



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
**Course Outline - SOWK 440B – Integrative Seminar in**  
**Social Work: Social Work Theory and Practice in**  
**Addictions**  
**3 Credits**

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

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

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	<b>2020 Fall, Term 1, September 10-December 3, 2020</b>
<b>Course Title</b>	<b>SOWK 440B (001): Integrative Seminar in Social Work: Social Work Theory and Practice in Addictions</b>
<b>Course Schedule</b>	<b>Thursdays, 2:00 – 5:00 PM</b>
<b>Course Location</b>	<b>Online</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Dr. Mohamed Ibrahim	241	604-822-2100	<a href="mailto:mohamed.ibrahim@ubc.ca">mohamed.ibrahim@ubc.ca</a>
<b>Office Hours</b>	By appointment		

## **PREREQUISITES AND/OR COREQUISITES**

There are no prerequisites for this course.

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## **COURSE DESCRIPTION:**

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

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

- (1) The course will explore addiction and recovery using attachment theory as a foundation.
- (2) A harm reduction based approach to practice in the field of addiction will be examined.
- (3) Mainstream and emergent models of practice at the individual, family, group, community and policy levels will be examined. A number of practice models to addiction treatment will be explored. Selected emergent models of practice will also be discussed.
- (4) Social Justice will be explored throughout this course. Our society's primary response to illegal drug use and addiction is through the criminal justice system. The evidence shows that this approach has failed. A new model based on social work, human rights and public health principles will be examined.

Participation in this course will allow students to familiarize themselves with the concept of addiction from a range of theoretical perspectives, with an emphasis on a bio-psycho-social-spiritual-environmental understanding of addiction.

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

## **RATIONALE**

Social workers in virtually all areas of practice deal with individuals, families and communities who have problems related to drugs, substance use and misuse. Social workers can play a role in policy development, health education and promotion, direct provision of addiction-specific services (including treatment services), provision of harm reduction services, assessment, referral/linkage, mobilization of self-help, mediation, advocacy, community development, public education and research

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## **LEARNING OUTCOMES:**

1. To acquire knowledge in relation to:
  - (1) The core concepts in the field of addiction; historical and political context of addiction and drug policy,
  - (2) Various theories related to etiology and treatment of addiction,

- (3) The principles of drug action and the physical and psychological effects of the major drugs of abuse (including stimulants, sedatives, opiates, hallucinogens, marijuana, alcohol, nicotine, and prescription drugs); bio-physiological mechanisms of addiction,
- (4) The roles and fields of practice of social workers in the field of addiction,
- (5) The larger context of drugs in our society and how our current criminal justice approach to drugs has failed and how our society would benefit from a public health model of controlling currently illegal drugs.

2. To develop skills in relation to:

- (1) Engagement of those who are affected by drug use and other addictions;
- (2) Assessment of those affected by drug use and other addictions;
- (3) Intervention with those affected by drug use and other addictions;
- (4) Intervention at the individual, family, community, organizational, institutional, and public policy levels with respect to drug use and other addictions.

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**UNIVERSITY POLICIES:**

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

**Academic Dishonesty:** Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**Retaining Assignments:** Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

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**COURSE POLICIES:**

**Attendance**

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>

The School considers class attendance (online in the current pandemic situation) to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

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#### **SUBMITTING ASSIGNMENTS:**

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

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#### **RETURN OF MARKED STUDENT ASSIGNMENTS:**

All assignments are to be submitted via the **UBC Canvas course site** unless otherwise specified on the course outline or instructor. Assignments will be marked with track changes and comments provided in the same manner.

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#### **LATE ASSIGNMENTS:**

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

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#### **REQUIRED TEXTBOOK:**

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

#### **Required Podcast Crackdown podcast.**



<https://crackdownpod.com/>

Links to episodes from Crackdown post will be provided as part of the required readings.

Please see the sessions with the podcast links

### **Crackdown Podcast Credits/Acknowledgement**

Garth Mullins is *Crackdown's* host and executive producer. Crackdown is produced by Alexander Kim, Lisa Hale, Sam Fenn, Polly Leger and Gordon Katic. Production help from Alex de Boer and Sharon Nadeem. Consulting from Samantha Pranteau, Jay Slaunwhite and Al Fowler. Glen Mofford, author of "Along the E&N: The Historic Hotels of Vancouver Island" gave us some Balmoral history. Crackdown's Editorial Board is: Samona Marsh, Shelda Kastor, Greg Fess, Jeff Loudon, Dean Wilson, Laura Shaver, Dave Murray, and Al Fowler. Rest In Peace Chereece Keewatin.

