Chemical Dependency: Strategies & Tactics in Social Work (SW 218)

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Classroom: Shasta Hall264  5:30 - 6:30pm (or after class by appointment)
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Course Description

This course will provide an introduction to the assessment and treatment of alcoholism and other chemical dependencies, with emphasis on the application of specific clinical social work strategies to this specialized problem area. Since substance abuse may underlie or coexist with a variety of other problems including domestic violence, mental illness, health issues, etc, the social worker trained in assessment and treatment of chemical dependency will be better able to assess and intervene appropriately.

Learning Outcomes

1. Recognize personal values and biases regarding substance use and abuse. Ability to distinguish this from empirical data. Student will be able to describe how these values and biases affect the treatment process.
2. Identify assessment tools used in the treatment of chemical dependency.
3. List the components of treatment plan and construct an appropriate treatment plan given a specific case history.
4. Identify three different kinds of impatient treatment programs and three different outpatient treatment approaches.
5. Identify the meaning behind 12 steps of AA/NA and be able to describe the ways in which support groups may be utilized in the treatment of chemical dependency.
6. Demonstrate knowledge of Federal and State regulations as it relates to chemical dependency.
7. Identify special issues affecting minority populations in the prevention, identification and treatment of chemical dependency.
8. Define the following terms as they apply to the treatment of chemical dependency: abuse, addiction, dependency enabling, co-dependent, denial, confrontation intervention, detoxification, DT’s, withdrawal, relapse.
9. Describe special issues faced by females and parents in the treatment process.
10. Identify special issues related to HIV and Viral Hepatitis and treatment of chemical dependency.
11. Describe the addictive process as it affects family structure and the roles characteristically assumed by family members in the presence of addiction.
12. List the characteristics in the three major substance groups stimulants, depressants and hallucinogens.
13. Describe the diagnostic criteria used the DSM-IV to diagnose substance abuse and addiction.
14. Knowledge and ability to practice strength based social work.
**Cultural Oppression**

Historically, access to treatment for chemical dependency has been easiest for the wealthy. Women, racial minorities, elderly, physically challenged, mentally ill, homosexual and HIV-positive individuals all have special issues/needs that must be addressed by the provider system. In this course, students will be expected to demonstrate awareness of the issues that affect these populations and of the sub-populations of indigent clients within these special groups, and to identify ways in which treatment programs address or fail to address these issues.

**Course Format**

This course will be conducted using question/discussion sessions, lecture, small group exercises and group presentations. The primary learning method will be collaborative and depends on class participation and discussion. Video, films, speakers and simulation exercises may be used to accomplish the learning objectives.

**Course Requirements**

1. **Attendance:** It is a basic requirement to attend the “entire” class. You will receive credit for every class you attend and participate in. If you do not attend class, you will not receive credit.

2. **Tardiness:** Being late for class could cost you, so give yourself ample time to eat park and walk to class. It is okay to be late once or twice. It is not ok to be chronically late as it disrupts the flow of the class. For those who develop a pattern of tardiness, the following policy will apply:
   - More than 15 minutes late for a session a ½ day absence will be noted.
   - More than 1 hour late will be counted as a full absence.

3. **Absence** from class more than one time...you must write a 2-3 page paper on the reading material. This should be turned in the day you return. More than 3 absences you failed the class.

4. **Assigned Readings:** Students are expected to complete reading assignments prior to class.

5. **Classroom Participation and Preparation:** Students are expected to be prepared to participate in discussions and in oral and written exercises.

6. **Late Assignments:** You are expected to complete assignments and turn them in on time. Papers must be handed in at the beginning of class on the due date. For every day the assignment is late ½ grade will be subtracted from the final grade. Remember if you discuss with the professor the circumstances of the late paper beforehand we may be able to agree on a new due date. There may not be a penalty.

7. **Writing Assignments:** Serious deficiencies in spelling punctuation, sentence structure, and coherent organization will result in a lower grade. If you are concerned about the quality of your writing please make an appointment with the Division’s Writing tutor or the University’s Writing Center. You may also make an appointment with the professor before the assignment is due to discuss the help you need.
All papers should be typewritten double spaced. Apply the basic APA (American Psychological Association) style for all written assignments both in main text and citing references.

Students are reminded to retain a copy of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.

8. Plagiarism and Cheating: It is unethical and illegal to plagiarize (i.e., to copy the words and thoughts of others without citing the author as the source). It is unethical to copy someone else’s answers for an exam or a paper. Be aware in this unfortunate event appropriate university-sanctioned action will proceed.

9. Ethical Practice: It is expected that students will be familiar and adhere to the NASW Code of Ethics. Classroom dynamics must be safe, appropriate, relevant and respectful of diversity or opinion and experience.

