# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **SWRK 655:` mental health and substance use disorderS** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Aswood Bousseau****Warren Miller****Jayashree Nimmagadda** | [Home department](#home_dept) | **Social Work,** **MSW program** |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to seek approval for a new course that will be offered as an elective to all MSW advanced clinical students. The National Survey on Drug Use and Health (NSUDH), in 2015, ranked RI as the second highest state in the nation for dependence on drugs and/or alcohol among adults. With over 64,000 drug overdose deaths in 2016, the United States is, unfortunately, a leader in the world for opioid consumption and overdose (International Narcotics Control Board, 2017). This epidemic has disproportionately affected the Rust Belt and New England (National Institute on Drug Abuse, 2018), and it appears that this has been due in large part to the number of opioids prescribed by doctors in these areas. RI, as part of New England, has stood out as a state affected strongly by this crisis (RI-OPITF, 2015). The National Center for Health Workforce Analysis (HRSA, 2017) projects that by 2025 mental health and substance abuse social workers will have shortages of more than 48,000 FTEs. This course examines the history, current understanding, assessment and treatment of problematic substance use. Students will identify and apply recovery-oriented best practice principles of integrated treatment for individuals with co-occurring disorders to psychopharmacologic practice, as well as to other practice settings. The MSW program received a federal grant from Health Resource and Services Administration (HRSA) in October 2019 to develop and provide this training.  |
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| A.5. [Student impact](#student_impact) | **Students will have an opportunity to learn knowledge and skills in an emerging area of practice** |
| A.6. Impact on other programs | **None** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **None** |
|  | [*Library*:](#library) | **None** |
|  | [*Technology*](#technology) | **None** |
|  | [*Facilities*](#facilities): | **None** |
|  | Promotion/ Marketing needs  | **None** |
| A.8. [Semester effective](#Semester_effective) | **Summer 2020** | A.9. Rationale if sooner than next fall | **Since this activity is grant funded, we will need to offer the course this coming summer.** |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **SWRK 655** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Mental Health and Substance Use Disorders** |
| B.4. [Course description](#description)  |  | **This course will provide tools and information that enable students to apply principles of recovery-oriented care, strengths-based assessment, and medication to support the whole-person recovery of individuals with co-occurring disorders.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **Second year standing in MSW program;** **Permission from MSW chair for non-MSW students** |
| B.6. [Offered](#Offered) |  | **Summer** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture| Small group | 30** [**% Online**](#Online) |
| B.12.[Categories](#required) |  | **|Free elective | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Clinical work | Presentations | Class Work | Interviews | Projects | Quizzes|** |
| B.14. [Redundancy with, existing courses](#competing) |  | **CEP 648: Assessment and treatment of co-occurring disorders** |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Identify and apply recovery-oriented best practice principles of integrated treatment for individuals with co-occurring disorders to psychopharmacologic practice, as well as to other practice settings. |  |  |
| Develop and demonstrate knowledge of how diversity, racism, other isms and oppression affects the diagnosis and treatment of dually diagnosed clients. |  |  |
| Learn about the various treatment models commonly used to treat dually diagnosed clients. |  |  |
| Develop and demonstrate techniques for assessing chemical dependency. |  |  |
| Develop and demonstrate knowledge of the principles and procedures used to determine a psychiatric diagnosis using the DSM-5.  |  |  |
| Understand how to recognize the diagnostic features of the more common mental health disorders. Learn the key treatment issues of those mental health disorders. |  |  |
| Know how to implement treatment strategies and tactics when working with the dually diagnosed client. |  |  |
| Gain knowledge of relapse prevention techniques. |  |  |
| Identify approaches for using medication-assisted treatment (MAT) for substance use disorders in the context of psychopharmacologic practice that supports recovery for people with co-occurring disorders. |  |  |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| **Course Outline**

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|  | **TOPICAL OUTLINE** |
| **1**  | Introduction to the class Topics: Reviewing the syllabus; Importance of understanding personal bias in building relationship; power dynamics; starting to consider personal theories of substance use disorders rooted in culture.  |
| **2** | Overview of substance use disorder: Review historical, ethical, legal/political perspectives on substance use and misuse. Understanding the differences between HIPAA, FERPA and 42 CFR when caring for individuals with substance use disorder. Explore peer support models and issues related to confidentiality and self-disclosure. |
| **3** | History of co-occurring mental health and substance use disorder. Review common DSM-5 diagnoses. Critique of use of diagnostic frameworks. Address levels of care including Inpatient program (IP), Intensive Outpatient Program (IOP), Sober Living (SL). Address Affordable Care Act, Public care vs. Private care. Also, insurance companies: what every social worker needs to know when working with individuals with dual diagnosis. |
| **4** | Exploring cultural influences, Stigma, Substance use and the brain; the role of genetics; Neurobiological theory of addiction. Explore addiction as a trauma response. |
| **5** | Screening and Assessment of Substance Use Disorders: Culturally inclusive, strengths-based screening and assessment; Establishing the therapeutic alliance in the context of assessment; Role play/skills practice. |
| **6** | Evidenced based interventions with vulnerable populations.  |
| **7** | Evidence-based/ Evidenced-informed interventions including motivational interviewing, harm reduction approaches, narrative therapy and 12 Step communities. Class will also address evaluating outcomes and effectiveness and engage in role play/skills practice  |
| **8** | Exploring practice and treatment strategies appropriate to understand and address alcohol use among clients in various human services settings.  |
| **9** | Opioid addiction has become a public health crisis in the United States. Opioid misuse represents a unique challenge. It is important to explore models of interventions that are efficacious in engaging and treating clients with opioid use disorders and other co-occurring issues. |
| **10** | Working with youth, families and affected loved ones; evaluating outcomes and effectiveness; discussion of research and evidence base; critical evaluation from a cultural humility standpoint; skills practice. |
| **11**  | Models of recovery; Individualized treatment planning; Peer support Topics: Evidence based treatment models; Harm reduction vs. moderation management; protecting therapeutic alliance; Peer support models  |
| **12** | Burnout: Addressing ways to reduce burnout in the addiction counseling workforce. |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
|  | Program Director of  |  |  |
|  | Chair of  |  |  |
|  | Dean of  |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Dr. Monica Darcy | Co-Chair CEP program |  | 2/1/2020 |
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