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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency #1 Professional Identity:</strong> 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>
</tr>
<tr>
<td><strong>Competency #2 Ethical Practice:</strong> 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>
</tr>
<tr>
<td><strong>Competency #3 Critical Thinking:</strong> 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>
</tr>
<tr>
<td><strong>Competency #4: Diversity in Practice:</strong> 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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<tr>
<td><strong>Competency #5 Human Rights &amp; Justice:</strong> 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><strong>Competency #6 Research Based Practice:</strong></td>
<td>#1. Social workers demonstrate the ability to...</td>
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<tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, and intervene with individuals, families, and groups.</td>
<td>Engagement: Social workers: #3. Attend to the interpersonal dynamics and contextual factors that may strengthen or harm the therapeutic working alliance. Assessment: 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.</td>
</tr>
</tbody>
</table>
Social workers:
#1. Co-construct and select therapeutic interventions that best address the client’s presenting problem and risk factors, and use multiple intervention plans to address compound problems or complex trauma
#2. Incorporate client strengths, capacities, and protective factors in the therapeutic intervention plan

### III. COURSE REQUIREMENTS

A. **Required Texts**


B. **Recommended Readings**


Additional helpful readings and websites can be found on the course BlackBoard site.

C. Recommended Websites
   - www.niaaa.nih.gov
   - www.nida.nih.gov
   - www.samhsa.gov

Additional helpful readings and websites can be found on the course BlackBoard site.

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. **Annotated Bibliography #1**
      Choose a specific *problem and/or population* in the area of chemical dependency and prepare an annotated bibliography of at least four references that pertain to your selected topic.
The format for an annotated bibliography includes the citation, a brief synopsis of the article and a section on why you think the article is of particular importance. For research articles, at a minimum you should include the sample, the methods (what was done to gather the information), the findings and a discussion of your ideas about the usefulness of the information to social work practice in the addictions. A sample Annotated Bibliography Table is included at the end of the syllabus. You may use this format/table if it is helpful to organizing your thoughts.

This annotated bibliography should focus on the population and/or problem selected by the student.

Due Date: September 24, 2016, 11:59pm

3. 12-Step Group Observation
Students are required to attend two open meetings of Alcoholics Anonymous (AA) and/or Narcotics Anonymous (NA) by 10/20/16. A brief 4-6 page written summary of these experiences will address:

A. Overview
   1. Name of the group
   2. Time of the meeting
   3. Why did you select this group?
   4. Description of the members of the group (age, gender, SES, etc.)

B. Content of the Group
   1. What was the routine of the meeting?
   2. What was the atmosphere (quiet, noisy, respectful, tense)?

C. Process of the Group
   1. Interactions between members
   2. Perception of underlying dynamics

D. Personal Impressions
   1. Supportive nature of the group
   2. Strengths and weaknesses of the group related to the recovery process.

E. Comparison
   1. Differences or similarities between the group content and process
   2. Reflection on implications of referring clients to each group (strengths, concerns, etc.)

Please note: A-D should be completed for each group with a summary comparison (E) as the conclusion.

Due Date: October 22, 2016, 11:59pm

4. Annotated Bibliography #2
Choose a specific problem and/or population in the area of chemical dependency and prepare an annotated bibliography of at least four references that pertain to your selected topic.
The format for an annotated bibliography includes the citation, a brief synopsis of the article and a section on why you think the article is of particular importance. For research articles, at a minimum you should include the sample, the methods (what was done to gather the information), the findings and a discussion of your ideas about the usefulness of the information to social work practice in the addictions. A sample Annotated Bibliography Table is included at the end of the syllabus. You may use this format/table if it is helpful to organizing your thoughts.

This annotated bibliography should focus on the treatment of the problem/population selected by the student. Students may change topics from the first annotated bibliography, however continuity is strongly encouraged.

Due Date: November 12, 2016, 11:59pm

5. Treatment Paper
Students will utilize one of the screening tools discussed in class with a client ([Alt Assignment] character from a book or movie). The student will then prepare a case file to include:

1. Case history
2. Substance Abuse assessment results (and reflection)
3. Annotated diagnosis
4. Annotated treatment plan

The final product should be 4-8 pages. If the alternate assignment is selected, the student should inform the instructor of the character selected prior to November 15, 2016.

Due Date: December 10, 2016, 11:59pm

6. Presentation
Building on the information uncovered in the annotated bibliography assignments, each student is responsible for a 45minute presentation (30minutes content, 15minutes Q&A suggested) addressing a specific substance abuse problem and/or population to include:

• Definition of the problem or population
• Identification of the target population
• Scope of the Problem
• Etiology of the problem
• Issues of assessment
• Issues of treatment planning
• Issues of program delivery, including EBP interventions
• Issues relating to policies

Presentations will be scheduled in class on September 20, 2016.

Students will be required to turn in their presentation materials (PowerPoint or presentation notes, as well as any handouts) by the Saturday following their presentation. Supplemental class readings may be assigned if the presenter deems necessary.
The grade for this course will be based on the University Grading System. Please refer to CUA Announcements, or Program Handbooks for Academic Requirements that include scholastic and behavioral requirements.

