Intervening With Individuals Regarding Their Substance Misuse
SOCIAL WORK 5809

Prerequisites/Concurrent Courses: Social Work 3805, Theories and Biological Basis of Addiction/Substance Misuse or Social Work 5805, Theories and Biological Basis of Substance Misuse; Social Work 3806, Diagnosis and Treatment Planning Regarding Substance Use Disorders or Social Work 5806, Diagnosis and Treatment Planning Regarding Substance Use Disorders

Course Description

This course introduces students to evidence-based, evidence-supported, and evidence- informed strategies and techniques used with individuals to treat a substance use disorder. Students in this course relate theory and evidence to individual intervention strategies. Students will also explore their own practice beliefs related to substance misuse, substance use disorders, and treatment approaches, as well as the impact of stigma on individuals' intervention engagement. Students will develop beginning-level practice application skills for intervening with individuals regarding their substance misuse. Course content extends lessons from previous coursework concerning theories, diagnosis, and treatment planning related to substance misuse and substance use disorders. Additionally, the course was designed to meet chemical dependency educational content for Ohio's Licensed Chemical Dependency Board's Prevention Professional credentials.

Course Competencies and Practice Behaviors

In the context of "Embrace Difference. Seek Justice. Be the Change." as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

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

- Use technology ethically and appropriately to facilitate practice outcomes.

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level;

- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Apply critical thinking to engage in analysis of quantitative and qualitative research evidence; and

- Use and translate research evidence to inform and improve practice and service delivery.

Competency 6: Engage With Individuals, Families, Groups, Organizations, and Communities

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

- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients;

- b. apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients;

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of client strengths, needs, and challenges; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene With Individuals, Families, Groups, Organizations, and Communities

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

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

Competency 9: Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;

- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Specific Course Objectives

Upon satisfactory completion of this course, students will demonstrate their ability to:

1. Identify theories, models, strategies, and evidence used to inform intervention approaches for addressing individuals' substance misuse/substance use disorders (Competencies 4, 6, 7, and 8).

2. Apply evidence-supported techniques used in addressing substance misuse or treating substance use disorder (Competencies 4, 6, 7, 8, and 9).

3. Critically analyze ethical issues pertaining to intervening with individuals' substance misuse or substance use disorders (Competencies 1 and 2).

4. Interpret preliminary and ongoing assessment information and apply to the intervention practices over the course of treatment for substance misuse or substance use disorder (Competencies 7, 8, and 9).

5. Identify social and cultural influences on substance misuse/substance use disorder and how these relate to appropriately intervening (Competencies 2, 4, 6, 7, 8, and 9).

6. Critically analyze intervention strategies and their application to varied circumstances and settings (Competencies 2, 4, 6, 7, and 8).

7. Evaluate intervention approaches (Competencies 1, 2, and 9).

[UNIVERSITY & PROGRAM SPECIFIC POLICIES & EXPECTATIONS]

Required Texts and Readings

- Miller, W.R., Forcehimes, A.A., & Zweben, A. (2019). Treating addiction: A guide for professionals (2nd ed.). Guilford Press.

- Online coursework materials available on Carmen

Course Grading

Unless otherwise noted, all assignments are expected to be the original work of the person submitting the assigned work. Working collaboratively on individual assignments is considered academic misconduct and will be treated as such. Work that is significantly copied from original sources (including the Internet), other students' work (past or present), or your own work (past or present) in other classes is considered plagiarism or academic misconduct and will be treated as such.

