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)

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

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*


Articles available online (see course schedule below)

*Recommended*


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


Bibliography


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


**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](http://www.campbellcollaboration.org)
- Cochrane Collaboration (systematic reviews of the effectiveness of various healthcare interventions; includes some AODA issues) [http://www.cochrane.org](http://www.cochrane.org)
- Center for Education and Drug Abuse Research [http://info.pitt.edu/~cedar](http://info.pitt.edu/~cedar)
- National Organization on Fetal Alcohol Syndrome [http://nofas.org](http://nofas.org)
- National Association of Alcoholism and Drug Abuse Counselors [http://www.naadac.org](http://www.naadac.org)
- Women for Sobriety [http://www.womenforsobriety.org](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*
### COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>SESSION 1:</th>
<th>SEPT. 5, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Introduction, Core concepts in the Field of Addiction</td>
</tr>
<tr>
<td></td>
<td>• Overview of course, including course outline and assignments</td>
</tr>
<tr>
<td></td>
<td>• Core theoretical concepts, with an emphasis on beliefs and attitudes about addiction, and defining addiction</td>
</tr>
<tr>
<td></td>
<td>• Addiction as a field of practice in social work; differential approaches to practice</td>
</tr>
<tr>
<td></td>
<td>• Roles of social workers in the field of addiction</td>
</tr>
<tr>
<td></td>
<td>• Current issues and debates in the field of addiction</td>
</tr>
<tr>
<td><strong>READING:</strong></td>
<td>• Van Wormer &amp; Davis, Ch: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 2:</th>
<th>SEPT. 12, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Etiology of Addiction I: Theoretical Frameworks</td>
</tr>
<tr>
<td></td>
<td>• Etiological theories of addiction: Moral theory; disease theory; genetic theory; systems theory; behavioural theory; sociocultural theory; biopsychosocial theory</td>
</tr>
<tr>
<td><strong>READING:</strong></td>
<td>• Van Wormer &amp; Davis, Ch. 2</td>
</tr>
<tr>
<td></td>
<td>• Fisher &amp; 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 (online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 3:</th>
<th>SEPT. 19, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Etiology of Addiction II: Emergent Theoretical Frameworks</td>
</tr>
<tr>
<td></td>
<td>• Trauma, dislocation: Precursors of addiction</td>
</tr>
<tr>
<td><strong>READING:</strong></td>
<td>• Alexander (2001), The Roots of Addiction in a Free Market Society, Vancouver: Canadian Centre for Policy Alternatives (course reading packet)</td>
</tr>
<tr>
<td></td>
<td>• Mate (2008), “A Different State of the Brain,” from In the Realm of Hungry Ghosts, pages 127-178 (online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SESSION 4:</th>
<th>SEPT. 26, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Substance Addiction: Illicit, Legally Available and Medicinal Drugs; Pharmacological Aspects of Substance Addiction</td>
</tr>
<tr>
<td></td>
<td>• Properties of stimulants (cocaine and amphetamines), narcotics (opium, morphine, and heroin), hallucinogens, cannabis</td>
</tr>
<tr>
<td></td>
<td>• Methadone maintenance: rationale, pharmacology, and biology</td>
</tr>
<tr>
<td>SESSION 5:</td>
<td>OCT. 3, 2019</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| TOPIC:    | Behavioural Addictions; Concurrent Disorders  
• Gambling, sexual, internet, work and other addictions; eating disorders including anorexia nervosa  
• Concurrent disorders |
| READING:  | Van Wormer & Davis, Ch. 3 |

<table>
<thead>
<tr>
<th>SESSION 6:</th>
<th>OCT. 10, 2019</th>
</tr>
</thead>
</table>
| TOPIC:    | Abstinence-based Treatment; Harm Reduction; Strengths-Based Treatment  
• 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:  | Van Wormer & Davis, Ch. 7, 9, 8 (pages 314-327) |

<table>
<thead>
<tr>
<th>SESSION 7:</th>
<th>OCT. 17, 2019</th>
</tr>
</thead>
</table>
| TOPIC:    | Motivational Enhancement Therapy and Emergent Approaches  
• Stages of change and motivational interviewing  
• Solution-focused and narrative therapy |
| READING:  | Van Wormer & Davis, Ch. 8 (pages 328-336)  
Diamond, J. (2000). “Trauma and Recovery” In Narrative Means to Sober Ends (online) |

<table>
<thead>
<tr>
<th>SESSION 8:</th>
<th>OCT. 24, 2019</th>
</tr>
</thead>
</table>
| TOPIC:    | Cognitive Behavioural Therapy; Seeking Safety: Substance Abuse and PTSD  
• Cognitive Behavioural Therapy |
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>OCT. 31</td>
<td>Culture-, Gender-, and Age-Specific Approaches I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Addiction across the life span; focus on youth and elders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gender and addiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Racial, ethnic and cultural issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• First Nations perspectives on addiction and addiction treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Van Wormer &amp; Davis, Ch. 8 (pages 337-352)</td>
</tr>
<tr>
<td>10</td>
<td>NOV. 7</td>
<td>Culture-, Gender-, and Age-Specific Approaches II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Addiction across the life span; focus on youth and elders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gender and addiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Racial, ethnic and cultural issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• First Nations perspectives on addiction and addiction treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Van Wormer &amp; Davis, Ch. 6, 11, &amp; 12</td>
</tr>
<tr>
<td>11</td>
<td>NOV. 14</td>
<td>Family Practice and Group Work in the Field of Addiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice with families; family systems therapy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice with groups; mutual aid model</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Aboriginal Healing Foundation (2007). Addictive Behaviours Among Aboriginal People in Canada (pages 29-72). (online)</td>
</tr>
<tr>
<td>12</td>
<td>NOV. 21</td>
<td>The Political Context of Practice in the Field of Addiction; Community Practice and Policy Development in the Field of Addiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Addiction in the context of globalization and international politics: the “War on Drugs”</td>
</tr>
</tbody>
</table>
• 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:
• Van Wormer & Davis, Ch. 13

SESSION 13: NOV. 28, 2019

TOPIC: 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.
• A final opportunity for practice: case studies/roleplays

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%; Due date: OCT. 10, 2019

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:
  o 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?
  o 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%; Due date: NOV. 21, 2019
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 to 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:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
</tr>
</tbody>
</table>

**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

---

**COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.