



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven’s adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 11–April 5, 2022
Course Title	SOWK 440B/521: Social Work Theory and Practice in Addictions
Course Schedule	Tuesdays, 5:30-8:30pm (online)
Course Location	Zoom link: SOWK 440B/521 Addiction Time: Jan 11, 2022 05:30 PM Pacific Time (US and Canada) Every week on Tue, until Apr 5, 2022, 13 occurrence(s)

Instructor	Office Location	Office Phone	Email Address
Dr. Mohamed Ibrahim	SOWK 241	604.822.2100	mohamed.ibrahim@ubc.ca
Office Hours	By appointment		

Teaching Assistant	Office Location	Email Address
Connie Bird		cmbird@student.ubc.ca
Office Hours	By appointment	

Prerequisite and/or Corequisite

There are no prerequisites to this course.

Course Description

This course will provide learners with a theoretical, ethical and skills foundation for social work practice in the field of addiction. The essentials of direct practice in the context of the structural, political and policy dimensions of addiction will be emphasized. A social justice, strengths-based, harm reduction orientation to substance use and addiction will be applied.

Course Structure and Learning Activities

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

1. A harm reduction based approach to practice in the field of addiction will be examined and emphasized.
2. 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.
3. Mainstream and emergent models of practice at the individual, family, group, community and policy levels will be examined.
4. A number of practice models to addiction treatment will be explored. Selected emergent models of practice will also be discussed.

Learners 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 alcohol and substance use. 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.

Learning Outcomes

(A) 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.

(B) 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.

Required Textbook(s) and Learning Materials

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

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.

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

Session 1:	January 11, 2022
Topic:	<p>Introduction to addiction</p> <ul style="list-style-type: none"> • Overview of course, including course outline and assignments • Core theoretical concepts, with an emphasis on beliefs and attitudes about addiction, and defining addiction • Addiction as a field of practice in social work; differential approaches to practice • Roles of social workers in the field of addiction
Readings:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 1 and 3</p> <p>Crackdown podcast. Episode 1-War Correspondents https://crackdownpod.com/podcast/1-war-correspondents/</p> <p>Crackdown podcast. Episode 18-Blue Metal Fence https://crackdownpod.com/podcast/episode-18-blue-metal-fence/</p>
Session 2:	January 18, 2022
Topic:	<p>The neurobiology of alcohol and drug use</p> <p>This session explores the different classifications drugs and how our brain changes in response to drug use.</p>

Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 6 & 7
Session 3:	January 25, 2022
Topic:	<p>Harm Reduction Theory and Practice</p> <ul style="list-style-type: none"> • This presentation explores the theory behind services, which are provided for active drug users. • This presentation will explore the history of harm reduction, the foundational principles of harm reduction, social capital theory and the future of harm reduction. <p>Addiction as a public health emergency in the context of the current opioid crisis</p>
Readings:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 4</p> <p>Crackdown podcast. Episode 5: The Portugal Paradox https://crackdownpod.com/2019/05/29/episode-5-the-portugal-paradox/</p>
Session 4:	February 1, 2022
Topic:	<p>Screening and Assessment Skills</p> <ul style="list-style-type: none"> • Screening tools and assessment for both alcohol and substances • Screening, Brief Intervention and Referral to Treatment (SBIRT).
Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 5, 8, 9.
Session 5:	February 8, 2022
Topic:	<p>Opioid Use Disorders</p> <p>This session will cover</p> <ul style="list-style-type: none"> • Opioid Use Disorder • Screening and assessments of OUD • Pharmacological and psychosocial interventions- rationale, pharmacology, and biology (methadone, buprenorphine/naloxone etc.) <p>Harm reduction strategies (Overdose prevention & Naloxone training)</p>

Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17 Crackdown podcast. Episode 2 & 9—Change intolerance Episode 2- https://crackdownpod.com/podcast/episode-2-change-intolerance/ Episode 9-- https://crackdownpod.com/podcast/episode-9-change-intolerance-part-2/
Session 6:	February 15, 2022
Topic:	Alcohol and Benzodiazepine Use Disorders This session will cover <ul style="list-style-type: none"> • Alcohol and Benzo Use Disorders • Screening and assessments of AUD & Benzos • Pharmacological and psychosocial interventions Harm reduction strategies
Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8 & 12
February 22, 2022: READING WEEK (NO CLASS)	
Session 7:	March 1, 2022
Topic:	Stimulant Use Disorders –Guest speaker Alanna Mulholland-MSW, SW Addiction Fellow This session will cover <ul style="list-style-type: none"> • Stimulant Use Disorders • Screening and assessments of SUDs • Pharmacological and psychosocial interventions Harm reduction strategies
Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17
Session 8:	March 8, 2022