### **Articles/publications available for download**

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

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

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### **COURSE SCHEDULE:**

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

<b>SESSION 1:</b>	<b>Sept. 10, 2020</b>
<b>TOPIC:</b>	<b>Introduction to addiction</b> <ul style="list-style-type: none"><li>• Overview of course, including course outline and assignments</li><li>• Core theoretical concepts, with an emphasis on beliefs and attitudes about addiction, and defining addiction</li><li>• Addiction as a field of practice in social work; differential approaches to practice</li><li>• Roles of social workers in the field of addiction</li></ul>
<b>READING:</b>	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 1 and 3  Crackdown podcast. Episode 1-War Correspondents <a href="https://crackdownpod.com/podcast/1-war-correspondents/">https://crackdownpod.com/podcast/1-war-correspondents/</a>  Crackdown podcast. Episode 18-Blue Metal Fence <a href="https://crackdownpod.com/podcast/episode-18-blue-metal-fence/">https://crackdownpod.com/podcast/episode-18-blue-metal-fence/</a>
<b>SESSION 2:</b>	<b>Sept. 17, 2020</b>
<b>TOPIC:</b>	<b>Harm Reduction Theory and Practice</b> <ul style="list-style-type: none"><li>• This presentation explores the theory behind services, which are provided for active drug users.</li><li>• This presentation will explore the history of harm reduction, the foundational principles of harm reduction, social capital theory and the future of harm reduction.</li></ul>

	<ul style="list-style-type: none"> <li>Addiction as a public health emergency in the context of the current opioid crisis</li> </ul>
<b>READING:</b>	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 4</p> <p>Crackdown podcast. Episode 5: The Portugal Paradox  <a href="https://crackdownpod.com/2019/05/29/episode-5-the-portugal-paradox/">https://crackdownpod.com/2019/05/29/episode-5-the-portugal-paradox/</a></p>
<b>SESSION 3:</b>	<b>Sept. 24, 2020</b>
<b>TOPIC:</b>	<p><b>Chemicals and the body</b></p> <ul style="list-style-type: none"> <li>This session explores the different classifications drugs and how our brain changes in response to drug use.</li> </ul>
<b>READING:</b>	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 6 & 7
<b>SESSION 4:</b>	<b>Oct. 1, 2020</b>
<b>TOPIC:</b>	<p><b>Screening and Assessment Skills</b></p> <ul style="list-style-type: none"> <li>Screening tools and assessment</li> <li>Screening, Brief Intervention and Referral to Treatment (SBIRT).</li> <li>Motivational Interviewing</li> </ul>
<b>READING:</b>	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 5, 8, 9.
<b>SESSION 5:</b>	<b>Oct. 8, 2020</b>
	<p><b>Opioid Use Disorders</b>  This session will cover</p> <ul style="list-style-type: none"> <li>Opioid Use Disorder</li> <li>Screening and assessments of OUD</li> <li>Pharmacological and psychosocial interventions- rationale, pharmacology, and biology (methadone, buprenorphine/naloxone etc.)</li> <li>Harm reduction strategies (Overdose prevention &amp; Naloxone training)</li> </ul>
<b>READING:</b>	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 &amp; 17</p> <p>Crackdown podcast. Episode 2 &amp; 9—Change intolerance  Episode 2- <a href="https://crackdownpod.com/podcast/episode-2-change-intolerance/">https://crackdownpod.com/podcast/episode-2-change-intolerance/</a>  Episode 9-- <a href="https://crackdownpod.com/podcast/episode-9-change-intolerance-part-2/">https://crackdownpod.com/podcast/episode-9-change-intolerance-part-2/</a></p>
<b>SESSION 6:</b>	<b>Oct. 15, 2020</b>
<b>TOPIC:</b>	<p><b>Alcohol and Benzodiazepine Use Disorders</b>  This session will cover</p> <ul style="list-style-type: none"> <li>Alcohol and Benzo Use Disorders</li> <li>Screening and assessments of AUD &amp; Benzos</li> <li>Pharmacological and psychosocial interventions</li> <li>Harm reduction strategies</li> </ul>
<b>READING:</b>	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8 & 12
<b>SESSION 7:</b>	<b>Oct.22, 2020</b>
<b>TOPIC:</b>	<p><b>Stimulant Use Disorders</b>  This session will cover</p>

