

**SAN DIEGO STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

SW 758: Alcohol and Drug Problems: Identification and Intervention

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HH-102

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Office Hours: Thursdays 10:00-12:00, or by appointment

Fall 2007

Thursdays, 12:30-3:10

I. Course Description:

This course will acquaint students with an understanding of alcohol and other drug addiction, effects of drug and alcohol use across diverse groups, theories of addiction, and various evidence-based practice (EBP) methods of prevention, assessment, and intervention. Films, guest speakers, role-play, class discussion, attendance at A.A., and reading assignments augment the learning process. Students may also choose to participate in a volunteer activity.

A. Course Objectives:

By the end of the semester, students will be able to:

Knowledge:

1. Define alcohol and drug abuse and dependence, using the DSM-IV-TR and other models.
2. Describe four major groups of drugs of abuse and their effects on the central nervous system, health, and behavior.
3. Compare and contrast theoretical orientations regarding the etiology of alcoholism and addiction.
4. Examine the research regarding the impact of alcohol and drugs on infants, children, and family systems, as well as appropriate EBP interventions.
5. Describe EBP models of prevention, as well as cultural and legal impacts in prevention work.
6. Discuss the clinical needs of specific populations receiving treatment for addiction, including adolescents, women, gays and lesbians, African Americans, Asians, Latinos/Latinas, and the elderly.
7. Examine various evidence-based approaches to the assessment, intervention and treatment of alcoholism/addiction, including Twelve Step Facilitation (TSF), Cognitive Behavioral Therapy (CBT), Motivational Interviewing, Seeking Safety, Community Reinforcement plus Vouchers, among others.
8. Describe the research and clinical studies of the outcomes of evidence-based interventions.

Skills:

9. Demonstrate the ability to conduct an assessment, appropriately intervene, and provide a plan of treatment.
10. Utilize various assessment tools and scales in making an accurate diagnosis of

alcoholism or drug dependency

11. Understand the principals of A.A. and other self-help groups, know when to refer to these groups, and know the role of the professional regarding these groups.

Values:

12. Describe the ethical and legal issues regarding confidentiality in substance abuse treatment.
13. Discuss own attitudes and beliefs regarding addiction and alcoholism.

B. Course Outcomes

By the end of the semester, students will be able to:

1. Describe theories of addiction and their pertinent evidence-based intervention models.
2. Assess and diagnose alcohol abuse and dependence and substance abuse and dependence, utilizing various assessment instruments.
3. Understand and articulate appropriate treatment interventions based on current research.
4. Create a relapse prevention plan for clients.
5. Utilize and facilitate clients' use of self-help groups.

II. Required Texts:

- 1). McNeece, C.A. & DiNitto, D.M. (2005). *Chemical Dependency: A Systems Approach, 3<sup>rd</sup> ed.* Englewood Cliffs, NJ: Prentice-Hall.
- 2). Readings are available on Electronic Reserve (ECR) (<http://ecr.sdsu.edu/eres/>). Our class password is **recovery**. Journals that are available on-line through the PAC/library are noted as such. One article will be posted on Blackboard.
- 3). Other materials distributed in class.

The bibliography at the end of this syllabus includes classic works in this field as well as references for material presented in lectures and power point slides.

III. Course Outline:

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|----------------|--|
| Week 1<br>8/30 | <p><u>Introduction:</u> Review of syllabus, assignments, course expectations.<br/>Discuss definitions of use/abuse/dependency. DSM-IV definitions.<br/>Readings: McNeece and DiNitto, Chapter 1</p> <p>Smith, M. J. W., Whitaker, T., &amp; Weismiller. (2006). Social workers in the substance abuse treatment field: A snapshot of service activities. <i>Health &amp; Social Work, 31</i> (2), 109-116. (PAC/library)</p> |
| Week 2         | <p><u>History and Theories of Alcoholism/Addiction; Ethical Issues</u></p>   |

