

**University of Central Florida
School of Social Work**

SOW 6712.0W61- Interventions with Substance Abusers

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Term: Fall 2009
Class Day: web course
Meeting Time: web course
Class Location: web course
Credit Hours: 3.0

Course Description: Empirically based interventions for working with persons who abuse alcohol and other drugs and substances.

Course Learning Objectives: By the end of the term, students should be able to:

1. analytically comprehend social work practice with substance abusers and their significant others;
2. formulate an understanding of the types of drugs and other substances typically used by abusers;
3. specify the symptoms and the major physical/psychosocial consequences of selected types of substance use and abuse;
4. critically evaluate prominent theories concerning the etiology of different types of substance abuse;
5. assess, describe, and (when appropriate) implement procedures used to screen for the presence of a drug;
6. assess major public and private substance abuse prevention, education and treatment programs and services;
7. analytically comprehend the strengths of the social worker's role in providing preventive, developmental, supportive and remedial services to substance abusers and their significant others;
8. apply selected clinical theories, strategies and techniques when intervening with substance abusers and their significant others, in given case situations;
9. critically evaluate ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of services for substance abusers and their significant others;
10. apply professional attitudes, behaviors and value orientations associated with ethical social work practice with substance abusers and their significant others, within given course assignments;
11. evaluate the relative effectiveness of selected treatment and rehabilitation services and programs for improving the social functioning and reducing the stress experienced by substance abusers and their significant others from a systems perspective;
12. critically evaluate the role of self-help, mutual aid, and other types of groups in providing social support to and empowering substance abusers and their significant others;
13. implement knowledge about diversity to effectively work with and on behalf of substance abusers and their significant others;
14. critically analyze the relevance of course content for intervention with women, people of color, the aged, gays and lesbians, children and adolescents, the poor, and other special populations;
15. demonstrate an ability to critically assess and improve services for substance abusers and their significant others.

PREREQUISITES

Graduate standing.

LEARNING METHODS

The instructor will use a variety of teaching strategies including: readings, discussion posts, and direct practice assignments.

REQUIRED TEXTS:

Miller, W. R., & Rollnick, S. (2002) *Motivational Interviewing*. New York, NY, Guilford Press.

Johnson, J.L. (2004) *Fundamentals of Substance Abuse Practice*. Belmont, CA. Brooks Cole Publishing.

McNeece, C. A. & DiNitto M. D. (1998). *Chemical Dependency. A Systems Approach*. Allyn and Bacon Publishing Company. Boston.

Recommended Texts:

Alcoholics Anonymous. (The Big Book) (1976) New York: AA World Services (available at AA meetings for nominal fee)

Twelve Steps and Twelve Traditions. (1976) New York: AA World Services (available at AA meetings for nominal fee)

LIBRARY RESOURCES:

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. Not all journal articles are online, you may be required to obtain or read hard copies of journal articles.

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 Librarians are happy to provide this type of service.

ASSIGNMENTS AND POINTS: Achievement of learning objectives will be measured as follows:

- 1. Client History/Assessment:** With approval of the instructor, you must complete an alcohol and drug use history/assessment on a client seen in the student's field agency. In addition to those identified in the course texts, the instructor will supply examples of outlines for history taking and other resources for conducting the client assessment **(20 points)**.
Note: If you are not currently in a field placement or are in a placement where this assignment cannot be completed (i.e. hospice, Alzheimer's care, etc.) you may do a retrospective history/assessment of an individual in recovery who you will meet at self-help meetings (see assignment 2).
- 2. Self Help Meetings and Clinical Analysis:** Part A: You are to attend three consecutive meetings of one of the following self help groups: Alcoholics Anonymous (AA), Narcotics Anonymous (NA), or Cocaine Anonymous (CA). You should keep a journal of your experiences documenting how the meetings were structured and conducted, the interaction of attendees, the apparent impact and other benefits of the meetings, and use of the group as a referral source. Document what you observe and analyze and integrate these into your paper (see part B).
Part B: You are to critically analyze the twelve steps of recovery adhered to in these self help groups and you must discuss the role self help groups play in abstinence and long term recovery. Citations from your course readings are expected. *Note: Part A - Journals must be type-written. Part B - Paper must be double spaced typed 6-10 pages, Your journal will need to be turned in with your written assignment and should document meeting times and location and process of each meeting you attended. (Part A=15points Part B=15 points)*
- 3. Research Project:** Choose a topic specifically related to substance abuse. The topic is up to you to choose (examples: history of domestic violence, history of child abuse, gang relations, depression and substance use, personality disorders and substance abuse treatment facilities or modalities, substance abuse in the prison population, substance abuse among college students..). Be sure to choose a topic that has ample research so as not to make the assignment difficult. After choosing a topic you are to write a research paper utilizing peer reviewed literature (a minimum of 6 sources). The paper will be approximately 8 pages long. Specific guidelines will be distributed in class **(40 points)**

