Screening, Assessment, and Treatment Planning in Substance Misuse
SOCIAL WORK 5806

Prerequisite/Concurrent Course: Successful completion of Social Work 5805 (or 3805), Theories and Biological Basis of Substance Misuse.

Credits Hours: 3 credit hours

Course Description

The focus of this course is to introduce concepts and current issues related to screening, assessment, and treatment planning with individuals engaged in substance misuse and who may or may not experience a diagnosable substance use disorder. Emphasizing principles of engaging individuals in behavioral change and recovery, this course surveys a range of evidence-supported substance misuse screening tools, the screening, brief intervention, and referral to treatment (SBIRT) approach; and protocols for assessment and diagnosis of substance misuse and substance use disorders. This includes distinguishing symptoms of substance misuse from substance withdrawal and other physical or mental health condition symptoms, strategies for determining the nature and severity of problems associated with a person's substance misuse, evaluating an individual's readiness to change their substance use behavior. Focus shifts to treatment and intervention planning processes for addressing a person's substance misuse and engaging in harm reduction efforts targeting substance-related problems. Participants develop substance misuse screening, assessment, and treatment/intervention planning skills in this course, and are exposed to issues affecting populations diverse in age (adolescents, emerging adults, older adults), gender and gender identity, sexual orientation, and co-occurring physical, mental, or behavioral health conditions. Ethical issues that often arise during screening, assessment, and treatment planning also are explored.

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 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

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, mezzo, and macro levels;

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

- 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

- Use and translate research evidence to inform and improve practice, policy, 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; and

- 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 and constituencies;

- 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 and constituencies;

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

- 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 and constituencies;

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

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

Specific Course Objectives

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

1. Apply an evidence-informed understanding of the biopsychosocial nature of substance misuse and substance use disorders to screening, assessment, and treatment planning activities (Competencies 6 and 7);

2. Explain Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) substance disorder categories for the purpose of establishing a root diagnosis of substance use disorder or withdrawal syndrome, and distinguishing symptoms of substance misuse from withdrawal symptoms and other physical or mental conditions (Competencies 4 and 7);

3. Identify how physical and mental health conditions relate to engagement, screening, assessment, and treatment/intervention planning (Competencies 2, 4, 7, and 8);

4. Engage individuals of diverse characteristics in evidence-supported screening, assessment, and SBIRT by using Motivational Interviewing (MI) and stages of change principles (Competencies 1, 2, 4, 6, 7, and 8);

5. Demonstrate familiarity and entry-level competency in appropriate screening, assessment, and treatment planning when substance misuse or use disorders co-occur with physical or mental health concerns and with individuals of diverse characteristics (Competencies 1, 2, 4, 6, 7, and 8);

6. Use and interpret evidence-supported screening and assessment instruments/protocols and collateral data (professional and nonprofessional sources) for assessing a person's substance use, related problems, and recovery support assets (Competency 7);

7. Communicate with other professionals in documenting screening, assessment and diagnosis, and treatment plan (Competencies 1, 7 and 8);

8. Specify appropriate levels of care and modalities of treatment interventions for an individual (Competencies 7 and 8);

9. Apply models of treatment planning, including the adaptation of evidenced based treatment strategies to individual needs and diverse individual characteristics using specific, measurable, achievable, relevant and time-based (SMART) goals (Competencies 2, 4, and 8);

10. Understand how to include community resources to aid individuals during treatment planning (Competencies 2 and 8);

11. Address the ethical codes and laws associated with screening, assessment, treatment planning, and interprofessional practice in substance use or chemical dependency practice (Competency 1, 7 and 8).

Methods of Instruction

This is an asynchronous online course, meaning that all activities are accessed through the online Carmen course site and are self-paced each week (there are no scheduled "live" interactive sessions).

Learning activities involve self-directed study of content presented through assigned readings, recorded lectures and presentations, web-based learning resources (including videos and interactive activities), scheduled interactive discussion assignments, and completing multiple forms of learning evaluation for feedback. Course contents are released in Carmen on a scheduled basis—the weekly schedule of topics and learning activities is detailed in the Course Schedule Outline section below.

