, W. R., & Rollnick, S. (2007). *Motivational interviewing in the treatment of psychological problems*. New York: Guilford Press.

Baker, A., & Velleman, R. (2007). *Clinical handbook of co-existing mental health and drug and alcohol problems*. New York: Routledge.

Ball, S. A., Martino, S., Nich, C., Frankforter, T. L., van Horn, D., Crits-Christoph, P., et

al. (2007). Site matters: Multisite randomized trial of motivational enhancement therapy in community drug abuse clinics. *Journal of Consulting and Clinical Psychology*, 75(4), 556-567.

[Barsky, A. E.](#) (2006). [Alcohol, other drugs, and addictions: A professional development manual for social work and the human services](#). Belmont, CA: Brooks/Cole - Cengage. ISBN 0534641253.

Bertram, E., Blachman, M., Sharpe, K., & Andreas, P. (1996). *Drug War Politics: The Price of Denial*. Berkeley: University of California Press.

Black, C. (1987). *It will never happen to me*. New York: Ballantine Books.

Bean, P. (2003). *Drug treatment: What works?* New York: Brunner-Routledge.

Carroll, C. R. (2008). *Drugs in modern society* (13th ed.). Boston: McGraw-Hill.

Centre for Addiction and Mental Health (2007). *Alcohol and drug problems: A practical guide for counsellors* (2nd ed.). Available:

http://www.camh.net/Publications/Resources_for_Professionals/Alcohol_and_Drug_Problems/adp_preface.html

Craig, R. J. (2004). *Counseling the alcohol and drug dependent client: A practical approach*. Boston: Allyn & Bacon.

Davis, D. R., & Jansen, G. G. (1998). Making meaning of Alcoholics Anonymous for social workers: Myths, metaphors, and realities. *Social Work*, 43, 169-182.

Denning, P., Little, J., & Glickman, A. (2003). *Over the influence: The harm reduction guide for managing drugs and alcohol*. New York: Guilford. (www.guilford.com).

Diamond, J. (2000). *Narrative means to sober ends: Treating addiction and its aftermath*. New York: Guilford.

Doctor, F. (2004). Working with lesbian, gay, bisexual, transsexual, transgender, two-spirit, intersex and queer (LGBTTTIQ) people who have substance use concerns. In S. Harrison & V. Carver (Eds.), *Alcohol and Drug Problems: A Practical Guide for Counsellors* (3rd ed.) (pp. 353–382). Toronto: Centre for Addiction and Mental Health.

Doweiko, H. E. (2009). *Concepts of chemical dependency* (5th ed.). Belmont, CA: Brooks/Cole (www.cengage.com).

Emmelkamp, P. M. G., & Vedel, E. (2006). *Evidence-based treatments for alcohol and drug abuse*. New York: Routledge.

Fisher, G. L., & Harrison, T. C. (2009). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (4th ed.). Boston: Allyn and Bacon.

Futerman, R., Lorente, M., & Silverman, S. W. (2005). Beyond harm reduction: A new model of substance abuse treatment further integrating psychological techniques. *Journal of Psychotherapy Integration*, 15(1), 3-18. (available online through PsycARTICLE)

Glasner-Edwards, S., Tate, S. R., McQuaid, J. R., Cummins, K., Granholm, E., & Brown, S. A. (2007). Mechanisms of action in integrated cognitive-behavioral treatment versus twelve-step facilitation for substance-dependent adults with comorbid major depression. *Journal of Studies on Alcohol and Drugs*, 68, 663-672.

Haden, M. (2008). Controlling illegal stimulants: a regulated market model. *Harm*

Reduction Journal (5) 1.

Hazelden Foundation. (2006). *Introduction to twelve step groups* [DVD]. Center City, MN: Hazelden Foundation. <http://www.hazelden.org/bookstore>.

Hazelden Foundation. (2006). *Introduction to twelve step groups: Facilitator's guide*. Center City, MN: Hazelden Foundation. <http://www.hazelden.org/bookstore>.

Johnson, J. L. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Brooks/Cole.

Johnson, K., Bryant, D. D., Collins, D. A., Noe, T. D., Strader, T. N., & Bernbaum, M. (1998). Preventing and reducing alcohol and other drug use among high-risk youths by increasing family resilience. *Social Work*, 43, 297-308.

