



University of Central Florida
School of Social Work

SOW 4705.0001 – Prevention and Treatment of Adolescent Substance Abuse

Instructor: **Tamela Jo Crouch, MSW**
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Office Hours: **By Appointment**
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Term: **Fall 2009**
Class Day: **Thursday**
Meeting Time: **6:30-9:20pm**
Class Location: **HPA 1 Rm. 246**
Credit Hours: **3**

COURSE DESCRIPTION:

An in-depth review of prevention, intervention and treatment, recovery and relapse issues, and public policies regarding adolescents with substance abuse problems.

COURSE LEARNING OBJECTIVES:

By the end of the course, students should be able to:

1. Describe clinical practice with adolescent substance abusers and their families.
2. Identify the types of drugs and other substances typically used by adolescents.
3. Specify the symptoms and the major physical/psychosocial consequences of selected types of substance use and abuse.
4. Discuss prominent theories concerning the etiology of adolescent substance issues.
5. Describe procedures used to screen for the presence of alcohol or drugs.
6. Describe major public and private substance abuse prevention, education and treatment programs and services.
7. Discuss the strengths of the social worker's role in providing preventive, developmental, supportive and remedial services to adolescent substance abusers and their families.
8. Apply selected clinical theories, strategies and techniques when intervening with adolescent substance abusers and their families, in given case situations.
9. Describe ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of services for adolescent substance abusers and their families.
10. Demonstrate professional attitudes, behaviors and values associated with ethical social work practice with adolescent substance abusers and their families, within given course assignments.
11. Discuss the relative effectiveness of selected treatment and rehabilitation services and programs for improving the social functioning and reducing the stress experienced by adolescent substance abusers and their families from a systems perspective.
12. Identify the role of self-help, peer group, and other types of groups in providing social support to and empowering substance abusers and their families.
13. Utilize knowledge about diversity to effectively work with and on the behalf of adolescent substance abusers and their families.
14. Analyze the relevance of course content for intervention with females, people of color, violent, poor, and other special populations of adolescents.
15. Demonstrate and ability to critically assess and improve services for adolescent substance abusers and their families.

LEARNING METHODS

Lectures, guest speakers, videos, and DVDs.

REQUIRED TEXTS

- Butts, J.A. & Roman, J., (2004) *Juvenile drug courts*. Washington, D.C. The Urban Institute Press.
- Estroff, T.W. (2001) *Manual of adolescent substance abuse treatment*. Washington: American Psychiatric Publishing.
- Hoffman, J. & Froemke, S. (2007) *Addiction: Why can't they just stop?* New York. Rodale.
- Winters, Ken (2000) *Screening and assessing adolescents for substance use disorders*. Washington, D.C.: Center for Substance Abuse Treatment (TIP # 31 Free publication distributed in class).
- Winters, Ken (2000) *Treatment of adolescents with substance use disorders*. Washington, D.C. Center for Substance Abuse Treatment. (TIP # 32 Free publication distributed in class).

LIBRARY RESOURCES

- Butts, J.A. & Roman, J., (2004) Juvenile Drug Courts. Washington, D.C. The Urban Institute Press. [Book available at Library Reserve Desk].

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

Assignment guidelines and other course handouts are available through www.webct.ucf.edu

ASSIGNMENTS AND POINTS

EVALUATION OF LEARNING AND GRADING:

Achievement of learning objectives will be measured by:

- | | |
|--|-----------|
| 1. Adolescent Treatment Center visits (2) | 33 points |
| 2. Juvenile Drug Court Analysis Paper | 34 points |
| 3. Paper- Assessment, Treatment Planning, and Aftercare | 33 points |
| TOTAL: 100 points | |

GRADING SCALE

A 95 – 100	B- 80 - 83	D+ 67 - 69
A- 90 – 94	C+ 77 - 79	D 64 - 66
B+ 87 – 89	C 74 - 76	D- 60 - 63
B 84 – 86	C- 70 - 73	F 59 or less

1. **Treatment Center Visits: You are to visit a inpatient/and or residential and an outpatient adolescent substance abuse treatment facility. Compare and contrast the facilities, the treatment milieu, and the clientele of each. You should learn about the philosophy, population served, fees and other information you consider relevant. Conclude the write-up of your visits with your impressions of each facility. If you have experience at an adolescent facility, select other programs than the one you work(ed) at. Due Week 6. Date to be determined (33 points).**
2. **Juvenile Drug Court: The Ninth Judicial Court in Orange County invites you to attend a session of juvenile drug court. It is located at the Juvenile Justice Center, 2000 E Michigan Street, Orlando. You need to phone the Orange County Juvenile Drug Court Coordinator at 407-836-8968. She will give you the time when drug court is in session. If you go to a Juvenile Drug Court in a county other than Orange County you must make your own arrangements and you must get the approval of the instructor. Before you attend a Drug Court session you must research the philosophy and concepts behind this type of court. After you have attended Drug Court (you can attend more than one session) develop an analysis paper on the use of Juvenile Drug Court in deterring substance abuse among adolescent offenders. Your paper should be 6-8 pages and must include at least 7 different citations from the literature on Drug Courts. Due Week 12. Date to be determined (34 points).**
3. **Adolescent assessment and treatment plan. Your paper should explicitly use course content to develop an assessment, treatment and follow-up plan for an adolescent with a substance abuse disorder. In your paper: (A) describe and critically analysis the assessment process, tools, and results of an adolescent assessment in your field agency or other agency; and (B) critically analyze your application of course content to an adolescent client treatment plan that you personally completed. (C) Design, describe and analyze an aftercare plan for this adolescent. At the end of your paper, attach tools or instruments and other measurement items designed and/or used. Cite research sources for critically analyzing each section. Due Week 14. Date to be determined (33 points).**

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s), must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.

- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss have more than three (3) absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date.* *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
- Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
- Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
- Creativity:** I will use my talents to enrich the human experience.
- Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE & SCHEDULE

- **Session 1**
 - Introduction and orientation of the Course
 - Review and discuss syllabus and course requirements
 - View the Movie "Traffic"

▪ **Session 2**

Understanding Addiction
Review of all illicit drugs
Popular Misconceptions
Myths of Addiction

Required readings:

Estroff text. Ch. 1 Epidemiology: Ch.2 Predisposing factors
Hoffman and Froemke Ch. 1 Why can't they stop?

▪ **Session 3**

How does the brain become addicted?
Dopamine Pleasure Pathway
Neurotransmitters in a nutshell
What are cravings?
Co-occurring disorders

Required reading:

Hoffman and Froemke Ch.2 Addiction is a brain disease

▪ **Session 4**

Adolescent Brain Development
Effects on Adolescent Health
Reducing the Risks of Adolescent Substance
Abuse Risk and Protective Factors
Early sign of teenage abuse and alcohol us

Required readings:

Estroff text Ch. 3 Routes of abuse and specific drugs Ch. 4 Diagnosis of adolescent substance abuse disorders
Hoffman and Froemke Ch. 3 A disease of young people.

▪ **Session 5**

Getting Treatment
How do you know if there is a drinking problem?
Drug Abuse Screening Test 20
Assessing for co-occurring disorders
What exactly is treatment

Required reading:

Hoffman and Froemke Ch.4 Treatment the worst thing you can do is nothing

▪ **Session 6 – Treatment Center Visits – Papers are due.**

Barriers to treatment
Who pays for treatment
How to fight the stigma of addiction
Five things to ask about drug courts

Required reading:

Hoffman and Froemke Ch. 5 A broken system

▪ **Session 7**

Recovery
Relapse
Managing Cravings
The importance of aftercare
Explaining AA
The twelve steps of alcoholics anonymous

Required readings:

Estroff text Ch. 7 Psychiatric and substance abuse evaluation of adolescents
Hoffman and Froemke Ch 6 Recovery
Winters (a) pages vii to 26 “Screening and Assessing Adolescents for Substance Use Disorders”

▪ **Session 8**

- Drug courts in the juvenile justice system
- Juvenile offenders at risk
- What juvenile courts do

Required readings:

- Butts & Roman text. Ch. 1 Drug courts in the juvenile justice system. Ch. 2 American drug policy and the evolution of drug treatment courts. Ch. 3 What juvenile drug courts do and how they do it.
- Winters (a) Ch 5. Screening and assessment of adolescents in juvenile justice setting

▪ **Session 9**

- Assessment
- Patient placement criteria
- Treatment planning
- Use of contracting

Required readings:

- Estroff text. Ch. 8 Treatment planning and evaluation. Ch 9 Outpatient treatment. Ch. 10 Inpatient treatment. Ch.11 Uses of medication with substance abusing adolescents

▪ **Session 10**

- Effective screening instruments
- Challenging in defining a drug problem
- Using the DSM – IV to define a drug problem

Required reading:

- Butts and Roman Ch. 6 Identifying Adolescent Substance Abuse

▪ **Sessions 11 & 12**

- Juvenile drug court
- Oral presentations of drug court experience and paper

▪ **Sessions 13, 14, & 15**

- Adolescent Assessment and treatment plan
- Oral presentations of assessment and treatment plan

BIBLIOGRAPHY

- Butler, C.A. (2001) *100 Interactive activities for mental health and substance abuse recovery*. New York. Wellness Reproductions Publishing, LLC.
- Butts, J.A. & Roman, J., (2004) *Juvenile drug courts*. Washington, D.C. The Urban Institute Press.
- Estroff, T.W. (2001) *Manual of adolescent substance abuse treatment*. Washington: American Psychiatric Publishing.
- Hoffman, J. & Froemke, S. (2007) *Addiction: Why can't they just stop?* New York. Rodale.
- Morrison, J. (1995) *DSM-IV Made Easy: The clinician's guide to diagnosis*. New York. Guilford Publications, Inc.
- Winters, Ken (2000) *Screening and assessing adolescents for substance use disorders*. Washington, D.C.: Center for Substance Abuse Treatment (Free publication distributed in class).
- Winters, Ken (2000) *Treatment of adolescents with substance use disorders*. Washington, D.C. Center for Substance Abuse Treatment. (Free publication distributed in class).