

About the Instructor

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About the Course

Course Description

(3 credit hours)

This course is designed to help students understand the etiology, course, and treatment of substance use disorders and other addictions. Special emphasis will be given to biological, psychological, and sociological theories of addiction. Addictions will be viewed within a “person-in-environment” context. The broader context, from which addiction will be viewed will include a consideration of many systemic influences on the individual including, cultural, economic, gender, race, and ethnic influences along with factors affecting the change process itself. In addition, practice models such as cognitive-behavioral, psychodynamic, and family treatment approaches will be presented. Policy issues and challenges relevant policy to treatment and services will also be presented for discussion, including advocacy for coordination of care systems and empowerment of clients and families in the treatment process.

Course Objectives (aligned Competency and Practice Behavior)

Social Work Education is framed by a competency-based approach to curriculum design, which suggests that competency is achieved across nine core areas. Competency is assessed through advances in four core domains: knowledge (K), values (V), skills (S), and cognitive affective processing (CA). The detailed alignments of the course objectives to practice competencies are presented below.

Upon completion of this course, student will make advances in column one and demonstrate competencies in the competency areas designated by column 2:

	Objective	CSWE Competency (Practice Behavior)
1	The assessment and diagnosis of substance use disorders and other addictions.	Competencies 6 & 7
2	The contemporary theories of causation of substance use disorders and other addictions.	Competencies 2, 3, 6, 7, 8, & 9
3	The contemporary treatment issues at the micro, mezzo, and macro levels.	Competencies 8 & 9
4	Diagnosis/assessment, etiology, treatment, and prevention, as they relate to cultural diversity and at-risk-populations	Competencies 2 & 3
5	Both treatment and ethical issues involved in assessment and intervention, particularly in terms of working with involuntary clients	Competencies 2 & 3

6	Application of contemporary theory to social work practice through papers, projects, and quizzes	Competencies 6, 7, 8, & 9
7	The integration of personal insight into chosen topics through class discussion	Competencies 1 & 2

Course Textbooks and Readings

- Mate, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. North Atlantic Books: Berkley, CA.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. [<http://www.apa.org>]
- Council on Social Work Education (2015). *Education Policy and Accreditation Standards* available at www.cswe.org National Association of Social Workers.
- National Association of Social Workers. (2015). *NASW standards and indicators for cultural competence in social work practice*. Washington, DC: Author. Retrieved from <https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>
- National Association of Social Workers. (2017). *NASW code of ethics: Guide to the everyday professional conduct of social workers*. Washington, DC: Author Retrieved from www.socialworkers.org/About/Ethics/Code-of-Ethics
- Additional readings as assigned (these will be shared in class or posted in the Course Blackboard site.)

Course Requirements

Assessments

The following is a general overview of course activities, assignments, exams, or other assessment measures:

ADDICTION/RECOVERY MEDIA MEDIUMS AWARENESS ASSIGNMENT:
Due SUNDAY, AUGUST 2ND by 11:59 PM
66% of Final Grade

Each student will select a piece of media that portrays addiction and/or recovery. Media mediums include: books (fiction or non-fiction), poetry, movies, tv series or shows, plays, movie shorts, animations, music, or podcasts. The media you select may be something that you have read, listened to, or viewed in the past, but you are encouraged to re-watch, re-read, or re-listen to the media through the lens of what you have learned in SOCW 420. **Every student** (undergraduate and graduate students) will write a no more than 3-page paper that introduces the reader to the media medium and the themes present in the media that relate to addiction and recovery. **Undergraduate students** will then use what they have gleaned from the media to create a flyer, pamphlet, or brochure to raise awareness about SUD, addictive behavior, or recovery themes present in the media. **Graduate students** will use what they have gleaned from the media to create a two-module staff training inspired by the content of their media.

To begin this assignment: Select your media medium. Make sure that addiction and/or recovery is/are central themes to the media you have selected. Read, listen to, or watch the media carefully, take notes, and identify material that you believe will be relevant for the assignment (described below). Include your impressions of the creator's ideas, portrayals, and arguments. Determine the central themes of the media, the evidence used to support those themes, and the ways in which the creator presents that information.

Every student will submit an Introduction to the Media paper. This paper should be no more than 3 pages in length and introduce the reader to the media the student used for the assignment. The paper should be formatted based on APA 7th edition.

Introduction to Media Paper Content

1. Provide a brief introduction to the media. This should be no more 3 pages.
 - a. Identify the central themes of the media. Are the themes valid? What evidence does the creator use to support the themes? Is the evidence sufficient and appropriate?
 - b. Identify the purpose for the media, and whether or not *you* believe the creator of the media achieved that purpose.
 - c. What is your appraisal of the media? Would you recommend this media to anyone? Who? Why? Does this media make a lasting contribution to the field of addiction and recovery studies? Explain.

Some Questions to Consider for the Assignment (not necessarily answer in the Introduction to Media Paper):

1. What are the central themes?
2. What conclusions are drawn?
3. What perspectives on SUD, addiction, treatment and recovery are support? What evidence is used to support these perspectives?
4. What perspectives on SUD, addiction, treatment and recovery are refuted? What evidence is used to refute these perspectives?
5. What qualifies the author or creators to make this work?
6. When was this work created? Is it still relevant today?
7. Is the work convincing or realistic?
8. Does the author accomplish the purpose/themes of the work?
9. Is the work biased?
10. Are the perspectives or arguments presented in the work well supported?
11. Is the work well organized?
12. To whom would the work appeal?

Undergraduate Students:

Create a brochure, flyer, or pamphlet that brings awareness to the SUD or addictive behavior themes present in the media you reviewed. The information that you present in your flyer should be based on or inspired by the themes presented in your media. Although the media is being used as inspiration for the brochure, flyer, or pamphlet; the information that you include should be factual. Make sure you fact check the info you include in the assignment. **DO NOT INCLUDE ERRONEOUS or SENSATIONALIZED INFO.** Just because it is in the media does not make it true.

The flyer should be professional in its appearance. Information should be cited using APA citations. The images and organization of the information should be visually appealing. Spell, grammar, and fact check the information you include. The final product should be ready for real life distribution.

In a separate document, in 1-2 pages please explain the following:

- Include the APA citation for the media. Be sure to include where I can access the media (i.e. Netflix, Hulu, Prime, YouTube, Podcasts, book citations, etc.).
- Purpose and themes of your flyer – describe how the themes manifest in the media, make direct connections between your flyer content and the media.
- Explain who the intended audience is for your flyer, brochure, or pamphlet.
- Explain your plan for distributing the flyer, brochure, or pamphlet.

Graduate Students:

Create a two-module staff training inspired by the content of their media medium. The content of the training should be based on or inspired by the themes present in the media you reviewed; however, you should only include factual information. Be sure to fact check. **DO NOT INCLUDE ERRONEOUS or SENSATIONALIZED INFO.**

One module should focus on didactic information sharing (education). The second module should be an interactive component that appeals to the participant's active brain and gets them to engage actively with the content (experiential, practice, hands-on learning).

Submission Components:

There are several components that graduate students will submit for the staff training including:

Component	Format	Description	Required
Training plan or agenda	Outline		Yes
Training goals and objectives	Bullet Points	Declarative statements written in measurable terms	Yes
150-Word Description of Training	Paragraph	Summarize the training activities, goals, and expected outcomes	Yes
Training Materials	PPT, Prezi, Handouts, Worksheets, Images, etc.	Any materials you will use as part of your didactic or interactive training	Only submit what you plan to use; not all are required
Didactic Education Content	Written Transcript OR Video or Presentation	The actual content of the training should be provided	Yes
Instruction Guide for Interactive Training	Written Instruction Guide OR Video Instruction Guide	Instructions should be detailed enough to ensure the reader/viewer can replicate the interactive component	Yes

Media Awareness Assignment Components	Points	Percent
Introduction to Media Paper	40	20%
Awareness Assignment Component <ul style="list-style-type: none">Undergraduate Students: Brochure, Flyer, or PamphletGraduate Students: 2-Module Staff Training	160	80%

Tests 33% of Final Grade

2 weekly content tests will be administered for the first 2 weeks to check student understanding of the course content. Students should complete the test each week by the deadline specified in the course schedule. Tests will total 100 points of the final grade.

Course Grading:

Item	# of Points -OR- Grade Percentage
Tests	100 points (33%)
Addiction/Recovery Media Mediums Awareness Assignment	200 points (66%)

- A** 300 – 270 points
B 269 – 240 points
C 239 – 210 points
D 209 – 180 points
F Less than 180 points

Course and University Policies

Attendance Policy:

This course will be delivered asynchronously online during the second summer term, thus in-person attendance is not required. Although attendance is not required, success in this online course is dependent on your active participation and engagement throughout the course. As such, students are required to read the assigned readings, view required course materials, and complete all assignments and quizzes by the specified deadlines.

