
Course Outline

INSTRUCTOR: Jordan Aslett

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OFFICE HOURS: By Appointment – Sign up on Moodle

CLASSROOM: A2101

TIME: Tuesday 1:00 pm-4:00 pm

DATES: January 9th – April 9th

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.

COURSE REQUIREMENTS

Prerequisite(s): Admission to the BSW Program.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Contact University of Regina Bachelor of Social Work office or find further information at

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES (University of Regina)

Upon successful completion of the course, students 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 University)

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. Explain strategies for prevention and intervention of addictions including local initiatives and specific practice approaches.
4. Identify the unique strengths and challenges with respect to addictions and addictions practice in the Canadian North.

COURSE FORMAT

Weekly Breakdown of Instructional Hours

Approximately 3 hours in class instructional time per week. Some weeks may include a ½ hour of online activity. It is expected that this course will require approximately 9 hours per week (on average) to complete assigned readings and assignments. It is important to note that the time will vary by individual and depending on the week's assigned readings and when assignments are due.

Delivery format

This course will consist of both face-to-face instruction and synchronous Zoom classes. This course will be conducted through lectures, group discussions/activities, student presentations, guest lecturers, and audio-visual displays both in-person and through on-line platforms along with some online discussion. Students are expected take an active role in class by completing readings, participating in discussions and preparing material to share each class.

EVALUATION

Assignments	75%
Midterm Exam	N/A
Participation and Attendance	As Stated
Final Exam	25%
Total	100%

Attendance & Participation

Attendance and participation are expectations of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, punctuality for class is required, and full engagement in experiential learning within class time is mandatory.

“Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination” (University of Regina, 1996-97, p. 19).

Students who miss more than 2 classes will have 5% of their final grade deducted 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.

Readings

Students are expected to attend classes prepared to discuss assigned readings. Most class sessions involve assigned readings from the textbooks and/or handouts. Additional material may also be assigned.

Assignments

PLEASE NOTE:

All assignments fall on a Sunday at 11:59pm and are to be submitted through Moodle. Assignments must be submitted in .docx format (not .pdf or .pages). Please ensure you submit the ‘final’ draft of your assignment as no resubmissions will be accepted.

Refer to the **Assignment Description** document for the details on and due dates for these assignments.

Bias and Judgment Self Reflection Paper	February 11 th at 11:59pm (Moodle)	20%
Giving “It” Up: Experience, Journal and Analysis	March 10 th at 11:59pm (Moodle)	25%
Term Paper	April 9 th at 11:59pm (Moodle)	30%
Final Exam	April 15 th at 1pm in A2202	25%

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.
- Academic references from professional journals, books, etc. are required for all assignments.
- APA format is to be used for all assignments.

- 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, the maximum mark that can be achieved will be 70% for the assignment.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and University of Regina website for important dates. Please note that the dates for withdrawal are different between the two institutions.

TEXTBOOKS & LEARNING MATERIALS

Csiernik, R. (2021). *Substance Use and Abuse: Everything Matters* (3rd ed.). Toronto: Canadian Scholars Press Inc.

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

Additional required readings will be available on the Moodle site.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

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.

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.

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).

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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.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.

PLEASE NOTE THE FOLLOWING:

- 1. February 19th is Reading Week. There are NO CLASSES**
- 2. April 1st is Easter Monday. There are NO CLASSES**
- 3. April 10th (Wednesday) is a make-up day RUNNING MONDAY CLASSES. There is class that day.**

TOPIC OUTLINE

**Week 1, January 8th
Introduction to the Course**

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

Learning Objectives

- Conceptualize and create a holistic understanding of addiction considering the medical, DSM-V and social work definitions of addiction.
- Understand the strengths and limitations of each definition of addiction and explain why defining addiction is important.
- Define 'psychoactive drug'.
- Describe physical and psychological dependency.
- Differentiate between what an addiction is, and what it is not.

**Week 2, January 15th
Fundamental Concepts on Substances and their Use**

- 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.
- Role of social workers in responding to addictions

Learning Objectives

- Understand our own and other values, biases and judgments about substance use and where these come from.
- Identify the elements and impacts of substance abuse related stigma.

- Describe the history and historical perspectives of alcohol and drug use.
- Understand the scope of addictions within the Yukon.
- Describe the role of social workers in working with substance abuse.

Week 3, January 22nd

Theories on 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.

Learning Objectives

- Describe the moral model, biological, psychological and sociological theories of addiction.
- Define the biopsychosocial model of addiction.
- Explain how these theories fit within social work practice and philosophy.
- Apply theories from each group to a case study.

Week 4 and Week 5, January 29th and February 5th **Pharmacological Foundations and Psychoactive Drugs** *ASSIGNMENT #1 DUE FEBRUARY 11th*

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

Learning Objectives

- Pharmacological foundations and drug classification
 - Describe the five different drug groups.
 - Identify and describe key properties for one drug associated with the drug groups that can be found in the Yukon context.
 - Describe the pleasure principle as it relates to neurophysiology and addiction.
 - Define the concept of neurological dependency/neuro-adaptation.
 - Identify some of the key neurotransmitters and their role in addiction.
- Pharmacokinetics: biological and psychological effects of drug use.
 - Explain why certain substances are more addictive than others and why.
 - Explain why certain substances are more difficult to withdrawal from and why.
 - Describe the concepts of tolerance and withdrawal.
 - Explain factors that can contribute to how someone experiences a drug and how easily someone becomes addicted to a drug.

Week 6, February 12th
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.

Learning Objectives Week 6:

- Identify principles of prevention and education in substance use and abuse.
- Describe the role of prevention and education in community well-being.
- Identify levels of prevention and areas of focus in prevention.
- Describe the role of social work in prevention and education strategies.
- Explain the role of culture in prevention of substance use.
- Define specific types of prevention strategies and identify which ones to apply to a case study.
- Identify components of effective prevention and education programming.

Week 7, February 26th
Harm Reduction and Trauma Informed Practice in Responding to Addictions

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

Learning Objectives Week 7:

- Describe harm reduction principles and philosophy.
- Explain how principles of harm reduction and values/ethics of social work practice align.
- Describe harm reduction strategies and programs for different psychoactive substances, for whom they are appropriate and any critical issues associated with the strategies and programs.
- Identify examples of local harm reduction programs.
- Apply harm reduction principles to case studies.

Week 8, March 4th
The Continuum of Care, Assessment, Case management and Treatment Options
ASSIGNMENT #2 DUE MARCH 10th

- Entering the Continuum of Care:
 - Screening, assessment and referral
 - Case management
 - Withdraw Management
- Treatment Options
 - Counselling: Transtheoretical Model of Change and Motivational Interviewing.
 - Pharmacological therapies
 - Behavioural Approaches

Week 9, March 11th
Treatment Options and Resources

- Mutual aid and self-help
- Addiction specific resources – MAP, ASH
- In-patient care
- Outpatient care

Week 10, March 18th
Intersectionality Issues in Substance Use and Interventions

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

Week 11, March 25th
Enforcement and the Justice System

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

Week 12, April 8th
Cultural Approaches to Treatment, Alternative Therapies and Aftercare and Relapse Prevention
ASSIGNMENT #3 DUE APRIL 14th

- 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.

Week 13, April 10th
Drug Policy and Exam Review.

- Topics will include legalization, the “war on drugs”, prohibition and dry communities.
- Role of social work with social policy

April 15th
Final Exam
1:00pm – 4:00pm
Room A2202