I. COURSE PURPOSE

This course is designed to build upon students’ skills in conducting assessments, teaching students how to incorporate a thorough substance abuse assessment in all of their assessment activities as social workers, and to enhance students’ early intervention skills with individuals; families; groups; and communities so that they can most effectively address problems related to substances. Students will gain an understanding of the bio-psychosocial-spiritual nature of substance abuse problems and the relevance of this area of practice to all realms of social work services. Within this overall context, students will learn specific skills used to assess, motivate, and intervene with the substance abusing population. The course will cover various drugs of abuse and their unique symptoms. Special emphasis will be placed on effectiveness with underserved populations, understanding the way in which this is related to larger systemic issues. This course will begin to address the relationships between policies, programs, and treatment services.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Competency #1 Professional Identity: Identify as a clinical social worker &amp; conduct self accordingly.</td>
<td>#2. Social workers practice with a clear understanding of the professional strengths, capacities, and limitations of clinical social work; #3. Social workers understand how clinical theories from multiple disciplines inform the practice of clinical social work;</td>
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<tr>
<td>Competency #2 Ethical Practice: Apply social work ethical principles to guide clinical practice.</td>
<td>#1. Social workers recognize and manage personal biases as they affect the clinical relationship in the service of clients’ well-being;</td>
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<td>Competency #3 Critical Thinking: Apply critical thinking to inform and communicate professional judgments.</td>
<td>#1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in an ongoing process of assessment and intervention; #3. Social workers include personal reflection in clinical decision making, are adept at differential diagnosis, and articulate both client strengths and vulnerabilities in the diagnostic process;</td>
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<tr>
<td>Competency #4: Diversity in Practice: Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice.</td>
<td>#2. Social workers use their self-awareness to reflect on and diminish the influence of their personal biases and values in working with others; #3. Social workers recognize and communicate their understanding of the importance of difference in shaping the life experiences of clients, themselves, and the working alliance; #4. Social workers recognize and articulate to clients, and the service delivery system, the extent that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
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<td>Competency #5 Human Rights &amp; Justice: Advance human rights through understanding how social and economic justice factors impact clinical practice</td>
<td>#1. Social workers use knowledge of the effects of oppression, discrimination and historical trauma on the client and client system to guide treatment planning and intervention; #2. Social workers understand how power and inequities are initiated and reinforced, and are cognizant not to replicate power inequalities in the relationship;</td>
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<tr>
<td>Competency #6 Research Based Practice: Engage in research-informed practice and practice-informed research</td>
<td>#1. Social workers demonstrate the ability to apply research concepts and strategies to inform social work practice and programs; #2. Social workers critically evaluate and</td>
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<td>Competency #7 Human Behavior: Apply knowledge of human behavior and the social environment.</td>
<td>#1. Social workers synthesize and differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide clinical practice;</td>
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<tr>
<td>Competency #8 Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>#1. Social workers demonstrate an understanding of the link between policy and clinical practice in interaction with clients, and demonstrate an understanding of the link between policy and clinical practice in advocacy to influence policies that affect clients and service</td>
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<tr>
<td>Competency #9 Practice Contexts: Respond to contexts that shape practice.</td>
<td>#1. Social workers continuously assess and identify changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant clinical services to clients; #2. Social workers work collaboratively with others to promote sustainable and systemic changes through the creation and implementation of clinical intervention plans; #3. Social workers consult and collaborate with colleagues from other disciplines and demonstrate an understanding of the social worker's role in a multidisciplinary context.</td>
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<tr>
<td>Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, and intervene with individuals, families, and groups.</td>
<td><strong>Engagement:</strong> Social workers: #3. Attend to the interpersonal dynamics and contextual factors that may strengthen or harm the therapeutic working alliance. <strong>Assessment:</strong> Social workers: #1. Use a multi-dimensional assessment, that includes bio-psycho-social-spiritual data, as well as client strengths, coping capacity, and readiness for change #2. Use differential and multi-axial diagnostic processes #3. Co-construct therapeutic goals and clinical objectives to address psychosocial distress, and engage in ongoing reassessment of those goals. <strong>Intervention:</strong> Social workers: #1. Co-construct and select therapeutic interventions that best address the client’s presenting problem and risk factors, and use</td>
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III. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Readings


C. Recommended Websites:
www.niaaa.nih.gov
www.nida.nih.gov
www.samhsa.gov
http://www.clubdrugs.org


D. Course Assignments:

1. Attendance and Class Presence/Participation
Students are expected to complete all assigned readings, arrive to class on time, and be fully prepared to actively participate in all class exercises and discussions. All clinical content in discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

Missing more than two class sessions will result in a significantly reduced grade. The only exceptions are student illness (with doctor’s note), illness of immediate family member, accident/hospitalization, or death of immediate family member. Arriving to class late or leaving early (30 minutes or more) will be considered an absence.

Class participation requires the student to have reviewed the readings in advance, and be fully present and engaged in the material for the entire class meeting. When in class, all pagers, cell phones, and other electronic devices should be turned off or set to silent operation. Computers or tablets should be used in class to further learning only, and not for other purposes.