Expectations for Written Work:

Written assignments are expected to be in standard American English, have subheadings, and use correct grammar, spelling, and punctuation. Unless otherwise instructed, text citations and references list must be in correct APA (7th Ed.) format. All sentences must comprise of the student's own words. Ideas, information, and concepts that originated with any other course must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.**

Assignments should be carefully proofed for spelling and grammar. Students are encouraged to use the assistance and services of the SIUE Writing Center located in the Student Success Center – Room 1254, Phone: 618-650-2045, <http://www.siue.edu/lss/writing/index.shtml>

Academic Integrity/Plagiarism:

Academic integrity is expected of ALL students. Students should demonstrate honestly in all activities – “*Acts of academic misconduct for which students are subject to sanctions include, without limitation, plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts.*” Violations of academic honesty will result in no grade for the exam/assignment and notification to the appropriate regulating body (e.g. Chair of the Department of Social Work, Office of the Dean of the College of Arts & Science (CAS), Office of the Dean of the program where the student is enrolled if not CAS, and/or the Provost & Vice Chancellor of Academic Affairs. For more information, please visit <http://www.siue.edu/policies/3c2.shtml>

Commitment to Diversity:

In an ideal world, the things we learn, including scientific facts would be objective. However, much of our knowledge is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scholars but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scholarly and scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of the world we live in, thus we will do what we can to create a learning environment that supports diversity of thoughts, perspective, and experiences and honors your identities (including race, gender, class, sexuality, religion, spirituality, ability, etc.). To help accomplish this:

- Please let me and your classmates know of your ‘proper’ name pronunciations, gender pronoun preferences, race or ethnic identities;
- Please respect & honor your classmates self-reported identities and the evolution of these identities;
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or submit an anonymous letter to my mailbox to let me know.

Accessibility:

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please notify the instructor as soon as possible.

Students who have a learning disability, sensory or physical/mental disability or impairment, or utilize English as a second language or need special assistance in lecture, reading assignments, and/or testing due to medical diagnosis or major life impairment should contact and register with SIUE’s Accessible Campus Community & Equitable Student Support (ACCESS) Office. This University service is FREE. They can help you identify what type of class accommodations can be provide within this course. After a student is registered with the ACCESS Office, they will inform the instructor on what type of accommodations to provide.

Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by myaccess@siue.edu or by calling 618-650-3726.

CLASS	TOPIC & LEARNING OBJECTIVE	READINGS	ONLINE CONTENT	ASSESSMENTS
WEEK ONE				
Class 1	<i>Intro to Substance Abuse</i> Students will examine the social, health, and economic costs of substance abuse and the various approaches to dealing with the problem.	Read 1. <i>DSM 5 Diagnostic Criteria</i> 2. <i>Realm of Hungry Ghosts</i> Chapters 1-3	Listen to/Watch Syllabus Lecture SUD Diagnostic Criteria Lecture	Complete Week 1 Test on Blackboard by Sunday, December 25 th at 11:59 PM
Class 2	<i>Pharmacology</i> Students will differentiate between the various substances of abuse and the physiological impacts each has on the body.	Read 1. <i>Realm of Hungry Ghosts</i> Part IV, Chapters 17 - 19 2. <i>The Essentials of Pharmacology and Substance Use</i>	Listen to/Watch Substance Misuse and Addiction: Clinical Practice Drugs of Abuse	
Class 3	<i>Behavioral Addictions</i> Students will examine behavioral addictions including gambling and sex addiction.	Read 1. <i>Introduction to Behavioral Addictions</i> 2. <i>Gambling Disorder and other Behavioral Addictions: Recognition and Treatment</i>	Listen to/Watch The Social Work Podcast with Chris Wolf – Sex Addiction The Social Work Podcast with Jody Bechtold – What is Pathological Gambling?	
Class 4	<i>Addiction & Culture</i> Students will be able to identify and explain how aspects of our culture perpetuate substance abuse and dependence.	Read 1. <i>Realm of Hungry Ghosts</i> Chapters 9 – 12 2. Weblink – Sobering Truths 3. Weblink – Does Country Music Drink More? 4. Weblink – Decade of Drunk Lyrics 5. Weblink – How Drugs are Affecting Pop Culture	Listen to/Watch TED Talk by Johann Hari – Everything You Think About Addiction is Wrong TED Talk by Kathryn Helgaas Burgum – Eliminating the Shame and Stigma of Addiction TED Talk by Dr. Carolyn Greer – Shaming the Sick: Substance Use and Stigma	
Class 5	<i>Substance Abuse Policy</i> Students will be able to describe how substance abuse policy has impacted persons with substance use disorders as well as society at large.	Read 1. <i>Realm of Hungry Ghosts</i> Chapters 23 – 25 2. Drug Enforcement in the US: History, Policy, & Trends	Listen to/Watch The movie <i>Planet Rock: The story of Hip-Hop and the Crack Generation</i> TEDMED Talk by Dr. Carl Hart – Let's Quit Abusing Drug Users	

