



APPLIED ARTS DIVISION  
SW 417  
Credit Course  
Winter 2019



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APPLIED ARTS DIVISION  
SW 417  
Credit Course  
Winter 2019

**SUBSTANCE USE: IMPACTS AND INTERVENTIONS**

**INSTRUCTOR:** Dana Jennejohn, MSW, RSW      **OFFICE HOURS:** By appointment  
Mon-Fri 9-5

**OFFICE LOCATION:** A2011      **CLASSROOM:** A2605

**E-MAIL:** [djennejohn@yukoncollege.yk.ca](mailto:djennejohn@yukoncollege.yk.ca)      **TIME:** Tuesday 1pm - 4pm

**TELEPHONE:** (867) 668-8746      **DATES:** January 9<sup>th</sup> - April 17<sup>th</sup>, 2018

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**UNIVERSITY OF REGINA COURSE DESCRIPTION**

This course will explore the impact of alcohol, drugs, and behavioral addictions on individuals, families, and society. Using a bio-psycho-social perspective, students will critically examine a range of models of assessment, harm reduction, treatment, and recovery used to address the addictions related issues in diverse populations.

**YUKON COLLEGE ADDITIONAL COURSE DESCRIPTION**

This course provides knowledge and skills for practice in the area of drug and alcohol use/overuse/dependency. It examines the extent and nature of alcohol and other drug use, theoretical explanations of drug dependence, history of drug policy development and attitudes toward different drug users. The emphasis will be on social work practice in regards to this topic.

**PREREQUISITES**

Admission to the BSW Program. Completion of 30 Credit hours.

**EQUIVALENCY OR TRANSFERABILITY**

For information about the transferability of this course, please contact University of Regina Bachelor of Social Work Office.

## **LEARNING OUTCOMES - UNIVERSITY OF REGINA**

The student will be able to:

1. Examine the history and current context and discourse of substance use and addiction in our society.
2. Explore the bio-psycho-social aspects of substance use and addiction.
3. Examine issues surrounding substance use and addiction from the micro, mezzo, and macro perspectives.
4. Compare, contrast and critically analyze a variety of perspectives and models of substance use and addiction.
5. Consider the interplay of marginalization, social inclusion, stigma, and discrimination as they relate to substance use and addiction issues.
6. Examine the role of social worker and social work perspectives in the areas of substance use and addiction.
7. Identify and critically analyze local community resources and supports in the areas of substance use and addiction.

## **ADDITIONAL LEARNING OUTCOMES - YUKON COLLEGE**

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

1. Recognize personal values and perceptions of drug use and abuse and describe how this may impact their social work practice.
2. Classify and describe psychoactive substances.
3. Define components of neurophysiology, pharmacodynamics and pharmacokinetics as these concepts relate to the addictive process.
4. Explain strategies for prevention and intervention of addictions including local initiatives and specific practice approaches.
5. Identify the unique strengths and challenges with respect to addictions and addictions practice in the Canadian North.

## **COURSE FORMAT**

This course will be a combination of lecture, video, small and large group discussion, guest speakers and other experiential learning activities.

## ASSESSMENTS

### Attendance & Participation

Regular and punctual attendance is expected. Students confirm their attendance at each class by signing an attendance sheet. If a part of the class is missed, it will be noted. Attendance and participation is an expectation for all students preparing themselves for the responsibilities of professional social work practice. Students missing more than two classes will lose 5% from their total mark for each additional class missed or portion thereof. If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in their term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception this additional assignment must be completed satisfactorily prior to the end of term.

A portion of each class will be devoted to group participation and discussion. Students are expected to be actively involved in the class by raising questions and joining in the discussion. Students will be assessed on their comprehension of the material demonstrated by completed assignments.

### Readings

Students are expected to attend classes prepared to discuss assigned readings. Supplementary reading is also suggested.

