

**COURSE NUMBER:** SOWO 700 Online

**COURSE TITLE:** Substance Use & Addiction Specialist: Treatment Foundation

**SEMESTER:** Fall 2020 Online

**INSTRUCTOR:** Michael McGuire, LCSW, LCAS, CCS, LMFT, MINT  
UNC-CH School of Social Work – CB#3550  
325 Pittsboro Street, Office 418  
Chapel Hill, N.C. 27599-3550  
Mobile: 336-405-9506  
Email: [uncmike@unc.edu](mailto:uncmike@unc.edu)

**OFFICE HOURS:** Virtual office hours by request

**COURSE DESCRIPTION**

Introduces students to the field of substance use and addiction. Course explores historic and current theories of addiction, the Four Domains of addiction counseling, and applicable ethical and legal considerations.

**ADVANCED COURSE DESCRIPTION**

Students are introduced to foundational information necessary to strengthen their work in the field of addiction. The course centers on the IC&RC Four Domains of addiction counseling, which includes topics such as screening, assessment, diagnosis, treatment planning, counseling, and referral. This is a survey course with many of these core functions explored in greater depth in subsequent SUAS courses (e.g., SOWO 760, SOWO 761). Assignments offer the student the opportunity for experiential learning through participating in a local support group, practicing abstinence from a substance of their choice, and applying course content to a case vignette.

**KNOWLEDGE-BASED COURSE OBJECTIVES**

At the conclusion of this course, students should be able to:

1. Obtain a working understanding of the drug classification system.
2. Describe etiologic theories of addiction and implications for treatment interventions.
3. Develop an understanding of the legal, ethical, and professional standards and relevance within the field of addiction.
4. Gain an understanding of the IC&RC Four Domains and the NCSAPPB Twelve Core Functions for addictions counseling.
5. Develop basic awareness to issues specific to addictions and culture, gender, economic level, developmental stage, and sexual orientation.
6. Develop a working knowledge of community-based support groups and their usefulness for individuals with substance use disorders and their families and/or significant others.

- a. Discuss recent trends in the field of addiction.
- b. Define the requirements for licensure as an addictions counselor in North Carolina.

### **SKILL-BASED COURSE OBJECTIVES**

At the conclusion of this course, students should be able to:

1. Use a less stigmatizing language of addiction and recovery.
2. Demonstrate beginning proficiency in the integration of the Four Domains.
3. Identify signs and symptoms relative to substance use, intoxication, and withdrawal.
4. Demonstrate ability to assist individuals and/or families in determining the appropriate level of intervention based on their available needs and resources.
5. Develop self-awareness of one's paradigms surrounding addiction and treatment.

### **REQUIRED COURSE TEXTBOOKS**

1. IC&RC Alcohol and Drug Counselor (ADC) Certification Examination Study Guide (2016), 3rd edition. Comprehensive Education Services (a wholly owned subsidiary of The Florida Certification Board).
2. Center for Substance Abuse Treatment. Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21. DHHS Publication No. (SMA) 08-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2008.
  - Available for free download: <https://store.samhsa.gov/product/TAP-21-Addiction-Counseling-Competencies/SMA15-4171>

### **SUGGESTED READING/RESOURCES**

1. NAADAC Code of Ethics
  - <http://naadac2016.sitewrench.com/assets/2416/naadac-code-of-ethics-033117.pdf>
2. North Carolina Substance Abuse Professional Practice Board (see *Rules and Credentialing*)
  - <https://www.ncsappb.org/>
3. Title 42, SUBCHAPTER A, PART 2—CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS:
  - <https://www.gpo.gov/fdsys/pkg/CFR-1997-title42-vol1/pdf/CFR-1997-title42-vol1-part2.pdf>
4. SAMHSA TIP 27: Comprehensive Case Management for Substance Abuse Treatment
  - <https://store.samhsa.gov/product/TIP-27-Comprehensive-Case-Management-for-Substance-Abuse-Treatment/SMA15-4215>
5. Diagnostic and Statistical Manual of Mental Disorders, 5th Edition.
  - <http://dsm.psychiatryonline.org/book.aspx?bookid=556>
6. The ASAM Criteria for Substance Abuse, American Society for Addiction Medicine, 3<sup>rd</sup> Edition
  - <http://www.asam.org/>
7. Publication Manual of the American Psychological Association, Sixth Edition

### **INSTRUCTIONAL METHODOLOGY**

Although the course material is presented online, there are benchmarks requiring you to engage in coursework throughout the week using Sakai. There is a host of teaching modalities including readings, field assignments, reflective writing, peer review, guest videocasts, and instructor videos. This mix of teaching methodologies will ensure students' cognitive, affective, and experiential engagement.

In spite of this being an online class, I hope to develop an engaging environment that reflects the values of the social work profession. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view different from our own, clearly articulating our point of view, and linking experience to readings and assignments. I will appreciate your contributions to making this an enjoyable and respectful class for learning and growth.

Please keep in mind, this five-week course condenses a full semester of learning objectives. With that in mind, you can expect to spend 3-4 hours each day on reading and other assignments. If you fall behind in your work, you may find it quite difficult to recover due to the short timeframe. I urge you to start fast and finish strong.