4. Discussion Postings: There will be 5 posts, each worth 3 points. The students will post and respond to the posts of their peers as well. The posts will be evaluated using an Assessment Rubric. **(15 points)**

5. Quizzes: There will be 2 quizzes, each worth 10 points. These will be multiple choice, open book quizzes designed to evaluate the students' understanding of the material they are reading. **(20 points)**

5. Student Participation in Discussions and Evidence of Reading is expected. All students are expected to prepare for and engage in an interactive and collaborative learning experience. Therefore, it is expected that students will: (1) log into the course frequently and (2) read assigned materials.

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

Your grade is calculated by dividing the number of points you earn by the number of total possible points (135).

Due to the Family Educational Rights and Privacy Act (FERPA), grades cannot and will not be discussed by email or by telephone. **NO EXCEPTIONS**

IMPORTANT DATES:

Client History/Assessment:

Self Help Meetings and Clinical Analysis Part A:

Self Help Meetings and Clinical Analysis Part B:

Research Project:

Discussion Post 1:

Discussion Post 2:

Discussion Post 3:

Discussion Post 4:

Discussion Post 5:

Quiz 1:

Quiz 2:

Course Policies: See the School of Social Work's Graduate Student Handbook. 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 Webcourse and/or via email. It is the student's responsibility to ensure that the student's email address is current.

Attendance and Participation:

It is expected that you will stay current with assigned reading. You will log into the course on a frequent and regular basis. It is also expected that you will review discussion posts and respond to your peers in a collaborative manner.

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 and a late grade will be earned. 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/>. For assistance with APA writing style it is recommended that you visit the Purdue University online writing lab <http://owl.english.purdue.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 as well as the criteria provided in the grading rubrics.

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 designated time. No assignments will be accepted by fax 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. Assignments will not be accepted if they are more than two weeks late.* No assignment will be accepted after the last day of class (not the final exam date). 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. Copying and pasting from the internet *even with a citation* is considered plagiarism. Using papers from other classes without changing the majority of the content is not permitted. 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 (calculation error, recording error) or to bend or break rules for one person.

Turnitin.com:

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. You will be expected to submit all assignments in both hard copy and electronic format. 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 and Schedule

Unit 1: An Overview of Social Work Practice in the Field of Substance Abuse (Sessions 1 through 3)

Week 1 (August 24-August 30): Introduction and orientation to the course, review syllabus and assignments.

Required Readings:

Miller and Rollnick, Part I. Context, "Why do people Change", "Ambivalence: The Dilemma of Change", "Facilitating Change".

Suggested Readings:

<http://www.niaaa.nih.gov/publications/booklet.htm>

Facts on Alcoholism, getting help, treatments, what it is, alcohol abuse, signs of the problem, and brief description of medication treatment.

<http://www.nlm.nih.gov/medlineplus/alcoholism.html>

Website from the National Library of Health with up to date links to articles on alcoholism.

Week 2 (August 31-September 6): Addiction as a disease: biological/genetic, psychosocial and socio-cultural contributors

Required Readings:

McNeece and DiNitto, Chapter 1 Definitions and Epidemiology of Substance Use, Abuse, and Disorders

Johnson Chapter 1 "Social Work and Substance Abuse Practice"; Ch. 3 "Models of Chemical Dependency".