### Assignments

Please refer to the Assignment Description sheet for more details on the assignments.

a) Bias and Judgment Self Reflection Paper	<b>Due Feb 6th</b>	25%
b) Giving "It" Up: Experience, Journal and Analysis	<b>Due March 3<sup>rd</sup></b>	25 %
c) Term Paper	<b>Due April 7<sup>th</sup></b>	30 %
d) Final Exam	<b>Final Exam Period</b>	20 %

### Writing Expectations, Due Dates and Penalties

- Competence in writing is expected in courses. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (U. Regina Calendar)
- Write assignments using appropriate language. Check grammar and spelling.
- References from professional journals and books are required for all assignments.
- APA format is to be used for all assignments.
- Assignments are due *in class* on the date assigned. Assignments handed in after this time must have the date/time of submission noted by an Applied Arts administration assistant, or assignments must be handed *directly* to the instructor.
- An assignment handed in after 4:00P.M. of the due date is "late" and penalties will apply.
- 5% will be deducted for every day late up to a maximum of 5 late days, after which time the assignment will not be accepted.

- The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. Rewriting provides an extra burden of work for the instructor and an uneven and potentially unfair evaluation process. If the instructor permits a rewrite, be advised that the maximum mark that can be achieved will be 70% for the assignment.

## EVALUATION

Assignments	80%
Midterm Exam	N/A
Participation and Attendance	As stated
Final Exam	20%
Total	100%

## REQUIRED TEXTBOOKS/MATERIAL:

Csiernik, R. (2016). *Substance Use and Abuse: Everything Matters* (2<sup>nd</sup> ed.). Toronto: Canadian Scholars Press Inc.

Csiernik, R., & Rowe, W. (Eds.), (2017). *Responding to the Oppression of Addiction* (3<sup>rd</sup> ed.). Toronto: Canadian Scholars Press Inc.

Additional required readings will be available on the Moodle site or placed on reserve in the Yukon College Library.

## ACADEMIC AND STUDENT CONDUCT (YUKON COLLEGE)

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## ACADEMIC AND STUDENT CONDUCT (UNIVERSITY OF REGINA CALENDAR)

### 5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

#### 5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

#### 5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize":

[www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html).

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

#### 5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so.
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

Yukon College

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

### **SOCIAL WORK STUDENT CONDUCT**

As future social workers, students must subscribe to a set of social work values and ethics, which include equality, justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

More information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact **the Learning Assistance Centre (LAC): [lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca)**.

## GRADING DESCRIPTIONS (University of Regina Calendar)

### 90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### 80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### 70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

### 60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

### 50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

### 0-49 An unacceptable performance.

## COURSE SCHEDULE

### Week 1, January 7<sup>th</sup>

#### Introduction to the course.

- Overview of course.
- Course syllabus and assignment discussion.
- Potential personal impacts of the course.
- Boundaries, confidentiality, classroom safety and respect.
- Creating a holistic understanding of addiction.
- The role of social workers in working with substance abuse.

#### Required Reading for Week 1:

##### *Responding to the Oppression of Addiction*

Chapter 1: Creating a Holistic Understanding of Addiction

Turner, Geoff, Producer. "Fun on Drugs." *On Drugs*, CBC. Retrieved from [http://20253.mc.tritondigital.com/CBC\\_ON\\_DRUGS\\_P/media-session/f03030fe-e4e8-44d1-aed1-0b86558103fe/ondrugs\\_20170814\\_61124.mp3](http://20253.mc.tritondigital.com/CBC_ON_DRUGS_P/media-session/f03030fe-e4e8-44d1-aed1-0b86558103fe/ondrugs_20170814_61124.mp3)

Lane, P. (2001). Counting the Bones. In L. Crozier & P. Lane (Ed.), *Addicted: Notes from the belly of the beast*. Greystone Books: Toronto. (Moodle)

### Week 2, January 14<sup>th</sup>

#### Looking inward, historical perspectives of alcohol and drug use, Yukon and Canadian context and role of social workers.

- Bias, assumptions, and judgements.
- Historical context of and cultural perspectives on substance use.
- Conceptualizing addictions
- Scope of addictions and drugs of choice in the Yukon and Canada.

#### Required Reading for Week 2:

##### *Substance Use and Abuse: Everything Matters*

Appendix A and Appendix B - skim these

Chapter 1: Fundamental Concepts - pages 13-24 and 36-50

Reid, S. (2001). Junkie. In L. Crozier & P. Lane (Ed.), *Addicted: Notes from the belly of the beast*. Greystone Books: Toronto. (Moodle)

Van Womer, K. & Davis, D.R. (2013). Chapter 2 in *Addiction treatment: A strengths perspective* (2<sup>nd</sup> ed). Thomposon/Brooks-Cole: United States of America. (Moodle)

### Recommended Reading for Week 2:

Turner, Geoff, Producer. "Psychedelics and Spirituality." *On Drugs*, CBC. Retrieved from [http://20253.mc.tritondigital.com/CBC\\_ON\\_DRUGS\\_P/media-session/ad87ab17-c8af-4912-a6d5-d0fa5acb6c33/ondrugs-8fa8PT46-20180213.mp3](http://20253.mc.tritondigital.com/CBC_ON_DRUGS_P/media-session/ad87ab17-c8af-4912-a6d5-d0fa5acb6c33/ondrugs-8fa8PT46-20180213.mp3)

Cross, Chad & Ashley, Larry. (2007). Trauma and addiction: Implications for helping professionals. *Journal of psychosocial nursing and mental health services*. 45. 24-31.

### **Week 3, January 21st**

#### **Theories of addiction.**

- Consideration of the moral model, biological, psychological and sociological theories of addiction
- Consideration of the biopsychosocial model of addiction.
- Consideration of how these theories fit within social work practice and philosophy.

### Required Reading for Week 3:

*Substance Use and Abuse: Everything Matters*  
Chapter 2: Theories on Addiction

#### *Responding to the Oppression of Addiction*

Chapter 20: Understanding the Ultimate Oppression: Alcohol and Drug Addiction in Native Land.

Durand, Eduardo. (2016). The Spirit of Alcohol and Addiction. Retrieved from: <http://soulhealing16.com/wp-content/uploads/2016/12/The-Spirit-of-Alcohol-and-Addiction-Eduardo-Duran.pdf>

### **Week 4, January 28<sup>th</sup>**

#### **Fundamental concepts of substance use and addiction.**

- Pharmacological foundations and drug classification
- Psychoactive substances of use and abuse.
- Pharmacokinetics: biological and psychological effects of drug use.
- Trauma and addiction

### Required Reading for Week 4:

*Substance Use and Abuse: Everything Matters*  
Chapter 1: Fundamental Concepts - pages 25 - 36  
Chapter 3: Psychoactive Substances of Use and Abuse

Canadian Centre for Substance Abuse. (2014). Pages 12 to 24 in *Child and Adolescent Pathways to Substance Abuse Disorders*. Retrieved from:  
<https://www.ccsa.ca/sites/default/files/2019-04/CCSA-Child-Adolescent-Substance-Use-Disorders-Report-2014-en.pdf>

Van Womer, K. & Davis, D.R. (2013). Pages 150 to 158 in *Addiction treatment: A strengths perspective* (2<sup>nd</sup> ed). Thomposon/Brooks-Cole: United States of America. (Moodle - Shows as The Brain and Addiction)

### Week 5, February 4<sup>th</sup>

#### Prevention and education.

- Role of prevention and education in community well-being.
- Role of social work in prevention and education strategies.
- Types and scope of prevention initiatives.
- Specific Yukon initiatives.
- *Assignment #1 Due*

#### Required Reading for Week 5:

*Responding to the Oppression of Addiction*

Chapter 4: The Role of Culture in Prevention

*Substance Use and Abuse: Everything Matters.*

Chapter 6: Prevention

Health Canada. (2011). *Honouring our strengths - A renewed framework to address substance use issues among First Nations people in Canada summary report*. Ottawa, ON: Health Canada. Pages 15-41 (Moodle)

Canadian Centre for Substance Abuse. *The Evidence: Episode Five The Brain Story*. Retrieved from <https://www.ccsa.ca/episode-5-brain-story>

### Week 6, February 11<sup>th</sup>

#### Harm reduction.

- Harm reduction principles and philosophy.
- Examples of harm reduction programs.
- Local harm reduction programs.
- Harm reduction and social work practice.