Expectations for Faculty and Student Interactions

We are on this learning journey together, as a team. Your instructor's role is to guide your learning process. Each of you is learning from the content, learning activities, and instructor feedback, but also from each other—and your instructor enjoys continuing to learn from you, as well. Here is what to expect of each other as "learning mates:"

From your instructor, expect:

- Timely feedback to learning activities and e-mail: E-mail will be responded to within 24-48 hours (72 hours on weekends) and all grading feedback will be completed within 1 week from the assignment due date

- Good faith assurance that course components are working properly

- A safe learning environment for exploring new ideas and taking learning risks

- A commitment to your learning

- Professionalism

- Willingness to look into and correct any errors I make.

From your classmates, expect:

- To be treated with courtesy, dignity, and respect

- A safe learning environment for exploring new ideas and taking learning risks.

From yourself as a learner, expect:

- To make mistakes—Taking risks sometimes leads to errors, but it is an important part of the learning process

- To treat your classmates and instructor with courtesy, respect, and dignity, including how you respond to each other's learning efforts and your regular engagement in the learning process

To invest an average of 6 hours per week in active coursework

- To complete all learning and discussion activities in an engaged, responsible*, constructive and timely manner

- To regularly and routinely check for announcements from the instructor about the course.

*Unless otherwise noted, all assignments are expected to be the solo work of the person turning in the assigned work. Working together on individual assignments is considered academic misconduct and will be treated as such. Work 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 and academic misconduct (including self-plagiarism) and will be treated as such.

[UNIVERSITY & PROGRAM SPECIFIC POLICIES & EXPECTATIONS]

Required Texts and Readings

There are no required textbooks associated with this course. A majority of readings are free downloads, many from the Substance Abuse and Mental Health Services Administration (SAMHSA). The course development team has identified additional reading materials provided with links in the Carmen course site.

Specific Course Requirements and Assignments

The following is a breakdown of the assignments and discussions that are required within the course. You can find a brief description, due date and grade for each assignment.

ASSIGNMENT TITLE	WEIGHT (%)
Class Discussions: Participation in 11 class discussions and practice skills postings (one lowest discussion grade dropped). Due dates are specified in weekly syllabus schedule. [Assesses all course objectives]	15%
Quizzes: Three quizzes (Quiz 1—Modules 1 and 2; Quiz 2—Module 3; Quiz 3— Modules 4 and 5). Due dates are specified in weekly syllabus schedule. [Assesses all course objectives]	15%
MI Practice Report: This assignment refers to screening and MI skills used in the SBIRT process, with critical self and peer performance analysis. Due dates specified in weekly syllabus schedule. Students work in assigned pairs or triads to provide and receive learning critique. Due dates are specified in weekly syllabus schedule. [Assesses course objectives 1, 4, 5, 6, 7, and 11]	20%
Assessment Practice Report: This assignment provides practice in conducting a biopsychosocial assessment related to an individual's substance misuse and diverse characteristics. Students work in assigned pairs or triads to provide and receive learning critique. Due dates specified in weekly syllabus schedule. [Assesses course objectives 1, 2, 3, 4, 5, 6, 7, and 11]	20%
Integrated Biopsychosocial Assessment and Treatment Planning Report: This course capstone assignment provides practice in building a treatment or intervention plan from an assessment by using SMART goals and addressing client preferences and diverse characteristics. Due dates are specified in weekly syllabus schedule. Students work independently. [Assesses all course objectives]	30%
TOTAL	**100%**

Course Outline

DATE	TOPICS AND ASSIGNMENTS

Module 1   **Applying Theories to Practice**

(Week 1)   **Learning Activities**

- Review the Carmen course site, syllabus, expectations, and assignments
- Introduce ourselves and begin developing our online learning community
- Complete assigned readings ("Introduction area" of Carmen course Module 1)
- Review material in "Introduction" and Coursework tabs of Module 1
- Participate in class discussion ("Discussion area" of Carmen course Module 1)

Assigned Reading

- Course syllabus and assignments files (in Carmen course site)
- Begun, A.L., & Murray, M.M. (2020). Introduction. In A.L. Begun & M.M. Murray, (Eds.), *The Routledge handbook of social work and addictive behaviors,* (pp. 1-16). Routledge. ***Note: Read pp. 8-16 only.
- MacKillop, J. (2020). Is addiction really a chronic relapsing disorder? *Alcoholism: Clinical & Experimental Research, 44*(1), 41-44.
- National Institute on Drug Abuse (NIDA). (2021). Words matter—Terms to use and avoid when talking about addiction. https://www.drugabuse.gov/nidamed-medical-health-professionals/health-professions-education/words-matter-terms-to-use-avoid-when-talking-about-addiction
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2019). *Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) Series no. 35.* SAMHSA publication no. PEP 19-02-01-003. SAMHSA. Author. https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-
- _02252020_0.pdf. ***Note: Read Chapter 1 page 9—"Expert comment: A brief history of confrontation in addiction treatment" **AND** pp. 10-12—"A new perspective."