- 9/6 Medical/disease model, social learning model, and biopsychosocial models; implications for treatment; ethical issues  
Readings: McNeece and DiNitto, Chapter 2
- Brower, K.J., Blow, F.C., & Beresford, T.P. (1989). Treatment Implications of chemical dependency models: An integrative approach. *Journal of Substance Abuse Treatment*, 6 (3), 147-157. (on ECR)
- Week 3  
9/13 Medical Aspects of Substance Misuse: Pharmacological impacts of Substances, including alcohol, methamphetamine, and heroin. Drug testing, Pharmacotherapy treatments.  
Readings: McNeece and DiNitto, Chapters 3 and 4
- Maxwell, J. (2005). Emerging research on methamphetamine. *Current Opinion in Psychiatry*, 18 (3), 235-242. (on ECR)
- Rao, R. (2001). Cannabis: Some psychiatric aspects. *Primary Care Psychiatry*, 7(3), 101-105. (on ECR)
- Week 4  
9/20 Diversity Issues in Substance Misuse and Treatment: Women, elderly, racial/ethnic groups, adolescents, LGBT.  
Readings: McNeece and DiNitto, Chapters 9, 11, 12, 14, 15
- van der Walde, H., Urgenson, F.T., Weltz, S.H., Hanna, F.J. (2002). Women and alcoholism: A biopsychosocial perspective and treatment approaches. *Journal of Counseling and Development*, 80 (2),145-153. (on ECR)
- Week 5  
9/27 Drug and Alcohol Prevention: EBP Models including Public Health Model, and Environmental Model. Guest speakers: Dr. John Clapp, SDSU; Dr. Flavio Marsiglia, Arizona State University  
Readings: McNeece and DiNitto, Chapter 7
- Clapp, J.D., Johnson, M., Voas, R.B., Lange, J.E., Shillington, A.M. & Russell, C. (2005). Reducing DUI among college students: Results of an environmental trial. *Addiction*, 100, 327-334. (PAC/library)
- Marsiglia, F. F., Kulis, S., Wagstaff, D., Elek, E., Dran, D. (2005) Acculturation status and substance use prevention with Mexican and Mexican-American youth. *Journal of Social Work Practice in the Addictions*, 5, (1/2), 85-111. (on Blackboard)
- Winters, K. C., Fawkes, T., Fahnhorst, T., Botzet, A., & August, G. (2007). A synthesis review of exemplary drug abuse prevention programs

in the United States. *Journal of Substance Abuse Treatment*, 32, 371-380. (PAC/library)

For next week: Go to [www.alcoholscreening.org](http://www.alcoholscreening.org) and take the screening test. You may base it on your own drinking or someone else's.

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- Week 6:  
10/4      Assessment and use of Patient Placement Criteria: Conducting the Assessment interview, use of brief screening and assessment measures including the timeline method. Treatment options and settings, levels of care. Guest speaker: Filiberto Ayala, CASBIRT.  
**Quiz #1**  
Readings: McNeece and DiNitto, Chapter 5
- Cacciola, J. S., Alterman, A. I., McLellan, A. T., Lin, L. Y., & Lynch, K. G. (2007). Initial evidence for the reliability and validity of a "Lite" version of the Addiction Severity Index. *Drug and Alcohol Dependence*, 87 (2/3), 297-302. (PAC/library)
- Richter, L. & Johnson, P.B. (2001). Current methods of assessing substance use: A review of strengths, problems, and developments. *Journal of Drug Issues*, 31 (4), 809-832. (on ECR)
- Week 7:  
10/11      Preparing clients for treatment: EBP: Motivational Interviewing: MI in Substance Misuse interventions.  
Readings:  
Allsop, S. (2007). What is this thing called motivational interviewing? *Addiction*, 102, 343-345. (PAC/library)
- Dunn, C., DeRoo, L., & Rivera, F.P. (2001). The use of brief interventions adapted from motivational interviewing across behavioral domains: A systematic review. *Addiction*, 96, 1725-1742. (on ECR)
- Check out [www.motivationalinterview.org](http://www.motivationalinterview.org)
- Week 8:  
10/18      Family Issues and Treatment: Impact of substance abuse on infants and children; Children of Alcoholics, Fetal Alcohol Syndrome in children and adults.  
Readings:  
Coles, C.D. (2001). Fetal alcohol exposure and attention: Moving beyond ADHD. *Alcohol Research and Health*, 25 (3), 199-203. (on ECR)
- Johnson, J. & Leff, M. (1999). Children of substance abusers: Overview of research findings. *Pediatrics*, 103 (5), 1085-1099. (on ECR)

Week 9:  
10/25 Family Treatment, Cont.: Marital and family counseling: Systems and Behavioral Models. *EBP:* Behavioral Couples Therapy, Community Reinforcement Approach and Family Training (CRAFT), Brief Strategic Family Therapy, Cannabis Youth Treatment