Suggested Readings:

<http://nickscape.net/recoveryzone/disease.htm>

Website presents brief arguments for and against theory that addiction is a disease.

<http://www.pbs.org/wnet/closetohome/science/html/biology.html>

Short article on the role of genetics and biology in addictions.

<http://www.gaysouthafrica.org.za/community/etiology.asp>

Article explaining a multifactorial etiology and viewing addiction in a biopsychosocial framework.

http://www.drugabuse.gov/PDF/DARHW/271-284_Brook.pdf

Article explaining addictions based on sociocultural biases and gender differences.

http://www.findarticles.com/p/articles/mi_m0826/is_5_17/ai_78785153

Very interesting article on reasons for addiction and some personal quotations.

Week 3 (September 7-September 13): Alcohol and drug experimentation, abuse, dependency and addiction. Psychopharmacology of substance use, misuse and abuse. Polydrug addiction

Required Readings:

Johnson Chapter 2 "Pharmacology"

McNeece and DiNitto, op.cit., Chapter 2. "The Etiology of Addiction," Chapter 3, " The Brain Biology of Drug Abuse and Addiction" and Chapter 4, "The Physiological and Behavioral Consequences of Alcohol and Drug Abuse"

Suggested Readings:

<http://www.drugandalcoholrehab.net/Assessment.html>

Free Online assessment form.

<http://www.drugandalcoholrehab.net/alcoholism.htm>

Alcoholism use and misuse, definition, recent studies on treatment, what it looks like, resources for help.

Heroin: <http://www.drugandalcoholrehab.net/heroin.htm>

Meth:<http://www.drugandalcoholrehab.net/methamphetamine.htm>

Cocaine:<http://www.drugandalcoholrehab.net/cocaine.htm>

Marijuana: http://www.drugandalcoholrehab.net/marijuana_addiction.htm

Prescription Drugs: http://www.drugandalcoholrehab.net/prescription_drugs.htm

Hallucinogens: <http://www.drugandalcoholrehab.net/hallucinogens.htm>

Inhalants: <http://www.drugandalcoholrehab.net/inhalants.htm>

All articles describing each drug's psychopharmacology, how it is taken, why it is addictive, the effects, and treatments.

**Unit 2: Assessment, Treatment and Rehabilitation of Substance Abusers and Their Significant Others
(Sessions 4 through 11)**

Week 4 (September 14-September 20): Diagnosing alcoholism and drug addiction, Completing a drug and alcohol history, Instruments to facilitate diagnosis: RAATE Assessment Guide, Substance Abuse Subtle Screening Inventory (SASSI), Addiction Severity Index (ASI) and other screening protocols Differential diagnosis: Primary and secondary

Required Readings:

Johnson, Chapter 4 "The Art of Client Engagement", Chapter 5 "Understanding the Family", Chapter 7 "Introduction to Screening and Assessment", Chapter 8 "Substance Abuse Assessment".

McNeece and DiNitto, Chapter 5, "Screening, Diagnosis, Assessment and Referral."

Suggested Readings:

<http://www.nicd.us/adaskresourcespartfour.html>

<http://www.habitsmart.com/chkup.html>
Self-scoring alcohol-checkup.

http://www.hazelden.org/servlet/hazelden/cms/ptt/hazl_255025_shade.html?sf=t&sh=t&page_id=26527

Hazelden’s explanation of how they diagnose and assess addictions. This site also has a link to a drinking self-evaluation page.

Week 5 (September 21-September 27): Clinical strategies in treating alcoholism and drug addiction

Required Readings:

Miller and Rollnick, Chapter 5 “Change and Resistance: Opposite Sides of a Coin”, Chapter 6 “Phase 1: Building Motivation for Change”, Chapter 12 “Ethical Considerations” Chapter 15 “Motivational interviewing and the Stages of Change”

Suggested Readings:

<http://www.nida.nih.gov/PODAT/PODAT10.html>
7 descriptions of various models of clinical treatment approaches.

<http://users.erols.com/ksciacca/>

“This site is designed to provide information and resources for service providers, consumers, and family members who are seeking assistance and/or education in this field”
Treatment for dually diagnosed patients.

