



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 xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sim, 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.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power discrimination based on age, race, gender, sexual orientation, disability, 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.

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	2023 Winter, term 2, January 8th – April 12th 2024
Course Title	SOWK 440B/521: Social Work Theory and Practice in Addictions
Course Schedule	Tuesdays, 6:00 – 9:00 PM
Course Location	Online

Instructor	Office Location	Office Phone	Email Address
Dr. Mohamed Ibrahim	Ponderosa A, Rm 202	604-822-2100	Mohamed.ibrahim@ubc.ca
Office hours			
Teaching Assistant	Office Location	Office Phone	e-mail address
Rita Andrew MSW, RSW, PhD student			ab123rit@student.ubc.ca

UBC Calendar Description

SOWK 440B : A series of seminars offered during the final term of studies which address salient issues in social policy and social work practice and draw upon combined knowledge from social work and related disciplines.

Pre-requisites

There are no pre-requisites for this course.

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.

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.

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.

Course Format

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.

Required and Recommended Readings

Required

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

Recommended Readings

Lupick, T, (2019). *Fighting for Space: How a Group of Drug Users Transformed One City's Struggle with Addiction*.

Csiernik, R., Rowe, W., & Novotna, G. (Eds.). (2023). *Responding to the oppression of addiction: Canadian social work perspectives*. Canadian Scholars.

Recommended Readings

Lupick, T, (2019). *Fighting for Space: How a Group of Drug Users Transformed One City's Struggle with Addiction*. <https://canadiancourse readings.ca/product/fighting-for-space/>

Csiernik, R., Rowe, W., & Novotna, G. (Eds.). (2023). *Responding to the oppression of addiction: Canadian social work perspectives*. Canadian Scholars.

Hart, Carl L. *High Price: A Neuroscientist's Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society*. New York, NY: Harper, 2013.

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.

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

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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Assignments and Grading Breakdown

COURSE ASSIGNMENTS, DUE DATES AND GRADING:

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:

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.

Each group will have 45 minutes including student led class engagement, activities and discussions.

Evaluation will be based on the following criteria:

(1) How effective was the presentation in regard to:

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- 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?

Weight: 30%

Assignment 2: mid-term exam

The mid-term exam will be an online 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; New Times Roman, Font size 12 and double spaced). Strictly in WORD document

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.

Due date: This paper will be due on April 7th 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:

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

Course Schedule

SESSION 1:	January 9
TOPIC:	Introduction to addiction <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
TO DO BEFORE THIS SESSION:	Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 1 and 3

	<p>Echo podcast: Substance use disorders and trauma- and violence-informed care https://bcechoonsubstanceuse.ca/podcast/episode-3-substance-use-disorders-and-trauma-and-violence-informed-care/</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> <p>Crackdown podcast. Episode 39-Backlash https://www.crackdownpod.com/episodes/episode-39-backlash</p> <p>Crackdown podcast. Episode 41-New Front, Old War https://www.crackdownpod.com/episodes/episode-41-new-front-old-war</p>
SESSION 2:	January 16
TOPIC:	<p>The neurobiology of alcohol and drug use This session explores the different classifications drugs and how our brain changes in response to drug use.</p>
TO DO BEFORE THIS SESSION:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 6 & 7</p> <p>Crackdown Podcast: Episode 25: The Lab https://www.crackdownpod.com/episodes/episode-25-the-lab</p> <p>The Reward Pathway Video https://www.khanacademy.org/test-prep/mcat/processing-the-environment/drug-dependence/v/reward-pathway-in-the-brain</p>
SESSION 3:	January 23
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 and the future of harm reduction. • Addiction as a public health emergency in the context of the current opioid crisis • Safe supply: policy, evidence and concerns