ASSIGNMENT OR CATEGORY	WEIGHT (%)
1. What I believe… (reflection)	5
2. Demonstrate competence in motivational interviewing (MI) skills	20
3. Quiz (Module 3)	5
4. Analysis of cognitive behavioral and coping skills intervention (group report)	20
5. Quiz (Module 5)	15
6. Mindfulness reflection	10
7. Quiz (Module 7)	5
8. Integrative case analysis report	25
9. Demonstration of professional ethics, professional use of language, professionalism, and contributions to class learning (entire course)	5
Total	100

Course Schedule

DATE	TOPICS AND ASSIGNMENTS

Module 1   **Course Introduction and Orientation to Intervening With Individuals Regarding Substance Misuse/Substance Use Disorder**

Weeks 1 and 2   *The aim of this module is to become oriented to the course structure and the application of social work perspectives to intervening with individuals regarding their substance misuse/ substance use disorders. Students will review key principles from prior coursework related to ongoing assessment, MI, screening, brief intervention, and referral to treatment (SBIRT), treatment planning processes, the prevention/treatment services continuum, the American Society of Addiction Medicine level of care continuum, professional use of language, recovery support principles, and harm reduction principles. Attention in this module is directed toward self-awareness of stigma, professional, and personal biases concerning individuals' substance misuse and treatment approaches for addressing substance misuse/substance use disorders. Emphasis is placed on legal and ethical issues related to intervening with individuals around substance misuse and substance use disorder, including the ethical use of technology.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 1: Why treat addiction? (pp. 3-11). [This chapter reviews personal and professional self-awareness, integrative approaches, and continuum of care]

- Miller, Forcehimes, & Zweben (2019). Chapter 2: "What is addiction?" (pp. 12-30). [This chapter reviews diagnostic elements and etiology theories]

- Miller, Forcehimes, & Zweben (2019). Chapter 7: Individualizing treatment (pp. 116-138). [This chapter presents a context for making intervention decisions in person-centered care, including phases of the care process, how to choose from between intervention options, and the skills involved in developing a change plan with clients]

- Miller, Forcehimes, & Zweben (2019). Chapter 19: Stuff that comes up (pp. 295- 310). [This chapter presents a number of scenarios encountered in intervening with individuals engaged in substance misuse/experiencing substance use disorder; the ethical handling of these situations is emphasized.]

- Miller, Forcehimes, & Zweben (2019). Chapter 24: Professional ethics (pp. 380- 402). [This chapter critically reviews key ethical concerns that arise in work with individuals engaged in substance misuse, as well as situations related to members of specific populations.]

- NIDA. (2018). Principles of Drug Addiction Treatment: A research-based guide (3rd ed.). https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/preface

- Watson C. (2015). When "Just say No" is not enough: Teaching harm reduction. *The New Social Worker*. https://www.socialworker.com/extras/social-work- month-2015/when-just-say-no-is-not-enough-teaching-harm-reduction/

- Rosenberg, H., Grant, J., & Davis, A. K. (in press). Acceptance of non-abstinence as an outcome goal for individuals diagnosed with substance use disorders: A narrative review of published research. *Journal of Studies on Alcohol and Drugs*.

Learning Activities:

- Lecture and discussion reviewing content from previous courses and its application to the current course

- Brief group share "words they associate with addiction" (addressing stigma)

- Lecture, discussion, and activities related to specific ethical and legal rules regarding practice with individuals engaged in substance misuse or experiencing substance use disorders (including technology use in intervention and harm reduction; recording; confidentiality; work with incarcerated individuals; and pregnancy and parenting)

Assignments:

- Assignment #1 "What I believe" (reflection).

Module 2	**Engaging Individuals in Substance Misuse Intervention and Applying Brief Interventions: Extending the MI Skill Set**
Weeks 3-5	*This module prepares students to effectively engage individuals in the intervention process, deliver brief interventions when appropriate, and help keep clients engaged in interventions over time when appropriate. A strong emphasis is placed on further developing MI competencies related to OARS skills (open questions, affirming, reflecting listening, summarizing) and the four processes of MI (engaging, focusing, evoking, and planning). An emphasis is placed on the use of MI skills to prevent substance misuse from developing into substance use disorder, including brief intervention skills. Students are challenged to consider how their use of MI and brief intervention might support or require modification in work with diverse types of clients, including those affected by trauma experiences. The use of technology in brief intervention is explored. Students will continue practicing the MI skillset in subsequent modules with specific intervention strategies.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 4: "Engaging" (pp. 53-70) [This chapter specifies MI skill components.]

