



Course Number: SOWO 760

Course Title: Alcohol, Tobacco, & Other Drugs (ATOD): Clinical Practice

Semester: Fall 2020, Tuesdays 5:30 – 8:30 pm

Instructor: Tricia McGovern, PhD, LCSW
 Clinical Assistant Professor Office
 #356
 UNC-CH School of Social Work
 Work: 919-360-0413
 email: pmcgover@live.unc.edu

Office Hours: Office Hours by appointment

Course Description:

Students develop knowledge, skills, and attitudes specific to clinical practice with adults who have Substance-Related and Addictive Disorders. This will include effective interventions in a variety of clinical settings utilizing evidence-based and evolving best- practice methodologies.

Course Objectives:

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

- Understand the process by which the social worker, client and appropriate significant others determine the most effective course of action based on the client's needs and characteristics, as well as available community resources. (Screening)
- Know how to use an ongoing assessment process that accents client strengths and is sensitive to issues like age, gender, race, ethnicity, culture, sexual orientation, rurality, and disability. (Assessment)
- Identify effective ways to collaborate with clients to develop desired treatment outcomes and to design short-term and long-term strategies for achieving these outcomes. (Treatment Planning)
- Identify methods for assessing and responding to crisis needs of persons abusing or dependent on substances, with particular concern for medical needs. For instance, the likelihood of self-harm, available resources and other agency-related conditions. (Crisis Intervention)
- Discuss service coordination activities, such as referral, liaison, and collateral contacts. These are necessary to bring services, agencies, resources, and clients together in a planned effort to help achieve the established goals. (Case Management)
- Articulate a knowledge of multiple approaches to counseling individuals, small

groups, and significant others that have demonstrated effectiveness with Substance-Related and Addictive Disorders. (Counseling)

- Provide culturally relevant formal and informal educational programs to individuals, small groups, and significant others that raise awareness, identify risk and resiliency factors, support the recovery process, and explain the impact of addiction on the family system. (Client Education)
- Know the requirements for clinical charting of assessment, treatment planning, progress notes, discharge planning, written reports, and other client-related data. (Reports and Recordkeeping)

Expanded Course Description:

As one of four courses offered in the Certificate in Substance Abuse Studies Program the primary focus of this course is the methods of engaging clients with Substance Use Disorders in a therapeutic relationship. It will build on knowledge gained in direct practice foundation courses and SOWO 700 is a co-requisite/prerequisite for this course. Specifically, it will provide students with a knowledge base on the clinical aspects of addiction treatment, and explain and demonstrate assessment, treatment planning and client placement skills that are effective with this practice population in a variety of clinical settings. Utilizing current research findings on effective interventions and defining clinical pathways for efficacious practice, the course works to develop student awareness of evidence-based practices in addictions counseling. Additionally, students will be asked to examine attitudes that may help or hinder effective clinical practice to include common ethical issues that arise with this client population.

Mask Use

Although we are meeting virtually, some of you might be taking classes in person. If so, please read this important message about mask use on the UNC CH campus. 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/>.

Required Texts:

Lewis, T. F. (2014). *Substance abuse and dependence treatment: Practical application of counseling theory*. Boston, MA: Pearson.

Teaching Methods:

Class sessions will involve lecture, question & answer, large & small group discussion, clinical case studies, and the use of audio-visual aids. This mix of teaching methodologies will ensure cognitive, affective, and experiential stimulation regarding clinical interactions with substance-abusing clients. Students are expected to have completed required readings before coming to class, and are also expected to actively participate in class discussions & activities. Clinical work with this population involves examining issues from many points of view and the ability to listen to ideas and opinions that differ from your own will enhance the development of a supportive learning environment. The rapidly changing technologies related to clinical work with this population and the legal issues related to illicit drug use will challenge the class to realistically examine “best practice” models that reflect the values of the social work profession. It is appropriate to share materials from work settings and internships, and personal experiences, comments, concerns and observations are also welcome. Confidentiality is expected of all class members when personal sharing occurs. If personal issues surface in class and students would like support to address their concerns, they are encouraged to ask the instructor for referral information.

Class Assignments (See Appendices for Rubrics):

1. Case Formulation and Critical Thinking Paper - The objective of this assignment is for the student to demonstrate the ability to organize and describe case material.
2. EBP Paper - The purpose of this paper is to apply an individual EBP to a client with whom you are working and analyze its application. You will also consider the necessity of partners and/or family therapy.
3. Final- For the final, you may choose to complete the final exam, write a 4-6-page paper focused on appropriate group therapy for your client, or submit 20 highlighted and annotated articles.
 - If choose the exam, the test will consist of true/false, multiple choice, fill in the blank, and short answer questions. The exam will cover information from class discussions, lectures, and assigned readings.
4. Participation- Participation is an important part of this course, and involves not only attendance, but contribution. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, involvement in activities, contributions to small group work, and informed participation in class discussion. Five points will be deducted from the base score for each class session if you miss class, are late, or are not prepared for discussions or activities.

Course Evaluation:

Critical Thinking Paper	30%
EBP Paper	35%
Final (Your choice: Exam, Paper, or Articles)	20%
Participation	15%

Grading System:

The scores for each assignment will be combined and converted to the following scale for final grading:

94 and above	H
74 – 93	P
70 – 73	L
69 and below	F

POLICY ON PAPER SUBMISSION, INCOMPLETES AND LATE ASSIGNMENTS

A course grade of “Incomplete” will be given only in extreme extenuating circumstances and in accordance with SSW and University policy. All papers and assignments are to be submitted electronically to the assignment folder on our Sakai site and are due 11:55pm of the due date. Ten percent will be deducted from your grade for each day that a paper is late. If you have a situation arise that may prohibit you from completing the assignment on time, any request for an extension on the papers must be done *in advance* of the due date (at least 24 hours) for the paper. Approved delays will not affect the grade.

Your cover sheet for the paper should contain your name, PID# and honor code pledge..

Policy on Accommodations for Students with Disabilities:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. 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. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Writing Support:

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 . 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>).

Policy on Academic Dishonesty:

Please refer to the *APA Style Guide* and SSW Website and writing resources for 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." If you have any questions about what compliance with this expectation entails, please don't hesitate to speak with me.

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

COURSE OUTLINE

<p>Class 1: Introduction to Course 8/11</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Lewis, Chapter 1 • Social Determinants of Health Bowen, E. A., & Walton, Q. L. (2015). Disparities and the Social Determinants of Mental Health and Addictions: Opportunities for a Multifaceted Social Work Response. <i>Health & Social Work</i>, 40(3), e59–e65.
<p>Screening, Assessment, and Orientation to Treatment</p>	
<p>Class 2: Introduction to Treatment 8/18</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • NIDA (2012). Principles of drug addiction treatment: A research-based guide (3rd ed.) [NIH Publication No. 12–4180]. • Moos, R.H. (2007). Theory-based active ingredients of effective treatments for substance use disorders. <i>Alcohol & Drug Dependence</i>, 88, 109-121. • 12 Core Functions on Sakai
<p>Class 3: Screening, Brief Intervention 8/25</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Lewis, Chapter 4 • Substance Abuse and Mental Health Services Administration (2013). <i>Systems-level implementation of screening, brief intervention, and referral to treatment</i> (HHS Publication No. SMA 13-4741) (pp. 7-31). Rockville, MD: Author. • Moyer, A. & Finney, J. W. (2015). Brief intervention for alcohol misuse. <i>Canadian Medical Association Journal</i>, 187(7), 502-506. • Review screening tools and brief intervention models on Sakai