Juhnke, G. A., & Hagedorn, W. B. (2006). *Counseling addicted families: An integrated assessment and treatment model*. New York: Brunner-Routledge.

Jung, J. (2000). *Psychology of alcohol and other drugs*. Thousand Oaks, CA: Sage.

Kar, S. N. (Ed.) (2001). *Substance abuse prevention: A multicultural perspective*. Amityville, NY: Baywood.

Kinney, J. (2008). *Loosening the grip: A handbook for alcohol addiction* (9th ed.). Boston: McGraw Hill.

Kruk, E. & Sihota Banga, P. (2011). Engagement of Substance Using Pregnant Women in Addiction Recovery. *Canadian Journal of Community Mental Health*, 30 (1), 79-91.

Levinthal, C. F. (2010). *Drugs, behavior, and modern society* (6th ed.). Boston: Allyn & Bacon.

Lewis, J. A., Dana, R. Q., & Blevins, G. A. (2011). *Substance abuse counseling* (4th ed.), Belmont, CA: Brooks/Cole. (www.cengage.com)

Linton, J. M. (2007). *Overcoming problematic alcohol and drug use*. New York: Routledge.

McCance-Katz, E., & Clark, H. W. (2003). *Psychosocial treatments: Key readings on addiction psychiatry*. New York: Brunner-Routledge.

McCollum, E. E., & Trepper, T. S. (2001). *Family solutions for substance abuse: Clinical and counseling approaches*. Binghamton, NY: Haworth.

McCubbin, H. I. (1998). *Resiliency in Native American and immigrant families*. Thousand Oaks, CA: Sage.

McNeece, C. A., & DiNitto, D. M. (2005). *Chemical dependency: A systems approach* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Miller, W. R., & Weisner, C. M. (Eds.) (2002). *Changing substance abuse through health and social systems*. New York: Springer.

Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford.

Motivational Interviewing (n.d.). Retrieved April 24, 2008 from <http://motivationalinterview.org> (Mid-Atlantic Addiction Technology Transfer Center; Motivational Interviewing Resources).

- Norcross, J. C., Santrock, J. W., Campbell, L. F., Smith, T. P., Sommer, R., & Zuckerman, E. L. (2000). *Authoritative guide to self-help resources in mental health*. New York: Guilford.
- Oakley, R., & Ksir, C. (2006). *Drugs, society & human behavior* (12th ed.). Boston: McGraw-Hill.
- O'Hare, P. A., Newcombe, R., Matthews, A., Brunning, E. C., & Drucker, E. (Eds.) (1992). *The reduction of drug-related harm*. New York: Routledge.
- Philleo, J., Brisbane, F. L., & Epstein, L. G. (Eds.) (1997). *Cultural competence in substance abuse and prevention*. Washington, DC: NASW Press.
- Prochaska, J. O. (2003). *Systems of psychotherapy: A transtheoretical analysis* (5th ed.). Belmont, CA: Brooks/Cole.
- Goldberg, R. (2007). *Taking sides: clashing views in drugs and society* (7th ed.). New York: McGraw-Hill.
- Rollnick, S., Miller, W. R., & Butler, C. C. (2007). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford.
- Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford.
- Sbrago, T. P., O'Donohue, W. (2004). *The sex addiction workbook*. Oakland, CA: New Harbinger.
- Smith, J. E., & Meyers, R. J. (2004). *Motivating substance abusers to enter treatment: Working with family members*. New York: Guilford.
- South, N. (Ed.) (1999). *Drugs: Cultures, Controls and Everyday Life*. London: Sage.
- Springer, D. W., & Rubin, A. (2009). *Substance abuse treatment for youth and adults: Clinician's guide to evidence-based practice*. New York: Wiley.
- Straussner, S. (2004). *Clinical work with substance-abusing clients*. New York: Guilford.
- Taleff, M. J. (2006). *Critical thinking for addictions professionals*. New York: Springer.
- Thombs, D. L. (2006). *Introduction to addictive behaviors* (3rd ed.). New York: Guilford.
- Tober, G., & Raistrick, D. (2007). *Motivational dialogue: Preparing addiction professionals for motivational interviewing practice*. New York: Routledge.
- Ulman, R. B. (2006). *The self psychology of addiction and its treatment: Narcissus in wonderland*. New York: Routledge.
- Van Wormer, K., & Davis, D. R. (2003). *Addictions treatment: A strengths perspective*. Belmont, CA: Brooks/Cole. [www.wadsworth.com]
- Walker, S. (2005). *Sense and nonsense about crime and drugs: A policy guide* (6th ed.). Belmont, CA: Wadsworth.