10. Incomplete grades: A grade of “incomplete” may be assigned only in cases of illness, accident or other special circumstances. Incomplete grades are not automatically given and must be discussed with the professor. It is the student’s responsibility to fulfill the University’s and or Division’s policies and procedures for obtaining incomplete. Students who fail to comply with the policy will be assigned a grade of “Fail” for the course.

11. Open Door Policy: If you have a question, concern, special needs, or suggestion please do not hesitate to call or come see me. Learning is a lifelong experience for all and it can be fun. So let’s have a fantastic semester.

Course Assignments & Grading

**Participation & Verbal Knowledge of Reading 10%**

Due: Ongoing

Take home **Midterm exam** 25%
Given: Sept 28/ Due: Oct. 19

**AA Paper**

Given Sept 7/Due Oct. 5 10%

**Site Analysis Paper**

Given Sept 7/Due: Nov. 2 30%

**Take Home Final Exam**

Given: Nov. 16 / Due: Dec. 14 25%

**Participation & Verbal Knowledge of Reading (10%)**

Participation is a requirement. You should be expected to contribute your thoughts and learning experiences. Communication is major part of social work and your theoretical and practical approaches are imperative to good social work.
**Take Home- Midterm Exam (25%)**

**Given: Sept. 28 and Due October 19, 2006.**

The exam will include several case vignettes in which you will develop a bio - psycho social - treatment and intervention plan with after -care. You need to utilize theories concepts and citations from class lecture and readings. The paper should be 5-7 pages. Criteria for grading will include: quality of descriptiveness and analysis– use of reading assignments and lecture; and clarity and conciseness. You will need to site references from the textbooks. Follow APA formatting.

**Agency Site Visit! Service Analysis Paper (30%)**

**Given: Sept. 7 and Due Nov. 2, 2006**

All students will complete a site visit at a local chemical dependency agency/program in order to learn first hand about clientele, level of care, curriculum, assessment procedures, treatment plans, case management and counseling issues, staff issues, etc. Thereafter you will analyze the effectiveness of the treatment services. I’m looking for you to base your critique on examples and opinions cited in the literature. You will need to cite sources from the required text books. Follow APA formatting.

NOTE: Personal Biases and opinions should not be addressed in this paper. All observations should be addressed through your social work theoretical framework.

Call an agency/program and schedule an informational interview with an Addiction Professional. Interview him or her with the assistance of the “Site Visit Questionnaire”

Write a 10 –15 page paper describing and analyzing the service. Organize your paper into these four sections: Descriptive Information; II. Theoretical Approaches; III. Analysis of Service: IV. Implications for My Social Work Practice.

Cite Professional literature from the class and from the lecture. At the very least, include 7 different citations in your text and at least 5 references on the final reference page. Only 1 of the 5 references can be of a credible internet site.

Criteria for evaluation include: quality of description & analysis (20%); use of literature (10%) and clarity / conciseness (5%).
I. General Description of Service
   A. Describe the agency /program and its target population.
   B. Describe the program’s level of care system and how one transfers to each level.
   C. Describe the screening, assessment intervention, and discharge process. What are the time frames, assessments used, primary intervention modalities (case management, process group, education group).

II. Theoretical Approaches
   A. Discuss the prominent theories/models that underlie the service provided. Moral Model, Medical —Disease Model. Learning theory, Psychoanalytic Theory. Ecological Perspective, Family Theory, Biopsychosocial Model.

III. Critical Analysis of the Quality of Treatment Service: Analyze the effectiveness of the service based on the needs of the target population by critically describing 4 things in the program is doing effectively and 4 things the program needs some improvement. A list of some ideas...
   1. Intake: Is there treatment on demand or is there a long waiting list?
   2. Orientation: is there a thorough welcoming orientation?
   3. Analysis(UA): Does the program conduct UA’s? Is this the major “tool” used to monitor AOD use? What are the consequences if a client gets a positive urine screen?
   4. What education is offered? Is what the program teaches important for the clients to learn? Is relapse prevention being offered early in treatment or is it offered just prior to discharge?
   5. Cultural Competence: Is the program adequately accounting for the cultural diversity of its clients (gender, race, sexual orientation, class, age disability, etc). Did they speak the language of the clients they served?
   6. Dual Diagnosis Disorders: Is the program adequately addressing dual disorders? Is pharmacotherapy available?
   7. Family /Significant Others: Does the program have an avenue for other parties to get involved? Are there family groups, or private family sessions? What about the children?
   8. Case management: Does the program provide case management?
   9. Ancillary Services: Some populations need services in addition to drug/alcohol( such as transportation/housing, childcare, food vocational illegal help). Are these provided?
   10. Outcome Studies: How does the program measure successful treatment outcomes? Does the program provide a follow up interview (six months after discharge) as a way to evaluate the program or study outcomes.
   11. Strength Based Practice: Did the agency provide a positive atmosphere? Were the counselors genuinely friendly? Was the agency client-centered.

