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. EDUCATIONAL OBJECTIVES

1. To understand the linkage of this course with previous courses in practice, theory, research, human behavior, and policy.

2. To recognize the inter-relationship of substance abuse knowledge with all realms of social work services.
3. To understand the bio-psychosocial-spiritual nature of substance abuse problems.

4. To become familiar with the latest research to guide practice in this area.

5. To learn to assess substance abuse and substance dependence.

6. To become familiar with a variety of commonly abused substances and their unique symptoms.

7. To become familiar with commonly used evidence based models.

8. To gain an understanding of family dynamics related to substance abuse problems.

9. To become familiar with different treatment modalities, the chronic and relapsing nature of substance dependence, and the process of recovery.

10. To learn to formulate treatment plans for people with substance abuse problems and their families.

11. To learn culturally and systemically effective ways to reach and intervene with underserved populations (such as minorities, women, youth, the elderly, and prisoners).

12. To begin understanding the connection between policies, programs, and the delivery of treatment services.

III. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Readings


Twelve Steps and Twelve Traditions. Alcoholics Anonymous World Services, Inc.
C. Recommended Websites:

www.niaaa.nih.gov

www.nida.nih.gov

www.samhsa.gov

http://www.clubdrugs.org


D. Course Assignments:

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.

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

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 13. (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.

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 10).
E. Grading Policy:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance of 3 AA/NA meetings</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Substance Abuse Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.

F. 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. Additional, 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

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. 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. 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 and appropriate Program Handbooks.

C. 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, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
Class Schedule

Class 1

INTRODUCTIONS AND OVERVIEW OF COURSE

Required Readings

Doweiko, Chapter 1 – Why Worry About Recreational Chemical Abuse
Chapter 2 – Statement of the Problem of Substance Use Disorders
Chapter 35- Self Help Groups
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- Addiction as a Disease of the Human Spirit
Chapter 37 – 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
Psychological defenses that may impact treatment
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)
Class 3  
**SUBSTANCE ABUSE ASSESSMENT**  
**Assignment # 1 - AA/NA Summary Due**

**Required Readings**  
Doweiko, Chapter 9 – Abuse of and Addiction to the Barbiturates and Barbiturate-like Drugs  
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  
Documenting the substance abusers social history  
History, pharmacology, and side effects of barbiturates

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

Class 4  
**TREATMENT: THE SYSTEM OF CARE**

**Required Readings**  
Doweiko, Chapter 10- 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  
History, pharmacology, and side effects of benzodiazepines and similar agents

Class 5  
**EVIDENCE BASED TREATMENT**

**Required Readings**  
Doweiko, Chapter 29 – The Treatment of Chemical Dependency  
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 14 - Opioid 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 18 - The Over-the-Counter Analgesics: Unexpected Agents of Abuse
Chapter 25 – 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 32 – 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 15 – Hallucinogen Abuse and Addiction
Chapter 34 – 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 12 - Cocaine
Chapter 36 – Crime and Drug Use
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
How substance abuse impacts other disabilities, and the homeless population
History, pharmacology, and side effects of cocaine

Recommended Readings
Miller, Chapter 24 – Motivational Interviewing with Criminal Justice Populations
Class 11  
**GENDER ISSUES**

**Recommended Readings**
- Doweiko, Chapter 19 – Tobacco Products and Nicotine Addiction
- Chapter 20 - 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 #4 – Group Presentation**

**Required Readings**
- Doweiko, Chapter 11- Abuse of and Addiction to Amphetamines and 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 #3 - Substance Abuse Assessment is due.**
**Assignment #4 - Group Presentation**

**Required Readings**
- Doweiko, Chapter 13 – Marijuana Abuse and Addiction
- Chapter 16 – Abuse of and Addiction to the Inhalants and Aerosols
- Chapter 17 – 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 7 - Introduction to Alcohol: The Oldest Recreational Chemical
Chapter 8 – Chronic Alcohol Abuse 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