

# SWK-S 689 Interprofessional Approach to Treatment of Substance Use and Co-occurring Psychiatric Disorders (3 cr.)

## Course Information

**Semester Year:** XXXXX  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** xxxxx  
**Office Hours:** xxxxxxxxxxxx

## Course Description

The purpose of this course is to provide learners with evidence-based knowledge and skills relevant to interprofessional approaches to the treatment of substance use and co-occurring psychiatric disorders. The course examines prevention, intervention, treatment, and psychopharmacology of these disorders with diverse populations across the life span. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills relevant to their professional standards of practice. Consistent with strengths and ecosystems perspectives, students consider the impact of human and lifespan development, social environments, physical settings, community contexts, and political realities that influence the emergence of substance use and co-occurring disorders.

## Course Competencies

- 1: Demonstrate Ethical and Professional Behavior in Mental Health and Addictions Practice.
- 3: Advance Human Rights and Social, Economic, and Environmental Justice in Mental Health and Addictions Practice in Mental Health and Addictions settings.
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Interprofessional Mental Health and Addictions Practice.
- 7: Assess Individuals, Families, Groups, Organizations, and Communities in Interprofessional Mental Health and Addictions Practice.
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Interprofessional Mental Health and Addictions Practice.
- 9: Evaluate Individuals, Families, Groups, Organizations, and Communities in Interprofessional Mental Health and Addictions Practice.

## Course Objectives

- S689-01** Critically analyze their own knowledge, skills, beliefs, and attitudes concerning substance use/psychiatric disorders within the context of professional practice.
- S689-02** Describe and apply the complex interplay of biological, psychopharmacological, genetic, psychological, social, ethnic, socioeconomic, human development, and cultural factors relevant to holistic treatment of persons with substance use/psychiatric disorders.

- S689-03** Describe the variety of professional practice roles within treatment settings and evaluate the application of values and ethics.
- S689-04** Discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in all aspects and processes of service delivery with persons affected by or at risk of substance use/psychiatric disorders.
- S689-05** Understand and employ evidence-based modalities of treatment and intervention in a variety of settings to meet the concerns and needs of diverse individuals, families, groups, and communities affected by or at risk for substance use/psychiatric disorders.
- S689-06** Collaborate with other community partners in tracking progress and evaluating the effectiveness of services with persons experiencing substance use/psychiatric disorders.

## Required Texts

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford Press.

Hayes, S.C., Strosahl, K.D., & Wilson, K.G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). New York: Guilford Press.

## Recommended:

Turner, N., Welches, P., & Conti, S. (2013). *Mindfulness-based sobriety: A clinician's treatment guide for addiction recovery using relapse prevention therapy, acceptance & commitment therapy, and motivational interviewing*. Oakland, CA: New Harbinger Publications, Inc.

Lustig, R. H. (2012). *Fat chance: Beating the odds against sugar, processed food, obesity, and disease*. New York: Penguin Group.

Kessler, D.G. (2009). *The end of overeating: Taking control of the insatiable American appetite*. New York: Rondale Books.

## Course Content

This course examines evidenced-based practices relevant to co-occurring disorders in the context of social work practice in a variety of settings. As a part of the course, students will examine values, ethics, and cultural/social diversity. variety of teaching and learning activities will be used during class sessions. These include but are not limited to the following: lectures, class discussions and exercises, homework, and small group works.

The major evaluation of students' progress in accomplishing the learning objectives of this course is class attendance/participation, completion of all modules, and assignments.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- All Class Modules begin on Tuesdays and related assignments typically are due the following Monday, 11 pm—no exceptions. Late assignments will result in reduction of points beginning with the first 30 minutes (5 % of grade for each 24-hour period late).
- All readings and assignments are detailed on Canvas. Students are expected to read the assignment details. Each assignment will have nuances of difference.
- Additional readings may be assigned throughout the semester and be posted on Canvas

## Course Outline

### Class 1 (Face-to-face—Required): Intro to Co-occurring Mental Disorders with Addictions

Date:

#### Overview

- A. Mindfulness Beginning (Please do not interrupt during this activity)
- B. Review course expectations
- C. Interprofessional Practice
- D. Understanding Addiction—Neuroscience

#### Readings

1. Core competencies for Interprofessional Collaborative Practice (see Canvas)
2. Miller & Rollnick, Part I
3. Hayes, Strosahl, & Wilson (2012): Part 1
4. Miller, W.R., & Carroll, K.M. (2006). Defining and addressing the problem. In W. Miller & K. Carroll. *Rethinking substance abuse: What science shows and what we should do about it.* New York: Guilford.
5. Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. *Journal of Social Work Practice in the Addictions, 10*, 229-256.
6. Medications for Substance Use Disorders (see Canvas).