Readings: McNeece and DiNitto, Chapter 10, TIP 39: *Substance Abuse Treatment and Family Therapy* (given in class)

McGovern, M. P. & Carroll, K. M. (2003). Evidenced-based practices for substance use disorders. *Psychiatric Clinics of North America*, 26, 991-1010. (on ECR)

O'Farrell, T.J. & Fals-Stewart, W. (2000). Behavioral couples therapy for alcoholism and drug abuse. *Journal of Substance Abuse Treatment*, 18, 51-54. (PAC/library)

Take a look at: <http://www.robertjmeyersphd.com/>

AA paper due.

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Week 10  
11/1 Groups in Substance Abuse Treatment:  
Clinical groups and self-help groups; the role of the social worker; discussion of A.A. attendance. *EBP:* Twelve-Step Facilitation therapy.

Quiz #2.

Readings: McNeece and DiNitto, Chapter 6, TIP 41: *Substance Abuse Treatment and Group Therapy* (given in class)

Nowinski, J. (2002). Twelve-step facilitation therapy for alcohol problems. In S. G. Hoffman & M. C. Tompson (Eds.), *Treating Chronic and Severe Mental Disorders: A Handbook of Empirically Supported Interventions* (pp. 258-276). New York: Guilford Press. (on ECR)

Week 11  
11/8 Treatment Continued: Other Evidence-Based Practices  
*EBP:* Community Reinforcement plus vouchers, Women's Recovery Group

Higgins, S. T., Sigmon, S. C., & Budney, A. J.(2002). Psychosocial treatment for cocaine dependence: The community reinforcement plus vouchers approach. In S. G. Hoffman & M. C. Tompson (Eds.), *Treating Chronic and Severe Mental Disorders: A Handbook of Empirically Supported Interventions* (pp. 296-314). New York: Guilford Press. (on ECR)

Moos, R. H. (2007). Theory-based active ingredients of effective

treatments for substance use disorders. *Drug and Alcohol Dependence*, 88, 109-121. (PAC/library)

- Week 12  
11/15      Co-Occurring Disorders: Epidemiology, assessment, and treatment  
*EBP*: Trauma-Informed treatment: Seeking Safety  
Readings:  
TIP 42: *Substance Abuse Treatment for Persons with Co-Occurring Disorders* (given in class).
- Hien, D. A., Cohen, L. R., Miele, G. M., Litt, L. C., & Capstick, C. (2004). Promising treatments for women with comorbid PTSD and substance use disorders. *The American Journal of Psychiatry*, 161 (8), 1426-1433. (PAC/library)
- Week 13      No class! Happy Thanksgiving!
- Week 14  
11/29      The Recovery Process and Relapse Prevention: Stages of alcoholism and cocaine recovery; Creating a relapse prevention plan. *EBP*: Cognitive-behavioral therapy. Guest speaker: Dr. Thomas Beers & Katie Owen, MSW, CASBIRT.
- Reading:  
O’Leary, T. A. & Monti, P. M. (2002). Cognitive-behavioral therapy for alcohol addiction. In S. G. Hoffman & M. C. Tompson (Eds.), *Treating Chronic and Severe Mental Disorders: A Handbook of Empirically Supported Interventions* (pp. 234-257). New York: Guilford Press. (ECR)
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- Week 15:  
12/6      Discussion of Literature Review/Volunteer Projects  
Quiz #3.

The contents of each class may be shifted to meet class need.

#### IV. Assignments and Evaluation:

1. You are asked to **attend two A.A. meetings**. They can be of any type—men’s, women’s, coed, gay, discussion, etc. as long as they are OPEN meetings (that is, open to non-alcoholics!). Call A.A. to get a list of meetings near your home. If you go with a classmate, please just do it in pairs. You may choose to attend a different kind of meeting for your second meeting, such as C.A. or N.A. Just make sure it has something to do with substance dependence! If you yourself are a member of one of these groups, try different ones, such as OA.

