

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**Practice with Addictions I  
SWK 6691**

**2023  
Dr. Timothy Conley**

**Course Description**

Social Work 6691 is designed to increase student knowledge and skills for addressing addictive phenomena and its relation to social work practice issues. Students' values are explored and cognitive and affective processing of macro, meso and micro level practice concerns are covered.

There are 7 modules covering two weeks each starting with *History, Theories and Dimensions of Substance Use Profession* and ending with *Medication Assisted Treatment (MAT) of Opioid Use Disorder*. The course assumes participants have had little-to-no previous exposure to the professional literature and related conceptualizations of addiction; for those who have, this will reinforce your learning, taking it to a deeper level by giving you the opportunity to compare/contrast existing knowledge with colleagues.

Each module includes a structured discussion (often a critique of a case study with the application of concepts and criteria) and a quiz. There will be a final exam and all quiz/exam material is designed to prepare student



*Utilize a strengths-based perspective that facilitates understanding of substance use and*

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and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social

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effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing the beneficial outcomes. Students completing this course will:

*Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;*

*Apply knowledge of social work practice theory of intervention with individuals, families groups, organizations and communities.*

*Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;*

*Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;*

*Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and*

*Facilitate effective transitions and endings that advance mutually agreed-on goals.*

## **II. LEARNING OBJECTIVES**

Upon completion of the course, students will be able to:

Apply historical perspective and context to the understanding of addiction treatment history and contemporary practice.

Critically analyze the scientific, neurological, and subjective bases for the perceptual and behavioral changes associated with substance use.

Select and apply culturally appropriate, standardized addiction-specific psychometric assessment instruments.

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Negotiate the developmental stages of recovery and continuum of substance use disorder services

Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Integrate terminology specific to medication-assisted treatment into practice, applying key concepts and practices.

### **Educational Goals:**

By the completion of this course students are expected to be able to: identify and describe terms and concepts related to theory, research, and practice of treatment approaches; review risk and protective factors that influence significant others and primary patients; identify the continuum of substance use services; identify and describe the Developmental Stages of Recovery; identify the DSM 5 diagnoses for all substances associated with a substance use disorder.

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*The educational goals of this course align with the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) 350 standardized education and training curriculum for New York State. This same material also meets standards for International Certification & Reciprocity Consortium. Equally important, each module delineates which Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).*

#### **IV. COURSE EXPECTATIONS AND GRADING**

Students are expected to attend ALL classes and to be on time. Class participation is important and there

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The text that will be referenced throughout the course and found in several readings is:

Miller et al. (2018). Electronic Book. **The ASAM Principles of Addiction Medicine** (6th ed). Philadelphia, PA: Wolters Kluwer.

It can be rented as an E-textbook or Hardcover on Amazon.

[https://www.amazon.com/ASAM-Principles-Addiction-Medicine-ebook-dp-B07KX21DVW/dp/B07KX21DVW/ref=mt\\_other?\\_encoding=UTF8&me=&qid=1614121624](https://www.amazon.com/ASAM-Principles-Addiction-Medicine-ebook-dp-B07KX21DVW/dp/B07KX21DVW/ref=mt_other?_encoding=UTF8&me=&qid=1614121624)

Other required reading for this course is freely available through Canvas, the course Learning Management System (LMS). Every student is provided a login and password, initial orientation to this intuitive system, and all material is linked within. For those who prefer to work with hard copies, you may download and print. Copywritten articles and book chapters (mostly in PDF format) are legally accessible as all materials are either covered by the University's library subscription services, or are freely available as 'public domain'; for example, government websites, or the occasional YouTube. Your computer must have a PDF reader and be able to manage documents in Microsoft Word. You will also need a video media player on your computer for lectures.

Additional optional reading and audio/video will be posted by the professor from time to time. Also, anonymized case material (assessments) from current and recent clinical treatment will be posted. All assigned reading material will be discussed in online forums; these are not real time discussions, but take place within a brief window of time (72+ hours). As it becomes relevant to discussion and learning, the professor will recommend (not require) additional citations and references for consideration. Always feel free to ask for more. Instructions on how to access and navigate your individual Canvas course shells will be e-mailed by the Wurzweiler School before the start date of the course.

**For Canvas LOGIN assistance, call the HELP DESK: 800-829-7418**

**For 24 + 7 + 365 Canvas assistance on general CALL: +1-844-747-4611**

**<https://www.yu.edu/its/academic-computing/student-computing/eLearning/canvas>**

## **V. COURSE REQUIREMENTS**

Grading rubrics are attached to each assignment and will keep the grading standards objective; the

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The Discussion Board in Canvas is our classroom.