CLASS	TOPIC & LEARNING OBJECTIVE	READINGS	ONLINE CONTENT	ASSESSMENTS
WEEK TWO				
Class 6	<i>Models of Substance Use and Misuse</i> Students will compare and contrast the various models of substance use and examine the impact each model has on the persons coping with substance use disorders.	Read 1. <i>Realm of Hungry Ghosts</i> Ch. 13 – 16 2. <i>Genes and Addiction</i> 3. Addiction: The worst kind of inheritance	Listen to/Watch Models of Addiction: Moral and Medical	Complete Week 2 Test on Blackboard by Sunday, January 1 st at 11:59 PM
Class 7	<i>Harm Reduction & Social Justice</i> Students understand harm reduction concepts including needle exchange and the use of Narcan.	Read 1. Review of third-wave therapies for substance use disorders in people of color and collectivist cultures: Current evidence and future directions 2. Harm reduction: Political Expedience vs. Progress 3. What is Harm Reduction	Listen to/Watch TED Talk by Mark Tyndall – The Harm Reduction Model of Drug Addiction Treatment	
Class 8	<i>Addiction and Trauma</i> Students will understand the roll that trauma plays in addiction and learn about various interventions to address trauma and addiction concurrently.	Read 1. Understanding the Links Between Adolescent Trauma and Substance Abuse 2. Moving Towards Trauma-Informed Practice in Addiction Treatment 3. Women and Addiction: A Trauma-Informed Approach	Listen to/Watch The Social Work Podcast with Dr. Nancy Smyth on Trauma Informed Care	
Class 9	<i>Substance Abuse & Communities</i> Students will recognize risk and protective factor for recovery and apply this knowledge to the local community	Read 1. <i>Realm of Hungry Ghosts</i> Chs. 26 - 28 2. <i>SAMHSA Behavioral Health Risk & Protective Factors Info Sheet</i>	Listen to/Watch Recognizing Risk and Protective Factors video	
Class 10	<i>Prevention</i> Students will examine substance abuse prevention programs and develop a prevention program to target an at-risk population.	Read 2. <i>What works in Prevention</i> , Nation et al. 3. <i>Insights from a national survey into why substance abuse tx units add prev</i> , 4. <i>Realm of Hungry Ghosts</i> Chapters 23 – 25	Listen to/Watch Prevention Lecture <ul style="list-style-type: none"> • Intro • Family-based • School-based • Community-based 	

CLASS	TOPIC & LEARNING OBJECTIVE	READINGS	ONLINE CONTENT	ASSESSMENTS
WEEK FOUR				
Class 11	<i>Screening and Assessment</i> Students will learn how substance abuse treatment professionals screen, assess, and make treatment recommendations for potential service consumers.	Read 1. <i>Speaking the Same Language: A Toolkit for Strengthening Patient Centered Addiction Care in the United States</i>	Listen to/Watch Clinical Screening and Assessment Lecture	Submit Addiction/Recovery Media Mediums Awareness Assignment on Blackboard by Friday, January 6 th at 11:59 PM
Class 12	<i>Dual Diagnosis</i> Students will identify the needs of persons with co-occurring disorders and recognize appropriate treatment interventions for this population.	Read <i>Realm of Hungry Ghosts</i> Part V, Chapter 20 - 22	Review <i>Co-Occurring Disorders Training Series</i> Module 1 – Understanding Needs of Persons with COD Module 3 – Creating Tx Programs for PWCOD	
Class 13	<i>Motivational Interviewing Substance Abuse Treatment Modalities</i> Students will describe and differentiate between various evidence-based treatment interventions.	Read 1. Understanding Motivational Interviewing	Listen to Motivational Interviewing Podcast with Dr. Mary Velasquez Watch Shaping Up Your Motivational Interviewing Skills - YouTube Video	
Class 14 & 15	<i>Substance Abuse Treatment Modalities</i> Students will describe and differentiate between various evidence-based treatment interventions.	Read 1. <i>Realm of Hungry Ghosts</i> Chapters 31 & 32 2. Relapse Prevention and the 5 Rules of Recovery	Watch Relapse Prevention in Substance Use Disorders by Ms. Ratnesh Chopra - YouTube	