- Here is a link to Sakai Student Tutorials: [https://sakaitutorials.unc.edu/?How to ...%7C%7CStudents](https://sakaitutorials.unc.edu/?How_to...%7C%7CStudents)
- Here is a video explaining how to upload assignments to Sakai under the Assignments Tab: <https://www.youtube.com/watch?v=bAAHf8PUApQ>
- Note: If, after due diligence, you are unable to upload an assignment onto Sakai, please email me the assignment: [uncmike@unc.edu](mailto:uncmike@unc.edu)

## **ASSIGNMENTS**

### **ASSIGNMENT #1 A/B/C – COURSE ENGAGEMENT (INCUBATOR TEAM SESSIONS + CASE APPLICATION WORKSHEET + LESSON CONTENT):**

#### **ASSIGNMENT #1-A – INCUBATOR TEAM: DUE DATES VARY PER “CLASS SCHEDULE” BELOW**

Each week you will meet via Zoom with your Incubator Team members, and each week someone new will act as facilitator. Agenda to cover:

1. **First session only:** Come up with a team name for your Incubator Team (you will use this in the subject line for your reports).
2. Quick check-in (e.g., “On a scale from 1-10, where are you and why that number?”)
3. Abstinence check-in (e.g., “So, how much does this suck?”)
4. Mutual Support Group check-in (e.g., “Anyone go to a meeting yet? What was it like?”)
5. Lesson Task – Engage in robust conversation about the assigned material (noted on that week’s lesson plan). Come prepared and practice critical thinking skills.
6. Team Report – Facilitator gathers consensus for the three prompts **below**, records them in an email, and sends them to the instructor. Please **copy your teammates** so I can “reply all” and include your Incubator Team name.
  - a. What did we do well?
  - b. What can we do better next time?
  - c. What grade do we give our team for this session (0-100)?

**ASSIGNMENT #1-B - CASE APPLICATION WORKSHEET: DUE DATES VARY PER "CLASS SCHEDULE" BELOW**

The goal of this assignment is to apply your understanding of content covered in each lesson to a case scenario. For example, after learning about screening clients for problematic substance use you will apply your knowledge to a case vignette. You will complete a worksheet and submit it through Sakai for a peer to review. In turn, you will review and offer feedback of a worksheet submitted by one of your peers.

**Instructions:**

1. Carefully watch the following video of an assessment/interview: <https://www.youtube.com/watch?v=YqsGS6kvVrY&t=16s>
2. Using the **Case Application Worksheet** apply what you have learned from each of the lesson plans. The worksheet can be found in Sakai within **Assignment #1-B – Case Application Worksheet Lessons 1 & 2** under the *Assignment Tab*.
3. Upload your completed worksheet to the corresponding assignment on Sakai to allow a peer to review your work and offer feedback.
4. In the meantime, you will review one of your peer's completed worksheets and offer feedback and a **numerical** grade through the Sakai peer assessment system. The distribution process is completed automatically by Sakai. The **grade will NOT be counted** toward the course grade. It is simply part of the feedback process and encourages critical thinking.
5. This process is repeated for lessons 3 & 4.
6. Lesson 5 has two minor variations: 1) this lesson, which will include the lessons you already completed, is submitted to the instructor for review instead of to your peers for review, and 2) **be sure to complete the self-evaluation found at the bottom of the worksheet.**
7. Be sure to follow the timeline for completion found under the section "Class Schedule with Assignments" below and on the worksheet.
8. For this assignment, late completion of work cannot be accepted, and failure to either submit or review worksheets will result in a zero for that portion of the assignment. Plus, it leaves one of your classmates hanging.

You earn your grade through the quality of your submissions as determined by your instructor and your self-evaluation (for both your submission and your feedback).

**ASSIGNMENT #1-C – LESSON CONTENT**

As part of our self-evaluation, you will be asked to assess how thoroughly you reviewed the lesson material, including articles, websites, videos, and e-games.

**ASSIGNMENT #2 - ABSTINENCE PROJECT PAPER: SEE DUE DATES IN "CLASS SCHEDULE" BELOW**

You will abstain from a mood-altering chemical, substance, or food during much of this course. Substances may include alcohol, nicotine, caffeine, sugar, chocolate, or similar substances. Other behaviors may be considered as well, such as use of cell phones or social media. Choose a "habit" that will be a clear challenge to stop and will likely lead to some kind of benefit. The learning in this project comes from the challenge inherent in abstinence. You may also consider a harm reduction approach, although I have a hunch students learn more from their attempts, at least initially, to abstain.

Please note, you must submit a **draft** of Sections 2 and 3 of this paper, as noted below, **prior** to the initiation of abstinence.

Students in recovery should use caution in choosing their choice of substance or behavior from which to abstain. Please be confident your choice will not jeopardize your recovery. If you would like to discuss this issue feel free to contact me.

You earn your grade by demonstrating critical thinking skills, personal insight, and an understanding of how the project relates to Problematic Substance Use and

Substance Use Disorders.

**ABSTINENCE PAPER ORGANIZATION** (**FOLLOW THE RUBRIC**, LOCATED IN SAKAI UNDER THE SYLLABUS TAB OR RESOURCE TAB).

1. Introduction (Section 1)
2. Goodbye Letter to substance/behavior (Section 2)
3. Abstinence Expectancies (Section 3)
4. Reflections of the Process (Section 4)
5. The Educational Experience (Section 5)
6. Paper Format
  - Maximum of six pages, (this **does not include** the reference page or sections 1-3), double-spaced, 1-inch margins.
  - Use APA style and format (although use of first-person is acceptable when it seems appropriate)
  - Reference page
  - A *minimum* of three scholarly resources, outside of the course material, are required. These resources should support the theme(s) of your paper and not appear as being forced into your paper as an afterthought.
  - Paper will be graded on fulfillment of assignment, clarity of ideas, critical thinking, use of resources, correct format, and grammar.

\* A grading rubric is available in Sakai under the *Syllabus Tab* and must be completed and embedded at the end of your paper.

**ASSIGNMENT #3 – SUPPORT GROUP REACTION PAPER: SEE DUE DATES IN “CLASS SCHEDULE” BELOW**

*The description below does not consider changes in our communities stemming from the COVID pandemic. Mutual support groups, such as AA, NA, and SMART Recovery have moved to an online venue. Although online meetings are more accessible, finding one that is “open” (meaning to anyone, including guests who are not seeking recovery) may be more of a challenge and should be considered part of the assignment. For AA, you may want to try: <https://aa-intergroup.org/>.*

You must attend a minimum of **one** support meetings in the community. You may select from Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, Overeaters Anonymous, Codependents Anonymous or another recovery and/or mutual aid group. You need to attend a meeting in a community-based setting (i.e., not within treatment centers, hospitals, or mental health centers). Unless you identify as a recovering person you must go to a meeting designated as “open”. Open meetings are designed for anyone interested in twelve-step programs. Should someone ask, be honest about your reason for attending... **“I am here because I want to learn more about twelve-step meetings”**, or, **“My name is [Mike] and I am happy to be here.”** On a participant/observer continuum, your role leans heavily towards observer. You may want to research the type of meeting you plan to attend as well as the philosophy of the program before you go. To be a good observer you need to know something about what you are observing, but please do not take notes during the meeting. Above all, respect the anonymity of the people you meet during this experience. Keep in mind you may meet people that you know but were unaware of their participation in a recovery group. If you have a rich history in attending this type of meeting, try something new. It is normal to feel a bit invasive. However, overwhelmingly students report members as welcoming and happy to have another person become knowledgeable about the meeting or organization.

**REACTION PAPER ORGANIZATION** (**FOLLOW THE RUBRIC**, LOCATED IN SAKAI UNDER THE SYLLABUS TAB OR RESOURCE TAB). BASIC STRUCTURE:

1. Introduction

2. Review of Meeting(s)
3. Personal Reaction
4. Coursework
5. Conclusion

**PAPER FORMAT**

- Maximum of six pages, (not including a reference page, if applicable), typed, double-spaced, 1-inch margins
- APA style and format is *not* required
- Use first person perspective
- Reference page (if applicable)
- Maintain anonymity of individuals you encountered in the meeting

Your paper is graded on fulfillment of assignment, clarity and integration of ideas, demonstration of critical thinking, and correct format and grammar.

\* A grading rubric is available in Sakai under the *Syllabus Tab* and must be completed and embedded at the end of your paper.

**FINAL EXAM    DUE NOVEMBER 16 BY 11:00 P.M. (ONLINE)**

The final exam will be online through Sakai and available November 16 from 5:00 a.m. to 11:00 p.m. Two hours are allotted to complete the exam. You must complete the exam by 11:00 pm and you will be locked-out after two hours. It is therefore critical to monitor your time. The format of the exam will include multiple choice, true/false, and fill-in-the-blank. As tempting as it may be, this is NOT an open-book exam. A study guide will be made available about a week prior to the exam. While helpful, this does not cover all the material on the exam.

**POLICY ON INCOMPLETE AND LATE ASSIGNMENTS:**

Any deviation from announced deadlines for written assignments or examinations must be cleared in advance with the Instructor. As a rule, late papers will not be accepted. Make-up exams must be taken within three days of the announced date and will require documentation of illness or family crisis.

**POLICY ON MISSED CLASSES:**

You are expected to complete all assignments within the completion dates of the assignments.

**COMMUNITY STANDARDS IN OUR COURSE AND MASK USE:** This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

**Accessibility and Resources Services**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel:- 919-962-8300 or Email: [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

**SAFETY**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

<https://safe.unc.edu/create-change/faculty-staff-opportunities/>

**WRITING EXPECTATIONS AND SUPPORT**

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. All written assignments for this course should be submitted in APA style unless otherwise indicated by the nature of the assignment.

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com) . In addition, see the Writing Resources and References page on the School's website (under the Current Students Tab: <https://ssw.unc.edu/students/writing> ).

**ACADEMIC DISHONESTY:**

Plagiarism in any form is not acceptable and it is a violation of the UNC Honor Code. Plagiarism is defined by the Honor code as the "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise". Consulting the following website will help you to avoid it:

<http://ssw.unc.edu/students/writing>

The *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* are also good sources of information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "*I have not given or received unauthorized aid in preparing this written work*".

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral is made to the Office of the Student Attorney General for investigation and further action as required.

**GRADING SYSTEM:**

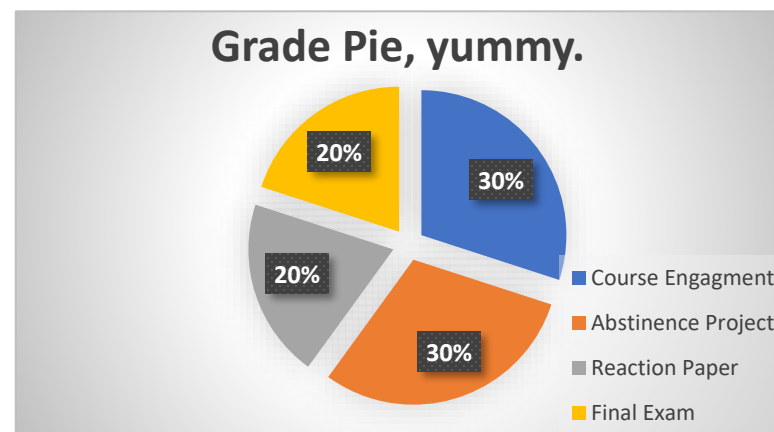
Courses in the School of Social Work under **COVID conditions** are graded as follows:

Written assignment, examinations, and final grade will be based on the following percentage scale:

H=	94 - 100	L=	NA
P=	70 – 93	F=	69 and below

**Final Grade** for this course is determined as follows:

- Assignment #1 – Course Engagement (Assignments 1 A-C) 30%
- Assignment #2 – Abstinence Project Paper 30%
- Assignment #3 – Mutual Aid Group Reaction Paper 20%
- Final Exam 20%



**Note to MSW Practitioners** (i.e., non-students) will not receive a formal grade on official university records for this course. However, a P (70%) or better is required to receive a certificate of completion for the course.

**EVALUATION OF STUDENT PERFORMANCE:**

***\*Update Alert: During COVID an "L" will not be assigned, with a "P" representing the range 70-93.***



The following factors are considered when determining the grade earned by each student in this course:

- An “H” is awarded to students whose work reflects “clear excellence” as defined by the Graduate School. “Clear excellence” means exceeding “P-level” requirements in two ways: (a) analysis & evaluation of class practice, and (b) extensive use of scholarly literature.
- A “P” will be awarded for completion of all requirements as set forth in this syllabus and with none of the deficiencies noted below. A “P” as defined by the Graduate School signifies entirely satisfactory work.
- An “L” will be assigned when a student has excessive absences or tardiness from class without justifiable reason and fails to participate in class discussions and activities. An inability to produce written work that demonstrates graduate-level skills, (e.g. excessive spelling, punctuation, grammatical, and citation errors) will also adversely affect a student’s grade. Students are expected to use a 12-point font and the reference style of the Publication Manual of the American Psychological Association.
- An “F” will be assigned for failing to complete any of the above-mentioned requirements as set forth in this syllabus. Total score for all assignments completed that fall below a grade of 70 will also result in a course grade of “F”.

UNC-CH SCHOOL OF SOCIAL WORK

**CLASS SCHEDULE WITH ASSIGNMENTS**

	A	B	C	E	F	G	H	I	J	K	L
1	Week of	Monday Class	Monday Class Topic	Monday Sakai Topic	Topic Breakdown	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2	10-Aug	Zoom @ 0900	Syllabus, LCAS, Language, Hx	Lesson 1-A Published	DOMAIN 0: LCAS, Language, Prev., Hx context, Causation, Bx addiction					Incubator Team deadline	
3	17-Aug	NA	NA	cont.	(continued)						
4	24-Aug	Zoom @ 0900	Uppers, Downers, All-arounders	Lesson 1-B Published	Drugs of Addiction					Incubator Team deadline	Lesson 1 completed
5	31-Aug	Zoom @ 0900	Engaging, Screening	Lesson 2 Published	DOMAIN I - Engaging, Screening, & Assessing		Deadline for attending mutual aid group				
6	7-Sep	NA	NA (Labor Day)	cont.	(continued)			Reaction Paper due 0900		Incubator Team deadline	Lesson 2 completed
7	14-Sep	Zoom @ 0900	Tx Planning	Lesson 3 Published	DOMAIN II - Treatment Planning, Collaboration, & Referral		Case App. Worksheet for Domains 0 & 1 due 0900		Peer feedback for Case App. due by 0900		
8	21-Sep	NA	NA	cont.	(continued)		Draft for Abstinence Paper sections 2 & 3 due 0900	Abstinence begins 0900		Incubator Team deadline	Lesson 3 completed
9	28-Sep	Zoom @ 0900	Evidence for EBMs	Lesson 4 Published	DOMAIN III - Counseling						
10	5-Oct	Zoom @ 0900	Group & Family	cont.	(continued)						
11	12-Oct	NA	NA (University Day)	cont.	(continued)					Incubator Team deadline	Lesson 4 completed

UNC-CH SCHOOL OF SOCIAL WORK

	A	B	C	E	F	G	H	I	J	K	L
1	Week of	Monday Class	Monday Class Topic	Monday Sakai Topic	Topic Breakdown	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12	19-Oct	NA	NA	Lesson 5 Published	DOMAIN IV - Professional & Ethical Responsibility		Case App. Worksheet for Domains 2 & 3 due 0900		Peer feedback for Case App. due by 0900		
13	26-Oct	Zoom @ 0900	Ethics	cont.	(continued)		Case App. Worksheet for Domain 4 due 0900	Abstinence ends 0900		Incubator Team deadline	Lesson 5 completed
14	2-Nov	TBD	TBD	Lesson 6 Published	TBD			Abstinence Paper due 0900		Incubator Team deadline (TBD)	Lesson 6 completed
15	9-Nov	Zoom @ 0900	Review	Lesson 7 Published	Review						Lesson 7 completed
16	16-Nov	Exam 0500-2300	NA	Exam	Closed-book, 2-hour max, 100 items						

COURSE REFERENCES

The following references are for the material (e.g., articles, links, videos) covered in this course. Please note that items are subject to change as the instructor deems appropriate for the needs of the students. Changes will be made in a manner allowing for sufficient time for students to adjust.

**Readings & Documents**

- Addiction Technology Transfer Center Network. (2016). *Language of recovery*. Retrieved from <http://attcnetwork.org/home/Language%20of%20Recovery%20071416.pdf>
- Agerwala, S. M., & McCance-Katz, E. F. (2012). Integrating screening, brief intervention, and referral to treatment (SBIRT) into clinical practice settings: A brief review. *Journal of Psychoactive Drugs*, 44(4), 307-317.
- American Psychiatric Association. (2013). Substance-related and addictive disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. <https://doi-org.libproxy.lib.unc.edu/10.1176/appi.books.9780890425596.dsm16>
- American Society of Addiction Medicine. (2015, May 13). What are the six dimensions of the ASAM criteria? Retrieved from <https://www.asamcontinuum.org/knowledgebase/what-are-the-six-dimensions-of-the-asam-criteria/>
- American Society of Addiction Medicine. (2015, May 13). What are the ASAM levels of care? Retrieved from <https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/>
- Ballantyne, J. C. (2012). Opioids and other analgesics. In J. Verster, K. Brady, M. Galanter, & P. Conrod (Eds.), *Drug abuse and addiction in medical illness* (pp. 241-250). Springer, New York, NY.
- Blasco-Fontecilla, H., Fernández-Fernández, R., Colino, L., Fajardo, L., Perteguer-Barrio, R., & De Leon, J. (2016). The addictive model of self-harming (non-suicidal and suicidal) behavior. *Frontiers in Psychiatry*, 7, 8.
- Bluth, M. H., & Pincus, M. R. (2016). Narcotic analgesics and common drugs of abuse: clinical correlations and laboratory assessment. *Clinics in Laboratory Medicine*, 36(4), 603-634.
- Botticelli, M. P. (2017, January 9). *Changing federal terminology regarding substance use and substance use disorders* [Memorandum]. Washington, DC: Executive Office of the President. Retrieved from <https://www.whitehouse.gov/sites/whitehouse.gov/files/images/Memo%20-%20Changing%20Federal%20Terminology%20Regrading%20Substance%20Use%20and%20Substance%20Use%20Disorders.pdf>
- Bougard, K. G., Laupola, T. M. T., Parker-Dias, J., Creekmore, J., & Stangland, S. (2016). Turning the tides: Coping with trauma and addiction through residential adolescent group therapy. *Journal of Child and Adolescent Psychiatric Nursing*, 29(4), 196-206.
- Collins, S. E., Clifasefi, S., Logan, D., Samples, L., Somers, J., & Marlatt, A. (2012). Current status, historical highlights, and basic principles of harm reduction. In A. Marlatt, M. Larimer, & K. Witkiewitz (Eds.), *Harm reduction: Pragmatic strategies for managing high-risk behaviors* (2nd ed., pp. 3–35). New York, NY: Guilford Publications.
- Cope, E. C., & Gould, E. (2017). New evidence linking obesity and food addiction. *Biological Psychiatry*, 81(9), 734-736.
- Daamen, A. P., Penning, R., Brunt, T., & Verster, J. C. (2012). Cocaine. In J. Verster, K. Brady, M. Galanter, & P. Conrod (Eds.), *Drug abuse and addiction in medical illness* (pp. 163-173). Springer, New York, NY.
- Di Ciano, P., & Le Foll, B. (2016). Evaluating the impact of naltrexone on the rat gambling task to test its predictive validity for gambling disorder. *PloS One*, 11(5), e0155604.
- DiClemente, C. C., Schlundt, D., & Gemmell, L. (2004). Readiness and stages of change in addiction treatment. *American Journal on Addictions*, 13(2), 103-119.
- Dowling, N. A. (2014). Issues raised by the DSM-5 internet gaming disorder classification and proposed diagnostic criteria. *Addiction*, 109(9), 1408-1409.