IV. Implication for My Social Work Practice: based on what you learned in the process of this paper, what skills or information do you need to improve the quality of your work with AOD clients?
Take Home Final Exam (25%)
Given Nov. 16 / Due Dec. 14, 2006
This exam will resemble the first take home exam. These questions will span the range of the topics covered in class. Utilize the concepts and citations from class lecture and class readings. One section of the exam (2-3 pages) pertains to your attendance of the 12 step meeting. The exam is 10-15 page paper double spaced APA formatting.
You can work together on your final in order to maximize your learning. Criteria for grading will include: quality of descriptiveness and analysis: use of literature and lecture: and clarity and conciseness.

12 Step Assignment- AA Meeting (10%)
Given – Sept. 7 / Due October 5, 2006
All students must attend a 12 step meeting and write a 2-3 page summary on the meeting. Please include at least 2 citations in this assignment (APA style).

- Attend an AA or NA meeting between now and when the final is due.
- Look thru the schedule book of meetings during class break for an AA meeting. You can also call the AA Central Office (454-1100) or NA (732-2299) for a meeting in your area or interest. Look up on internet for a location near you.
- Attend an “Open” meeting (meaning they are “Open” to anyone interested) A Closed meeting is limited to only those who identify as an addict or alcoholic.
- Should anyone ask why you are there, be honest about your reason. This is not an uncommon assignment. You can say you are “visiting or observing”
- Read all of the required assignment in Session 11 prior to attending.
- Please do not take notes during the meeting and respect anonymity do not use real names in your assignment.
- Be aware that every meeting has its own “culture”. Observe objectively. You may be exposed to swearing, harsh realities of life and some real tragic experiences. As a social worker this is only the “tip of the iceberg” so be respectful, ethical and take in the experience.
- Feel free to pick up some program literature for a nominal fee.

Guidelines for 12 Step Assignment-Write 2-3 page Summary

1. Describe the demographics of the group (such as age, gender, socioeconomic status)
2. Describe the atmosphere and tone of the meeting
3. Describe the structure of the meeting (how was it conducted)
4. List and Describe two things that were effective or healing.
5. List and Describe two things that were ineffective or counterproductive about the meeting.
GRADERS

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Required Textbooks


Class Agenda for Fall of 2006

*Note. Subject to change at the instructor’s discretion or as academic requirements demand.*

Class begins promptly at 6:30pm and ends at 9:15pm. There is a 15 minute break at 7:45 pm. Please DON’T be LATE! Thank you!

Sept. 7: Session 1  Welcome to Class!
( AA given - due Oct. 5 & Agency Site Visit Assignment Given due Nov. 2)

Topic: Overview of Course and Course Syllabus; Review of Assignments; Social Work Contribution to the Addiction Field; Ecological Perspective as a Foundation of Addiction.

September 14: Session 2

Topic: Historical context of CD treatment; Models and Theories of Addiction

Required Reading:
1. van Wormer & Davis. Ch. 1& 2 (1-65)
2. Margolis & Zweben Ch 2 Models and Theories of Addiction (41-87)

September 21: Session 3

Topic: AOD Classifications Uppers (Stimulants); Downers (Depressants) and AllArounders (Hallucinogens) and the biology of drug addiction: addiction as a Disease of the Brain.
September 21: Session 3 (Continued)

**Required Reading:**
1. van Wormer & Davis. Ch. 4: Substance Misuse & Dependence & the Body (97-145)
2. Inaba & Cohen. Ch. 3.45,6. (81-264).

September 28: Session 4

**Given:** Midterm due Oct. 19

**Topic:** Assessment; assessment tools; DSM IV Categories: Determining Appropriate Care through the ASAM Patient Placement Criteria

**Required Reading:**
1. Margolis & Zweben. Ch.3: Assessment (89-116)
2. Handout: The Addiction Severity Index (ASI). 5th Edition. The ASI is one of the most popular standardized assessment instruments in the U.S.

October 5: Session 5

Take home midterm Exam Given (Due October 19)

**Topic:** What does effective treatment look like? Treatment Continuum: from Detox to After Care: Matching client to the right kind of treatment; One size does not fit all!