<p>Class 4: Assessment, Treatment Planning 9/1</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Parron, T. V., McCormick, R. A., & Delos Reyes, C. M. (2014). Assessment. In R.K. Reis, D. A. Fiellin, S. C. Miller, & R. Saitz (Eds.). <i>The ASAM principles of addiction medicine</i> (5th ed.) (pp. 344-352). Philadelphia, PA: Wolters Kluwer. • Maisto, S. A., Kirouac, M., & Witkiewitz, K. (2014). Alcohol use disorder clinical course research: Informing clinicians' treatment planning now and in the future. <i>Journal of Studies on Alcohol and Drugs</i>, 75(5), 799-807. • Berton, J. D. (2014). Principle: proper use of clinical material. <i>Ethics for addiction professionals</i> (pp. 69-82). Hoboken, NJ: John Wiley & Sons, Inc. http://site.ebrary.com.libproxy.lib.unc.edu/lib/uncch/reader.action?docID=10814723&ppg=93
<p>Individual Treatment</p>	
<p>Class 5: Crisis Intervention and Motivational Interviewing 9/8</p> <p>Case Formulation and Critical Thinking Paper Due by 11:55pm</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Lewis, Chapter 5 • Lundahl, B. W., Kunz, C., Brownell, C., Tollefson, D., & Burke, B. L. (2010). A meta-analysis of motivational interviewing: Twenty-five years of empirical studies. <i>Research of Social Work Practice</i>, 20(2) 137-160. • Lee, C. S., Colby, S. M., Magill, M., Almeida, J., Tavares, T., & Rohsenow, D. J. (2016). A randomized controlled trial of culturally adapted motivational interviewing for Hispanic heavy drinkers: Theory of adaptation and study protocol. <i>Contemporary Clinical Trials</i>, 50, 193–200.

<p>Class 6: CBT 9/15</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Lewis, Chapter 6 • McHugh, K. R., Hearon, B. A., & Otto, M. W. (2010). Cognitive behavioral therapy for substance use disorders. <i>Psychiatric Clinics of North America</i>, 33, 511-525. • Venner, K. L., Greenfield, B. L., Hagler, K. J., Simmons, J., Lupee, D., Homer, E., ... Smith, J. E. (2016). Pilot Outcome Results of Culturally Adapted Evidence-Based Substance Use Disorder Treatment with a Southwest Tribe. <i>Addictive Behaviors Reports</i>, 3, 21–27.
<p>Class 7: DBT 9-22</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Garland, E. L., & Howard, M. O. (2018). Mindfulness-based treatment of addiction: current state of the field and envisioning the next wave of research. <i>Addiction Science & Clinical Practice</i>, 13(1), 14. • Burckell, L., & McMain, S. (2010). Dialectical behavior therapy adapted to the treatment of concurrent borderline personality disorder and substance use disorders. In D. Brizer & R. Castaneda (Eds.). <i>Clinical addiction psychiatry</i> (pp. 207-217). Cambridge U.K.: Cambridge University Press. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Stotts, A. L. & Northrup, T. F. (2015). The promise of third-wave behavioral therapies in the treatment of substance use disorders. <i>Current Opinion in Psychology</i>, 2, 75-81.

<p>Class 8: Dual Disorders 9/29</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Silverman, B. C., Najavits, L. M., & Weiss, R. J. (2016). Co-occurring substance use disorders and other psychiatric disorders. In A. H. Mack, K. T. Brady, S. I. Miller, & R. J. Francis (Eds.). <i>Clinical textbook of addictive disorders</i> (4th ed.). (pp. 292-326). New York, NY: The Guilford • Speed, T. J., Parekh, V., Coe, W., & Antoine, D. (2018). Comorbid chronic pain and opioid use disorder: literature review and potential treatment innovations. <i>International Review of Psychiatry</i> , 30(5), 136–146.
<p>Partners and Family</p>	
<p>Class 9 (and 10): Imago, Active Listening, Satir, CBT for Couples 10/6</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Lewis, Chapter 9 • Rowe, C. L. (2012). Family therapy for drug abuse: Review and Updates 2003–2010. <i>Journal of Marriage & Family Therapy</i>, 38 (1), 59-81. • McCrady, B. S., Wilson, A. D., Muñoz, R. E., Fink, B. C., Fokas, K., & Borders, A. (2016). Alcohol-Focused Behavioral Couple Therapy. <i>Family Process</i>, 55(3), 443–459. • Fals-Stewart, W., O’Farrell, T. J., & Lam, W. K. K. (2009). Behavioral couple therapy for gay and lesbian couples with alcohol use disorders. <i>Journal of Substance Abuse Treatment</i>, 37(4), 379–387.
<p>Class 10: Content Continued from Class 9 10/13</p>	<p>See class 9 readings</p>