Graded Assignments

- Participate in class discussion, due before 11:59 p.m. Saturday, end of Week 1.
- Note: Content from Module 1 appears in Quiz #1 completed at the end of Module 2.

Module 2   **Engagement, Screening Practices, and SBIRT**

(Weeks 2-5) **Learning Activities: Week 2**

- Review material in "Introduction" and "Coursework" tabs of Module 2, Week 2

- Complete assigned readings for Module 2, Week 2 ("Introduction area" of Carmen course Module 2)

- Create learning groups (pairs or triads) for Module 2 practice skills

- Practice skills for introducing screening, engaging person in screening process (pairs or triads)

- Practice skills for providing screening feedback

Assigned Readings: Week 2

- Campbell, C., Smith, D., Clary, K.L, & Egizio, L. (2020). Screening, brief intervention, and referral to treatment (SBIRT) in the substance use system of care. In A.L. Begun & M.M. Murray, (Eds.), *The Routledge handbook of social work and addictive behaviors,* (pp., 343-354). Routledge.

- Zweben, A., & West, B. (2020). Intervening around addictive behaviors. In A.L. Begun & M.M. Murray, (Eds.), *The Routledge handbook of social work and addictive behaviors,* (pp. 298-320). Routledge. ***Note: Read pp. 298-300—the rest of the chapter comes in later weeks.

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). Using motivational interviewing in substance use disorder treatment. SAMHSA Advisory. https://store.samhsa.gov/product/advisory-using-motivational-interviewing-substance-use-disorder-treatment/pep20-02-02-014?referer=from_search_result

- World Health Organization (WHO). (2001). Administration Guidelines, Scoring and Interpretation, and How to Help Patients. In AUDIT: The Alcohol Use Disorders Identification Test—Guidelines for use in primary care (2nd ed., pp. 14-23). Author. Geneva: World Health Organization. https://www.who.int/publications/i/item/audit-the-alcohol-use-disorders-identification-test-guidelines-for-use-in-primary-health-care

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2019). *Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) Series no. 35.* SAMHSA publication no. PEP 19-02-01-003. Author. https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf. ***Note: Read Appendix B: #2 DAST-10 (pp. 152-153).

- American Society of Addiction Medicine (ASAM). (n.d.) The CRAFFT screening interview. http://textbooks.whatcom.edu/cdp15asam/chapter/crafft/

- American Society of Addiction Medicine (ASAM). (n.d.). WHO-ASSIST. http://textbooks.whatcom.edu/cdp15asam/chapter/who-assist/

- American Society of Addiction Medicine (ASAM). (n.d.) CAGE. http://textbooks.whatcom.edu/cdp15asam/chapter/cage/

- Alcohol and Drug Education for Prevention and Treatment (ADEPT). (2017). Motivational interviewing tools and techniques. https://adept.missouri.edu/wp-content/uploads/2017/06/Module-Two-Motivational-Interviewing-Tools-and-Techniques.pdf

- National Institute on Drug Abuse (NIDA). (2018). Screening and assessment tools chart—Choose evidence-based screening tools and assessment resource materials. NIDAMED at https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools ***Note: Read screening tools section (assessment tools in Module 3).

- National Institute on Drug Abuse (NIDA). (2019). Brief screener for tobacco, alcohol, and other drugs. (Interactive, teens screening). https://www.drugabuse.gov/ast/bstad/#/

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). Screening and treatment of substance use disorders among adolescents. https://store.samhsa.gov/product/screening-treatment-substance-use-disorders-among-adolescents/pep20-06-04-008?referer=from_search_result ***Note: Read pp. 1-5

Learning Activities: Weeks 3-5

- Review material in "Introduction" and "Coursework" tabs of Module 2, Week 3, Week 4, and Week 5

- Complete assigned readings for Module 2, Weeks 3-5

- Practice MI skills in screening and feedback or brief intervention context (open ended questions, OARS, four processes of MI, FRAMES, active listening, exploring and resolving ambivalence)

- Practice brief intervention (feedback) skills

- Complete and self-grade Motivational Interviewing Knowledge Test, #14 in Appendix B (pp. 181-185) from Substance Abuse and Mental Health Services Administration (SAMHSA). (2019). Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) Series no. 35. SAMHSA publication no. PEP 19-02-01-003. https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf (at conclusion of Module 3).