Week 6 (September 28-October 4): Clinical strategies in treating alcoholism and drug addiction (continued).

Required Readings:

Johnson, Chapter 9. “The Substance Abuse Treatment System”, Ch. 10 “Substance Abuse Treatment Methods”.

McNeece and DiNitto Chapter 6, "Treatment: The System of Care," and Chapter 13, "Substance Use Disorders and Co-Occurring Disabilities"

"Patient Placement Criteria for the Treatment of Psychoactive Substance Abuse Disorders," [American Society of Addictive Medicine](#).

Suggested Readings:

<http://www.soberrecovery.com/links/floridatreatmentcenters.html>
Large list of recovery centers in Florida with links to their websites.

Week 7 (October 5-October 11): Confrontation and intervention with the chemically addicted

Required Readings:

Miller and Rollnick, Chapter 17 “Motivational Interviewing in Medical and Public Health Settings”, Chapter 20 “Motivational Interviewing and Treatment Adherence”

Suggested Readings:

Tips for formal or structured intervention from the National Institute for Chemical Dependency.

<http://www.schick-shadel.com/intervention.asp>

How to help an addict: confrontation and intervention Do's and Don'ts

Week 8 (October 12-October 18): Treatment approaches for the dually diagnosed patient. Using ASAM placement criteria for treatment. Medications used in treating addictions. Medication Assisted Treatment: History and Theory of Methadone Treatment

Required Reading:

Miller and Rollnick, Chapter 24 “Motivational Interviewing in the Treatment of Dual Disorders”.

McNeece and DiNitto review Chapter 3, pages 53-57

Link provided by instructor to document about Medication Assisted Treatment

Suggested Readings:

http://alcohol-drug-treatment.net/alternative_treatment.html

An educational site with links to most of the topics under each module.

<http://www.drugabuse.gov/ADAC/ADAC3.html>

Article on dual disorders recovery counseling and what it is.

<http://www.doctorm.com/docs/match.htm>

Article explanation and history of the ASAM Placement criteria.

<http://www.drugabuse.gov/Infofacts/Treatmed.html>

Explanation of medications used in treating addictions and their purpose.

<http://www.addictionrecoveryguide.org/medications/view.html>

Excellent website which gives the addictive drug description (heroin, inhalants, cocaine, meth, alcohol, etc) along with the medication treatment drug and how it works.

Week 9 (October 19-October 25): Chemical dependency and the family. Role redefinition and Co-dependence. Counseling children and adult children of alcoholics

Required Readings:

Johnson, Chapter 5 "Understanding the Family".

McNeece and DiNitto, Ch. 9, "Treating Substance Abusing Youth". Chapter 10, "Family Systems and Chemical Dependency."

Suggested Readings:

<http://www.thisisawar.com/AddictionNarcChild.htm>

Interesting website on how to tell if the child is a child of a drug abuser or alcoholic. Physical, behavioral, and emotional signs and how you can help. Also provides links to other agencies for help.

<http://www.buffalo.edu/news/fast-execute.cgi/article-page.html?article=67970009&hilite=hurricane%20school%20victims%20back%20children%20normal>

Article about the findings of a study on children with drug-abusing fathers.

<http://www.nacoa.org/links.htm>

website for national association for children of alcoholics.

<http://www.adultchildren.org/>

12 step program for adult children of alcoholics.

http://www.findarticles.com/p/articles/mi_m0KOC/is_3_8/ai_n13503037

Article on how alcohol abuse relates to the family and the effects of alcohol.

<http://www.allaboutcounseling.com/codependency.htm>

Counseling page with definitions of codependence, what causes it, how do I know if I am one, and counseling for codependence.

Week 10 (October 26-November 1): The role of self help groups in treatment and recovery: Alcoholics Anonymous, Al Anon, Narcotics Anonymous, Women for Sobriety, Rational Recovery, Adult Children of Alcoholics (ACOA), SMART Recovery

Required Readings:

McNeece and DiNitto Chapter 6, pages 182-188.