When you open the discussion board, picture yourself walking into the classroom filled with students. When you speak (write) everyone can hear (see) it; the same for the professor. For this course you should plan on spending at least 3 hours per week 'in class', writing discussions.

Before you come to class you will have completed the



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**2) Quizzes/Tests: 40% of grade –**

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**VII. OFFICE OF DISABILITIES SERVICES (ODS)** collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself/themself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

**VIII. E-RESERVES**

This course does not use Electronic Reserves: all of your reading

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**here.**

The University's Computer Guidelines can be found **here**.

## **XII. COURSE SCHEDULE**

### ***Required Reading and Schedule of Activities***

All deadlines are in Canvas under the "assignments" tab. The deadline for the Discussion Board is for your initial post; you have the rest of the week for replies to others. Watch 'Announcements' for possible deadline changes.

## **MODULES**

This course is organized into 7 Modules and may be taught in either a 7 week or a 14 week semester. When it is being taught in a 14 week format the readings are further broken down by week in the Canvas Learning Management System. Canvas is continuously being updated with

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17(2), 150-166. doi: 10.1080/15332640.2017.1336959. Link to this through the Canvas LMS.

Miller et al. (2019). Electronic Book. The ASAM Principles of Addiction Medicine (6th ed). Philadelphia, PA: Wolters Kluwer, Section 4, Chapter 26: Addiction Medicine in America

Straussner, S.L.A. (1991). The role of social workers in the treatment of addictions: A brief history. *Journal of Social Work Practice in Addictions*, 1(1), 3-9003 Tc0.33 0s 0 Td(1)Tj/TT0 1 Tf-0.10

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Anticipated Outcomes: Following these modules students will be able to summarize the neurological and physiological effects of mind/mood altering substances which often result in pathological and disordered use, in essence addiction. Activities/Assignments: For these modules you are to complete the assigned readings and engage in the classroom discussion. There will be two quizzes and two discussion boards.

Required Readings: All resources here are either in your text or may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

## Module 2

Mike Parker Evaluation: (Link is posted in Canvas LMS)

Miller, S. C., Fiellin, D. A., Rosenthal, R., & Saitz, R. (2019). The ASAM principles of addiction medicine,(6th ed.). Wolters Kluwer Health.

- All readings are from section 2: Pharmacology.

Chapter 8: pharmacokinetic and pharmacodynamic principles

Basic pharmacology concepts; skip the equations but understand the definitions of major terms such as Agonist, Antagonist, Pharmacogenomics,

Chapter 9: Alcohol

Substances included in this class (of alcohol); formulations in methods of use; Clinical uses; Brief historical features; Epidemiology; pharmacokinetics; pharmacodynamics; Drug to drug interactions; neurobiology ( mechanisms of addiction) but go easy on the hard chemistry; hello chick studies implicating other neurotransmitter systems; Pharmacodynamics. Understand Receptors but skip the chemistry unless interested. Study Tolerance, Sensitization, and Physical Dependence; Addiction liability, know no you percents and of course tolerance/dependence/

Chapter 10: Non-Alcohol Sedative Hypnotics

Introductory paragraph; list of brand names and comparison to barbiturates; historical features; epidemiology; pharmacodynamics; drug interactions; mechanism of addiction; addiction liability; toxicity states; medical complications

## Module 2

Chapter 11: Opioids

Read all – skim some on pharmacokinetics, skim less on pharmacodynamics. Go easy on the hard chemistry though you will appreciate much of even that.

Chapter 12: Cocaine, Amphetamines, And Other Stimulants

Substances included – some surprises here; formulations and methods of use and abuse; look hard at table 10-1 and 10.2; clinical uses; Non medical use, abuse, independence; Historical features; Epidemiology; pharmacokinetics (skip metabolism); elimination; drug-drug interactions; Pharmacodynamic actions,

read all including intoxication, chronic effects, withdrawal, behavioral pharmacology, and other central nervous system effects, cardiovascular system and other organs through reproductive, fetal and neonatal health. Skip through and read endogenous opiates then skip again to conclusions.

### **Module 3**

blood pressure etc.); the material on subjective effects is required and fascinating; Pharmacokinetics and Pharmacodynamics are reported for each hallucinogen – skim only. Look for commonalities. Focus again on ‘toxicity and adverse effects – some myth busting in here. Read drug-drug interactions; skim only (at best) neurobiology but focus in again when you get to ‘relative addiction liability and read through to the end.

