



Spring 2023

Course & Session Number	SOWK IPHE 503 L01	Classroom	Online
Course Name	Interprofessional Practice in Addictions		
Dates and Time	Start of Classes: May 3, 2023 End of Classes: June 14, 2023 Dates and Time: Zoom Sessions: (Wednesday's) May 3, 10, 17, 24, 31, June 7, 14, from 5:00 p.m. to 8:00 p.m. MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jason Stein MSW RSW	Office Hours	As Requested, please contact via email
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Students from different helping professions come together to examine aspects of addictions assessment, treatment and recovery and issues of co-occurring mental health disorders in an interprofessional context. Studies include the complex array of treatments, programs and supports available in a Canadian context, and critical examination of the ancillary issues of community care, and other support services that are required for successful recovery and relapse prevention for those with addictive disorders and co-occurring mental health issues.

COURSE DESCRIPTION

This course will take place online via Desire2Learn (D2L) and Zoom. There will be (7) Zoom sessions throughout the term (Synchronous Zoom sessions: (Wednesday's) May 3, 10, 17, 24, 31, June 7, 14, from 5:00 p.m. to 8:00 p.m. MST. Asynchronous learning will occur through a combination of video review, literature research/readings, case studies and content covered in Zoom sessions. Students will be engaged in ongoing dialogue via discussion boards as set up and posted by the instructor. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

The course provides a broad overview of the field of addictions and complications that arise when there is a co-occurring mental illness. Readings and content will focus on exploring etiological factors that contribute to substance use and addictive behaviours as well as examining the impacts to the individual. Assessment and diagnosis considerations will be explored along with treatment options and interventions. Case studies will be utilized to assist students in their understanding of the complexity of issues facing individuals with addictions, their family members, and treatment providers. Please note that there are two major goals of this course: 1] to link theory to practice so that students are prepared to fill professional roles in the community in the area of mental health and addictions and 2] to provide opportunities for students to explore and experience interprofessional dialogue in small group settings.

COURSE LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the multiple aspects of addictions from etiological factors to diagnosis and treatment best practices, treatment programs and interventions, systems of care, and relevant social policy.
2. Demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery.

3. Appraise the literature and research base that underpins understanding, care, and delivery of services to persons with substance use disorders.
4. Analyze and evaluate the current discourses on substance use disorders strategies, including harm reduction models.
5. Articulate understanding of the beliefs and philosophy of 12-step approaches to recovery.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Herie, M., & Skinner, W. J. W. (2014). *Biopsychosocial plus: A practical approach to addiction and recovery*. [Fundamentals of Addiction : A Practical Guide for Counsellors | Canada Commons](#)

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course builds upon foundational knowledge acquired in courses such as mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

CLASS SCHEDULE

Important Dates for Spring 2023

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

Class Schedule

Through weekly readings, D2L content (including videos, PowerPoints, case studies and discussion boards), and regular online zoom sessions (links can be found on D2L), the content of IPHE 503 will provide students with an understanding of addictions and co-occurring mental health challenges. A weekly learning activities checklist can be found on D2L which includes activities to be completed for the week.

Date	Topic	Readings/Assignments
Week 1 May 3, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Introductions, Course Outline Introduction to theoretical models, & your social work practice philosophy	Herie & Skinner (2014) Ch. 1, 2
Week 2 May 10, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Substance use disorders: Examination of substances and their effects DSM V – introduction and review of diagnostic criteria	Herie & Skinner (2014) Ch. 6, 7, 12 Assignment #1: Experiential Reflection Paper due May 12th @ 11:59 pm MST
Week 3 May 17, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Substance use disorders continued. Co-existing mental health disorders	Herie & Skinner (2014) Ch. 16
Week 4 May 24, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Professional roles in substance abuse treatment; relationship to interprofessional practice; important interprofessional practice skills	No assigned readings. Please see D2L for resources. Guest Speaker
Week 5 May 31, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Treatment programs: levels of care and continuum of care Harm Reduction & Abstinence	Herie & Skinner (2014) Ch. 4, 9 Discussion Posts Due Wednesday May 31st by 11:59 pm MST
Week 6 June 7, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Treatment interventions: Motivational Interviewing, Stages of Change & Relapse Prevention	Herie & Skinner (2014) 5, 10 Assignment 2: Paper on Treatment Approaches Due Friday June 7th by 11:59 pm MST
Week 7 June 14, 2023 ZOOM Session 5:00 p.m. to 8:00 p.m. MST	Special Topics & Populations Group Presentations Final reflections	For the relevant chapter(s), see course text. Group Presentations Due Wednesday June 14 (in class) – See D2L for schedule

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during**

class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Experiential Reflection Paper (20%) – Due May 12 , 2023, by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5,

Assignment Description:

Within the first week of the course, each student will attend a 12-step meeting (e.g., Alcoholics Anonymous, Narcotics Anonymous, etc.). 12-step meeting schedules are located online, and meetings take place throughout the country. Please note that members of AA and related groups have traditionally welcomed students who wish to learn more about the program. Students should identify themselves as students who are there for educational purposes and ensure that permission is sought to attend the meeting. Please ensure that you that you will respect the confidentiality of the meeting and participants. Please do not attend in groups – one other person is acceptable, not a group. If attending 12-step meetings is currently part of your life or if you have attended a meeting or meetings in the past (for personal or academic reasons), for the purpose of this assignment please attend a different meeting than the one you usually attend/have previously attended. For example, if you have previously attended an NA meeting, you would attend an AA, Al-Anon meeting etc.