#### Required Reading for Week 6:

*Responding to the Oppression of Addiction*

Chapter 2: Prevention as Controversy: Harm Reduction

*Substance use and abuse: Everything matters.*

Pages 239-247 in Chapter 4: Treatment Options

Canadian Centre for Substance Abuse. *The Evidence: Episode Two Low Risk Drinking Guidelines*. Retrieved from <https://soundcloud.com/the-evidence-les-donnees/the-evidence-episode-02-low-risk-drinking-guidelines>

### Week 7, February 18<sup>th</sup>

#### Assessment and case management with substance use.

- Role of social workers in intervention and treatment
- Screening, assessment and referral
- Withdraw management
- Case management
- Ethical, legal and practice Issues

#### Required Reading for Week 7:

*Substance use and abuse: Everything matters.*

Chapter 5: Treatment Resources pages 281-286

Chapter 7: Becoming a Competent Addictions Counsellor: Legal, Ethical, and Practice Considerations

Health Canada. (2011). *Honouring our strengths - A renewed framework to address substance use issues among First Nations people in Canada summary report*. Ottawa, ON: Health Canada. (Pages 42 - 63 Moodle)

Lungren, L. & Krull, I. (2018). *Screening, Assessment and Treatment of Substance Use Disorders* (pp. 33-55). United States of America: Oxford University Press. (Pages 33-55 Moodle)

### Week 8, Feb 25<sup>th</sup>

#### Treatment Process and Options

- Promoting treatment use through treatment theories: Stages of Change and Motivational Interviewing.
- Pharmacological therapies.
- Counselling theories and options.

#### Required Reading for Week 8:

*Substance use and abuse: Everything matters.*

Chapter 4: Treatment Options pages 201 - 258

Prochaska, J., DiClemente, C. & Norcross, J. (1992). In search of how people change: Applications to addictive behaviours. *American Psychologist*, 47, 1102-1114. (Moodle)

Menzies, P. & Lavallee, L. F. (Eds.). (2014). *Journey to Healing Aboriginal People with Addiction and Mental Health Issues. What health, social service and justice workers need to know*. Chapter 15: Using Story Telling in Alcohol Intervention. Toronto: CAMH Publications. (Moodle)

Recommended Reading for Week 8:

Singer, J. B. (Producer). (2013, September 11). #84 - Motivational Interviewing, 3rd Edition: Interview with Mary Velasquez, Ph.D. [Audio Podcast]. *Social Work Podcast*. Retrieved from  
<http://www.socialworkpodcast.com/2013/09/MI3.html>

Singer, J. B. (Producer). (2009, October 10). Prochaska and DiClemente's Stages of Change Model for Social Workers [Episode 53]. *Social Work Podcast* [Audio podcast]. Retrieved from  
<http://www.socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html>

**Week 9, March 3<sup>rd</sup>**

**Treatment Options and Resources**

- Mutual aid and self-help.
- Addiction specific resources - MAP, ASH
- In-patient care.
- Outpatient care.
- *Assignment #2 DUE*

Required Reading for Week 9:

*Substance use and abuse: Everything matters*  
 Chapter 4: Treatment Options pages 259-275  
 Chapter 5: Treatment Resources

*Responding to the Oppression of Addiction*

Chapter 11: Is Alcoholics Anonymous of Value for Social Work Practitioners?  
 Chapter 13: Maintaining the Continuum of Care: Arguing for Community Based Residential Addiction Treatment Programs

Recommended Reading for Week 9:

CBC Documentary: Nature of Things: Wasted  
<https://gem.cbc.ca/media/the-nature-of-things/season-55/episode-10/38e815a-00958f704e9>

## Week 10, March 10<sup>th</sup>

### Intersectionality Issues in Substance Use and Interventions

- Consideration of specific populations and substance abuse including youth, women and individuals with FASD.

#### Required Reading for Week 10:

##### *Responding to the Oppression of Addiction:*

Chapter 6: Perinatal Drug Dependency Disorders

Chapter 7: The Treatment of Adolescent Substance Abuse

Chapter 17: Multiple Barriers: The Intersection of Substance Abuse in the Lives of Women Disclosing and Seeking Help for Intimate Partner Violence.

