



School of Social Work

Proposal for SWRK 5980: Readings in Social Work*

***Use this form if you are proposing a BSW or MSW independent study as an elective course in your program.**

- **Note: SWRK 5980 courses may not be used to replace required course(s)**
- **Note: Only full-time faculty are eligible to precept a student in an independent study**

→**Date: May 5, 2014**

(SWRK 5980 proposals are required to be to the Curriculum Committee Chair for review by 11/1 for Spring semester, 3/1 for Summer I and II, and 7/1 for Fall semester proposals)

STUDENT INFORMATION:

Name: MSW Student	Phone: 269-555-1234
Address: 123 Main Street	City/State/Zip: Kalamazoo, MI 49008
WIN #:123456789	Anticipated Graduation Date (mo/yr.): 12/2014

Please check all that apply:

Undergraduate

Graduate Program:

Advanced Standing: Year One Year Two (PT

AS only)

Full Time: Year One Year

Two

Extended Study: Year One Year Two

Year Three

Program Site:

Grand Rapids

Kalamazoo

Southwest

II. FACULTY SECTION OF PROPOSAL:

Proposal submitted for: Jane Doe	Semester: Summer 1 through Fall
Year: 2014	Credit Hours: 3
Sponsoring Faculty: Dr. Jones	<ol style="list-style-type: none">1. How often will you meet with student?: weekly2. Format for meeting (e.g., <i>in-person</i>, telephone, synchronous on-line, asynchronous on-line): in-person3. Length of each meeting: 1 hour

→**Title:** The relationship between cognitive impairment and substance abuse treatment services for the elderly

- **Rationale for independent study** (Specify how this will add to the student's knowledge, skills, and values and be differentiated from a currently available course): to broaden and deepen the student's understanding and clinical skills in the area of elder substance abuse.

III. STUDENT SECTION OF PROPOSAL:

Description of project:

I would like to broaden my knowledge, understanding and skill in the area of substance abuse treatment for persons with cognitive impairment.

Additionally, I want to examine emerging and/or innovative strategies and approaches that could:

- enhance/strengthen engagement with older adults with substance abuse problems;
- improve ownership of client responsibilities while in treatment;
- improve client coping skills through better alignment of the intake process with client needs.

Relevant EPAS:

EP2.1.3: Apply critical thinking in-context such that professional judgment and knowledge are best utilized.

EP2.1.6: Engage in research-informed practice and practice-informed research that contributes specifically to knowledge development in the area of illicit drug use and the elderly.

EP2.1.9: Appreciate and respond to the specific environment that has shaped the client and practice setting.

Competencies:

EP2.1.3: Apply critical thinking in-context such that professional judgment and knowledge are best utilized.

EP2.1.6: Engage in research-informed practice and practice-informed research that contributes specifically to knowledge development in the area of illicit drug use and the elderly.

EP2.1.9: Appreciate and respond to the specific environment that has shaped the client and practice setting.

Practice behaviors & commensurate activities:

EP2.1.3: Apply critical thinking in-context such that professional judgment and knowledge are best utilized.

PB: Distinguish, appraise and integrate multiple sources of knowledge by analyzing existing literature and information on substance abuse treatment services, persons with cognitive impairment, and compliance/treatment outcomes.

EP2.1.6: Engage in research-informed practice and practice-informed research that contributes specifically to knowledge development in the area of illicit drug use and the elderly.

PB: Demonstrate the ability to design a primary research project, make scientific observations, and analyze my findings

EP2.1.9: Appreciate and respond to the specific environment that has shaped the client and practice setting.

PB: Continuously appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Outcomes/Products:

1. systematic literature review using accepted social work databases and designated search terms (steps: 1) frame the questions for review, 2) identify relevant work, 3) assess the quality of studies, 4) summarize the evidence, 5) interpret findings)
2. development of professional presentation on literature findings, presentation of same to a classroom and community setting
3. development of manuscript quality paper prepared for submission to peer-reviewed journal

Core readings: List *at least three* references that the student will read as part of the Independent Study

Textbook: Stevens, P. (2013). *Substance abuse counseling: Theory and practice* (5th ed.). New York: Pearson.

Journal articles:

Blume, A., & Marlatt, A. (2009) *The role of executive cognitive functions in changing substance use: What we know and what we need to know. Annals of Behavioral Medicine.* 37, 117-125.

Clarke, P. B., & Myers, J. E. (2012). Developmental counseling and therapy: a promising intervention for preventing relapse with substance-abusing clients. *Journal of Mental Health Counseling, 34*, 308-321.

De Bellis, M. (2002). Developmental traumatology: A contributory mechanism for alcohol and substance use disorders. *Psychoneuroendocrinology, 27*, 155-170.

Ersche, K. D., Clark, L., London, M., Robbins, T. W., & Sahakian, B. J. (2006). Profile of executive and memory function associated with amphetamine and opiate dependence. *Neuropsychopharmacology 31*, 1036-1047.

FalseFals-Stewart, W. (1997). Detection of neuropsychological impairment among substance-abusing patients: Accuracy of the neurobehavioral cognitive status examination. *Experimental and Clinical Psychopharmacology, 5*, 269-276.

FalseFals-Stewart, W. (1997). Ability of counselors to detect cognitive impairment among substance-abusing patients: An examination of diagnostic efficiency. *Experimental and Clinical Psychopharmacology, 5*(1), 39-50.

Latvalaa, A., Tuulio-Henrikssona, A., Dicka, D.M., Vuoksimaaa, E., Vikena, R.J., Suvisaaria, J., Kaprioa, J., & Rose, R. J. (2011). Genetic origins of the association between verbal ability and alcohol dependence symptoms in young adulthood. *Psychological Medicine, 41*, 641-651.

Latvala, A., Castaneda Jonna, A. E., Perala, Saari, S. I., Aalto-Setala, T., Lonnqvist, Jouko, Kaprio, J., Suvisaari, J., & Tuulio-Henriksson, A. (2009). Cognitive functioning in substance abuse and dependence: A population-based study of young adults. *Addiction, 104*, 1558-1568.

Wagner, F. A., & Anthony, J. C. (2002). From first drug use to drug dependence: Developmental periods of risk for dependence upon marijuana, cocaine, and alcohol. *Neuropsychopharmacology, 26*, 479-488.

Assignments: List assignments that the student will complete in order to be evaluated for the Independent Study:

1. systematic literature review using accepted social work databases and designated search terms
2. development of professional presentation on literature findings, presentation of same to a classroom and community setting
3. development of manuscript quality paper prepared for submission to peer-reviewed journal

Student (signature):	Date:	Comments:
Social Work Faculty Sponsor:	Date:	Comments:
SSW Curriculum Committee Chair:	Date:	Comments:

SSW Director:	Date:	Comments:
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