- Eversman, M. H. (2014). Trying to find the middle ground: Drug policy and harm reduction in Black communities. *Race and Justice*, 4(1), 29-44.
- Granillo, M. T., Perron, B. E., Jarman, C., & Gutowski, S. M. (2012). Cognitive behavioral therapy with substance use disorders: Theory, evidence, and practice. In M. G. Vaughn & B. E. Perron (Eds.), *Social work practice in the addictions* (pp. 101-118). Springer, New York, NY
- Greenfield, S. F., Cummings, A. M., Kuper, L. E., Wigderson, S. B., & Koro-Ljungberg, M. (2013). A qualitative analysis of women's experiences in single-gender versus mixed-gender substance abuse group therapy. *Substance Use & Misuse*, 48(9), 750-760.
- Guerrero, E. G., Garner, B. R., Cook, B., & Kong, Y. (2017). Does the implementation of evidence-based and culturally competent practices reduce disparities in addiction treatment outcomes?. *Addictive Behaviors*, 73, 119-123.
- Heyman, G. M. (2013). Addiction and choice: Theory and new data. *Frontiers in Psychiatry*, 4, 31.
- Howard, M. O., Garland, E. L., & Whitt, A. (2012). Historical and contemporary perspectives. In M. G. Vaughn & B. E. Perron (Eds.), *Social work practice in the addictions* (pp. 3-21). Springer, New York, NY.
- Iachini, A. L., DeHart, D. D., McLeer, J., Hock, R., Browne, T., & Clone, S. (2015). Facilitators and barriers to interagency collaboration in mother-child residential substance abuse treatment programs. *Children and Youth Services Review*, 53, 176-184.
- Ingersoll, K. S., & Wagner, C. C. (2010). Motivational interviewing: Emerging theory, research, and practice. In B. A. Johnson (Ed.), *Addiction medicine* (pp. 705-727). Springer, New York, NY.
- Jager, G. (2012). Cannabis. In J. Verster, K. Brady, M. Galanter, & P. Conrod (Eds.), *Drug abuse and addiction in medical illness* (pp. 163-173). Springer, New York, NY.
- Jarvis, M., Williams, J., Hurford, M., Lindsay, D., Lincoln, P., Giles, L., ... & Safarian, T. (2017). Appropriate use of drug testing in clinical addiction medicine. *Journal of Addiction Medicine*, 11(3), 163-173.
- Laux, J. M., DuFresne, R., Dari, T., & Juhnke, G. A. (2017). Substance use assessment instruments: 13 years later. *Journal of Addictions & Offender Counseling*, 38(2), 115-124.
- Lewis, M. (2017). Addiction and the brain: development, not disease. *Neuroethics*, 10(1), 7-18.
- Lin, Y. H., Chiang, C. L., Lin, P. H., Chang, L. R., Ko, C. H., Lee, Y. H., & Lin, S. H. (2016). Proposed diagnostic criteria for smartphone addiction. *PLoS One*, 11(11), e0163010.
- Lipari, R. N., & Van Horn, S. L. (2017). Trends in substance use disorders among adults aged 18 or older. In *The CBHSQ report*. Substance Abuse and Mental Health Services Administration.
- Logan, T. K. & Messer, J. (2001). Kentucky drug court addiction severity index. *Kentucky Administrative Office of the Courts*. Retrieved from <http://cdar.uky.edu/Downloads/ASI%20Questionnaire.pdf>
- Macy, R. J., & Goodbourn, M. (2012). Promoting successful collaborations between domestic violence and substance abuse treatment service sectors: A review of the literature. *Trauma, Violence, & Abuse*, 13(4), 234-251.
- Mankad, M. (2018). *Veteran support specialist training program: 10 steps of de-escalation*. Presented at Veteran Services Officers Training, Goldsboro, NC
- Mankad, M. (2018). *Veteran support specialist training program: De-escalation*. Presented at Veteran Services Officers Training, Goldsboro, NC.
- McGuire, M. E. (2018). CBT for substance use disorders. Class notes for SOWO 700: Substance Use & Addiction Specialist: Treatment Foundation, University of North Carolina at Chapel Hill, Chapel Hill, NC.
- McGuire, M. E. (2018). *Domains-functions comparison*.
- McGuire, M. E. (2018). Family dynamics of addiction. Class notes for SOWO 700: Substance Use & Addiction Specialist: Treatment Foundation, University of North Carolina at Chapel Hill, Chapel Hill, NC.
- McHugh, R. K., Hearon, B. A., & Otto, M. W. (2010). Cognitive behavioral therapy for substance use disorders. *Psychiatric Clinics*, 33(3), 511-525.

- Miller, S. D., Hubble, M. A., Chow, D., & Seidel, J. (2015). Beyond measures and monitoring: Realizing the potential of feedback-informed treatment. *Psychotherapy, 52*(4), 449.
- Misouridou, E., & Papadatou, D. (2017). Challenges in engaging parents in the drug and alcohol treatment: The professionals' perspective. *Qualitative Health Research, 27*(13), 1948-1958.
- Moos, R. H. (2007). Theory-based active ingredients of effective treatments for substance use disorders. *Drug and Alcohol Dependence, 88*(2-3), 109-121.
- Morse, S. J. (2004). Medicine and morals, craving and compulsion. *Substance Use & Misuse, 39*(3), 437-460.
- Mueller, B., Gebeloff, R., & Chinoy, S. (2018, May 13). Surest way to face marijuana charges in New York: Be black or Hispanic. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/05/13/nyregion/marijuana-arrests-nyc-race.html>
- National Institute on Alcohol Abuse and Alcoholism. (2002). *Helping patients who drink too much: A clinician's guide*. Bethesda, MD: Author. Retrieved from <https://pubs.niaaa.nih.gov/publications/Practitioner/CliniciansGuide2005/guide.pdf>
- National Institute on Drug Abuse (2018). *Commonly abused drugs*. Rockville, MD: Author. Retrieved from [https://d14rmgrwzf5a.cloudfront.net/sites/default/files/commonly\\_abused\\_drugs.pdf](https://d14rmgrwzf5a.cloudfront.net/sites/default/files/commonly_abused_drugs.pdf)
- National Institute on Drug Abuse. (2011). *Commonly abused drugs*. Rockville, MD: Author. Retrieved from <https://www.drugabuse.gov/sites/default/files/cadchart.pdf>
- National Institute on Drug Abuse. (2018, January 17). *Principles of drug addiction treatment: A research-based guide* (3<sup>rd</sup> ed.). Rockville, MD: Author. Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition>
- NC Division of Medical Assistance and Substance Abuse Services. (2016). *Medicaid and health choice enhanced mental health clinical coverage policy no: 8-A*. Raleigh, NC: Author. Retrieved from <https://www.alliancebhc.org/wp-content/uploads/8A.pdf>
- NC Division of Mental Health, Developmental Disabilities, and Substance Use Services. (n.d.). Person-centered plan template.
- North Carolina Department of Health and Human Services. (2017). North Carolina opioid action plan (2017-2021) [Fact sheet]. Retrieved from [https://files.nc.gov/ncdhhs/Opioid%20Plan%20Fact%20Sheet\\_FINAL\\_6\\_27\\_17B.pdf](https://files.nc.gov/ncdhhs/Opioid%20Plan%20Fact%20Sheet_FINAL_6_27_17B.pdf)
- North Carolina Department of Health and Human Services. (2017). Opioid-related overdoses.
- Peters, R. H. & Wexler, H. K. (2005). *Substance abuse treatment for adults in the criminal justice system*. Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Pressman, P., Clemens, R. A., & Rodriguez, H. A. (2015). Food addiction: Clinical reality or mythology. *The American Journal of Medicine, 128*(11), 1165-1166.
- Recovery Brands. (2015). Drug use in America vs. Europe. Retrieved from <https://recoverybrands.com/drugs-in-america-vs-europe/>
- Recovery Research Institute. (n.d.). Severity levels of substance use disorder. Retrieved from <http://www.recoveryanswers.org/assets/Severity-Levels-of-SUD.pdf>
- Ridenour, T. A., & Howard, M. O. (2012). Inhalants abuse: Status of etiology and intervention. In J. Verster, K. Brady, M. Galanter, & P. Conrod (Eds.), *Drug abuse and addiction in medical illness* (pp. 189-199). Springer, New York, NY.
- Rowan, M. (2016). Thank God for (others') unanswered prayers: the failure of the drug war... cheap drugs... lower rates of serious crime... the logic adds up, but what next? *Dialectical Anthropology, 40*(4), 377-384.
- Rowe, C. L. (2012). Family therapy for drug abuse: Review and updates 2003–2010. *Journal of Marital and Family Therapy, 38*(1), 59-81.
- Rzetelny, A., Zeller, B., Miller, N., Kirsh, K. L., & Passik, S. D. (2016). Definitive LC-MS/MS drug monitoring impacts substance-use treatment planning and patient outcomes: A brief report. *Journal of Addiction Medicine, 10*(6), 443-447.
- Schori, M. L., & Lawental, E. (2012). Drug Control Policies: Problems and Prospects. In M. G. Vaughn & B. E. Perron (Eds.), *Social work practice in the addictions* (pp. 249-260). Springer, New York, NY.