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:

All assignments must be turned in through BlackBoard and are due at 11:59pm on the date listed.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
<td>On-going…</td>
</tr>
<tr>
<td>Annotated Bibliography #1</td>
<td>20%</td>
<td>September 24th</td>
</tr>
<tr>
<td>12-step Group Observation</td>
<td>10%</td>
<td>October 22th</td>
</tr>
<tr>
<td>Annotated Bibliography #2</td>
<td>20%</td>
<td>November 12th</td>
</tr>
<tr>
<td>Treatment Paper</td>
<td>20%</td>
<td>December 10th</td>
</tr>
<tr>
<td>Problem and/or Population Presentation</td>
<td>20%</td>
<td>As scheduled</td>
</tr>
</tbody>
</table>

**Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
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</tbody>
</table>

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://ncss.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) 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  
August 30, 2016

Required Readings
None

Themes Presented
• Introductions & Interest Areas  
• Overview of the Course  
• Scope of the problem and cost of chemical abuse in the United States.  
• Bio-psycho-social-spiritual framework

Class 2  
THE PATH TO DEPENDENCE  
September 6, 2016

Required Readings
Doweiko  
Chapter 1 – Why Worry About Recreational Chemical Abuse  
Chapter 2 – The Nature of the Beast  
Chapter 4 – An Introduction to Alcohol: Man’s Oldest Recreational Chemical  
Chapter 5 – The Effects of Alcohol Abuse and Addiction

Themes Presented
• Physiological and behavioral consequences of substance abuse and dependence  
• Review of etiological theories
- Definition of addiction

**Class 3**

**SUBSTANCE ABUSE ASSESSMENT**

September 13, 2016

**Required Readings**

Doweiko

Chapter 10 – Marijuana Abuse and Addiction

Chapter 27 – The Assessment of Suspected Substance Use Disorders


Chapters 1, 2, 3 (4, 5, 6, 7, 8 as interested)

**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

**Class 4**

**TREATMENT: THE SYSTEM OF CARE**

September 20, 2016

**Required Readings**


Chapters 1, 2, 3, 4, 5, 7

**Themes Presented**

- Definitions of levels of care in the treatment system
- Treatment modalities and effectiveness issues Treatment Plans

**Class 5**

**EVIDENCE BASED TREATMENT**

September 27, 2016

**Required Readings**

Doweiko

Chapter 6 – Abuse of and Addiction to the Barbiturates and Barbiturate-like Compounds

Chapter 7 – Abuse and Addiction to Benzodiazepines and Similar Agents

Chapter 30 – The Treatment of Substance use Disorders

Chapter 31 – The Process of Treatment
Themes Presented

- History, pharmacology, and side effects of barbiturates, benzodiazepines and similar agents
- 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

Class 6  PHARMACOLOGICAL INTERVENTION
October 4, 2016

Required Readings
Doweiko  Chapter 11 - Opioid Use, Abuse and Addiction
Chapter 12 – Abuse and Addiction to Hallucinogens
Chapter 32 – 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

PLEASE NOTE: Tuesday OCTOBER 11, 2016 has been designated an administrative THURSDAY. Tuesday classes are canceled and Thursday classes will be held.

Class 7  THE FAMILY, CODEPENDENCY AND ENABLING
October 18, 2016

Required Readings
Doweiko  Chapter 15 - The Over-the-Counter Analgesics: Unexpected Agents of Abuse
Chapter 22 – Codependency and Enabling
Chapter 23 – Addiction and the Family
Chapter 28 – Intervention

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

Class 8  THE RECOVERY PROCESS
October 25, 2016

Required Readings
Doweiko  Chapter 29 – Treatment Settings
Chapter 33 – Relapse and Other Problems Frequently Encountered in Treatment
Chapter 34 – Support Groups to Promote and Sustain Recovery

**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**
November 1, 2016

**Required Readings**
Doweiko  Chapter 8 – Abuse and Addiction to Central Nervous Stimulants
         Chapter 9 – Cocaine Abuse and Dependence
         Chapter 35 – Substance Abuse/Addiction and Infectious Disease

**Themes Presented**
- Prevalence of common infectious disease among substance abusers
- Substance abuse treatment considerations for underserved populations
- Intervention at the community level

Class 10  **CO-OCCURRING DISORDERS, SUBSTANCE ABUSE & CRIME, THE HOMELESS**
November 8, 2016

**Required Readings**
Doweiko  Chapter 19 – Hidden Faces of Substance Use Disorders
         Chapter 24 – The Dual-Diagnosis Client: Substance Use Disorders and Mental Illness
         Chapter 36 – The Relationship between Crime and Drugs
         Chapter 37 – The Debate Over Legalization

**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

Class 11  **GENDER ISSUES**
November 15, 2016

**Recommended Readings**
Doweiko  Chapter 17 – Chemicals and the Neonate: The Potential Consequences of Drug Abuse During Pregnancy

Revised 08/01/16
Bartholomew
Chapter 18 – Gender and Substance Use Disorders

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

Class 12  
GAY, LESBIAN, BISEXUAL CLIENTS  
November 22, 2016

Required Readings  
TO BE DETERMINED

Themes Presented
• Special issues for gay men and for lesbians
• Gay affirmative practice and substance abuse treatment

Class 13  
YOUNGER PEOPLE AND SUBSTANCE ABUSE  
November 29, 2016

Required Readings
Doweiko  
Chapter 13 – Abuse of and Addiction to the Inhalants and Aerosols  
Chapter 20 – Substance Use and Abuse by Children and Adolescents  
Chapter 21 – Substance Use Disorders in College Students

Themes Presented
• Differences in treatment, diagnosis, and assessment instruments for young people

Class 14  
OLDER PEOPLE AND SUBSTANCE ABUSE  
December 6, 2016

Required Readings
Chapters 1, 2, 4, 5

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