Topics:	<p>Concurrent disorders, Relapse and Recovery (Guest Speaker Jack Makolewski MSW, RSW –Concurrent Clinician--Fraser Health)</p> <p>This session explores:</p> <ul style="list-style-type: none"> • Co-occurrence of substance use and mental health conditions including trauma related conditions <p>The recovery process and services available for individuals with concurrent conditions</p>
Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 10 and 16
Session 9:	<p>March 15, 2022</p> <p>NO ZOOM CLASS (ASYNCHRONOUS) - see Canvas for discussion forum and guide to the completing the online participation for this week</p>
Topic:	Working with Families –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.
Readings:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 13 and 22
Session 10:	March 22, 2022
Topic:	<p>Student group presentations and feedback</p> <p>Presentations and feedback: each group will give presentation (30 min) followed by group led online discussion (15 minutes) and will give each other constructive feedback on both the content and process.</p>
Readings:	Articles to be distributed at least week prior by presenting groups.
Session 11:	March 29, 2022
Topic:	<p>Student group presentations and feedback</p> <p>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.</p>
Readings:	Articles to be distributed at least week prior by presenting groups.

Session 12:	April 5, 2022
Topic:	<p>Student group presentations and feedback</p> <p>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.</p>
Readings:	Required readings to be posted on Canvas.

Assignments

Assignment 1: Group presentations

Students will both present and facilitate discussion and mutual development of knowledge on a given topic in the addictions field. In your presentation, you are asked to examine, in depth, an area of addiction treatment, related to one of the following categories:

1. Older adults and substance use (MSW)
2. Treating addiction in correctional settings (4th years)
3. Addiction and Indigenous healing (MSW)
4. Working with families dealing with addiction (MSW)
5. Addiction and pregnancy (MSW)
6. Youth and addiction (4th years)
7. Behavioral addiction (gambling) (4th years)
8. Refugees and new immigrants and addiction (4th years)
9. Addiction in higher education (4th years)

In the first class, you will be asked to choose a selected topic for your presentation and will be scheduled according to topic chosen. For the presentation, you are encouraged to bring in any resources or materials that would benefit the class, including a critical review of current literature and research.

Evaluation will be based on the following criteria:

1. How effective was the presentation in regard to:
 - Content (related to the topic)
 - Cohesion (as reflected in organization and format)
 - Completeness
 - Clarity

- Creativity

2. How well did you stimulate discussion among class members, and engage the class in examining the topic?

Presentation days

Group 1, 2, 3 (March 22), Group 4, 5, 6(March 29), Group 7, 8, 9 (April 5)

Weight: 30%

Assignment 2: mid-term exam

The mid-term exam will be an in-class exam consisting of multiple choices and short answer questions based on course readings and lectures.

This exam will be open book on week 9 and account for 30% of final grade.

Assignment 3: End of term paper

All students will write an end of term academic paper between 5 -7 double-spaced pages, (excluding cover and references which are APA style; font, New Times Roman, size 12). This paper will be an analysis of a topic that is both relevant for social work and addictions, will build on existing references, and will include the student's original commentary literature. The topic can be an expansion upon the student's class presentation.

The goal is to produce a type of paper that could be published in a peer reviewed academic journal. All students will submit their suggestions for topics that will need to be approved in advance.

Links on how to write an academic paper:

<http://wiki.ubc.ca/Library>: Getting_Started_with_your_Research_Paper

<http://www.writing.utoronto.ca/advice/general/general-advice>

https://umanitoba.ca/student/academiclearning/media/Writing_an_Academic_Paper_NEW.pdf

**Due date: This paper will be due on April 8th by 23:59 hours via Canvas
This paper will be 30% of final grade.**

Class Participation

For this class to be successful in reaching its goals, regular student attendance and a desire to actively participate in learning and teaching, is critical.

Students will be asked contribute by:

- attending all classes (and being punctual)
- actively participating in the creation of a safe, positive learning environment

- reading all the required materials and participating in an informed discussion in class
- expressing constructive, thoughtful views on materials presented in the class
- active participation in practice experiences and role plays
- engaging other students with questions and ideas
- giving and receiving constructive feedback

Class attendance will be 10% of the final grade.

Recommended but not required reading:

Van Wormer, K. & D.R. Davis (2018). *Addiction Treatment: A Strengths Perspective* (4th 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* (2nd ed.). Available: 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* (2nd 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).

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* (2nd 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* (5th 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* (6th 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>

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.

Submitting Assignments

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

Return of Marked Student Assignments

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

Late Assignments

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

SCHOOL/COURSE POLICIES

UBC COVID-19 Protocols for in-class learning

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- Except for sessions involving guest lecturers, lecture components of each session will be recorded, but group discussions and other interactive activities will not. You are encouraged to find a “buddy” in class who can update you on any discussion you might have missed.

- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

Attendance

“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)

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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

Other school policies can be accessed through the School of Social Work student handbook.

Academic Dishonesty

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

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

University Policies

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

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.

Details of the policies and how to access support are available at:
<https://senate.ubc.ca/policies-resources-support-student-success>

Learning Analytics

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

Copyright

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

Students may not record class or group discussions without prior permission of all individuals in attendance.

GRADING CRITERIA

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	83.5	
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.