- Schwartz, R. C., & Smith, S. D. (2003). Screening and assessing adolescent substance abuse: A primer for counselors. *Journal of Addictions & Offender Counseling*, 24(1), 23-34.
- Scott, C. K., Grella, C. E., Dennis, M. L., & Nicholson, L. (2018). Linking individuals with substance use disorders (SUDs) in primary care to SUD treatment: The Recovery Management Checkups–Primary Care (RMC-PC) pilot study. *The Journal of Behavioral Health Services & Research*, 45(2), 160-173.
- See, N. J. (2013). *Models and theories of addiction and the rehabilitation counselor* (Master's thesis). Retrieved from [http://opensiuc.lib.siu.edu/gs\\_rp/478](http://opensiuc.lib.siu.edu/gs_rp/478)
- Sobell, L. C., & Sobell, M. (2008). Motivational interviewing strategies and techniques: Rationales and examples. Retrieved from [http://www.nova.edu/gsc/forms/mi\\_rationale\\_techniques.pdf](http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf)
- Straussner, S. L. A. (2012). Clinical treatment of substance abusers: Past, present and future. *Clinical Social Work Journal*, 40(2), 127-133.
- Substance Abuse and Mental Health Services Administration. (2018). Evidence-based practices resource center. Retrieved from <https://www.samhsa.gov/ebp-resource-center>
- Sullivan, J.T.; Sykora, K.; Schneiderman, J.; Naranjo, C.A.; and Sellers, E.M. Assessment of alcohol withdrawal: The revised Clinical Institute Withdrawal Assessment for Alcohol scale (CIWA-Ar). *British Journal of Addiction* 84:1353-1357, 1989. Retrieved from [https://umem.org/files/uploads/1104212257\\_CIWA-Ar.pdf](https://umem.org/files/uploads/1104212257_CIWA-Ar.pdf)
- Sussman, S., Leventhal, A., Bluthenthal, R. N., Freimuth, M., Forster, M., & Ames, S. L. (2011). A framework for the specificity of addictions. *International Journal of Environmental Research and Public Health*, 8(8), 3399-3415.
- Teesson, M. (2002). Theories of addiction: Causes and maintenance of addiction. In M. Teesson, W. Hall, H. Proudfoot, & L. Degenhardt (Eds.), *Addictions* (pp. 33-47). Psychology Press, New York, NY. Retrieved from [https://www.open.edu/openlearn/ocw/pluginfile.php/629967/mod\\_resource/content/1/addictionarticle1teesson.pdf](https://www.open.edu/openlearn/ocw/pluginfile.php/629967/mod_resource/content/1/addictionarticle1teesson.pdf)
- Thompson, D. (2017, August 31). Fentanyl drives rise in opioid-linked deaths in U.S. *HealthDay News*. Retrieved from <https://consumer.healthday.com/public-health-information-30/centers-for-disease-control-news-120/fentanyl-drives-rise-in-oid-linked-deaths-in-u-s-726120.html>
- United States Drug Enforcement Administration. (2017). *Drugs of abuse: A DEA resource guide*. Springfield, VA: Author. Retrieved from [https://www.dea.gov/sites/default/files/2018-06/drug\\_of\\_abuse.pdf](https://www.dea.gov/sites/default/files/2018-06/drug_of_abuse.pdf)
- Volkow, N. D., Wise, R. A., & Baler, R. (2017). The dopamine motive system: Implications for drug and food addiction. *Nature Reviews Neuroscience*, 18(12), 741.
- Wampold, B. E., & Bhati, K. S. (2004). Attending to the omissions: A historical examination of evidence-based practice movements. *Professional Psychology: Research and Practice*, 35(6), 563.
- Wang, G. S., & Hoyte, C. (2018). Common Substances of Abuse. *Pediatrics in Review*, 39(8), 403.
- Wesson, D. R., & Ling, W. (2003). The Clinical Opiate Withdrawal Scale (COWS). *J Psychoactive Drugs*, 35(2), 253–9. Retrieved from <https://www.drugabuse.gov/sites/default/files/files/ClinicalOpiateWithdrawalScale.pdf>
- White, W. L., & Kelly, J. F. (2011). Recovery management: What if we really believed that addiction was a chronic disorder? In J. F. Kelly & W. L. White (Eds.), *Addiction recovery management: Theory, research and practice* (pp. 67-84). Totowa, NJ, US: Humana Press.
- Wise, R. A., & Koob, G. F. (2014). The development and maintenance of drug addiction. *Neuropsychopharmacology*, 39(2), 254.
- Witkiewitz, K., Marlatt, G. A., & Walker, D. (2005). Mindfulness-based relapse prevention for alcohol and substance use disorders. *Journal of Cognitive Psychotherapy*, 19(3), 211.
- Zou, Z., Song, H., Zhang, Y., & Zhang, X. (2016). Romantic love vs. drug addiction may inspire a new treatment for addiction. *Frontiers in Psychology*, 7, 1436.

### **VIP Interviews**

Jimmy Cioe: <https://www.youtube.com/watch?v=YBP8bt2qUW8&feature=youtu.be>

Katie Gilmore: [https://www.youtube.com/watch?v=GdGBhB-AS\\_Q&feature=youtu.be](https://www.youtube.com/watch?v=GdGBhB-AS_Q&feature=youtu.be)  
 Donald McDonald: <https://www.youtube.com/watch?v=ldW8slJpDpQ&feature=youtu.be>  
 Susan Mattox: <https://www.youtube.com/watch?v=wCRBvnkIXEo&feature=youtu.be>  
 Mike Howard: <https://www.youtube.com/watch?v=Ocu96zNcw2U&feature=youtu.be>  
 Michael Lambert: <https://www.youtube.com/watch?v=KWcWMFg9PIM&feature=youtu.be>  
 Ivy Dey-Johnson: <https://www.youtube.com/watch?v=5-1dVGlwZ24&feature=youtu.be>

### **Websites and Videos**

Aboud. (2016, January 7). Steroids...the most addictive drug out there? [Video file]. Retrieved from <https://www.youtube.com/watch?v=d-c2rZpqNB4>

Addiction Professionals of North Carolina. Retrieved from <http://www.apnc.org/>

Behavioral Health Springboard. (n.d.). Substance Use and Addictions Specialist Program. Retrieved from [https://sakai.unc.edu/access/lessonbuilder/item/1490804/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/Fall%20Lesson%201/Substance Use Addictions Specialty brochure web.pdf](https://sakai.unc.edu/access/lessonbuilder/item/1490804/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/Fall%20Lesson%201/Substance%20Use%20Addictions%20Specialty%20brochure%20web.pdf)

CBC News: The National. (2017, April 19). How Portugal successfully tackled its drug crisis. Retrieved from <https://www.youtube.com/watch?v=uQJ7n-JpcCk&t=47s>

DBS Alliance (2015, July 6). Understanding agitation: De-escalation [Video file]. Retrieved from <https://www.youtube.com/watch?v=6B9Kqg6jFeI>