	<ul style="list-style-type: none"> <li>• Stimulant Use Disorders</li> <li>• Screening and assessments of SUDs</li> <li>• Pharmacological and psychosocial interventions</li> <li>• Harm reduction strategies</li> </ul>
<b>READING:</b>	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17
<b>SESSION 8:</b>	<b>Oct. 29, 2020</b>
<b>TOPIC:</b>	<b>Concurrent disorders, Relapse and Recovery</b> This session explores: <ul style="list-style-type: none"> <li>• Co-occurrence of substance use and mental health conditions including trauma related conditions</li> <li>• The recovery process and services available for individuals with concurrent conditions</li> </ul>
<b>READING:</b>	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 10 and 16
<b>SESSION 9:</b>	<b>Nov. 5, 2020—Exam week</b>
<b>TOPIC:</b>	<b>Working with Families</b> <ul style="list-style-type: none"> <li>• This session explores key factors to consider when working with families affected by substance use. Understanding how family healing occurs is an important aspect of healing from addictions. We will explore various family counselling situations.</li> </ul>
<b>READING:</b>	<b>Required reading:</b>  Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 5
<b>SESSION 10:</b>	<b>Nov. 12, 2020</b>
<b>TOPIC:</b>	<b>A Community Responding to Crisis</b> Guest Speaker in overdose response.
<b>READING:</b>	Crackdown post. Episode 3-Unsanctioned <a href="https://crackdownpod.com/podcast/episode-3-unsanctioned/">https://crackdownpod.com/podcast/episode-3-unsanctioned/</a>
<b>SESSION 11:</b>	<b>Nov. 19, 2020</b>
<b>TOPIC:</b>	<b>Student group presentations and feedback</b> Presentations and feedback: each group will give presentation (30 min) followed by group led online discussion and will give each other constructive feedback on both the content and process.
<b>READING:</b>	Articles to be distributed at least week prior by presenting groups
<b>SESSION 12:</b>	<b>Nov. 26, 2020</b>
<b>TOPIC:</b>	<b>Student group presentations and feedback</b> Presentations and feedback: each group will give presentation (30 min) followed by group led online discussion and will give each other constructive feedback on both the content and process.
<b>READING:</b>	Articles to be distributed at least week prior by presenting groups
<b>SESSION 13:</b>	<b>Dec. 3, 2020—End of term paper due tonight</b>
<b>TOPIC:</b>	<b>Student group presentations and feedback</b>

	<p><b>Working in the field of addictions.</b></p> <ul style="list-style-type: none"> <li>• <b>Summary and Conclusion</b> An opportunity to share ideas stimulated by the course and receive feedback on your future direction</li> <li>• This discussion will explore a variety of topics related to the experience of working in the field of addictions.</li> </ul>
<b>READING:</b>	Required readings to be posted on Canvas

**COURSE ASSIGNMENTS, DUE DATES AND GRADING:**

**Course assignments details will be provided on first day of class.**

**Recommended but not required reading:**

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

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

Aboriginal Healing Foundation (2007). *Addictive Behaviours Among Aboriginal People in Canada*. Available at: <http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26134.html> (Chapters 1-5).

Centre for Addiction and Mental Health (2007). *Alcohol and drug problems: A practical guide for counsellors* (2<sup>nd</sup> ed.). Available: [http://www.camh.net/Publications/Resources\\_for\\_Professionals/Alcohol\\_and\\_Drug\\_Problems/adp\\_preface.html](http://www.camh.net/Publications/Resources_for_Professionals/Alcohol_and_Drug_Problems/adp_preface.html)

Csiernik, R. & Rowe, W.S. (2010). *Responding to the Oppression of Addiction: Canadian Social Work Perspectives* (2<sup>nd</sup> ed.). Toronto: Canadian Scholars' Press.

Denning, P. (2000). *Practicing Harm Reduction Psychotherapy: An Alternative Approach to Addictions*. New York: Guilford Press.

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

Denning, P., Little, J., & Glickman, A. (2003). *Over the influence: The harm reduction guide for managing drugs and alcohol*. New York: Guilford. ([www.guilford.com](http://www.guilford.com)).

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

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

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



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

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

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

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

Vancouver Coastal Health. Building on Strength - Building the Continuum of Care for Mental Health and Addiction. Vancouver Coastal Health, 2006.

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

Kirby, J., and Keon, W. Out of the Shadows at Last - Transforming Mental Health, Mental Illness and Addiction Services in Canada. The Standing Senate Committee On Social Affairs, Science And Technology, 2006.

Kruk, E. & Sihota Banga, P. (2011). Engagement of Substance Using Pregnant Women in Addiction Recovery. Canadian Journal of Community Mental Health, 30 (1), 79-91.

Levinthal, C. F. (2010). Drugs, behavior, and modern society (6<sup>th</sup> ed.). Boston: Allyn & Bacon.

### Web Sites

- BC Centre for Substance Use <http://www.bccsu.ca>
- Centre for Addictions Research of BC <http://www.uvic.ca/research/centres/carbc/>
- Centre for Addiction and Mental Health <http://www.camh.ca/en/hospital/Pages/home.aspx>
- Campbell Collaboration (systematic reviews of the effectiveness of various social welfare, criminal justice, and education interventions; includes some AODA issues) <http://www.campbellcollaboration.org>
- Cochrane Collaboration (systematic reviews of the effectiveness of various healthcare interventions; includes some AODA issues) <http://www.cochrane.org>
- US National Institute on Drug Abuse <http://www.nida.nih.gov/>
- Substance Abuse and Mental Health Services Association: <http://www.samhsa.gov/>
- Alcoholics Anonymous <http://www.alcoholics-anonymous.org/>
- National Organization on Fetal Alcohol Syndrome <http://nofas.org>
- BCCDC Harm Reduction <http://towardtheheart.com>

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### LEARNING ANALYTICS

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

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**UBC GRADING CRITERIA:**

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Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.