

	THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline - SOWK 440B – Integrative Seminar in Social Work: Social Work Theory and Practice in Addictions
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the **xʷməθkʷəy̓əm (Musqueam)** people.

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.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Year/Term	2019 Fall term 1
Course Title	SOWK 440B (001): Integrative Seminar in Social Work: Social Work Theory and Practice in Addictions
Credit Value	3
Course Schedule	Thursdays, 2:00 – 5:00 PM
Course Location	Jack Bell Building, ROOM 224

Instructor	Office Location	Office Phone	e-mail address
Dr. Mohamed Ibrahim	241	604-822-2100	mohamed.ibrahim@ubc.ca
Office Hours	Thurs 1-2 PM		

COURSE DESCRIPTION:

This course will explore both the theory and practice needed to work in the field of addictions. This course covers a wide range of topics from specific counselling skills to the context of drugs in our society. A social justice, strengths-based, harm reduction orientation to substance use and addiction will be applied.

The course is divided into a number of different themes, specifically:

- (1) The course will explore addiction and recovery using attachment theory as a foundation.
- (2) A harm reduction based approach to practice in the field of addiction will be examined.
- (3) Mainstream and emergent models of practice at the individual, family, group, community and policy levels will be examined. A number of practice models to addiction treatment will be explored. Selected emergent models of practice will also be discussed.

- (4) Social Justice will be explored throughout this course. Our society's primary response to illegal drug use and addiction is through the criminal justice system. The evidence shows that this approach has failed. A new model based on social work, human rights and public health principles will be examined.

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 bio-psycho-social-spiritual-environmental understanding of addiction.

Class time will be primarily comprised of presentations, group discussions, and role-plays. Each class will entail a focused discussion for which the instructor will share responsibility with students for the creation of a positive and engaging learning environment.

RATIONALE

Social workers in virtually all areas of practice deal with individuals, families and communities who have problems related to drugs, substance use and misuse. 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, public education and research

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, sedatives, opiates, 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) The larger context of drugs in our society and how our current criminal justice approach to drugs has failed and how our society would benefit from a public health model of controlling currently illegal drugs.

2. 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.
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UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

“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 unless otherwise specified on the course outline or instructor. 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.

REQUIRED TEXTBOOK:

Fundamentals of Addiction: A Practical Guide for Counsellors, Edited by M, Herie and WJ Skinner, Centre for Addiction and Mental Health, 4th Edition, 2014

Hart, Carl L. *High Price: A Neuroscientist's Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society*. New York, NY: Harper, 2013.

Articles/publications available for download

Jürgens R (2008). "Nothing about us without us" — Greater, meaningful involvement of people who use illegal drugs: A public health, ethical, and human rights imperative, International edition. Toronto: Canadian HIV/AIDS Legal Network, International HIV/AIDS Alliance, Open Society Institute. Available at: <https://www.opensocietyfoundations.org/reports/nothing-about-us-without-us>

Recommended reading is on page 7 and page 8 of this course outline.

COURSE SCHEDULE:

*Please note that many factors will influence the order of the sessions below and that the schedule is subject to changes – as much notice as possible will be provided

SESSION 1:	Sept. 5, 2019
TOPIC:	<p>Introduction to addiction</p> <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 • Addiction as a field of practice in social work; differential approaches to practice • Roles of social workers in the field of addiction • Addiction as a public health emergency in the context of the current opioid crisis
READING:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 1 and 3</p> <p>High Price, Chapter 1</p>
SESSION 2:	Sept. 12, 2019
TOPIC:	<p>Chemicals and the body –Guest Speaker Cody Callon MSW,RSW, Director of Social Work Addiction Fellow at BC Center on Substance Use</p> <ul style="list-style-type: none"> • This session explores the different classifications drugs and how our brain changes in response to drug use.
READING:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 6 & 7</p> <p>High Price, Chapter 4 (pp75-82)</p>
SESSION 3:	Sept. 19, 2019
TOPIC:	<p>Harm Reduction Theory and Practice</p> <ul style="list-style-type: none"> • This presentation explores the theory behind services, which are provided for active drug users. • This presentation will explore the history of harm reduction, the theory of public health, the foundational principles of harm reduction, social capital theory and the future of harm reduction. • Harm reduction strategies (Overdose prevention & Naloxone training)
READING:	<p>High Price, Chapter 2 and 3</p> <p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 4</p>
SESSION 4:	Sept 26, 2019
TOPIC:	<p>Screening and Assessment Skills</p> <ul style="list-style-type: none"> • Screening tools and assessment • Screening, Brief Intervention and Referral to Treatment (SBIRT). • Motivational Interviewing
READING:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 5, 8, 9.
SESSION 5:	Oct. 3, 2019
	<p>Opioid Use Disorders</p> <p>This session will cover</p>

	<ul style="list-style-type: none"> • Opioid Use Disorder • Screening and assessments of OUD • Pharmacological and psychosocial interventions- rationale, pharmacology, and biology (methadone, buprenorphine/naloxone etc.) • Harm reduction strategies
READING:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17
SESSION 6:	Oct. 10, 2019
TOPIC:	Alcohol and Benzodiazepine Use Disorders This session will cover <ul style="list-style-type: none"> • Alcohol and Benzo Use Disorders • Screening and assessments of AUD & Benzos • Pharmacological and psychosocial interventions • Harm reduction strategies
READING:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8 & 12
SESSION 7:	Oct.17, 2019
TOPIC:	Stimulant Use Disorders This session will cover <ul style="list-style-type: none"> • Stimulant Use Disorders • Screening and assessments of SUDs • Pharmacological and psychosocial interventions • Harm reduction strategies
READING:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17
SESSION 8:	Oct. 24, 2019
TOPIC:	Concurrent disorders, Relapse and Recovery This session explores: <ul style="list-style-type: none"> • Co-occurrence of substance use and mental health conditions including trauma related conditions • The recovery process and services available for individuals with concurrent conditions
READING:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 10 and 16
SESSION 9:	Nov 1, 2019
TOPIC:	Working with Families <ul style="list-style-type: none"> • This session explores key factors to consider when working with families affected by substance use. Understanding how family healing occurs is an important aspect of healing from addictions. We will explore various family counselling situations.
READING:	Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 5 High Price, Chapter 5 & 6
SESSION 10:	Nov. 7, 2019
TOPIC:	A Community Responding to Crisis Guest Speaker in overdose response. (Guest speaker-Guy Fellicela)

READING:	High Price, Chapter 12, 13 & 15
SESSION 11:	Nov. 14, 2019
TOPIC:	Student group presentations and feedback Presentations and feedback: each group will give presentation (30 min) followed by 15 minutes of class discussion and will give each other constructive feedback on both the content and process.
READING:	Articles to be distributed at least week prior by presenting groups
SESSION 12:	Nov. 21, 2019
TOPIC:	Student group presentations and feedback Presentations and feedback: each group will give presentation (30 min) followed by 15 minutes of class discussion and will give each other constructive feedback on both the content and process.
READING:	Articles to be distributed at least week prior by presenting groups
SESSION 13:	Nov. 28, 2019
TOPIC:	Student group presentations and feedback Working in the field of addictions. <ul style="list-style-type: none"> • Summary and Conclusion An opportunity to share ideas stimulated by the course and receive feedback on your future direction • This discussion will explore a variety of topics related to the experience of working in the field of addictions.
READING:	Required readings to be posted on Canvas

COURSE ASSIGNMENTS, DUE DATES AND GRADING:

Assignment 1: Group presentations

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) Older adults and substance use
- (2) Treating addiction in correctional settings
- (3) Addiction and Aboriginal healing
- (4) Working with new immigrants and refugees with addiction issues
- (5) Addiction and pregnancy

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?

Presentation days—Group 1, 2 (Nov 14th), Group 3, 4 (Nov 21st), Group 5 (Nov, 28th)
Weight: 30%

Assignment 2: mid-term exam

The mid-term exam will be an in-class exam consisting of multiple choices and short answer questions based on course readings and lectures.

Details of the exam will be covered on first day of class and posted on Canvas

This exam will be held in-class on October 31st and account for 30% of final grade.

Assignment 3: End of term paper

All students will write an end of term academic paper between 8 -12 double-spaced pages, (excluding cover and references which are APA style; font, Ariel or New Times Roman, size 12). This paper will be an analysis of a topic that is both relevant for social work and addictions, will build on existing references, and will include the student's original commentary literature. The topic can be an expansion upon the student's class presentation.

The goal is to produce a type of paper that could be published in a peer reviewed academic journal. All students will submit their suggestions for topics that will need to be approved in advance.

Links on how to write an academic paper:

<http://wiki.ubc.ca/Library>: Getting_Started_with_your_Research_Paper

<http://www.writing.utoronto.ca/advice/general/general-advice>

https://umanitoba.ca/student/academiclearning/media/Writing_an_Academic_Paper_NEW.pdf

Due date: This paper will be due on December 5th by 23:59 hours via Canvas

This paper will be 30% of final grade.

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.

Students will be asked contribute by:

- attending all classes (and being punctual)
- actively participating in the creation of a safe, positive learning environment
- reading all the required materials and participating in an informed discussion in class
- expressing constructive, thoughtful views on materials presented in the class
- active participation in practice experiences and role plays

- engaging other students with questions and ideas
- giving and receiving constructive feedback

Class attendance will be 10% of the final grade.

Recommended but not required reading:

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

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

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).

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

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.

Hari, Johann. (2015). *Chasing the scream: the first and last days of the war on drugs*. New York: Bloomsbury.

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).

Lukas, S., *Where to start and what to ask: An Assessment Handbook*. 1993

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

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

Najavits, Lisa. (2002). *Seeking safety : a treatment manual for PTSD and substance abuse*. New York: Guilford Press.

Prochaska, J. O. (2003). *Systems of psychotherapy: A transtheoretical analysis* (5th ed.). Belmont, CA: Brooks/Cole.

Rollnick, S., Miller, W. R., & Butler, C. C. (2007). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford

Trimpey, J. Rational Recovery: The New Cure of Substance Addiction, 1996

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.

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.

Web Sites

- BC Centre for Substance Use <http://www.bccsu.ca>
 - Centre for Addictions Research of BC <http://www.uvic.ca/research/centres/carbc/>
 - Centre for Addiction and Mental Health <http://www.camh.ca/en/hospital/Pages/home.aspx>
 - 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 National Institute on Drug Abuse <http://www.nida.nih.gov/>
 - Substance Abuse and Mental Health Services Association: <http://www.samhsa.gov/>
 - Alcoholics Anonymous <http://www.alcoholics-anonymous.org/>
 - National Organization on Fetal Alcohol Syndrome <http://nofas.org>
 - BCCDC Harm Reduction <http://towardtheheart.com>
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LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.