- Miller, Forcehimes, & Zweben (2019). Chapter 5: "Screening, evaluation, and diagnosis." [This chapter addresses techniques for ongoing evaluation, multidimensional evaluation, motivation for change, strengths assessment, social support assessment, and a professional's personal reflection on assessment.]

- Miller, Forcehimes, & Zweben (2019). Chapter 9: Brief interventions (p. 155-167) [This chapter examines the fundamentals and evidence involved in delivering brief interventions around individuals' substance misuse, including the Feedback, Responsibility, Advise, Menu for change, Empathy, and enhancing Self-efficacy (FRAMES) components; emphasis

is placed on preventing substance use from becoming a substance use disorder; use of technology in brief intervention is discussed]

- Miller, Forcehimes, & Zweben (2019). Chapter 10: "Motivational Interviewing" (pp. 168-176) [This chapter presents the critical elements of MI, including the dynamics of ambivalence/decisional balance, and the method of MI; Motivational enhancement therapy is discussed as is how MI is combined with other treatment approaches]

- SAMHSA. (2019). "TIP 35. Enhancing motivation for Change in Substance Use Disorder Treatment." Treatment Improvement Protocol (TIP) no. 35 (updated), SAMHSA publication no. PEP19-02-01-003. https://store.samhsa.gov/system/files/pep19-02-01-003_0.pdf

- SAMHSA. (2012). TIP 34. Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) No. 34 (updated), HHS Publication No. (SMA) 12-3952. Rockville, MD: SAMHSA. Retrieved from https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952

- Vakharia, S. & Little, J., (2017). Starting where the client is: Harm reduction guidelines for clinical social work practice. *Clinical Social Work Journal, 45*, 65-76.

- Friedrichs, A., Spies, M., Härter, M., & Buchholz, A. (2016). Patient preferences and shared decision making in the treatment of substance use disorders: A systematic review of the literature. PLoS ONE, 11(1): 0145817.

Learning Activities:

- In class practice with MI intervention skills—Role play and video critiques, work with coding sheets to analyze MI examples (including substance use initiation prevention, as well as treatment intervention scenarios)

- Motivational interviewing skills video series:

- Four processes in MI (5 min 42 sec) https://www.youtube.com/watch?reload=9&v=JT9asME0zDc&index=1&list=PLcgiUg338vSsVXLF0WMa2TqwtWDIORbP6

- 5 Core Interviewing Skills (2 min 28 sec) https://www.youtube.com/watch?v=pgtHqPENKMw&list=PLcgiUg338vSsVXLF0WMa2TqwtWDIORbP6&index=8

- M.I. Skillful Listening (3 min 56 sec) https://www.youtube.com/watch?v=BfiXyKoAZq4&list=PLcgiUg338vSsVXLF0WMa2TqwtWDIORbP6&index=2

- M.I. Open-ended Questions (1 min 35 sec) https://www.youtube.com/watch?v=Fo4D05z_Bvg&list=PLcgiUg338vSsVXLF0WMa2TqwtWDIORbP6&index=7

- M.I. Affirmations (1 min 57 sec) https://www.youtube.com/watch?v=2brUB_bXHYk&list=PLcgiUg338vSsVXLF0WMa2TqwtWDIORbP6&index=6

- M.I. Reflections (5 min 17 sec)
  https://www.youtube.com/watch?v=ipf1qVAESIc&list=PLcgiUg338vSsVXLF0W
  Ma2TqwtWDIORbP6&index=4

- M.I. Summaries (1 min 54 sec)
  https://www.youtube.com/watch?v=WA_rdWQe03M&list=PLcgiUg338vSsVXLF0WMa
  2TqwtWDIORbP6&index=5

- M.I. Providing Information (5 min 48 sec)
  https://www.youtube.com/watch?v=Gzp3GAi4rPQ&list=PLcgiUg338vSsVXLF0WMa
  2TqwtWDIORbP6&index=3

- M.I. Skillful Listening & Cannabis Use (6 min 50 sec)
  https://www.youtube.com/watch?v=gDr8dY-kz-8&list=PLcgiUg338vSsVXLF0WMa2Tqwt
  WDIORbP6&index=9

- MI practice small group exercise.
  https://adept.missouri.edu/wp-content/uploads/2017/06/Module-Two-Motivational-
  Interviewing-Tools-and-Techniques.pdf

Assignments:

- Assignment #2 MI skills checklists (2a and 2b). Note that this assignment will close on
  (date/time).