In a 4—6 page paper (typed) summarize what happened in both meetings, what you learned, and finish with your reactions or comments. Integrate concepts proposed by from readings posted on the ECR or the PAC:

- Davis, D. R. & Jansen, G. G. (1998). Making meaning of Alcoholics Anonymous for social workers: Myths, metaphors, and realities. *Social Work, 43* (2), 169-182. (ECR)
- Donovan, D. M. & Wells, E. A. (2007). Tweaking 12 step: the potential role of 12-step self-help group involvement in methamphetamine recovery. *Addiction, 102*, 121-129. (ProQuest)
- Hillhouse, M.P. & Fiorentine, R. (2001). 12-step program participation and effectiveness: Do gender and ethnic differences exist? *Journal of Drug Issues, 31* (3), 767-780. (ECR)
- Wallace, J. (2003). Theory of 12-step oriented treatment. In F. Rotgers, & D.S. Keller (Eds.), *Treating substance abuse: Theory and technique*. New York: Guilford. (ECR)

Please be prepared to discuss this paper in class, when we cover self-help groups. This paper is worth 150 points and is due **November 1st**.

2. You will have **three short quizzes** on the assigned dates. They will be multiple choice and/or brief answers. Each quiz is worth 50 points for a total of 150 points.

**3. Literature Review or Volunteer Project:** Because everyone has a different learning style, you have a choice of writing a literature review of a relevant topic to substance misuse treatment or to another area of addiction of your choice, or you may participate in some volunteer work in the area of drug treatment, research, or with a short paper.

The literature review paper should be about 12-15 pages long, APA style. You may review literature regarding a topic of your choice that relates to this class (be sure to discuss with me first). Please describe any evidence-based practice (EBP) intervention that has been applied to this area or you may propose the application of an EBP that has been found to be effective in a different area. You may want to go to <http://adai.washington.edu/ebp/matrix.pdf> or <http://nrepp.samhsa.gov/> for a list of EBPs in substance use disorders treatment. Be sure to attach a reference page. If anyone is interested in submitting this paper for possible publication in a journal, I will be happy to advise you on the process. Please do not turn in any recycled paper from another class.

OR, you may choose to do 4-6 hours (or more if you want!) of volunteer work at an agency that serves people with alcohol or drug problems. You may do this in pairs. This may not be at your field agency and this should be a NEW experience for you. For instance, if you already have experience in drug treatment work, then you might want to volunteer to assist with a research study or to work with a different population. I can assist you with some places to do this volunteer work. Here are some ideas:

- Shadow a Health Educator in the emergency room for the CASBIRT study
- Serenity House in Escondido will allow students to sit in on some co-occurring disorders groups, trauma groups, parenting groups, relapse prevention groups

- Work with the Drug Policy Alliance, which is a policy advocate group
- Work on a prevention project that targets adolescents and “alcopops” (see [www.marininstitute.org](http://www.marininstitute.org))
- Assist with a research project at our Center for Alcohol and Other Drug Studies and Services
- Volunteer to work at a detox center run by Volunteers of America
- Stepping Stones is a residential treatment program for LGBT clients
- Casa de Milagros is a residential treatment program for Latinas
- Sit in on several drug court proceedings or SARMS
- Visit several different agencies to compare Trauma-Informed Services

In addition, you are to write up a 5-7 page paper where you 1) Reflect on your experience and 2) Compare and contrast what you learned with what the literature indicates is the state of the art practice in this area. Please include 3-5 studies that apply to your topic. For instance, if you volunteer to observe a co-occurring disorder group, what does the literature tell us should be the focus of this group? What are the particular issues/needs of this population of clients? Please be sure to discuss with me ahead of time your ideas about this project, where you might spend some time, and how to approach your paper. If you do volunteer work in pairs, each paper should be written separately and be distinct from one another.

The paper for the lit review or for the volunteer assignment is due on the last class at the start of the class (12:30pm).

Please be prepared to discuss what you have learned at the last class.

## V. Grading

Grades are based on total points accumulated:

Points:		Grading:	
A.A. meeting paper	150	460-500	A
Quizzes	150	450-459	A-
Final Paper	200	440-449	B+
		409-439	B
		400-410	B- etc.
Total	500 points		

Late papers will receive a 10% point deduction (papers are due at 8 am of due date). Spelling and grammar are worth 10% of the grading.

Grading is based on the SDSU School of Social Work policy found in the MSW student handbook.

## Bibliography/References

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- partner violence and drinking: New research on methodological issues, stability and change, and treatment. *Alcoholism: Clinical and Experimental Research*, 27 (2), 292-300.
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