Invisible People. (2011, June 19). Homeless man talks openly about being addicted to heroin. We have an opioid crisis in America [Video file]. Retrieved from [https://www.youtube.com/watch?v=H6ZFzEW7\\_Q4](https://www.youtube.com/watch?v=H6ZFzEW7_Q4)

Learn.Genetics. (n.d.). Mouse party. Retrieved from <https://learn.genetics.utah.edu/content/addiction/mouse/>

MedLecturesMadeEasy. (2016, August 14). *Psychoactive drugs: pharmacology, intoxication, withdrawal, and treatment* [Video file]. Retrieved from <https://www.youtube.com/watch?v=YZuJf8uO10Y&t=8s>

Mike McGuire. (2018, July 22). Rebecca Macy – final [Video file]. Retrieved from <https://www.youtube.com/watch?v=F3dC8-DS3E8&feature=youtu.be>

Mike McGuire. (2018, May 27). *What is addiction?* [Video playlist]. Retrieved from <https://www.youtube.com/playlist?list=PLvRp0N9G2tn8naaSd6ktEcOKjNg0HHXyp>

National Association for Alcoholism and Drug Abuse Counselors. Retrieved from <https://www.naadac.org/>

National Institute on Drug Abuse. Retrieved from <https://www.drugabuse.gov/>

North Carolina Substance Abuse Professional Practice Board. (n.d.). North Carolina Licensed Clinical Addiction Specialist. Retrieved from <https://www.ncsappb.org/wp-content/uploads/2018/05/combined-LCAS.pdf>

North Carolina Substance Abuse Professional Practice Board. Retrieved from <https://www.ncsappb.org/>

PsychotherapyNet. (2012, June 12). *Motivational interviewing (MI) for addictions video* [Video file]. Retrieved from <https://www.youtube.com/watch?v=EvLquWI8aqc&t=218s>

Recovery Research Institute. (n.d.). Hierarchy of needs model for recovery. Retrieved from <https://www.recoveryanswers.org/media/hierarchy-of-needs-model-for-recovery/>

Research Recovery Institute. Addictionary. Retrieved from <https://www.recoveryanswers.org/addiction-ary/>

SAMHSA. (2014, September 2). Supporting recovery: Integrated treatment for co-occurring disorders [Video file]. Retrieved from <https://www.youtube.com/watch?v=DfwaLQRWBaQ>

Substance Abuse and Mental Health Services Administration. Retrieved from <https://www.samhsa.gov/>



The Change Companies. (2014, January 21). *Introducing the ASAM Criteria - with Dr. David Mee-Lee, Chief Editor* [Video file]. Retrieved from <https://www.youtube.com/watch?v=Eaaql-gg1XE>

Today. (2018, February 26). How gambling nearly destroyed this college professor's life [Video file]. Retrieved from <https://www.youtube.com/watch?v=VJwch3HA7Lg>

VCU Cobe. (2017, May 17). Dr. John Kelly, Ph.D – Pathways to recovery [Video file]. Retrieved from <https://www.youtube.com/watch?v=4cIVZbGB6o0>

Washington State DSHS. (2014, December 3). Example of a brief intervention resulting in a referral to treatment [Video file]. Retrieved from <https://www.youtube.com/watch?v=XP-O2IP8420>

World Health Organization. (n.d.). Management of substance abuse. Retrieved from [http://www.who.int/substance\\_abuse/en/](http://www.who.int/substance_abuse/en/)

### **E-games**

SUAS 700 Drug Classes. (n.d.). Drug classes and types [E-game]. Retrieved from [http://sswnt4.ad.unc.edu/mm/SUAS700/Drugs/story\\_html5.html](http://sswnt4.ad.unc.edu/mm/SUAS700/Drugs/story_html5.html)

SUAS 700 Drug Classes. (n.d.). Alcohol [E-game]. Retrieved from [http://sswnt4.ad.unc.edu/mm/SUAS700/Alcohol/story\\_html5.html](http://sswnt4.ad.unc.edu/mm/SUAS700/Alcohol/story_html5.html)

SUAS 700 Drug Classes. (n.d.). Diagnosing SUDs [E-game]. Retrieved from [https://sakai.unc.edu/access/lessonbuilder/item/1498969/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20Diagnosing%20SUDs/story\\_html5.html](https://sakai.unc.edu/access/lessonbuilder/item/1498969/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20Diagnosing%20SUDs/story_html5.html)

SUAS 700 Drug Classes. (n.d.). Drug testing [E-game]. Retrieved from [https://sakai.unc.edu/access/lessonbuilder/item/1498853/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700%2C%20Drug%20Testing/story\\_html5.html](https://sakai.unc.edu/access/lessonbuilder/item/1498853/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700%2C%20Drug%20Testing/story_html5.html)

SUAS 700 Drug Classes. (n.d.). Screening, brief intervention, and referral to treatment: SBIRT [E-game]. Retrieved from [https://sakai.unc.edu/access/lessonbuilder/item/1498868/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20SBIRT,%20Part%201/story\\_html5.html](https://sakai.unc.edu/access/lessonbuilder/item/1498868/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20SBIRT,%20Part%201/story_html5.html)

SUAS 700 Drug Classes. (n.d.). SBIRT 2: Screening [E-game]. Retrieved from [https://sakai.unc.edu/access/lessonbuilder/item/1498858/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20SBIRT2%20for%20web/story\\_html5.html](https://sakai.unc.edu/access/lessonbuilder/item/1498858/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20SBIRT2%20for%20web/story_html5.html)

SUAS 700 Drug Classes. (n.d.). SBIRT 3: Brief intervention and referral to treatment [E-game]. Retrieved from [https://sakai.unc.edu/access/lessonbuilder/item/1498859/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20SBIRT3/story\\_html5.html](https://sakai.unc.edu/access/lessonbuilder/item/1498859/group/a132e1ec-34ca-454e-9ff4-2b03f7202cd1/eGames/SUAS700,%20SBIRT3/story_html5.html)