#### Assignments (see Classes 1 & 2 on Canvas)

1. Review Module Introduction and all presentations
2. DEAL Experience Critical Reflection

### Module 1: Interprofessional Practice (Online)

Dates:

#### Overview

- A. Interprofessional Practice & Core Competencies

#### Readings

1. Core competencies Document (see Canvas)

### *Assignments*

1. Review Module Introduction and all presentations
2. Online Discussion: Interprofessional Practice

## Module 2: Nature and Biology of Addiction (Online)

Dates:

### *Overview*

- A. Understanding Addiction—Neuroscience

### *Readings*

1. (see Class 1)
2. NIDA: Drugs of Abuse
3. Core competencies Document

### *Assignments*

1. Review Module Introduction and all presentations
2. DEAL Paper: Experience Critical Reflection (see Canvas)
3. Online Discussion: Mindfulness & Neural Integration
4. Online Quiz

## Module 3: Understanding Change Processes

Date:

### *Overview*

- A. Change in the context of Motivation Interviewing
- B. Stages of Change

### *Readings*

1. Miller & Rollnick, Parts II-IV

### *Assignments*

1. Review Module Introduction and all presentations
2. Online Discussion: Motivational Interviewing
3. Essay Quiz: Change

## Module 4: Screening, Assessment, & Recovery Planning for Co-occurring Disorders

Date:

### *Overview*

- A. Understanding Screening Tools & Assessment Processes
- B. Stages of Change & Assessment
- C. Treatment Planning

### *Readings*

1. SBIRT in Behavioral Care (see Canvas).
2. Trauma Informed Care (SAMHSA TIP 57). (Read Chapter 4: Assessment pp. 91-111) See Canvas



3. SAMHSA, (2006). Screening, Assessment, and Treatment Planning for Persons With Co-Occurring Disorders (see Canvas).

### *Assignments*

1. Review Module Introduction and all presentations
2. SBIRT or MI Module (see Canvas)
3. Essay Quiz: Assessment Processes

## Class 2 (Face-to-face—Required): Intro to Co-occurring Mental Disorders with Addictions

Date:

### *Overview*

- A. Mindfulness Beginning (Please do not interrupt during this activity)
- B. Motivational Interviewing

### *Readings*

1. Miller & Rollnick

### *Assignments (see Classes 1 & 2 on Canvas)*

1. Review glossary of MI Terms
2. Skilles Practice AL (see Canvas)

## Module 5: Legal & Ethical Issues (Online)

Dates:

### *Overview*

- A. Legal & Ethics Related to MH & A practice
- B. Codes of Ethics for Practice
- C. Ethical Dilemmas

### *Readings*

1. Kelly Ward LCSW and CADC (2002) Confidentiality in Substance Abuse Counseling, *Journal of Social Work Practice in the Addictions*, 2:2, 39-52, DOI: 10.1300/J160v02n02\_05 (see Canvas)
2. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1(1). (see Canvas)
3. Psychiatric Mental Health Scope & Standards of Practice (see Canvas)
4. NASW Code of Ethics (see Canvas)
5. When Ethics and the Law Collide (Albert Case Notes)

### *Assignments*

1. Review Module Introduction and all presentations
2. Ethical Dilemmas Discussions (see Canvas)

## Module 6: Treatment Modalities (Online)

Dates:

### Overview

- A. Principles of Effective Treatment
- B. Evidence Based Practice

### Readings

1. Refer to Prior Readings

### Assignments

1. Review Module Introduction and all presentations
2. Case Analysis

## Class 3 (Face-to-face—Required): ACT: Acceptance & Commitment Therapy

Date:

### Overview

- A. Mindfulness Beginning (Please do not interrupt during this activity)
- B. ACT Overview
- C. Real/Role Plays

### Readings

1. ACT handouts

### Assignments

1. Skills Practice AL (see Canvas)

## Module 7: Tobacco Use & Dependence (Online)

Date:

### Overview

- A. Understanding Clinical Practice with Co-occurring disorders,
- B. SMI and Nicotine Addiction