#### Chapter 17 Dissociatives

Read introduction closely to see which drugs we are studying here; skip the chemistry lesson but read on at ‘formulations, methods of use, and abuse’ through historical features; epidemiology; skim only pharmacokinetics and dynamics but watch for buzzwords in the pharmacodynamics piece: Ketamine is a ‘date-rape’ drug (“...one exception is the giving of large doses surreptitiously to an unsuspecting person, such as in the illegal act of drug-facilitated sexual intercourse”).

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Required Readings: All resources here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

Miller et al. (2019). Electronic Book. The ASAM Principles of Addiction Medicine (6th ed). Philadelphia, PA: Wolters Kluwer: Chapter 3, “Screening and Brief Intervention,” “Laboratory Assessment” and “Assessment.” (Chapters 22, 23, and 24, consecutively.)

Conley, T.B. (2001). Construct validity of the MAST and AUDIT with multiple offender drunk drivers. *Journal of Substance Abuse Treatment*, 20, 287-295. Link to this through the Canvas LMS.

Straussner, S.L.A. (2013) The DSM–5 diagnostic criteria: What's new? *Journal of Social Work Practice in the Addictions*, 13(4), 448-453. doi:10.1080/1533256X.2013.840199. Link to this through the Canvas LMS.

Substance Abuse and Mental Health Services Administration (2017). TAP 21: Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice. Retrieved from <https://store.samhsa.gov/system/files/sma12-4171.pdf>

PowerPoint/Video Lecture:

Conley, T. B. (2018). *Diagnosis and assessment of substance use disorders* [PowerPoint/Video]. Link to this through the Canvas LMS.

Review Articles:

National Center for Responsible Gambling (2003). South oaks gambling screen (SOGS). Retrieved from <http://www>. Link to this through the Canvas LMS.

National Institute on Drug Abuse (2018). AUDIT. Link to this through the Canvas LMS.

U.S. Preventative Services Task Force (2005a). Patient health questionnaire (PHQ-9). Retrieved from <https://www.uspreventiveservicestaskforce.org/Home/GetFileByID/218>

U.S. Preventive Services Task Force (2005b). Substance abuse screening instrument: The drug abuse screening test (DAST). Link to this through the Canvas LMS.

MAST, DAST, Depression PHQ tool and Gambling South Oaks: Links to these screening tools found through the Canvas LMS.

Clinical Documents for Discussion:

Community Services (n.d.). Comprehensive evaluation for significant others. Link to this through the Canvas LMS.

Conley, T.B. (n.d.). Case Study Sadie on the ranch. Link to this through the Canvas LMS.

## **Module 5) The Developmental Stages of Recovery: The Continuum of Substance Use Disorder Services**

Overview: In this module students will be exposed to the SAMHSA Continuum of Care; watch video conferences from the NY State Office of Alcohol and Substance Abuse Services concerning Recovery Oriented Systems of Care; Learn about the Stages of Change framework; learn about the Stages of Recovery; and come to appreciate the need for and activities associated with Relapse Prevention. Anticipated Outcomes: Your knowledge, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important will be challenged and developed.



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*Required Readings:* All resources here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

- Melemis, S.M. (2015). Relapse prevention and the five rules of recovery. *Yale Journal of Biology and Medicine*, 88, 325-332. Retrieved from <https://medicine.yale.edu/yjbm/>
- National Council for Community Behavioral Healthcare (n.d.). Enhancing the continuum of care: Integrating behavioral health and primary care through affiliations with FQHCs. Retrieved from <https://www.integration.samhsa.gov/images/res/CMHC%20FQHC%20Checklist%20v2.pdf>
- New York State Office of Alcoholism and Substance Abuse Services (2018). Peer integration and the stages of change toolkit. Retrieved from <https://www.oasas.ny.gov/recovery/documents/PeerIntegrationToolKit-Final2.pdf>
- New York State Office of Alcoholism and Substance Abuse Services (n.d.). You can be the difference [Pamphlet].
- Parents Lead (n.d.). Behavioral health continuum of care model. Retrieved from <http://www.parentslead.org/sites/default/files/ContinuumofCareModel.pdf>
- Substance Abuse and Mental Health Services Administration (2010). Recovery-oriented systems of care (ROSC) resource guide. Retrieved from [https://www.samhsa.gov/sites/default/files/rosc\\_resource\\_guide\\_book.pdf](https://www.samhsa.gov/sites/default/files/rosc_resource_guide_book.pdf)
- Substance Abuse and Mental Health Services Administration (2015). The next step toward a better life. Retrieved from <https://store.samhsa.gov/system/files/sma14-4474.pdf>

Audio file, PowerPoints:

- Early Sobriety [Audio/Music].
- Readiness of change/stages of change [PowerPoint].