2. Assignment #1: 12 Step Meeting Attendance
Students are required to attend two open meetings of Alcoholics Anonymous (AA) and one open meeting of Narcotics Anonymous (NA) prior to class 3. A brief 3 - 4 page written summary of these experiences will be turned in to the instructor. This exercise will also contribute to class discussion.

3. Assignment #2: Mid-term Exam
There will be an exam on Class 7 that will cover content from class 1 through 6.

4. Assignment #3: Substance Abuse Assessment
Students will utilize one of the screening tools discussed in class with a client. Students will be expected to turn in a 2-4 page written substance abuse assessment, including a treatment plan of a client, and a substance use diagnosis. This will be due on Class 12.

(Alternative assignment for students who are not in a field placement – 2-4 page written substance abuse assessment of a character in a book or a movie.

5. Assignment #4: Group Presentation
A one hour group presentation, addressing assessment, treatment planning issues, Issues relating to policies, program and delivery of treatment services with a special population. Group presentations can be conducted on Class 12, Class 13 or Class 14 (Note: Outline for Presentation is due Class 8).

E. Grading Policy:
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The assignments described above will be the basis for the final grade. Grades will be based on the extent to which students achieved course objectives as demonstrated by the quality of course assignments and class participation. The following weighting of course assignments will apply:
Attendance of 3 AA/NA meetings 10%
Mid-term exam 20%
Substance Abuse Assessment 30%
Group Presentation 30%
Class Participation and Attendance 10%

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<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
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</tbody>
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F. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

G. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additionally, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

• Attend all classes and contribute constructively to the classroom culture
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy [http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.
V. CLASS SCHEDULE

Class 1  INTRODUCTIONS AND OVERVIEW OF COURSE

Required Readings

Doweiko, Chapter 1 – Why Worry About Recreational Chemical Abuse
    Chapter 2 – The Nature of the Beast
    Chapter 35- Self Help Groups to Promote and Sustain Recovery
McNeece & DiNitto, Chapter 2 –The Etiology of Addiction

Themes Presented

Scope of the problem and cost of chemical abuse in the United States
The Use/Abuse Dependence Continuum of drugs and alcohol
Psychological, biological and sociocultural theories of addiction
An overview of the principles and history of Alcoholics Anonymous
The relevance of substance abuse knowledge to social work across fields of practice

Class 2  THE PATH TO DEPENDENCE

Required Readings

Doweiko, Chapter 5- The Effects of Alcohol Abuse and Addiction
    Chapter 38 – The Debate Around Legalization
McNeece & DiNitto, Chapter 4 – The Physiological and Behavioral
    Consequences of Alcohol and Drug Abuse

Themes Presented

Physiological and behavioral consequences of substance abuse and dependence
The bio-psychosocial-spiritual nature of substance abuse
Review of etiological theories, Becoming dependent upon substances
The social implications of legalizing illicit drugs
Definition of addiction

Recommended Readings

National Institute on Drug Abuse. Review the following research reports
available at http://www.nida.nih.gov/ResearchReports/ResearchIndex.html:
Marijuana Abuse (2002)
Cocaine: Abuse and Addiction (1999)
Hallucinogens and Dissociative Drugs (2001)
Heroin: Abuse and Addiction (1997)
Inhalant Abuse (2004)
Class 3  

**SUBSTANCE ABUSE ASSESSMENT**  
Assignment # 1 - AA/NA Summary Due

**Required Readings**  
Doweiko, Chapter 6 – Abuse of and Addiction to the Barbiturates and Barbiturate-like Compounds  
McNeece & DiNitto, Chapter 5- Screening, Diagnosis, Assessment, and Referral

**Themes Presented**  
Incorporating substance abuse assessment into all social work assessment activities  
Explore substance abuse screening tools  
Criteria for Substance Use Disorders  
Psychological defenses that may impact treatment  
Documenting the substance abusers social history

**Recommended Readings**  
Miller, Chapter 1 – Why do People Change  

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Class 4  

**TREATMENT: THE SYSTEM OF CARE**

**Required Readings**  
Doweiko, Chapter 7- Abuse and Addiction to Benzodiazepines and Similar Agents  
McNeece & DiNitto, Chapter 6 – Treatment: The System of Care

**Themes Presented**  
Definitions of levels of care in the treatment system  
Treatment modalities and effectiveness issues  
Treatment Plans  
History, pharmacology, and side effects of barbiturates, benzodiazepines and similar agents

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Class 5  

**EVIDENCE BASED TREATMENT**

**Required Readings**  
Doweiko, Chapter 31 – The Treatment of Substance use Disorders  
Chapter 32 – The Process of Treatment  
Prochaska, Chapters 1-3 – Part One: The Science
Themes Presented
Using screening tools and substance abuse assessment information to guide treatment planning development
The process of changing behavior
Introduction to various evidence based substance abuse treatment models

Recommended Readings
Miller, Chapter 2 – Ambivalence: The Dilemma of Change

Class 6
PHARMACOLOGICAL INTERVENTION

Required Readings
Doweiko, Chapter 11 - Opioid Use, Abuse and Addiction
    Chapter 33 – Pharmacological Intervention Tactics and Substance Abuse