### Readings

1. A Review of Impact of Tobacco Use on Patients with Co-occurring Psychiatric Disorders.

### Assignments

1. Review Module Introduction and all presentations
2. Complete Tobacco Dependence IPRC Module (see Canvas)

## Module 8: Opioid Epidemic (Online)

Date:

### Overview

- A. Understanding Opioid Use and Abuse

### Readings

1. Vital signs (see Canvas)
2. Social Worker's Role in Preventing Opioid Overdose (see Canvas).

### *Assignments*

1. Review Module Introduction and all presentations
2. Opioid Webinar Module

## Module 9: Special Populations Focus (Online)

Date:

### *Overview*

- A. Cultural competency—cultural humility
- B. SMI and Nicotine Addiction

### *Readings*

1. Reflection on Cultural Humility (see Canvas)
2. Explore Various Websites posted for varying point of views (see Canvas).

### *Assignments*

1. Review Module Introduction and all presentations
2. Quiz

## Module 10: Co-occurring Disorders & IDDT

Date:

### *Overview*

- A. Co-occurring Disorders & IDDT

### *Readings*

1. IDDT: An Overview of the Evidenced-Based Practice(see Canvas)

### *Assignments*

1. Review Module Introduction and all presentations
2. Online Discussion: IDDT & Mental Illness Treatment

## Module 11: Understanding Family Systems with Co-Occurring Disorders (Online)

Dates:

### *Overview*

- A. Legal & Ethics Related to MH & A practice
- B. Understanding Ethical Dilemmas
- C. MI: OARS, Focusing, Preparation for Change

### *Readings*

1. Steinglass, P. (2008). Family Systems and motivational interviewing: A systemic-motivational model for treatment of alcohol and other drug problems. *Alcoholism Treatment Quarterly*, 29,(1-2), 9-29 (see Canvas)
2. Chesla, C. (2005). Nursing science and chronic illness: Articulating suffering and possibility in family life, 11(4), 371-387 (see Canvas)
3. SAMHSA: Substance Abuse Treatment and Family Therapy (see Canvas)

### *Assignments*

1. Review Module Introduction and all presentations
2. Family Quiz (see Canvas)

## Class 4 (Face-to-face—Required): Collaborative Interprofessional Practice Revisited

Date:

### *Overview*

- A. Mindfulness Beginning (Please do not interrupt during this activity)
- B. Panel discussion

### *Readings*

1. Review Core Competencies

### *Assignments*

1. Interprofessional Collaborative Practice (Interview & Essay—see Canvas)

## Module 12: The Social Aspect of Addiction (Online)

Dates:

### *Overview*

- A. Self-Help & Relational Support

### *Readings*

1. We Can't Ignore the Social Aspects of Substance Use (see Canvas)
2. Nutrition & Recovery (see Canvas)
3. Recovery: The Many Paths to Wellness
4. Alcoholics Anonymous & the Atlantic: A Call for Better Science (see Canvas)

### *Assignments*

1. Review Module Introduction and all presentations
2. Quiz: essay (see Canvas)
3. Final Exam

## Assignments and Grading

More specific instructions for each assignment are posted on Canvas. Instructors also will discuss details or answer any questions related to assignment during the class. All assignments should be produced on a computer, double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

### Critical Reflection Experience Paper:

You are to write about and critically analyze an experience with addiction (**See module 1 for assignment details**). **15 points.**

DEAL (Ash & Clayton, 2009) is an acronym for describe, examine and articulate learning. This is not your typical academic paper. It is a critical self-reflection and examination and should be written in first person. There should be three distinct sections of the paper (sub-headings):



1. **DESCRIBE:** Think of a personal (self, family member, or friend) or professional experience with addiction. Write the narrative/story of the experience. Now give the experience a name. The name should reflect the experience.

Name of the experience \_\_\_\_\_.

For example, Jane might name her narrative of her mother’s addiction to benzodiazepines ; *Mother Disappeared*.

Now provide a thick description of the experience. A thick description is defined as “...describing a phenomenon in sufficient detail so that one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people.” See following websites for further information about thick description.

[Qualitative Research Guidelines Project .](#)

[Cultural Reader Blog](#)

2. **EXAMINE (to look closely for the purpose of learning)** in fair detail the following questions.

Where you see a blank, insert the name you gave the experience. The purpose of this is to externalize the experience for examination purposes as well as deconstruct (critique dominant understandings of a particular topic—in this example we are looking at addiction).