Poole, N., Chansonneuve, D. & Hache, A. (2013). Improving Substance Use Treatment for First Nations, Metis and Inuit Women: Recommendations Arising from a Virtual Inquiry Project. *First Nations Child and Family Caring Review*, 8(2): 7-22. (Moodle)

#### Recommended Reading for Week 10:

Turner, Geoff, Producer. "Gender on Drugs." *On Drugs*, CBC. Retrieved from [http://16573.mc.tritondigital.com/CBC\\_ON\\_DRUGS\\_P/media-session/6fa6e5af-eeed-4a6f-87de-475ce25fb6c3/ondrugs\\_20170828\\_28342.mp3](http://16573.mc.tritondigital.com/CBC_ON_DRUGS_P/media-session/6fa6e5af-eeed-4a6f-87de-475ce25fb6c3/ondrugs_20170828_28342.mp3)

## READING WEEK - NO CLASS MARCH 17<sup>th</sup>

## Week 11, March 24<sup>th</sup>

### Cultural Approaches to Treatment, Alternative Therapies and Aftercare and Relapse Prevention

- Cultural approaches to treatment
- Alternative interventions:
  - Meditation and yoga.
  - Expressive therapies.
  - Wilderness healing based programs.
  - Outreach
- Relapse prevention techniques, strategies and support systems for individuals.
- Role of social workers in relapse prevention and aftercare.

#### Required Readings for Week 11:

*Substance use and abuse: Everything matters.*

Section 5.5 pages 305-306

##### *Responding to the Oppression of Addiction:*

Chapter 5: Coming Home: Rediscovering the Family in Addiction Treatment in Canada

Dell, C. A., Seguin, M., Hopkins, C., Tempier, R., Mehl-Madrona, L., Dell, D., Mosier, K. (2011). From Benzos to Berries: Treatment Offered at an Aboriginal Youth Solvent Abuse Treatment Centre Relays the Importance of Culture. *The Canadian Journal of Psychiatry*, 56(2), 75-83. (Moodle)

McCormick, R. (2000). Aboriginal Traditions in the Treatment of Substance Abuse. *Canadian Journal of Counselling*, 34(1), p. 25-32. (Moodle)

### Week 12, March 31<sup>st</sup>

#### Enforcement and the Justice System

- Topics will include drug treatment/wellness courts and the role of enforcement.
- Role of social workers

#### Required Readings for Week 12:

*Substance use and abuse: Everything matters.*  
Section 7.1

#### *Responding to the Oppression of Addiction:*

Chapter 18: Drug Use, Addiction and the Criminal Justice System

Tyuse, S.W. & Linhorst, D.M. (2005). Drug courts and mental health courts: Implications for social work practice. *Health and Social Work*, 30(3), p. 233-240. (Moodle)

#### Recommended Reading for Week 12:

Turner, Geoff, Producer. "Prison on Drugs." *On Drugs*, CBC. Retrieved from [http://16573.mc.tritondigital.com/CBC\\_ON\\_DRUGS\\_P/media-session/e9d05620-8f1d-44fb-9efa-096357f75a73/ondrugs-U4KOsoCW-20180424.mp3](http://16573.mc.tritondigital.com/CBC_ON_DRUGS_P/media-session/e9d05620-8f1d-44fb-9efa-096357f75a73/ondrugs-U4KOsoCW-20180424.mp3)

### Week 13, April 17<sup>th</sup>

#### Issues of social policy and exam review.

- Topics will include legalization, the "war on drugs", prohibition and dry communities.
- Role of social work with social policy
- Assignment #3 Due

#### Required Reading for Week 13:

#### *Responding to the Oppression of Addiction:*

Chapter 25: Many Paths to Prohibition: Drug Policy in Canada

Chapter 26: Addiction Intervention, Employability and Welfare

## BIBLIOGRAPHY

- Baer, J.S., Peterson, P.L. & Wells, E.A. (2004). Rationale and design of a brief substance use intervention for homeless adolescents. *Addiction Research and Theory*, 12(4), 317-334.
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