Assigned Readings: Weeks 3-5

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2019). *Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) Series no. 35.* SAMHSA publication no. PEP 19-02-01-003. https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf. ***Note: Read Chapter 1 (pp. 13-16) **AND** Chapter 2 (pp. 17-34) **AND** Chapter 3 Motivational Interviewing as a Counseling Style (pp. 35-64).

- National Institute on Alcohol Abuse and Alcoholism (NIAAA). (2005). Helping patients who drink too much: A clinician's guide (updated). https://pubs.niaaa.nih.gov/publications/Practitioner/CliniciansGuide2005/guide.pdf

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2012). *Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) Series no. 34.* Author. https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952 ***Note: Read Chapter 1 "Introduction to brief interventions and therapies" (pp. 1-12), **AND** Chapter 2 "Brief interventions in substance abuse treatment" (pp. 13-36).

- Leeman, C.P., Cohen, M.A., & Parkas, V. (2001). Should a psychiatrist report a bus driver's alcohol and drug abuse? An ethical dilemma. *General Hospital Psychiatry, 23*, 333-336.

- Andrews, A.B., & Patterson, E.G. (1995). Searching for solutions to alcohol and other drug abuse during pregnancy: Ethics, values, and constitutional principles. *Social Work, 40*(1), 55-65.

Graded Assignments

- Participate in class discussion for Module 2 Week 2 due Saturday, end of Week 2

- Participate in class discussion for Module 2 Week 3 due Saturday, end of Week 3

- Participate in class discussion for Module 2 Week 4 due Saturday, end of Week 4

- Complete Quiz #1 covering Modules 1 and 2 due Saturday, end of Module 2, Week 5

- Complete MI Practice Report due Saturday, end of Module 2, Week 5

Module 3   **Assessment Practices**

(Weeks 6-10)   **Learning Activities**

- Review material in "Introduction" and "Coursework" tabs of Module 3, Weeks 6-10

- Complete assigned readings for Module 3

- Continue practicing MI skills in assessment and feedback process (open ended questions, OARS, four processes of MI, FRAMES, active listening, exploring and resolving ambivalence)

- Practice assessment skills

Assigned Reading

- Zweben, A., & West, B. (2020). Intervening around addictive behaviors. In A.L. Begun & M.M. Murray, (Eds.), *The Routledge handbook of social work and addictive behaviors,* (pp.298-320). Routledge. ***Note: Read from pp. 301 through "Computer-delivered brief intervention" on p. 302 **AND** from "Setting the stage for behavior change with motivational interviewing (MI)" on p. 305 through "Summarizing" on p. 306—the rest will come in later weeks.

- Miller, W.R., Forcehimes, A.A., & Zweben, A. (2019). Screening, evaluation, and diagnosis. In *Treating addiction: A guide for professionals, (2nd ed.*, pp. 71-91). Guilford. ***Note: Read p. 76 beginning with Biological Markers through pp. 91 end of chapter.

- NAADAC, The Association for Addiction Professionals. (2021). Code of ethics. Principle V: Assessment, evaluation, and interpretation (pp. 12-13). https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf

- National Institute on Drug Abuse (NIDA). (2018). Screening and assessment tools chart—Choose evidence-based screening tools and assessment resource materials. NIDAMED at https://www.drugabuse.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools ***Note: read assessment tools section remaining from Week 2.

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2019). *Enhancing motivation for change in substance use disorder treatment. Treatment Improvement Protocol (TIP) Series no. 35*. SAMHSA publication no. PEP 19-02-01-003. Author. https://store.samhsa.gov/sites/default/files/d7/priv/tip35_final_508_compliant_-_02252020_0.pdf.***Note: Read Appendix B: #3 DrInC (pp. 154-156), #5 Readiness to Change Questionnaire (pp. 160-161), #6 SOCRATES 8A-alcohol (pp. 162-163, and 167), #7 SOCRATES 8D-drugs (pp. 164-166), #8 URICA (pp. 168-170), #9 Alcohol & Drug Consequences (pp. 171-172), #10 Alcohol Decision Balance Scale (pp. 173-174), #11 Drug Use Decisional Balance Scale (pp. 175-176), #12 Brief Situational Confidence Questionnaire (pp. 177-178), and #13 Alcohol Abstinence Self-Efficacy Scale (pp. 179-180).