If \_\_\_\_\_ could talk to me what would it say to me? (Jane’s sentence would read: Example: If *Mother Disappeared* could talk to me, what would it say?

What are the main themes related to \_\_\_\_\_ embedded in the narrative?

What does \_\_\_\_\_ have you thinking about addiction? About mental health?<

What does \_\_\_\_\_ have you doing about or in relation to addiction?

Does \_\_\_\_\_ encourage particular ethics/values about addiction?

Now, reflect on your answers and write a reflective summary statement.

3. **ARTICULATE LEARNING:** Respond to the following questions.

What did I learn? About myself? Addiction? What I thought, I thought? Etc...

How did I learn it? (Be specific. It is not sufficient to merely state, I reflected or wrote.

Think about what it is with regard to the assignment, afterwards conversation, reflection, etc... that prompted your learning.)

Why does it matter? (Personally and professionally)

What will I do in the future, *in light of it?* (Personally and professionally—Be specific)

Ash, S.L., & Clayton, P.H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(Fall), 25-48.

## Forums

Forums are created to facilitate the sharing of scholarly informed thoughts and ideas as well as foster critical thinking. Participation is expected. Challenges to others may be spirited, but must also be respectful. Disagreement and agreement is expected and should include your rationale based in evidence. A single contribution/post does not constitute participation in a discussion. It is expected that you will join the discussion and continue until the forum closes, posting 3-5 times (posts for points must make a substantial contribution to the discussion). There are a total of 5 forums, 5 points each (25 pts). For those modules that include forum discussions, the discussion will end on **Wednesdays @ 11:00 pm (EST) (See Canvas for specific due dates)**.

## Class Activities

Interprofessional education requires that professionals across disciplines have opportunities to learn with, from, and about each other. Therefore, attendance is required for all **4** face-to-face classroom sessions. You will be expected to participate in an interprofessional activity during each class (e.g., role/real plays, case studies, etc...). There are 4 activities for a total of **20 points (5 points/activity)**.

## Articulated Learning Assignment

Each student will complete a Skills Articulated Learning Reflections by answering 4 questions related to a real/role play in class. **(see Canvas for assignment details). (15 points/AL Assignment)**.

**Skills Practice Articulate Learning: Based on a real/role play in class write an AL (Articulated Learning).**

**Answer all of the 4 questions with subheading for each question. The AL should be supported with scholarship (citations) and critical thinking.**

1. What did I learn? (Be very specific and explain the context.)
2. How did I learn it? (Be specific. Think about what it was with regard to the practice, afterwards conversation, reflection, etc... that prompted your learning.)
3. Why does it matter? (To my clinical practice, interprofessional work, etc.)
4. What will I do in the future, in light of this learning? (Be specific. Will you do something differently? Will you cultivate self-awareness? What is your plan? How will you actualize the plan?)

## Tobacco Cessation Training

You will complete the IPRC online tobacco use & dependence training. (10 points)

## Quizzes

You will complete 5 online quizzes (multiple choice and short answer) covering assigned readings for module, **25 points (5 points per quiz)**.

## SBIRT/MI training

You will complete an online IPRC module (10 points)

## Opioid Webinar (10 points).

Complete Webinar

## Case Analysis (10 points).

Complete Case Analysis

## Final Exam

There will be an online, comprehensive final exam. All course material will be included on the exam. **60 points.**

## Point Distribution:

Experience Critical Reflection Paper ..	15 points
Scholarly Forum Discussions (5) .....	25 points
Articulated Learning Assignment.....	15 points
Quizzes (5).....	25 points
Tobacco Cessation Training .....	10 points
Opioid Webinar .....	10 points
MI/SBIRT Training .....	10 points
Case analysis: .....	10 points
Classroom Activities .....	20 points
Final Exam .....	60 points
<b>Total Points .....</b>	<b>200 points</b>

NOTE: Rarely are changes made to the course assignments and requirements as stated in the syllabus. However, the instructor reserves the right to make changes in the service of learning in this course.

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

### Assignments

Students are expected to submit all assignments on time. If you need to extend a deadline you **MUST** speak to me in advance of the due date to get an approval and an agreement will be reached. Late submissions (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

## Attendance and participation

Students are expected to attend and participate in all face-to-face class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives.

If there are unforeseen circumstances and you miss a class, quiz points for that class will be lost. It will be your responsibility to get notes from other students regarding materials covered during your absence. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course or a grade of F. If you cannot attend the scheduled classes, you should drop the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points.