Module 3   **First Things First: Detox, Managing Withdrawal, Medication Management, and Pharmacotherapy Processes**

Week 6   *Social workers practicing in this arena need a basic understanding of the processes and practices involved in safely and effectively promoting an individual's initial withdrawal from substances such as alcohol, central nervous system depressants, and opioids. The processes of detoxification and medically managed withdrawal, and the immediate aftermath, represent critical interprofessional opportunities. An emphasis is placed on legal and ethical issues related to detoxification, withdrawal management, medication management, and pharmacotherapy approaches. This module also addresses management of infants (and their families) when born with neonatal abstinence syndrome (NAS) or neonatal withdrawal syndrome and the prevention potential of working with mothers during pregnancy. Skills for measuring change in evaluating practice related to these interventions are explored, including potential uses of technology in monitoring medication compliance and sobriety.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 3: How do drugs work? (p. 31- 50).[This chapter reviews pharmacological principles of different substance types and legal categorization by scheduling system]

- Miller, Forcehimes, & Zweben (2019). Chapter 6: "Withdrawal Management and Health Care Needs." [This chapter examines steps in withdrawal management from alcohol, cocaine, and opioids; stabilization; transitioning from stabilization to treatment; and addressing co-occurring health concerns.]

- Miller, Forcehimes, & Zweben (2019). Chapter 18: Medications in treatment (p. 271-292) [This chapter describes specific medications used in treating substance use disorders and the importance of combined behavioral- pharmacotherapy interventions.]

- Carroll, K.M., Kosten, T.R., & Rounsaville, B.J. (2013). Choosing a behavioral therapy platform for pharmacotherapy of substance users. *Drug & Alcohol Dependence, 75*(2), 123-134.

Learning Activities:

- Lecture or guest presentation on detox, withdrawal, and medication management practices, as well as prescribing practices in alcohol and opioid treatment

- Explore the Clinical Institute Withdrawal Assessment for Alcohol Scale, Revised (CIWA-Ar)

- Slides about alcohol withdrawal (slides #14-42) https://www.clevelandclinic.org/ddinursingsymp/pdfs/session1_1300APlatzarDD Presentation1.pdf

- Legal and ethical—Informed consent when person is intoxicated, withdrawal of consent, record sharing across agencies and providers to coordinate care, voluntary and involuntary clients

- Discuss ethical topics raised in Carroll, Kosten, & Rounsaville article (2.2-7.2)

Assignments:

- Assignment #3 Module 3 quiz. Note that this quiz will open at the end of Module 3 and be due before

Module 4   **Cognitive Behavioral and Behavioral Coping Skills Interventions**

Weeks 7-9   *Cognitive behavioral approaches are aimed at fostering individuals' behavioral coping skills related to their substance use/misuse behavior and many have a strong supporting evidence base. This module examines the theoretical underpinnings of such approaches, the strength of the evidence behind them, and their critical elements. Students practice applying the spirit of MI in delivering examples of cognitive behavioral intervention elements. Dialectical behavior therapy (DBT) is explored as one mode of cognitive behavioral intervention with potential application to addressing substance misuse/substance use disorder. Cognitive behavioral intervention as a strategy for preventing substance use from becoming a substance use disorder is considered. Students also critically analyze how human diversity factors and co-occurring problems may necessiate adaptation of cognitive-behavioral intervention approaches. Skills for measuring change in evaluating practice related to these interventions are explored, including potential uses of technology.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 11: "Behavioral Coping Skills" (pp. 177-190) [This chapter reviews principles and the evidence base for interventions to foster behavioral coping skills in individuals engaged in substance misuse; specific skills are identified as are specific ongoing assessment tools]

- Rotgers, F. (2012). Cognitive-behavioral theories of substance abuse. In S.T. Walters & F. Rotgers, (Eds.), *Treating substance abuse: Theory and technique* (3rd ed., pp. 113-137). (pp. 113-137). Guilford Press.