- Reedy, A.R. (2020). Understanding addictive behaviors and co-occurring disorders. In A.L. Begun & M.M. Murray, (Eds.), *The Routledge handbook of social work and addictive behaviors,* (pp. 528- 544). Routledge.

- Black, D.W., & Grant, J.E. (2014). Substance-related and addictive disorders. In *DSM-5 guidebook: The essential companion to the diagnostic and statistical manual of mental disorders,* (5th ed., pp. 311-358). American Psychiatric Association.

- American Society of Addiction Medicine (ASAM). DSM-5 11-Criteria Worksheet. http://textbooks.whatcom.edu/cdp15asam/chapter/dsm-5-criteria-worksheet/

- American Society of Addiction Medicine (ASAM). (2015). What are the ASAM Levels of Care? https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). *Advisory: Addressing suicidal thoughts and behaviors in substance use treatment. SAMHSA Advisory.* https://store.samhsa.gov/product/addressing-suicidal-thoughts-behaviors-substance-use-treatment/pep20-06-04-005?referer=from_search_result

Graded Assignments

- Participate in class discussion for Module 3, Week 6 due Saturday, end of Week 6

- Participate in class discussion for Module 3, Week 7 due Saturday, end of Week 7

- Participate in class discussion for Module 3, Week 8 due Saturday, end of Week 8

- Participate in class discussion for Module 3, Week 9 due Saturday, end of Week 9

- Complete Quiz #2 covering Module 3, due Saturday, end of Module 3, Week 10

- Complete Assessment Practice Report due Saturday, end of Module 2, Week 10

Module 4   **Treatment and Intervention Planning Practices**

(Weeks 11-13)   **Learning Activities**

- Review material in "Introduction" and "Coursework" tabs of Module 4, Weeks 11-13

- Complete assigned readings for Module 4

- Continue practicing MI skills (open-ended questions, OARS, four processes of MI, FRAMES, active listening, exploring and resolving ambivalence)

- Practice treatment and intervention planning skills and continue practicing referral to treatment skills

Assigned Reading

- Connors, G.J., DiClemente, C.C., Velasquez, M.M., & Donovan, D.M. (2013). Treatment planning. In *Substance abuse treatment and the stages of change: Selecting and planning interventions, 2nd edition*, (2nd ed., pp. 96-111). Guilford.

- Zweben, A., & West, B. (2020). Intervening around addictive behaviors. In A.L. Begun & M.M. Murray, (Eds.), *The Routledge handbook of social work and addictive behaviors,* (pp.298-320). Routledge. ***Note: Read p. 302 "Sustaining the benefits of behavioral treatment with case management" through "Who benefits from CBCST?" on p. 305 AND from "Working with significant others (SOs) as active ingredients in behavioral change" on p. 307 through "Conclusions" on p. 313—this completes the whole chapter across several weeks.

- 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.

- Lee, H.S. (2015). The ethical dilemma of abstinence-only service delivery in the United States. Journal of Social Work Values and Ethics, 12(1). https://jswve.org/download/2015-1/articles/61-JSWVE-12-1-Ethical%20Dilemma%20of%20Abstinence-Only%20Service%20Delivery%20in%20US.pdf

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). *Advisory: Comprehensive case management for substance use disorder treatment. SAMHSA Advisory.* https://store.samhsa.gov/product/advisory-comprehensive-case-management-substance-use-disorder-treatment/pep20-02-02-013?referer=from_search_result

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). *Group therapy in substance use treatment. SAMHSA Advisory.* https://store.samhsa.gov/product/group-therapy-substance-use-treatment/pep20-02-01-020?referer=from_search_result

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). T*he importance of family therapy in substance use disorder treatment. SAMHSA Advisory.* https://store.samhsa.gov/product/importance-family-therapy-substance-use-disorder-treatment/pep20-02-02-016?referer=from_search_result

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). *Advisory: Prescribing pharmacotherapies for patients with alcohol use disorder. SAMHSA Advisory.* https://store.samhsa.gov/product/prescribing-pharmacotherapies-patients-with-alcohol-use-disorder/pep20-02-02-015?referer=from_search_result

- 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.