Web Sites

- Campbell Collaboration (systematic reviews of the effectiveness of various social welfare, criminal justice, and education interventions; includes some AODA issues) <http://www.campbellcollaboration.org>

- Cochrane Collaboration (systematic reviews of the effectiveness of various healthcare interventions; includes some AODA issues) <http://www.cochrane.org>
- US Drug Enforcement Administration <http://www.usdoj.gov/dea>
- US National Institute on Drug Abuse <http://www.nida.nih.gov/>
- US National Institute on Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>
- Substance Abuse and Mental Health Services Association: <http://www.samhsa.gov/>
- The National Clearinghouse for Alcohol and Drug Information <http://www.health.org/>
- Alcoholics Anonymous <http://www.alcoholics-anonymous.org/>
- Center for Education and Drug Abuse Research <http://info.pitt.edu/~cedar>
- National Organization on Fetal Alcohol Syndrome <http://nofas.org>
- National Association of Alcoholism and Drug Abuse Counselors <http://www.naadac.org>
- Women for Sobriety <http://www.womenforsobriety.org>

Journals

Journal of Social Work in the Addictions
Harm Reduction Journal
Addiction
International Journal of Drug Policy
Journal of Substance Abuse Treatment
Addictive Behaviors
Drug and Alcohol Review
Substance Abuse Treatment, Prevention, and Policy
Addiction Research and Theory
Journal of Drug Education
American Journal of Addictions
International Journal of the Addictions
Journal of Addiction and Mental Health
Journal of Substance Use
Journal of Psychoactive Drugs
Journal of Cannabis Therapeutics

PREREQUISITES AND/OR COURSE RESTRICTIONS:

SOWK 521 is a practice course within the MSW program. Enrollment is restricted to students in the graduate program.

Format of the course: Graduate seminar

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

COURSE SCHEDULE:

Session 1 Sept. 9, 2015 **Introduction to the Field: Core Concepts in the Field of** **Addiction**

- Overview of course, including course outline and assignments
- Core theoretical concepts, with an emphasis on beliefs and attitudes about addiction, and defining addiction
- Addiction as a field of practice in social work; differential approaches to practice
- Roles of social workers in the field of addiction

Reading:

- Van Wormer & Davis, Ch. 1

Session 2 Sept. 16, 2015 **Historical and Political Context of Addiction**

- Historical dimensions: cultural attitudes toward addiction and drug use and everyday life; drug consumption profiles and preferences; societal (including legal and criminal justice) responses; addiction /drug policy and direct practice /treatment approaches; VANDU, drug user associations.
- Political dimensions: cultural attitudes toward addiction and drug use and everyday life; drug consumption profiles and preferences; societal (including legal and criminal

- justice) responses; addiction /drug policy and direct practice /treatment approaches
- Addiction in the context of globalization and international politics: the “War on Drugs”
- The regulation of drugs: individual, community, societal responses to drug use and addiction; will legalization or decriminalization of all/some drugs be a step forward or backward?
- Current issues and debates in the field of addiction
- Dominant theories of addiction; emerging approaches

Reading:

- Van Wormer & Davis, Ch. 2

Session 3 Sept. 23, 2015 Etiology of Addiction

- Affliction and dislocation: Precursors of addiction
- Etiological theories of addiction: Moral theory; disease theory; genetic theory; systems theory; behavioural theory; sociocultural theory; biopsychosocial theory

Reading:

- Fisher & Harrison (2000), Ch.3 “Models of Addiction,” In *Substance abuse: Information for school counselors, social workers, therapists, and counsellors* (2nd ed.), Boston: Allyn and Bacon (course reading packet)
- Alexander (2001), *The Roots of Addiction in a Free Market Society*, Vancouver: Canadian Centre for Policy Alternatives (course reading packet)

Session 4 Sept. 30, 2015 Substance Addiction: Illicit, Legally Available and Medicinal Drugs