TO DO BEFORE THIS SESSION:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 4</p> <p>Access to Prescribed Safer Supply in BC: Policy Direction www2.gov.bc.ca/assets/gov/overdose-awareness/prescribed_safer_supply_in_bc.pdf</p> <p>Echo podcast: what is safer supply? https://bcechoonsubstanceuse.ca/podcast/s3-ep5-prescribed-safer-supply/</p> <p>Crackdown podcast. Episode 5: The Portugal Paradox https://crackdownpod.com/2019/05/29/episode-5-the-portugal-paradox/</p> <p>Crackdown podcast. Episode 30: DULF (Drug Users Liberation Front) https://www.crackdownpod.com/episodes/zir7c16nb6j8xkm7tlbi3wd3s5j3d4</p>
SESSION 4:	January 30
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).
TO DO BEFORE THIS SESSION:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 5, 8, 9.</p>
SESSION 5:	February 6
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 (methadone, buprenorphine/naloxone etc. and psychosocial interventions. • Harm reduction strategies
READING:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17</p> <p>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/</p>

SESSION 6:	February 13
TOPIC:	<p>Alcohol and Benzodiazepine Use Disorders This session will cover</p> <ul style="list-style-type: none"> • Alcohol and Benzo Use Disorders • Screening and assessments of AUD & Benzos • Pharmacological and psychosocial interventions • Harm reduction strategies
TO DO BEFORE THIS SESSION:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8 & 12</p> <p>Echo Podcast: Alcohol harm reduction and managed alcohol programs https://bcechoonsubstanceuse.ca/podcast/s3-ep4-alcohol-harm-reduction-and-managed-alcohol-programs/</p> <p>Crackdown podcast. Episode 31-Love, death and benzodope https://www.crackdownpod.com/episodes/31-lovedeathbenzodope</p>
READING WEEK:	
SESSION 7:	February 27
TOPIC:	<p>Stimulant Use Disorders Guest lecturer: Alanna Mulholland , MSW,RSW, Mental Health & Addiction Lead and Clinician This session will cover</p> <ul style="list-style-type: none"> • Stimulant Use Disorders • Screening and assessments of SUDs • Pharmacological and psychosocial interventions • Harm reduction strategies
TO DO BEFORE THIS SESSION:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapters 8, 12 & 17</p> <p>Echo podcast: Treatment and care for stimulant use disorder https://bcechoonsubstanceuse.ca/podcast/s3-ep2-treatment-and-care-for-stimulant-use-disorder/</p> <p>Crackdown Podcast: Episode 26: Artificial Energy https://www.crackdownpod.com/episodes/episode-26-artificial-energy</p>
SESSION 8:	March 5 Asynchronous-no zoom class
TOPIC:	<p>Concurrent disorders This session explores:</p> <ul style="list-style-type: none"> • Co-occurrence of substance use and mental health conditions • The services available for individuals with concurrent conditions

TO DO BEFORE THIS SESSION:	<p>Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 13 and 22</p> <p>Echo podcast: Treatment considerations for co-occurring substance use disorders https://bcechoonsubstanceuse.ca/podcast/s2-ep5-treatment-considerations-for-co-occurring-substance-use-disorders/</p>
SESSION 9:	March 12
TOPIC:	Mid-term open book exam (no class).
TO DO BEFORE THIS SESSION:	
SESSION 10:	March 19
TOPIC:	<p>Student group presentations and feedback 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>
TO DO BEFORE THIS SESSION:	
SESSION 11:	March 26
TOPIC:	<p>Student group presentations and feedback 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>
TO DO BEFORE THIS SESSION:	
SESSION 12	April 2

TOPIC:	Student group presentations and feedback 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.
TO DO BEFORE THIS SESSION:	
SESSION 13	Wrap up
TOPIC:	Reflection on social work practice
TO DO BEFORE THIS SESSION:	

Academic Integrity

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.

Late Assignments or Late Penalty

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.

Academic Concession

Academic Concession: To determine if you’re eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances](#), [Compassionate grounds](#), or [Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You **must** contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham at (Christine.Graham@ubc.ca).

Accommodation of Students

Accommodations: The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, 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, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable, please share your preferred pronouns. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

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.

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. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: View overall class progress; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

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.