**Required Reading:**
1. Inaba & Cohen. Ch 9: Treatment (377-442)
2. van Wormer & Davis. Ch. 5: Interventions to Biology (146-169)

October 12: Session 6 (AA Paper Due)

**Topic** The Phases and Warning signs of Relapse: Relapse Prevention Planning

**Required Reading:**
1. Chapter 9 Margolis & Zweben (263-2911)

October 19: Session 7

Due: (Beginning of Class) Take Home Exam

**Topic:** Strength based Helping Strategies: Motivational Interviewing & the Stages of Change; Helping the chemically dependent through the Stages of Change

**Required Reading:**
1. van Wormer & Davis. Ch 3: Strength-based Helping Strategies (66-91)
2. Inaba & Cohen Ch. 9. (400)

Oct. 26: Session 8

**Topic:** Cultural Competence in Addiction Social Work; addiction as a cultural death and sobriety as cultural affirmation; reconnection to community and culture as a way to heal.

**Required Reading:**
1. van Wormer & Davis. Ch. 11: Racial, Ethnic & Cultural Issues (311-338)
Nov 2: Session 9
Due: Analysis Paper
Required Reading:
   1. van Wormer & Davis. Ch 9: Family Risks & Resiliencies (283-310)
   2. Inaba & Cohen. Treatment & The Family (390-394)

November 9: Session 10
Topic: Defining the different kinds of Dual Diagnosis; The need for integrated treatment (not parallel or sequential).
Required Reading:
   1. van Wormer & Davis. Ch 8: Coexisting Disorders and Disabilities (247-280)
   2. Inaba & Cohen. Ch 10: Mental Emotional Health & Drugs (443-477)

November 16: Session 11
Given: Take Home Final Exam (Due Dec. 14)
Topics: Self – Help Groups for Addiction and the Harm Reduction (HR) Movement; What HR is and What it is not; HR Strategies: Methadone Maintenance, Needle Exchange, Controlled Drinking, & Child Abuse and AOD issues
Required Reading:
   1. van Wormer & Davis. Ch 12 Mutual—Help Groups (371-400)
   2. van Wormer & Davis. Ch 3 Harm Reduction (70-78)

November 23: Session 12 Have a NICE Thanksgiving Holiday / NO CLASS
Topic: Culturally considerate when workings with Gay/Lesbian/Bisexual/Transgender persons
Required Reading:
   1. van Wormer & Davis. Ch. 6: Addiction across the Life Span (173-212)
   2. van Wormer & Davis Ch. 11 Gender & Sexual Orientation (339-370)

December 7: Session 13
Topic: Macro-Level Issues: Criminal Justice Vs. Harm Reduction Public Policy; Enactment of Proposition 36 & Domestic Violence & AOD issues.
Required Reading: van Wormer & Davis Ch 13: Public Policy (401-418)

December 14: Session 14 (Final Paper Due)
Topic: Self – Care Issues for the Addiction Social Worker; Certification Process to become a Certified Substance Abuse Counselor - Closure Activities, Evaluation and CELEBRATION!

December 21: NO CLASS! HAPPY HOLIDAYS… PEACE, LOVE & HAPPINESS!
Site Visit Analysis

These questions may help formulate and write your paper.

*Whom is the target population for the treatment program (homeless males, pregnant women, teenagers, elderly, etc.)?
*What levels of Care are provided (detoxification, outpatient, intensive outpatient, partial hospitalization/day treatment, residential, in-patient, methadone maintenance, etc.)? How does a client move from one level to another?
*Is this program sobriety—based? If so, do they use urine analysis (UA’s)? How often are UA’s given? Are they random?
*Please explain the agency’s process for screening, intake assessment, treatment planning, discharge planning and aftercare? (If possible review blank paperwork)
-What assessment tools (ASI), the agency’s own etc.) are used?
-What do the treatment plans look like? When are they updated or revised?
-What does a discharge plan look like? When do they initiate these plans?
*What is the typical “length of stay” for a client? How has this changed in the last few years, if at all?
*What theoretical approaches are used (Medical - Disease Model, Learning Theories, Psychoanalytic, Biopsychosocial, etc.)? What theories fit best with this population?
-Explain the curriculum of the program (what groups, services, classes are provided)? (Schedule of events may help) How are these services important to your target population?
*How is case management utilized? What kinds of issues (welfare, housing, childcare, job readiness, etc.) are most common with this target population?
-Describe the relapse prevention component of your program? What is emphasized? What skills are the clients taught?
-Do you have away for the family or significant others to get involved in the clients’ program of recovery?
*How does the program work with culturally diverse individuals. Do they have counselors, staff, administrators who represent the clientele they serve? Do they speak the language of the client or do they use translators?
-How does the program deal (or not deal) with Dual Diagnosis? How is medication used? What are the common Disorders?
*Does the program utilize the 12-Step model? What type of support groups do they have? Regarding staff how important is it to have staff in recovery?
-What are some of the staff stressors? How does the agency provide care for its staff?
*What macro-level issues (county/state/federal funding, recent legislation, state deficit etc.) have effected the program? Has this influenced the program’s ability to serve clients?