- Properties of stimulants (cocaine and amphetamines), narcotics (opium, morphine, and heroin), hallucinogens, cannabis
- Methadone maintenance: rationale, pharmacology, and biology
- Properties of legal drugs (alcohol, nicotine and tobacco, caffeine), prescription drugs, antidepressants and antipsychotics
- Physical, psychological and social effects and interactions
- Multiple drug use and drug interactions

Reading:

- Van Wormer & Davis, Ch. 3

Session 5 Oct. 7, 2015 Behavioural Addictions; Concurrent Disorders

- Gambling, sexual, internet, work and other addictions; eating disorders including anorexia nervosa

- Concurrent disorders

Reading:

- Van Wormer & Davis, Ch. 5

Session 6 Oct. 14, 2015
Abstinence-based Approaches, the AA/12-Step Model;
Harm Reduction and Strengths-Based Addiction Treatment

- Debriefing of visit to either an AA/12 step mutual aid group program or to a harm reduction-oriented group in the community
- Overview of current programs and services: outpatient treatment; withdrawal management (detoxification); day treatment; residential treatment; supportive recovery; and other treatment services (transitional living; hospital-based substance misuse programs; needle exchange programs; methadone treatment; dual diagnosis programs; pregnancy support; counselling; mutual aid groups); family-, school- and community-based prevention programs
- Basic principles and working methods of abstinence-based approaches: AA and 12 step-based addiction treatment
- Basic principles and working methods of harm reduction

Reading:

- Van Wormer & Davis, Ch. 7 & 11

Short essay due.

Session 7 Oct. 21, 2015
Motivational Enhancement Therapy and Other Strengths-
Based Approaches

- Project MATCH
- Stages of change and motivational interviewing
- Solution-focused and narrative therapy

Reading:

- Van Wormer & Davis, Ch. 8
- DiClemente, C. & Velasquez, M.M. (2002). "Motivational Interviewing and the Stages of Change" In W.R. Miller & S. Rollnick (Eds.), *Motivational Interviewing: Preparing People for Change* (course reading packet)
- Diamond, J. (2000). "Trauma and Recovery" In *Narrative Means to Sober Ends* (course reading packet)

Session 8 Oct. 28, 2015
Cognitive Behavioural Therapy;
Seeking Safety: Substance Abuse and PTSD;
Addiction with a Co-existing Disorder: Treatment Approaches

- Cognitive Behavioural Therapy
- Treatment of substance abuse and PTSD
- Treatment of substance abuse and mental disorders

Reading:

- Van Wormer & Davis, Ch. 9
- Mott, S. & Gysin, T. (2003). "Post-modern ideas in substance abuse treatment," *Journal of Social Work Practice in the Addictions*, 3 (3)

Session 9 Nov. 4, 2015
Culture-, Gender-, and Age-Specific Approaches

- Addiction across the life span; focus on youth and elders
- Gender and addiction
- Racial, ethnic and cultural issues
- First Nations perspectives on addiction and addiction treatment

Reading:

- Van Wormer & Davis, Ch. 4, 6, & 12
- Aboriginal Healing Foundation (2007). Addictive Behaviours Among Aboriginal People in Canada. Available at:
<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26134.html> (Chapters 1-5)

Session 10 Nov. 11, 2015
Family Practice and Group Work in the Field of Addiction

- Practice with families
- Practice with groups

Reading:

- Van Wormer & Davis, Ch. 10

Session 11 Nov. 18, 2015
Community Practice and Policy Development in the Field of Addiction

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- Community development: locality development, social planning, and social action
- Street work and outreach; focused harm reduction
- Policy development; the politics of drug reform

Reading:

- Van Wormer & Davis, Ch. 13
- Beck, K., Wood, E., Montaner, J., & T. Kerr (2006). Canada's 2003 renewed drug strategy: An evidence-based review, *HIV/AIDS Policy and Law Review*, 11 (2/3)

Session 12 **Dec. 2, 2015**
Summary and Conclusion
New Directions in Social Work in the Addiction Field

- An opportunity to share ideas stimulated by the course and receive feedback on your future direction for social work practice in the addiction field.
- An opportunity for practice: case studies/roleplays.

Final essay due.