Group Therapy

<p>Class 11: Group Process, DBT 10/20 Individual EBP Paper Due at 11:55pm</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Lewis, Chapter 8
<p>Class 12: Harm Reduction and Relapse Prevention 10/27</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Lewis, Chapter 7 • Witkiewitz, K., Bowen, S., Harrop, E. N., Douglas, H., Enkema, M., & Sedgwick, C. (2014). Mindfulness-based treatment to prevent addictive behavior relapse: Theoretical models and hypothesized mechanisms of change. <i>Substance Use & Misuse, 49</i>, 513-524.
<p>Class 13: Ethical Issues, including Harm Reduction and MAT 11/3</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Clark, H. W., Bizzell, A. C., & Campbell, A. (2014). Ethical issues in addiction practice. In R.K. Reis, D. A. Fiellin, S. C. Miller, & R. Saitz (Eds.). <i>The ASAM principles of addiction medicine</i> (5th ed.) (pp. 1685-1694). Philadelphia, PA: Wolters Kluwer. • Baxter, L. E., Conroy, R. J., & Wilford, B. B. (2014). Consent and confidentiality issues in addiction practice. In R.K. Reis, D. A. Fiellin, S. C. Miller, & R. Saitz (Eds.). <i>The ASAM principles of addiction medicine</i> (5th ed.) (pp. 1694-1702). Philadelphia, PA: Wolters Kluwer. • Burlew, A. K., Copeland, V. C., Ahuama-Jonas, C., & Calsyn, D. A. (2013). Does cultural adaptation have a role in substance abuse treatment? <i>Social Work in Public Health, 28</i>(3- 4), 440–460.

<p>Class 14: Ethical & Legal Issues, Test Review 11/10</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Clark, H. W., Bizzell, A. C., & Campbell, A. (2014). Ethical issues in addiction practice. In R.K. Reis, D. A. Fiellin, S. C. Miller, & R. Saitz (Eds.). <i>The ASAM principles of addiction medicine</i> (5th ed.) (pp. 1685-1694). Philadelphia, PA: Wolters Kluwer. • Baxter, L. E., Conroy, R. J., & Wilford, B. B. (2014). Consent and confidentiality issues in addiction practice. In R.K. Reis, D. A. Fiellin, S. C. Miller, & R. Saitz (Eds.). <i>The ASAM principles of addiction medicine</i> (5th ed.) (pp. 1694-1702). Philadelphia, PA: Wolters Kluwer. • Burlew, A. K., Copeland, V. C., Ahuama-Jonas, C., & Calsyn, D. A. (2013). Does cultural adaptation have a role in substance abuse treatment? <i>Social Work in Public Health</i>, 28(3-4), 440–460.
<p>Class 15: Class Wrap Up and Test</p> <p>Final DUE 11/24 at 11:55pm</p>	

MAKE-UP ASSIGNMENT FOR THOSE IN THE CERTIFICATE PROGRAM

Choose approximately three hours of substance use related content (e.g., movie, TV show, podcast, etc.) Write a two-page double spaced summary of what you watched or heard.

APPENDIX A
CASE FORMULATION AND CRITICAL THINKING

Objective:

The objective of this assignment is for the student to demonstrate the ability to organize and describe case material.

Assignment:

For this paper, the student should identify a case from either their field work or another helping role. Students may also use a case study provided by their teacher. The student should provide a brief summary of the client (1-2 pages), describing the client's presenting problem and concerns. Please see the suggested guide for this summary (located under Case Formulation on the Sakai site). Using the case formulation form *as a guide*, the student should describe the essential elements of the case. In other words, how would you describe what is happening with the case. Why is the person feeling, thinking, and behaving in the ways that she/they/he presents in treatment? Please include two treatment goals for your client based on your case formulation.

