



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 521 – Social Work Practice in Addictions

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.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term1	2018-19, Summer Term
Course Title	SOWK 521 – Social Work Practice in Addictions
Course Schedule	Tuesdays and Thursdays, 1 – 4pm; May 7 – June 20, 2019
Course Location	Jack Bell Building

Instructor	Office Location	Office Phone	e-mail address
Dr. Edwark Kruk	Room 237	604-822-2383	Edward.kruk@ubc.ca
Office Hours	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 trauma-informed approach, 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; an 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. Several practice models to addiction treatment will be examined, with an emphasis on strengths-based harm reduction psychotherapy and motivational enhancement therapy.

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

The course will emphasize 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 service consumers have been largely absent in the dominant addiction discourse, but this is changing. 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 OUTCOMES:

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 trauma-informed, 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 substance and other addictions;
 - (2) assessment of those affected by substance and other addictions;
 - (3) intervention with those affected by substance and other addictions;
 - (4) intervention at the individual, family, community, organizational, institutional, and public policy levels with respect to substance and other addictions.

UNIVERSITY POLICIES:

“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.” (UBC Calendar)

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.

Retaining Assignments: Students should 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.

COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11:
<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

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

REQUIRED TEXTBOOK(S):Required

Van Wormer, K. & D.R. Davis (2018). *Addiction Treatment: A Strengths Perspective (4th edition)*. Pacific Grove, CA: Brooks/Cole-Thomson.

Articles in reading packet/online (see course schedule below)Recommended

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

Crozier, L., & Lane, P. (2001). *Addicted: Notes from the belly of the beast*. Vancouver: Greystone Books.

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

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

Kirby, J., and Keon, W. (2006). *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.

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

COURSE SCHEDULE:

SESSION 1:	May 7, 2019
TOPIC:	Introduction, Core concepts in the Field of Addiction <ul style="list-style-type: none">• Overview of course, including course outline and assignments• Core theoretical concepts, with an emphasis on beliefs and attitudes about addiction, and defining addiction

	<ul style="list-style-type: none"> Addiction as a field of practice in social work; differential approaches to practice Roles of social workers in the field of addiction Current issues and debates in the field of addiction
READING:	<ul style="list-style-type: none"> Van Wormer & Davis, Ch: 1
SESSION 2:	May 9, 2019
TOPIC:	<p>Etiology of Addiction 1: Theoretical Frameworks</p> <ul style="list-style-type: none"> Etiological theories of addiction: Moral theory; disease theory; genetic theory; systems theory; behavioural theory; sociocultural theory; biopsychosocial theory
READING:	<ul style="list-style-type: none"> Van Wormer & Davis, Ch. 2 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)
SESSION 3:	May 14, 2019
TOPIC:	<p>Etiology of Addiction II: Emergent Theoretical Frameworks</p> <ul style="list-style-type: none"> Trauma, dislocation: Precursors of addiction
READING:	<ul style="list-style-type: none"> Alexander (2001), The Roots of Addiction in a Free Market Society, Vancouver: Canadian Centre for Policy Alternatives (course reading packet) Mate (2008), "A Different State of the Brain," from In the Realm of Hungry Ghosts, pages 127-178 (course reading packet)
SESSION 4:	May 16, 2019
TOPIC:	<p>Substance Addiction: Illicit, Legally Available and Medicinal Drugs; Pharmacological Aspects of Substance Addiction</p> <ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Van Wormer & Davis, Ch. 3
SESSION 5:	May 21, 2019
TOPIC:	<p>Behavioural Addictions; Concurrent Disorders</p> <ul style="list-style-type: none"> Gambling, sexual, internet, work and other addictions; eating disorders including anorexia nervosa Concurrent disorders
READING:	<ul style="list-style-type: none"> Van Wormer & Davis, Ch's. 4 & 5