After attending a meeting, reflect on the experience in a 1250-1500 word paper, part personal reflection and part critical (scholarly) reflection on 12-step programs. Refer to the different class materials and other literature (minimum of 5 peer-review journal articles or book chapters). The paper should be double-spaced, 12pt., Times New Roman, and follow APA guidelines. Papers should have a separate cover page and reference list that are **NOT INCLUDED** in the total word count.

Your paper should address the following:

- A description of your personal experience attending the meeting.
- Pre-existing beliefs about addictions and 12-step programs and insights after attending.
- A brief description of 12-step programs and their approach to recovery.
- The evidence in support and/or against 12-step programs.
- How you will integrate what you have learned into your practice as a health care professional.

Criteria: Refer to assessment rubrics provided posted on D2L.

Assignment 2: Paper on Treatment Approach (30%) - Due Friday June 9th, 2023, by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4,

Assignment Description:

A paper (1250 to 1500 words) exploring a treatment approach for substance use disorders (e.g., motivational interviewing, cognitive behavioral therapy, etc.) that includes:

- A brief description of the treatment approach.
- Identifying benefits and limitations of this approach.
- Identifying populations that are served/not served by this approach.
- Your own assessment of the treatment approach.

Refer to the different class materials and other literature (minimum of 5 peer-review journal articles or book chapters). The paper should be double-spaced, 12pt., Times New Roman, and follow APA guidelines. Papers should have a separate cover page and reference list that are **NOT INCLUDED** in the total word count.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

Assignment 3: Group Presentations (30%) - Due on Wednesday June 14th, 2023 (See D2L for Schedule)

Aligned Course Learning Outcomes: 1, 2, 3, 4,

Assignment Description:

Each group (which will be assigned at the beginning of the course) has been assigned a specific topic from the list found in the class schedule. Outside of class time, group members will address the questions provided in the the assignment information (located on D2L) and assemble a 15 slide PowerPoint presentation specific to their identified population. During the final class, your group will be responsible for presenting the 15 slide PowerPoint presentation (excluding references) to the class and address any questions at the end of the presentation. Your presentation will be approximately 15 minutes and will incorporate class materials/readings (a minimum of 7 academic references). Presentations and the question/answer period should not exceed **20 minutes**. Due to the interactive nature of this assignment, students/groups who do not participate in the presentation with their assigned project team by the due date will receive a grade of "zero." Please note: In the event that there are concerns with your effort towards the research and assembling the PowerPoint content, and/or

your participation in the presentations completed as group, you may risk losing up to 30% of your marks at the discretion of the instructor.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L.

Assignment 4: Class Participation and Discussion Posts (20%)

Posts Due: Wednesday, May 31st, 2023, by 11:59 pm MST.

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5,

Assignment Description:

The participation mark will be comprised of participating in classes and responding to the discussion board questions and conversations. It is expected that each student develops a response to 2 questions/case scenarios, that will be posted on the Discussion Board by the instructor. Students are expected to participate by posting a 500-word response to the 2 questions and/or case scenarios. The questions/scenarios will be posted on D2L at the beginning of the first class (May 3rd and will remain open until May 31st). These posts are written in simple language based on the student's knowledge and personal reflections. Students will also be responsible for reading and commenting on 2 of their peer posts. These responses will be up to 250 words. In total, students will have 4 total posts – 2 posts to address the questions/scenarios posted by the instructor, and 2 posts responding to peer posts. The discussion board will close on Wednesday May 31st at 11:59 pm MST.

Assessment Criteria: Refer to assessment rubrics provided in class/posted on D2L. Please note that the instructor can view your participation in the course (including information on logins and information accessed). The instructor will be able to determine whether you accessed all module materials, and how many posts you have authored/read.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. In the event that there are unforeseen circumstances that prevent you from attending please inform the instructor prior to class. Make-up options can be explored with the instructor.

Please refer to the Ucalgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the respective Dropbox in D2L or discussion component of D2L. Assignments must be submitted in Word. Assignments are due by 11:59pm MST on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. If assignments are late and the student has not reached out ahead of time to discuss an extension, marks will be deducted.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74

C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary’s [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk