



University of Central Florida
School of Social Work

SOW 4706- Interventions with Substance Abusers

Professor: Tom Hall, MSW, LCSW
Term: Fall 2008
Office: Counseling Bld
Class Days: Tuesday 6:30pm -9:20pm
Phone: 823-0869
e-mail: tvhall@mail.ucf.edu
Location: MAP 306

Course Description:

This course is designed to provide students with a basic knowledge of substance abuse and dependency. Current policies and programs in the field are surveyed, and a variety of interventions on behalf of alcohol and drug abusers are explored. Special emphasis is placed on the impact of policies and programs on the well being of disadvantaged populations who become involved in substance abuse.

This course prepares students to apply knowledge, values, and skills from social work and the liberal arts in an integrated approach to client intervention. It develops the student's knowledge of physiology, pharmacology, and nutrition related to understanding and treating addictions.

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

At the conclusion of the course, the successful student will be able to demonstrate the ability to:

1. Define substance abuse and dependency and describe their characteristics.
2. Understand the multiple effects of alcohol and other drugs on the human body.
3. Identify the nature and extent of drug and alcohol problems in our society and our response as a profession.
4. Identify the major causes and consequences of alcohol and drug abuse and their relationship to multiple approaches to intervention.
5. Display a general knowledge of the strengths, limitations and impact of contemporary policies and programs in terms of the prevention and treatment of substance abuse.
6. Describe and evaluate the different treatment modalities currently available to the alcohol and drug abuser.
7. Analyze the use, abuse, and effects of alcohol and drugs on special populations, especially women, youth, the elderly, and ethnic minorities.
8. Refer persons with problems of alcohol abuse to the appropriate treatment programs available in the community.

Course Format

This course will rely on lectures, assigned reading material, class discussion, and presentations (videos and guest speakers) to help the student examine the problem of chemical dependency.

Required Texts

Goldberg, R. (2006). *Drugs Across the Spectrum*. (5th ed.). Belmont, CA: Thomson Wadsworth.
Johnson, J. (2004). *Fundamentals of Substance Abuse Practice*. Belmont, CA: Brooks/Cole

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.

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

Other Sources

There are several other sources of information that you will find helpful both in this class and in your practice of social work. Please browse the below websites over the course of the class.

1. The National Institute on Drug Abuse (www.nida.nih.gov):

NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction. This charge has two critical components. The first is the strategic support and conduct of research across a broad range of disciplines. The second is ensuring the rapid and effective dissemination and use of the results of that research to significantly improve prevention, treatment and policy as it relates to drug abuse and addiction.

2. The National Institute on Alcohol Abuse and Alcoholism (www.niaaa.nih.gov):

NIAAA provides leadership in the national effort to reduce alcohol-related problems by conducting and supporting research in a wide range of scientific areas including genetics, neuroscience, epidemiology, health risks and benefits of alcohol consumption, prevention, and treatment. NIAAA is also responsible for translating and disseminating research findings to health care providers, researchers, policymakers, and the public.

3. The National Institute on Mental Health (www.nimh.nih.gov):

The NIMH mission is to reduce the burden of mental and behavioral disorders through research on mind, brain, and behavior. Its goal is to generate research that will transform prevention of and recovery from mental disorders. This includes research into the connection between mental illness and substance use disorders (i.e.,

“co-occurring disorders).

4. Join Together (www.jointogether.org):

Join Together is a program of the Boston University School of Public Health. Since 1991 it has been the nation's leading provider of information, strategic planning assistance, and leadership development for community-based efforts to advance effective alcohol and drug policy, prevention, and treatment.

5. The National Association of Social Workers (www.socialworkers.org):

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world with 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. This includes the *NASW Code of Ethics*, which serves as a guide to the everyday professional conduct of social workers.

6. NAADAC: The Association for Addiction Professionals (www.naadac.org):

NAADAC, the Association for Addiction Professionals, is the largest membership organization serving addiction counselors, educators and other addiction-focused health care professionals, who specialize in addiction prevention, treatment and education.

Assignments and Grades

1. *Research Paper (40 points/Due November 18th, 2008)*

Policy Paper

Compare and contrast the public policies and laws regarding the use of alcohol or drugs in the United States with another country. Topics of interest include the legal drinking age/underage drinking; treatment versus punishment (e.g., of DUI offenders); treatment styles (i.e., abstinence model versus harm reduction]; legalization and decriminalization of drugs, etc.). Provide a general overview of the policies and laws in each country, including any relevant demographic and economic information. Discuss how cultural norms and beliefs have played a role in the development of these policies and laws; also touch on how these laws might affect minorities or special populations. Discuss which policies and laws you favor and why (your opportunity to demonstrate your analytical and critical thinking skills).

OR

Clinical Paper

Choose a special treatment population or issue. This might include the special treatment needs of women, men, people of color, gay, or lesbian clients, adolescents, the elderly, etc. Include such relevant information as demographic data and the extent of the problem, the special clinical needs of your target population (i.e., the biopsychosocial effects of alcohol and/or drug use), the types of treatment and community resources that are available, the current research regarding your target population, how culture plays a role, and any emerging issues or concerns you can identify.

You may also write a paper on specific treatment techniques (CBT, psychodynamic, Motivational Interviewing, etc.) or specific treatment models (therapeutic communities, outpatient treatment, etc). Describe and discuss the underlying clinical theories and assumptions. Using the current research, describe the strengths and weaknesses of this technique or model (For whom does it work best? Under what conditions? For whom should this model not be used? etc.).

Please let me know your topic by the second week of class.

Each paper should be approximately 8 pages in length and include a minimum of six (6) **scholarly** references, excluding sources cited in class. Popular periodicals (e.g., *Time*, *Newsweek*, etc.) may not be counted. Internet resources are encouraged, but please be sure that you know who is providing or posting the material. Use one-inch margins, left justification, 12-point font, and double space.

Each paper will be graded using the following criteria:

- Detail and quality of sources (including use of sources)
- Critical thinking and analysis (including appropriate application of course concepts, use of terms, etc.)
- Organization, flow, and mechanics (including grammar, spelling, and APA)

2. Exams (50 points)

(mid-term exam)	25 points
(final exam)	25 points

3. Class Participation (10 points)

Please note: This will not be based on attendance. However, if you are not in the class, your absence will be considered evidence of your nonparticipation.

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

A = 95-100 (4.0)	B- = 80-83 (2.75)	D+ = 67-69 (1.25)
A- = 90-94 (3.75)	C+ = 77-79 (2.25)	D = 64-66 (1.00)
B+ = 87-89 (3.25)	C = 74-76 (2.00)	D- = 60-63 (0.75)
B = 84-86 (3.00)	C- = 70-73 (1.75)	F = 59 or less (0.00)

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 three (3) or more 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 and Schedule

Unit 1: Definitions, Demographics, and Public Policy: An Overview of Social Work Practice in the Field of Substance Abuse

Week 1- Introduction and orientation to the course, review syllabus and assignments.

Content:

1. The focus and purpose of this course.
2. Social work as a profession and the functions of a practitioner.
3. Professional organizations, particularly NASW and CSWE.
4. Integration of cultural competent social work practice and the planned change process
5. Ecological, systems, and strengths perspectives explained

Week 2- Drugs in Perspective and Drugs in Contemporary Society

Content:

1. How history affects our perception of drugs.
2. How drug use, misuse, and abuse differ.
3. The role of opium in wars between the Chinese and British governments.
4. The economic effect of the rum trade in New England.
5. The function of alcohol during the Colonial period.
6. Factors leading to the increase in alcohol consumption in the U.S. in the early 1800s.
7. Factors leading to the increase in morphine abuse in the U.S. in the 19th century.
8. The development of minor tranquilizers and other mind-altering drugs in the U.S. in the 1950s.
9. The importance of tobacco to the economic viability of the New World.
10. How society's perception of drugs influences the effects of drugs.
11. The impact that drugs have had on society.
12. Differences between experimental use, social-recreational use, circumstantial-situational use, intensified use and compulsive use.
13. How the incidence of drug use has changed over the last 25 years.
14. The effect of drugs on the family, criminal activity, and academic achievement.
15. The differences between physiological, behavioral, acute, and chronic toxicity.

Readings:

Chapters 1&2, Goldberg

Week 3- Social Work Perspectives in Substance Abuse Practice

Content:

1. The purpose of the temperance movement.
2. Factors leading to the regulation of opium use in the U.S.
3. How racism is a factor in drug legislation.
4. Reasons accounting for the high narcotic addiction rate in the U.S. in the early 1900s.
5. The purpose of the Harrison Act of 1914.

6. Factors that lead to the Marijuana Tax Act of 1937.
7. Differences between the Food, Drug, and Cosmetic Act of 1938 and the Pure Food and Drug Act of 1906.
8. How the Anti-Drug Abuse Act differs from the Controlled Substances Act.
9. Whether drug enforcement policies have been ineffective.
10. The different approaches of interdiction, decriminalization or legalization and harm reduction.

Readings:

Chapters 1&6, Johnson, Drug and the Law-Chapter 4, Goldberg

Unit 2: Physiological, Biological, and Behavioral Aspects of Drug and Alcohol Abuse

Week 4- Pharmacology

Content:

1. How neurons work.
2. The difference between a dendrite and an axon.
3. The effects of various neurotransmitters.
4. Functions of the reticular activating system, hypothalamus, cerebral cortex, limbic system, basal ganglia, and brain stem.
5. Factors that alter the effects of drugs.
6. The peripheral nervous system.
7. Differences between the sympathetic and parasympathetic branches of the autonomic nervous system.
8. The addictive, antagonistic, and synergistic effects of drugs.
9. Differences between pharmacological tolerance, behavioral tolerance, cross-tolerance, and reverse tolerance.
10. The advantages and drawbacks of the various modes of administering drugs.

Readings: Chapter 2, Johnson, Chapter 5, Goldberg

Week 5- Motivations for Drug Use

Content:

1. How patterns of drug use reflect changes in society.
2. Reasons that motivate experimental, occasional, and chronic use of drugs.
3. The influence of peers regarding drug use.
4. The influence of society on the use of drugs.
5. How drug addiction and drug dependency differ.
6. Personality traits associated with drug dependency.
7. Techniques that advertisers use to promote alcohol, tobacco products, and prescription drugs.
8. The association of music and drug use.
9. How drugs affect athletic performance.
10. How drugs affect sexual performance.

Readings: Chapter 3, Goldberg

Unit 3: Types of Drugs

Week 6- Alcohol, Tobacco, Narcotics

Content:

1. Factors affecting the rate of alcohol absorption.
2. Effects of varying blood alcohol levels on the body and behavior.
3. The role of environmental and genetic factors as they relate to alcoholism.

4. The influence of culture on drinking patterns.
5. The importance of tobacco to the U.S. colonies.
6. Trends in tobacco use over the past century.
7. The influence of advertising on tobacco use.
8. Reasons that opium and morphine became prevalent in the U.S. in the 1800s.
9. Needle exchange programs and their effect on rates of HIV transmission.
10. Factors that influence the intensity of heroin withdrawal.
11. How narcotic antagonists work.
12. Advantages and disadvantages of methadone maintenance programs.

Readings: Chapters 6 through 8, Goldberg

Week 7-Sedative-hypnotic drugs, Psychotherapeutic drugs, Stimulants

Content:

1. The medical applications of barbiturates and their side effects.
2. The effectiveness of sedative hypnotic drugs.
3. The different types of mood disorders.
4. The difference between psychosis and neurosis.
5. Advantages and disadvantages of MAO inhibitors and tricyclic antidepressants.
6. The benefits and limitations of Prozac, Zoloft, and Paxil.
7. The effectiveness of antipsychotic drugs.
8. The extent of illegal stimulant use in the U.S.
9. Factors contributing to the popularity of cocaine.
10. Reasons "crack" is considered an evil drug.
11. The impact of stimulants to prenatally exposed children.
12. The medical consequences of amphetamines.
13. The connection between amphetamines and attention deficit hyperactive disorder (ADHD).
14. The effects of methamphetamines.
15. Whether caffeine is a physically harmful drug.

Readings: Chapters 9 through 11, Goldberg

Week 8 –Marijuana, Hallucinogens, Over the Counter drugs

Content:

1. The prevalence rates for marijuana use over the past two decades.
2. Physical and psychological effects of marijuana.
3. The effects of marijuana on academic performance.
4. Medical conditions for which marijuana is prescribed.
5. Experiments with LSD conducted by the U.S. government.
6. The physiological and psychological effects of LSD.
7. Side effects associated with mescaline and psilocybin.
8. How various hallucinogenic drugs affect pregnancy.
9. The role of hallucinogenics during the middle ages.
10. Differences between OTC drugs in Category 1, Category II, and Category III.
11. Factors influencing perception of pain.
12. The benefits and side effects of aspirin, acetaminophen, and ibuprofen.
13. How herbal drugs are regulated.
14. Side effects of OTC stimulants.
15. The danger of phenylpropanolamine (PPA)

Readings: Chapters 12 through 14, Goldberg

Unit 4: Prevention and Treatment

Week 9- Mid Term

Substance Abuse Treatment

Content:

1. How perceptions of the causes of substance abuse influence treatment.
2. Whether substance abuse treatment is more cost-effective than drug enforcement.
3. Factors that contribute to relapse by clients in treatment.
4. Reasons people resist receiving substance abuse treatment.
5. The advantages and disadvantages of methadone maintenance programs.
6. The approach taken by therapeutic communities.
7. Advantages of outpatient treatment over other forms of treatment.
8. Features of the 12-step model.
9. Effectiveness of Alcoholics Anonymous
10. Features of Moderation Management

Readings: Chapter 15, Goldberg,

Week 10-Models of Chemical Dependency

Content:

1. How perceptions of the causes of substance abuse influence treatment.
2. Whether substance abuse treatment is more cost-effective than drug enforcement.
3. Factors that contribute to relapse by clients in treatment.
4. Reasons people resist receiving substance abuse treatment.
5. The advantages and disadvantages of methadone maintenance programs.
6. The approach taken by therapeutic communities.
7. Advantages of outpatient treatment over other forms of treatment.
8. Features of the 12-step model.
9. Effectiveness of Alcoholics Anonymous

**Readings: Chapter 3, Johnson
Chapter 4, Johnson**

Week 11- Understanding the Family

Content:

1. The role of the family in substance use treatment.
2. What is the "family system"?
3. How families adapt to chemical dependency.
4. Typical substance use screening instruments.
5. Screening for problems related to substance abuse.
6. How screening differs from assessment.
7. How assessment differs from diagnosis.
8. Dimensions of assessment.

**Readings: Chapter 5, Johnson
Chapter 7, Johnson
Chapter 8, Johnson**

Week 12- Veteran's Day

Week 13- Research Paper Due

The Substance Use Treatment System

Content:

1. Levels of substance abuse treatment.
2. Making a referral for substance abuse treatment.
3. What is recovery?
4. Principles of substance abuse treatment.
5. What is treatment planning?
6. Specific treatment methods-individual, group, family
7. What is relapse prevention?
8. How to manage a relapse.

Readings: Chapter 9&10, Johnson

Week 14- Drug Prevention and Education

Content:

1. Factors hindering drug prevention efforts.
2. The effectiveness of drug prevention programs.
3. Challenges in evaluating drug prevention programs.
4. Possible goals for drug prevention.
5. How primary, secondary, and tertiary prevention differ.
6. Characteristics of resilient children.
7. Factors that contribute to and prevent high-risk behaviors.
8. Current goals for drug education.
9. Educational approaches toward drug education.
10. Whether peer programs reduce drug use.

Readings: Chapter 16, Goldberg

Week 15- Selected Populations

Content:

1. How to work with adolescent populations.
2. How to work with older persons
3. How to work with GLBT populations
4. How to work with co-occurring disorders
5. How to work minority populations

Readings: Chapter 11, Johnson

Final during week of December 8-13

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