YouTube Videos:

- Kent, R., & Gonzalez-Sanchez, A. (2016, July 12). *Viewpoint – NY State OASAS Describes Their Services*. [https://www.youtube.com/watch?v=W5\\_BSNR1JWk](https://www.youtube.com/watch?v=W5_BSNR1JWk)
- NYS OASAS (2019, April 8). *New Hope, New Life with OASAS – Myths and Truth of Addiction (Bonus Episode)*. Retrieved from <https://www.youtube.com/watch?v=SB8SpjwPYQM>

**Module 6) The theory and application of EBP; Non-Traditional Treatments and Emerging Trends in Treatment**

*Overview:* Module 5 welcomes us to the world of EBPs, "Evidence Based Practices." It includes a little more webinar material along with several readings. We will have the opportunity to apply this to case material both in the test and the discussions. Anticipated Outcomes: Your values, understanding and practical ability as a social worker with substance use disordered clients will be professionally influenced by this module. Your principles and standards of behavior along with judgment of what is important and acceptable will be challenged and developed.

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*Required Readings:*

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There will be a Quiz for part of the module as well as an **online certification quiz with NY state OASAS**. Follow instructions in Canvas. A copy of the certification is required for those applying for a CASAC so save it safely.

Required Readings: All resources here may be linked to this through the Canvas LMS. Please read this material in the order it is presented in the Canvas LMS.

American Association for the Treatment of Opioid Dependence, Inc. (2017). Medicated-assisted treatment for opioid use disorder in the justice system. Retrieved from <http://www.aatod.org/wp-content/uploads/2017/10/AATOD-MAT-Fact-Sheet-wl.pdf>

Mann, C., Frieden, T., Hyde, P.S., Volkow, N.D., & Koob, F.G. (2014). Medication assisted treatment for substance use disorders [Bulletin]. Retrieved from <https://www.medicaid.gov/federal-policy-guidance/downloads/cib-07-11-2014.pdf>

Substance Abuse and Mental Services Administration (n.d.). KAP keys for clinicians: Based on TIP 43 – medication-assisted treatment for opioid addiction in opioid treatment programs [Pamphlet]. Retrieved from <https://store.samhsa.gov/system/files/sma12-4108.pdf>

U.S. Food & Drug (2019). Information about medication-assisted treatment (MAT). Retrieved from <https://www.fda.gov/drugs/information-drug-class/information-about-medication-assisted-treatment-mat>

Optional Resources:

Miller et al. (2019). Electronic Book. The ASAM Principles of Addiction Medicine (6th ed). Philadelphia, PA: Wolters Kluwer Section 4: Chapt 33: Harm reduction, overdose prevention, and addiction medicine.

Substance Abuse and Mental Health Services Administration (n.d.). Medication-assisted treatment. Retrieved from <https://store.samhsa.gov/treatment-prevention-recovery/medication-assisted-treatment?page=1>

PowerPoint/Video Lecture:

New York office of Temporary and Disability Assistance (2019). Opioid use disorders in homeless shelter settings [PowerPoint]. Retrieved from <https://yu.instructure.com/courses/37184/files/folder/Mod%207?preview=1137111>

YouTube Videos:

NASEM Health and Medicine Division (2019, October 17). *Medications for opioid use disorder saves lives*. Retrieved from <https://www.youtube.com/watch?v=aEBec2cQ4EQ&feature=youtu.be>

The Council of State Governments Justice Center (2016, July 7). *Medication assisted treatment in jails and community-based settings*. Retrieved from [https://www.youtube.com/watch?time\\_continue=1&v=F7OBnygfTLM](https://www.youtube.com/watch?time_continue=1&v=F7OBnygfTLM)

**Complete:** Online training at this link and e-mail copy of certificate to professor:

<https://healthknowledge.org/course/search.php?search=Medication+Assisted%20%20>

Additional Optional Resources: <https://store.samhsa.gov/treatment-prevention-recovery/medication-assisted-treatment?page=1>