ASSIGNMENTS:

Submitting Assignments-

Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

Late assignments-

Deadlines for the assignment of grades for grading purposes are established on the basis of the university schedule to assure submission of marks to the registrar's office. In accordance with university policy, a deadline may be extended only in the event of serious illness or domestic affliction documented by the student's physician and approved by Student Health Services.

Students who submit assignments late will have one mark deducted per day late from the final grade for the course.

COURSE ASSIGNMENTS, DUE DATES AND GRADING:

Assignments:

1. Class Presentation

Students will work in small groups as both presenters and facilitators of discussion and mutual development of knowledge. In your group presentation, you are asked to

examine a specific topic in an area of addiction treatment, related to one of the following categories:

- (1) treatment of a specific type of substance addiction (i.e., depressants; narcotics; stimulants)
- (2) treatment of a specific type of behavioural addiction (i.e., eating disorders; sex; internet; workaholism)
- (3) treatment of a specific type of concurrent disorder (e.g., substance addiction and mental illness)
- (4) emergent models of addiction treatment (i.e., solution-focused and narrative therapy; DBT)
- (5) addiction treatment with specific populations (i.e., youth; elders; Aboriginal communities; immigrant and refugee communities)
- (6) addiction treatment in specific fields of practice (i.e., families; groups; communities; social policy)

In the first class, you will be asked to choose a selected topic for your presentation and will be scheduled according to topic chosen. For the presentation, you are encouraged to bring in any resources or materials that would benefit the class, including a critical review of current literature and research.

Evaluation will be based on the following criteria:

- (1) How effective was the presentation in regard to:
 - Content (related to the topic)
 - Cohesion (as reflected in organization and format)
 - Completeness
 - Clarity
 - Creativity
- (2) How well did you stimulate discussion among class members, and engage the class in examining the topic?

Weight: 25%

2. Short Essay: “Is Addiction a Free Choice?” and “Should Abstinence Always Be a Goal of Addiction Treatment?”

This 6-8 page paper is intended as an opportunity to reflect on your feelings and observations from a visit to either an AA/12 step mutual aid group program or to a harm reduction-oriented group in the community. Students are asked to visit a program either singly or in pairs. Please address the following in your paper:

- Describe the strengths of the program observed.
- Critically outline the limitations of the program observed.
- Link your analysis to social work theory, values and skills: what assumptions and values underpin the model/approach? What theories inform the approach? What skill sets did you observe within the approach?
- What does the program say about the essay topic (“Is addiction a free choice”, and what are the implications for harm reduction-based versus abstinence-based social work practice in the addiction field)?

Weight: 25%

Due date: Session 6 (Oct. 14, 2015)

3. Long Essay on either Practice Orientation and Approach / Model of Practice or Selected Policy or Practice Issue in the Field of Addiction

This 10-12 page paper is intended as an opportunity to reflect on the degree and nature of your integration of values, knowledge and skills in the field of addiction. Please address the following:

- Briefly describe your professional and personal orientation to practice in the field of addiction, especially toward consumers, community associations, service providers, policymakers, legislators, the public... (2 pages maximum)
- Choose one of the following: (8-10 pages)
 - Outline your intended model or approach to practice in the field of addiction. What assumptions and values underpin the model/approach? What theories inform your approach? What skill sets do you consider essential within your approach?
 - Outline your selected policy or practice issue in the field of addiction. What assumptions and values underpin the different positions in the debates on the issue? What theories inform each of the positions? What are the policy/practice implications of each of the positions? Clearly articulate where you stand on the issue and provide a rationale for your position.

This paper should reflect integration of material from readings, class discussion and presentations, and additional reading specific to your intended model of practice/selected practice issue.

Weight: 40%

Due date: Session 12 (Dec. 2, 2015)

4. Class Participation

For this class to be successful in reaching its goals, regular student attendance and a desire to actively participate in learning and teaching, is critical. I will act both as instructor and as a facilitator of discussion in our mutual development of knowledge of a field of practice currently undergoing transformation from a social control to a harm reduction and strengths-based paradigm.

You are asked contribute your:

- developing knowledge and expertise in the addiction field
- views on class readings, videos and other materials
- practice experiences (as a vehicle for both teaching and learning)
- questions and ideas with guest speakers
- questions and ideas with other class members

Weight: 10%