In addition, critically think about the impact of the disorder on individuals, families, and communities. Further, identify a policy issue that might negatively impact your client and recommend a policy changes that may help your client better address their substance use disorder.

Grading Criteria:

Criteria	Max. Pts.
The student clearly described the client and the client's presenting issues and concerns.	10
The student thoroughly described other situations or issues that might have a bearing on the client, such as formative issues, socioeconomic class, cultural background, or other client-specific issues.	10
The student noted any biological, genetic, and medical factors of importance, including DSM 5 diagnostic symptoms.	10
The student's working hypothesis was comprehensive and provided an accurate clinical summation of the relevant issues currently influencing the client's situation.	20
The student included two SMART treatment goals.	10
The student described the impact of the disorder on individuals, families, and communities.	15
The student identified a policy issue that might negatively impact the client and recommend a policy changes that may help the client better address substance use issues.	15
The paper is well written with no errors in mechanics or APA style	10
TOTAL	100

**APPENDIX B
INDIVIDUAL EBP PAPER**

Objective:

The purpose of this paper is to build off of the first assignment by applying an individual EBP to a client with whom you are working and analyze its application.

Assignment:

Analyze the case drawing explicitly from the course material. The paper should include the following elements:

- A. Why you think the specific individual EBP may be a suitable approach.
- B. Strengths and limitations of using the approach. This section must be informed by empirical research. You should consider the client problems listed in your first paper, treatment context, and culture of the client.
- C. Exploration of other models that may be used in conjunction with your chosen EBP. Is your selected EBP effective approach to use on its own with the client? Why or why not? What other therapies might you recommend to augment your work with the client and why? This should also be informed by research!
- D. APA format is required. Papers are to include citations that incorporate relevant course readings and empirical research. Each paper should be 6-8 pages double-spaced. You may choose to use subheadings if that helps organize the various topics to be included as outlined in the rubric below.

Criteria	Possible Points	Score
A brief description of the individual EBP, including why you think the specific individual EBP may be a suitable approach.	10	
Strengths and limitations of using the approach. This section must be informed by empirical research. You should consider the client problem, treatment context, and culture of the client.	20	
Exploration of other partner and/or family models that may be used in conjunction with your chosen individual EBP. Is your selected EBP effective approach to use on its own with the client? Why or why not? What other partner or family therapies might you recommend to augment your work with the client and why? This should also be informed by research!	15	
APA format is required. Papers are to include citations that incorporate relevant course readings and empirical research. Each paper should be 6-8 pages double-spaced.	5	
Total	50	

**(OPTIONAL) APPENDIX C
GROUP EBP PAPER**

Objective:

The purpose of this paper is to build off of the first two assignment by applying an group EBP to a client with whom you are working and analyze its application.

Assignment:

Analyze the case drawing explicitly from the course material. The paper should include the following elements:

- A. Why you think the specific group EBP may be a suitable approach.
- B. Strengths and limitations of using the approach. This section must be informed by empirical research. You should consider the client problems listed in your first paper, treatment context, and culture of the client.
- C. Exploration of other models that may be used in conjunction with your chosen EBP. Is your selected group EBP an effective approach to use on its own with the client? Why or why not? What other group therapies might you recommend to augment your work with the client and why? This should also be informed by research!
- D. APA format is required. Papers are to include citations that incorporate relevant course readings and empirical research. Each paper should be 4-5 pages double-spaced. You may choose to use subheadings if that helps organize the various topics to be included as outlined in the rubric below.

Criteria	Possible Points	Score
A brief description of the individual EBP, including why you think the specific individual EBP may be a suitable approach.	10	
Strengths and limitations of using the approach. This section must be informed by empirical research. You should consider the client problem, treatment context, and culture of the client.	20	
Exploration of other partner and/or family models that may be used in conjunction with your chosen individual EBP. Is your selected EBP effective approach to use on its own with the client? Why or why not? What other partner or family therapies might you recommend to augment your work with the client and why? This should also be informed by research!	15	
APA format is required. Papers are to include citations that incorporate relevant course readings and empirical research. Each paper should be 6-8 pages double-spaced.	5	
Total	50	