Johnson, Chapter 9, pages 256-263

Suggested Readings:

Alcoholics Anonymous, 3rd ed. New York: A.A. World Services, 1976: Chapters 1-7.

Twelve Steps and Twelve Traditions. New York: A.A. World Services, 1976: 21-127

Chartier, B. (2000) Matters of moderation. *EAP Digest*, 20(4), 17-21.

Morell, C. (1996). Radicalizing recovery: Addiction, spirituality, and politics. *Social Work*, 41 (6), 306-312.

Trimpey, J. (1996). *Rational Recovery: The New Cure for Substance Addiction*, New York: Pocket Books.

<http://www.alcoholics-anonymous.org/>
Alcoholics Anonymous website. Explanation of program etc...

<http://www.al-anon.alateen.org/english.html>
Al Anon website with thorough explanation of program.

<http://rational.org>
Rational Recovery- alcoholism, drug addiction, non AA, non 12-step

Week 11 (November 2-November 8): Dynamics of relapse, Relapse prevention

Required Readings:

Miller and Rollnick, Chapter 20 “Motivational Interviewing and Treatment Adherence”

Johnson, Chapter 10, pages 306-309

Suggested Readings:

http://www.drugrehabcenter.com/relapse_prevention.html
Example of a relapse prevention program.

<http://www.interventionsolutions.com/relapse.asp>
List of signs of relapse

**Unit 3 Selected Issues and Clinical Approaches for
Effective Substance Abuse Intervention with Special Populations
(Sessions 12 through 14)**

Week 12 (November 9-November 15): At-risk populations: Issues of culture, disabilities, gender and sexual preference in relation to alcohol and drug abuse HIV/AIDS and the substance abusing client

Required Readings:

Johnson, Chapter 11 “Populations at Risk”.

McNeece and DiNitto, Chapter 11, "Ethnicity, Culture and Substance Use Disorders," Chapter 12, "Substance Abuse Treatment with Sexual Minorities," Chapter 14, "Alcohol and Drug Use among Elderly People," and Chapter 15, "Gender and the Use of Drugs and Alcohol: Fact, Fiction, and Unanswered Questions."

Suggested Readings:

[http://www.guideline.gov/summary/summary.aspx?ss=14&doc_id=2544&string = treating substance abusers with HIV/AIDS: some tips](http://www.guideline.gov/summary/summary.aspx?ss=14&doc_id=2544&string=treating%20substance%20abusers%20with%20HIV/AIDS%3A%20some%20tips)

<http://www.whitehousedrugpolicy.gov/publications/factsht/druguse/>
Article and tables on the drug use trend in youth, criminals, general population, and the military.

<http://www.oas.samhsa.gov/2k4/AmIndianYouthRF/AmIndianYouthRF.htm>
NSDUH report on Native American risk of substance abuse (article)

<http://www.ccapt.org/divbook.html>
Great site addressing substance abuse prevalence and prevention in specific ethnic cultures including African American, Cambodian, Hmong, Latino, and Native American people groups.

Week 13 (November 16-November 22): Substance abuse problems in the workplace
Employee assistance programs: organizational response – clinical interventions

Required Readings:

Miller and Rollnick, Chapter 17 "Motivational Interviewing in Medical and Public Settings"

Suggested Readings:

1. Bayer, D. (1995). A Comparison of Chemical Dependency Treatment Outcomes When Clients are Given Full Choice, *Employee Assistance Quarterly*, 10(4), 53-65.
2. Bruhnson, K. (1999). *Brief Intervention and Moderation Approaches for Preventing Alcohol Problems*. In Oher, J. (ed.) *The Employee Assistance Handbook*. New York: John Wiley and Sons.
3. Darick, Arlene (1999). Clinical Practices and Procedures (in EAPs). In Oher, J. (ed.). *The Employee Assistance Handbook*. New York: John Wiley and Sons.
4. Miller, W. et.al. (1994). Alcohol Problems: There's a Lot You can do in Two to Three Sessions", *EAP Digest*, 14 (2) 18-21 and 35-36.