SESSION 6:	May 23, 2019
TOPIC:	<p>Abstinence-based Treatment; Harm Reduction; Strengths-Based Treatment</p> <ul style="list-style-type: none"> • Overview of current programs and service delivery systems: 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 • Theory and skills relates to strengths-based treatment • Addiction with a Co-existing Disorder: Treatment Approaches
READING:	<ul style="list-style-type: none"> • Van Wormer & Davis, Ch. 7, 9, 8 (pages 314-327) • SHORT ESSAY DUE
SESSION 7:	May 28, 2019
TOPIC:	<p>Motivational Enhancement Therapy and Emergent Approaches</p> <ul style="list-style-type: none"> • Stages of change and motivational interviewing • Solution-focused and narrative therapy
READING:	<ul style="list-style-type: none"> • Van Wormer & Davis, Ch. 8 (pages 328-336) • 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:	May 30, 2019
TOPIC:	<p>Cognitive Behavioural Therapy; Seeking Safety: Substance Abuse and PTSD</p> <ul style="list-style-type: none"> • Cognitive Behavioural Therapy • Treatment of substance abuse and PTSD
READING:	<ul style="list-style-type: none"> • Van Wormer & Davis, Ch. 8 (pages 337-352) • Mott, S. & Gysin, T. (2003). "Post-modern ideas in substance abuse treatment," Journal of Social Work Practice in the Addictions, 3 (3). (course reading packet)
SESSION 9:	June 11, 2019
TOPIC:	<p>Culture-, Gender-, and Age-Specific Approaches</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Van Wormer & Davis, Ch. 6, 11, & 12 • Aboriginal Healing Foundation (2007). Addictive Behaviours Among Aboriginal People in Canada (pages 29-72). (course reading packet)

SESSION 10:	June 13, 2019
TOPIC:	Family Practice and Group Work in the Field of Addiction <ul style="list-style-type: none"> • Practice with families; family systems therapy • Practice with groups; mutual aid model
READING:	<ul style="list-style-type: none"> • Van Wormer & Davis, Ch. 10
SESSION 11:	June 18, 2019
TOPIC:	The Political Context of Practice in the Field of Addiction; Community Practice and Policy Development in the Field of Addiction <ul style="list-style-type: none"> • 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? • Community development: locality development, social planning, and social action • Street work and outreach; focused harm reduction • Policy development; the politics of drug reform
READING:	<ul style="list-style-type: none"> • 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) (course reading packet)
SESSION 12:	June 20, 2019
TOPIC:	Summary and Conclusion New Directions in Social Work in the Addiction Field <ul style="list-style-type: none"> • An opportunity to share ideas stimulated by the course and receive feedback on your future direction for social work practice in the addiction field. • A final opportunity for practice: case studies/roleplays. • FINAL ESSAY DUE.
READING:	

COURSE ASSIGNMENTS, DUE DATES AND GRADING:

Assignments:

1. Class Presentation

Students will both present and facilitate discussion and mutual development of knowledge on a given topic in the addictions field. In your presentation, you are asked to examine, in depth, 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) a model of addiction treatment (CBT and DBT; solution-focused and narrative therapy)
- (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: 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 observation of a mutual aid community-based group based on either an abstinence-oriented approach or a harm reduction-oriented philosophy. Students are encouraged 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 used? What theories inform the approach? What skill sets did you observe within the approach?
- After reflecting on your experience, please answer: Should Abstinence Always Be a Goal of Addiction Treatment? (Explain.)

Weight: 25%

3. Long Essay on either Practice Orientation and Approach / Model of Practice or Selected Policy or Practice Issue/Innovation 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:

- Choose one of the following:
 - Outline your intended model or approach to practice in the field of addiction. What assumptions and values underpin the model/approach? What theories and research inform your approach? What skill sets do you consider essential within your approach?
 - Outline your selected policy or practice issue/innovation in the field of addiction. What assumptions and values underpin the different positions in the debates related to the issue/innovation? 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; clearly outline the integral components of the innovation and the scope of application of the innovation in the field of addiction.

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

Weight: 40%

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%

UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.