- Ackerman, C.E. (n.d.). 25 CBT techniques and worksheets for cognitive behavioral therapy. https://positivepsychology.com/cbt-cognitive-behavioral-therapy-techniques-worksheets/

- Witkiewitz, K., & Marlatt, G.A. (2007). Overview of Relapse Prevention. In K.A. Witkiewitz & G. A. Marlatt, (Eds.), *Therapist's guide to evidence-based relapse prevention: A volume in practical resources for the mental health professional*, (pp. 3-17). Elsevier

- Witkiewitz, K., & Marlatt, G.A. (2007). High-Risk situations: Relapse as a dynamic process. In K.A. Witkiewitz & G. A. Marlatt, (Eds.), *Therapist's guide to evidence- based relapse prevention: A volume in practical resources for the mental health professional*, (pp. 19-33). Elsevier.

Learning Activities:

- Work with core session content from the Cognitive-behavioral coping skills therapy manual from Project MATCH (volume 3 in the NIAAA Project MATCH Monograph Series. Retrieved from https://pubs.niaaa.nih.gov/publications/projectmatch/match03.pdf

- Work with elective session content on managing negative moods and depression and enhancing social support networks from the Cognitive behavioral coping skills therapy manual from Project MATCH (volume 3 in the NIAAA Project MATCH Monograph Series. https://pubs.niaaa.nih.gov/publications/projectmatch/match03.pdf

Assignments:

- Assignment #4 Analysis of a Cognitive Behavioral/Coping Skills Intervention Report (Group). Note that Phase I/II of this assignment will be due for distribution to your classmates on (date/time), uploaded in the discussion section of the Carmen course site. Phase III (your critiques) will be due (date/time).

Module 5	**Contingency Management (CM) and Community Reinforcement Approach (CRA)**
Weeks 10-11	*The aim of this module is to become familiar with two approaches to intervening around substance misuse. They are grouped together here based on their similar theoretical underpinnings. Students review these theoretical underpinnings, the strength of the evidence behind applying CM and CRA, and their critical elements. Legal and ethical considerations associated with applying these approaches are critically analyzed. Students practice applying CM and CRA elements and critically analyze how human diversity factors and co-occurring problems may necessitate adaptation of these approaches. Skills for measuring change in evaluating practice related to these interventions are explored, including potential uses of technology.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 13: Contingency management (pp. 197-206). [This chapter describes elements and practice of contingency management in intervening with individuals around their substance misuse.]

- Miller, Forcehimes, & Zweben (2019). Chapter 14: A community reinforcement approach (pp. 207-220). [This chapter presents an orientation to CRA and describes specific steps in the intervention; evidence supporting its use is presented.]

- Sinclair, J.M.A., Burton, A., Ashcroft, R., & Priebe, S. (2011). Clinician and service user perceptions of implementing contingency management: A focus group study. *Drug & Alcohol Dependence, 119*(1-2), 56-63.

- Lewis, M.W. (2008). Application of contingency management-prize reinforcement to community practice with alcohol and drug problems: A critical examination. *Behavior and Social Issues, 17*, 119-138.

Learning Activities:

- Discussion or debate of ethical considerations, implications, and principles of these approaches (especially with an economically disadvantaged population)—Respond to concerns raised by clinicians in the Sinclair, Burton, Ashcroft, and Priebe (2011) and Lewis (2008) articles.

- Video: Novel Approaches to Engagement in Care: Contingency Management with Maxine Stitzer. https://www.youtube.com/watch?v=J_9i0x7ZKLk

- Video: TEDx "Talk How to motivate yourself to change your behavior" by Tali Sharot. https://www.youtube.com/watch?v=xp0O2vi8DX4

Assignments:

- Assignment #5 Module 5 quiz. Note that this quiz will open at the end of Module 3 and be due before (date/time)

Module 6	**Skills in Mindfulness, Spiritual, and Wellness Practices in Substance Misuse Intervention and Prevention**
Week 12	*This module provides an orientation to the principles and evidence underlying mindfulness and wellness practices used with individuals in recovery from substance use disorders and attempting to change their substance misuse behaviors. The potential for these practices to prevent substance use from becoming a substance use disorder and in relapse prevention is examined. Students will practice specific skills to learn how they might be applied. The use of technology in delivering these types of interventions is explored, as are skills for measuring change in evaluating practice related to these interventions.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 12:"Meditation and Mindfulness" (pp. 191-196). [This chapter critically analyzes elements and evidence concerning these practices.]

- Miller, Forcehimes, & Zweben (2019). Chapter 23: "Addressing the Spiritual Side" (pp. 363-379) [This chapter critically analyzes spirituality and religion in the context of intervening with individuals around substance misuse; clients' personal values are also discussed.]

- Byrne, S. P., Haber, P., Baillie, A., Costa, D. S. J., Fogliati, V., & Morley, K. (2019). Systematic Reviews of Mindfulness and Acceptance and Commitment Therapy for Alcohol Use Disorder: Should we be using Third Wave Therapies? *Alcohol & Alcoholism, 54*(2), 159–166. https://doi-org.proxy.lib.ohio-state.edu/10.1093/alcalc/agy089

- Cavicchioli, M., Movalli, M., & Maffei, C. (2018). The Clinical Efficacy of Mindfulness-Based Treatments for Alcohol and Drugs Use Disorders: A Meta- Analytic Review of Randomized and Nonrandomized Controlled Trials. *European Addiction Research, 24*(3), 137–162. https://doi-org.proxy.lib.ohio-state.edu/10.1159/000490762

- Kelly, J. F., Stout, R. L., Magill, M., Tonigan, J. S., & Pagano, M. E. (2011). Spirituality in Recovery: A Lagged Mediational Analysis of Alcoholics Anonymous' Principal Theoretical Mechanism of Behavior Change. *Alcoholism: Clinical & Experimental Research, 35*(3), 454–463. https://doi-org.proxy.lib.ohio-state.edu/10.1111/j.1530-0277.2010.01362.x

- Paris, M., Silva, M., Añez-Nava, L., Jaramillo, Y., Kiluk, B. D., Gordon, M. A., Nich, C., … Carroll, K. M. (2018). Culturally Adapted, Web-Based Cognitive Behavioral Therapy for Spanish-Speaking Individuals With Substance Use Disorders: A Randomized Clinical Trial. *American Journal of Public Health, 108*(11), 1535–1542. https://doi-org.proxy.lib.ohio-state.edu/10.2105/AJPH.2018.304571

Learning Activities:

- Mindfulness based relapse prevention (MBRP) exercises with small groups. Each student practices being the group leader (clinician) and leading an MBRP exercise. Other practice being clients in the group. Repeat in different roles at least once. Discuss in larger group.

- Technology tools and apps scavenger hunt—Find and critique mindfulness, spirituality, and wellness apps and web-based tools for clients and counselors regarding substance use.

- Outside class, review the 2-hour video "Mind and Life XXVII: Craving, desire and addiction. " by His Holiness the Dalai Lama (see description in class assignment) https://www.dalailama.com/videos/mind-and-life-xxvii-craving-desire-and-addiction

Assignments:

- Assignment #6 Mindfulness reflection based on the "Mind and Life XXVII" video.

Module 7 **Supportive Significant Others, Mutual Help Groups, 12-Step Facilitation, and Peer Recovery Support**

Week 13 *The experience of recovery from substance use disorder and making changes in one's substance misuse behavior occurs in a social context. This module examines the ways that social contexts can be engaged to promote individuals' attainment of their recovery goals. The theories and evidence base underlying these approaches are examined and students are exposed to examples of these approaches in practice. Legal and ethical issues concerning engaging significant others when intervening with individuals around their (illegal) substance misuse behavior are identified and critically analyzed. Skills for measuring change in evaluating practice related to these interventions are explored, including the potential for use of technology.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 15: Working with significant others (p. 221-227). [This chapter provides a rationale and specifics about engaging significant others when intervening with individuals around their substance misuse

- Miller, Forcehimes, & Zweben (2019). Chapter 17: Mutual help groups (p. 251-270) [This chapter describes the place for mutual help groups in facilitating individuals' recovery from substance use disorder, a spectrum of options that includes attending to diversity, myths, and evidence; specific information is provided concerning how to facilitate an individual's engagement in mutual help groups and some practical considerations.]

- Nowinski, J., Baker, S., & Carroll, K. (1999). *Twelve step facilitation therapy manual: A clinical research guide for therapists treating individuals with alcohol abuse and dependence*. National Institute on Alcohol Abuse and Alcoholism. https://pubs.niaaa.nih.gov/ publications/projectmatch/match01.pdf

- Smith, D. C., Davis, J. P., Ureche, D. J., & Dumas, T. M. (2016). Six Month Outcomes of a Peer-Enhanced Community Reinforcement Approach for Emerging Adults with Substance Misuse: A Preliminary Study. *Journal of Substance Abuse Treatment, 61*, 66–73. https://doi-org.proxy.lib.ohio-state.edu/10.1016/j.jsat.2015.09.002

Learning Activities:

- View 16 ½-minute YouTube video by "Sober James" "AA 12 Steps | Alcoholics Anonymous | AA Meetings" https://www.youtube.com/watch?v=gZhlGhM-uN4

- View 6-minute YouTube video "The Only Thing Absent At This 12-Step Meeting Is Stigma" https://www.youtube.com/watch?v=98xMrvYp87s

- Guest speaker: peer support network

- Legal and ethical issues discussion about working with family and significant others (think/ pair/share concluding session on legal and ethical issues raised in the module's content)

Assignments:

- Assignment #7 Module 7 quiz. Note that this quiz will open at the end of Module 3 and be due before

Module 8   **Case Management Issues and Course Conclusions**

Week 14   *A significant role for social work in recovery support involves case management and addressing needs and barriers related to the individual as a whole person: housing and food security, health care, social, economic and employment, and other needs, including issues of involvement with legal and criminal justice systems. This module examines the case management process and issues, including the use of eco-maps in assessing needs and monitoring change over time. Additionally, this module serves the function of summarizing and integrating course content and considering next steps in ongoing education related to intervening around substance misuse/substance use disorders.*

Readings:

- Miller, Forcehimes, & Zweben (2019). Chapter 8: Case management (p. 139-152) [This chapter critically analyzes the case management process with individuals in treatment for substance use disorders, including assessing needs, facilitating the, referral process, motivational strategies for adherence, and interdisciplinary teams in case management.]

- Miller, Forcehimes, & Zweben (2019). Chapter 20: "Treating co-occurring conditions" (p. 311-330) [This chapter critically analyzes how co-occurring conditions influence interventions with individuals around substance misuse.]

- Miller, Forcehimes, & Zweben (2019). Chapter 21: "Facilitating maintenance" (pp. 331-341). [This chapter presents maintenance facilitation as an alternative conceptualization to relapse prevention; multiple strategies are presented.] Learning Activities:

- Scavenger hunt: Find information about addressing food and housing insecurity in this population.

- Work with a case example of community reentry after incarceration for substance-related offenses by using risk assessment, coordination of care, and eco maps.

- Possible guest speaker on case management with this population.

Assignments:

- Assignment #8 Case analysis report (solo, dyads, or triads).

Final Exam Period