5. Oberg, D. (1999). Developing Clinical Tools for the Workplace. In Oher, J. (ed.) *The Employee Assistance Handbook*. New York: John Wiley and Sons.
6. Oher, J. et.al. (1998) *The Employee Assistance Treatment Planner*: 1. Chemical Dependence (p.31), 2. Chemical Dependence Relapse (p.37), 3. Eating Disorders (p. 65), Gambling, (p.77).

<http://alcoholism.about.com/cs/work/a/aa990120.htm>

Article on the problem and costs of substance abuse in the work place

<http://said.dol.gov/StateLaws.asp>

State laws on substance abuse in the work place.

<http://dwp.samhsa.gov/index.aspx>

Vast description of resources for drugs in the workplace for federal, non-federal, prevention, intervention, young adults, and drug testing.

<http://eap-assoc.org>

International Association of Employee Assistance Professionals

Week 14 (November 23-November 29): Managed care and chemical dependency treatment, Prevention and social policy issues

Required Readings:

McNeece and DiNitto, Chapter 7, "Preventing Alcohol and Drug Problems," Chapter 8, "Regulating Drugs and Their Consequences," and Chapter 16, "Chemical Dependency: Current Issues and Future Projects."

Suggested Readings:

1. Geraty, R. (1994). The Impact of Managed Behavioral Health Care on the Cost of Psychiatry and Chemical Dependency. *Behavioral Health Tomorrow*, 3(2) 18-30.
2. NASW Monograph A Brief Look at Managed Care
3. Rawson, A. et.al. (1996). Integrating the Delivery of Privately and Publicly Funded Substance Abuse Services. *Behavioral Health Tomorrow*, 5(2) 32-35 and 60-61.

http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=11331029&dopt=Citation

Scholarly article on Factors affecting the initiation of substance abuse treatment in managed care.

<http://prevention.samhsa.gov/>

SAMHSA site on prevention of substance abuse with links to specific preventions in the state, workplace, community, etc

<http://www.rand.org/news/press.05/03.21.html>

RAND article stating: "Anti-drug policies in the past two decades have not been a principal influence on illegal drug use and need to be more carefully tailored to address changing drug use trends."

Week 15 (November 30-December 6): Managed care and chemical dependency treatment, Prevention and social policy issues (cont)

Required Readings:

Video: Moyers on Addiction: The Politics of Addiction

Week 16 (December 8-December 14) Final Exam week

NOTE: Class lectures, discussion and readings will also be supplemented with some of the following handouts.

INTERVENTIONS WITH SUBSTANCE ABUSE HANDOUTS
TABLE OF CONTENTS

1. Addiction Severity Index
2. Alcohol (graphic)
3. Alcoholism: The Disease
4. Adolescent Chemical Use
5. Are you an Alcoholic?
6. Characteristics of Alcoholics
7. Cocaine (graphic)
8. Controlled Substances: Uses and Effects
9. Dangerous Effects of Inhalants Abuse
10. Definitions of Drug Testing Terms
11. Description of the Chemically Dependent Family
12. Disease of Chemical Dependence in Adolescence
13. Does Your Adolescent Have an Alcohol or Drug Problem
14. Do's and Don'ts for Spouses of Alcoholics
15. Drinking – Questionnaire
16. Employee Assistance Fact Sheet
17. Employee Assistance Program Flow Chart
18. Florida's Workers Compensation Drug Free Workplace Program
19. Glossary of EAP Terms
20. How an Alcoholic Employee Behaves
21. Implementing a Drug Free Workplace
22. List of Products that Children May Inhale
23. Major Criteria for the Diagnosis of Alcoholism
24. Marijuana (graphic)
25. Medical Hazards of Alcoholism
26. Medical Hazards with Drug Abuse
27. Michigan Alcoholism Screening Test (MAST)
28. Progression and Recovery of the Alcoholic in the Disease of Alcoholism
29. Progression and Recovery of the Family in the Disease of Alcoholism
30. RAATE Assessment Guide
31. Smoking (graphic)
32. Treatment Center Review and Assessment
33. Twelve Steps for the Social Worker as Therapist
34. Various Versions of the 12 (more or less) Steps
35. Warning Signs of Relapse
36. Women and Substance Abuse

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