Themes Presented
Pharmacological treatment of substance use disorders to assist in the recovery process
History, pharmacology, and side effects of opioids

Recommended Readings
Miller, Chapter 3 – Facilitating Change

Class 7
THE FAMILY, CODEPENDENCY AND ENABLING
Assignment # 3 Mid-term Exam

Required Readings
Doweiko, Chapter 15 - The Over-the-Counter Analgesics: Unexpected Agents of Abuse
    Chapter 22 – Codependency and Enabling
    Chapter 28 – The Process of Intervention
McNeece & DiNitto – Chapter 10 – Family Systems and Chemical Dependency

Themes Presented
How codependency and enabling behaviors impact treatment and recovery
The ACOA movement
Assessing and intervening with families
History, pharmacology, and side effects of analgesics

Recommended Readings
Miller, Chapter 23 – Motivational Interviewing with Couples
Class 8  

**THE RECOVERY PROCESS**

**Required Readings**
Doweiko, Chapter 34 – Relapse and Other Problems Frequently Encountered in Treatment
McNeece & DiNitto, Chapter 16 – Chemical Dependency: Current Issues and Future Prospects
Prochaska, Norcross & Diclemente, Chapters 4-9 – Part Two: The Applications

**Themes Presented**
The chronic and relapsing nature of substance dependence
Explore current research on harm reduction models, treatment and pharmacotherapy
The impact of policy and funding on substance abuse treatment
Examine the relationship of policies and service delivery systems to treatment

Class 9  

**ETHNICITY, CULTURE, AND SUBSTANCE ABUSE**

**Required Readings**
Doweiko, Chapter 12 – The Abuse of and Addiction to Hallucinogens
Chapter 36 – Substance Abuse/Addiction and Infectious Disease
McNeece & DiNitto, Chapter 11 - Ethnicity, Culture, and Substance Use Disorders

**Themes Presented**
Prevalence of common infectious disease among substance abusers
Substance abuse treatment considerations for underserved populations
History, pharmacology, and side effects of hallucinogens
Intervention at the community level

Class 10  

**CO-OCCURRING DISORDERS, SUBSTANCE ABUSE & CRIME, THE HOMELESS**

**Required Readings**
Doweiko, Chapter 9 – Cocaine Abuse and Dependence
Chapter 37 – The Relationship between Crime and Drugs
McNeece & DiNitto, Chapter 13 – Substance Use Disorders and Co-Occurring Disabilities

**Themes Presented**
Prevalence and assessment of co-occurring mental illness and substance use disorders
Integrative treatment approaches
Impact of drug use on the criminal justice system
How substance abuse impacts other disabilities, and the homeless population
History, pharmacology, and side effects of cocaine

Revised 7/21/13
Recommended Readings
Miller, Chapter 24 – Motivational Interviewing with Criminal Justice Populations

Class 11

GENDER ISSUES

Recommended Readings
Doweiko, Chapter 16 – Tobacco Products and Nicotine Addiction
Chapter 27 - Chemicals and the Neonate: The Consequences of Drug Abuse during Pregnancy
McNeece & DiNitto, Chapter 15 – Gender and the Use of Drugs and Alcohol: Fact, Fiction, and Unanswered Questions

Themes Presented
Biological, psychological and social differences between men and women
System of care and its impact on women and women with children
The impact of drug use during pregnancy
History, pharmacology, and side effects of nicotine

Class 12

GAY, LESBIAN, BISEXUAL CLIENTS
Assignment # 3 - Substance Abuse Assessment is due.

Required Readings
Doweiko, Chapter 8- CNS Stimulants
McNeece & DiNitto, Chapter 12 – Substance Abuse Treatment with Sexual Minorities

Themes Presented
Special issues for gay men and for lesbians
Gay affirmative practice and substance abuse treatment
History, pharmacology, and side effects of amphetamines and CNS stimulants

Recommend Reading
ncadi.samhsa.gov/lgbt

Class 13

YOUNGER PEOPLE AND SUBSTANCE ABUSE
Assignment #4 - Group Presentation

Required Readings
Doweiko, Chapter 10 – Marijuana Abuse and Addiction
Chapter 13 – Abuse of and Addiction to the Inhalants and Aerosols
Chapter 14 – The Unrecognized Problem of Steroid Abuse and Addiction
McNeece & DiNitto, Chapter 9 – Treating Substance-Abusing Youth

Themes Presented
History, pharmacology, and side effects of marijuana, steroids, inhalants, and aerosols
Differences in treatment, diagnosis, and assessment instruments for young people

Recommended Readings
Miller, Chapter 21 – Motivational Interviewing with Adolescents

Class 14

OLDER PEOPLE AND SUBSTANCE ABUSE
Assignment #4 – Group Presentation

Required Readings
Doweiko, Chapter 5 – The Effects of Alcohol and Addiction
McNeece & DiNitto, Chapter 14 – Alcohol and Drug Use among Elderly People

Themes Presented
History, pharmacology, and side effects of alcohol
Differences in treatment, diagnosis, and assessment instruments for older people

Recommended Readings