- Hester, R.K., & Miller, J.H. (n.d.) Computer-based tools for diagnosis and treatment of alcohol problems. https://pubs.niaaa.nih.gov/publications/arh291/36-40.htm

- Miller, W.R., Forcehimes, A.A., & Zweben, A. (2019). Individualizing treatment. In *Treating addiction: A guide for professionals, 2nd edition*, (pp. 116-138). Guilford.

- American Society of Addiction Medicine (ASAM). (2015). What are the ASAM Levels of Care? https://www.asamcontinuum.org/knowledgebase/what-are-the-asam-levels-of-care/

- NIDA. (n.d.). Commonly abused drugs (and principles of effective treatment matrix). https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyuseddrugs_final_printready. pdf

- NIDA. (n.d.). Commonly abuse drugs: Prescriptions and OTCs (and principles of effective treatment matrix). https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/nida_commonlyabuseddrugs_rx_final_printready.pdf

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2012). *Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) Series no. 34.* Author. https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952 ***Note: Read Chapter 3 Brief therapy in substance abuse treatment (pp. 37-50).

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2006). *Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) Series no. 34*. Author. https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952 ***Note: Read Chapter 1 "Overview, essential concepts, and definitions in detoxification" (pp. 1-10), **AND** Chapter 2 "Settings. levels of care, and patient placement" (pp. 11-22), **AND** Chapter 3 "An overview of psychosocial and biomedical issues during detoxification" (pp. 23-45).

- Fiscella, K., Pless, N., Meldrum, S., & Fiscella, P. (2004). Benign neglect or neglected abuse: Drug and alcohol withdrawal in U.S. jails. Journal of Law, Medicine & Ethics, 129-136.

- Substance Abuse and Mental Health Services Administration (SAMHSA). (2021). Screening and treatment of substance use disorders among adolescents. https://store.samhsa.gov/product/screening-treatment-substance-use-disorders-among-adolescents/pep20-06-04-008?referer=from_search_result ***Note: Read pp. 6-8

- National Institute on Alcohol Abuse and Alcoholism (NIAAA). (2014. Treatment for alcohol problems: Finding and getting help. https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/treatment-alcohol-problems-finding-and-getting-help

- NIAAA. (interactive website, n.d.). NIAAA Alcohol Treatment Navigator: Pointing the Way to Evidence-Based Care. https://alcoholtreatment.niaaa.nih.gov/

Graded Assignments

- Participate in class discussion for Module 4, Week 11 due Saturday, end of Week 11

- Participate in class discussion for Module 4 Week 12 due Saturday, end of Week 12

- Note: Integrated Biopsychosocial Assessment and Treatment Planning Report is coming due soon.

Module 5   **Course Conclusions**

(Week 14)   **Learning Activities**

- Review material in "Introduction" and "Coursework" tabs of Module 2, Week 2

- Complete assigned readings for Module 2, Week 2 ("Introduction area" of Carmen course, Module 2.)

Assigned Reading

- NAADAC, The Association for Addiction Professionals. (2021). Code of ethics. Principle IV: Working in a culturally diverse world, p. 12. https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf

- Amri, S & Bemak, F. (2013). Mental health help-seeking behaviors of immigrants in the United States: Overcoming social stigma and cultural mistrust, *Journal of Muslim Mental Health*, 7(*1*), 43- 63.

- Burlew, A.K., Copeland, V.C., Ahuama-Jonas, C. & Calsyn, D.A. (2013). Does cultural adaptation have a role in substance abuse treatment? *Social Work Public Health, 28(1), 440-460.*

- Whitley, R. & Jarvis, G.E. (2015). Religious understanding as cultural competence: Issues for clinicians. Psychiatric Times, 32. (6). https://www.psychiatrictimes.com/special-reports/religious-understanding-cultural-competence-issues-clinicians

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Graded Assignments

- Participate in final class discussion, due before 11:59 p.m. Saturday, end of Week 14.

- Complete Quiz #3 covering Module 4 and Module 5 due Saturday, end of Module 5, Week 14.

Final Exam Period: Submit your capstone final assignment, Integrated Biopsychosocial Assessment and Treatment Planning Report due.

2/9/2021 version