Social Work 218
Chemical Dependency: Strategies & Tactics in Social Work Practice

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Office Hours:
Monday 2:00-6:00pm
Friday 12:00-2:00pm
Or by Appointment

This course has a Sac CT site. Go to https://online.csus.edu
Log in with your "My Sac State" ID & password. If you are registered for the course, it will automatically appear in your Sac CT site.

COURSE DESCRIPTION
This course will provide an introduction to the assessment and treatment of alcoholism and other drugs (AOD) problems, with emphasis on the application of specific clinical social work strategies. Since substance abuse may underlie or coexist with a variety of other problems, including family violence, mental illness and health issues, the social worker trained in the assessment and treatment of chemical dependency will be better able to assess and intervene appropriately.

LEARNING OUTCOMES
Upon completion of this course the student will be able to:
1. List the medical and behavioral aspects of each classification of psychoactive substance.
2. Identify screening and assessment tools used in the treatment of AOD abuse and dependency.
3. Describe the diagnostic criteria used in the DSM-IV to diagnose AOD abuse and dependency.
4. List the components of a treatment plan, and construct an appropriate treatment plan given a specific case history.
5. Identify three kinds of inpatient and three kinds of outpatient treatment approaches.
6. Describe the ways in which 12 Step and other self-help groups may be utilized in substance abuse treatment.
7. Identify special issues affecting marginalized populations in the prevention, identification and treatment of chemical dependency.
8. Through a comprehensive AOD agency assessment, critically analyze the components of effective and ineffective AOD treatment.
9. Define the following terms as they apply to the treatment of chemical dependency: abuse, addiction, dependency, enabling, codependent, denial, confrontation, intervention, detoxification, DT’s, withdrawal, relapse.
10. Describe and demonstrate how harm reduction, motivational interviewing, and solution-focused interventions can assist individuals who have complications with AOD.
11. Describe special issues faced by females and parents in the treatment process.
12. Identify special issues related to HIV and Viral Hepatitis and treatment of chemical dependency.
13. Describe the addictive process as it affects family structure and the roles characteristically assumed by family members in the presence of addiction.
14. Recognize personal values and biases regarding substance use and abuse, and to distinguish these from empirical data. In addition the student will be able to describe how these values and biases may affect the treatment process.
CULTURE, OPPRESSION AND SPECIAL POPULATIONS

Historically, access to treatment for chemical dependency has been tailored for white heterosexual males. Women, people of color, elderly, disabled, mentally ill, individuals with HIV, AIDS and/or Hep C, and gay/lesbian/transgender/transsexual 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. Students will participate in group exercises and discussions. Educational videos, speakers, and simulation exercises may be used to accomplish the learning objectives.

COURSE REQUIREMENTS

1. SacCT: This course has a SacCT site that students are required to access as part of the course. Students can download assignments, power point lectures, and handouts. As well, student grades will be posted. CSUS requires that students be computer literate and they offer support. For SacCT support at any time during the course, please contact the University Help Desk by email helpdesk@csus.edu, phone (916) 278-7337, or visit them in person at ARC 2005.

2. Attendance: Attendance of the complete class period and participation in discussion are expected and will be graded. As a matter of fairness and equity, anyone missing one full Sunday class session or the equivalent, loses a minimum of one letter grade on the final course grade. There is no substitute or make-up for attendance and participation. Missing 1 full day and 2.5 hours of further class time or the equivalent will result in a failure from the course. Special consideration will be considered in extreme circumstances.

3. Tardiness: Being late for class could cost you, so give yourself ample time for eating, parking, and walking to class. Being chronically late disrupts the flow of the class. If your arrival time indicates a pattern of tardiness your participation grade will be reduced.

4. Assigned Readings: Students are expected to complete assigned readings prior to class attendance.

5. Late Assignments: You are expected to complete assignments and turn them in on time. For every day the assignment is late, 2 points will be subtracted from the paper’s final grade.

6. Criteria for Written Assignments & APA format: All papers should be typewritten (double-spaced, 12 point font, 1 inch margins), and free of spelling and grammatical errors. Apply the basic APA (American Psychological Association) style for all written assignments both in the main text and in citing references. NOTE: You use APA citations when taking information or quotes from literary sources. You can find information on APA format at www.wisc.edu/writing/Handbook/DocAPA.html. Also look on page 12 of this syllabus.

7. Plagiarism and Cheating: It is unethical and illegal to plagiarize (i.e., to copy more than 3 words of another author or copy the ideas of others without citing the source). Similarly, it is unethical to copy another student's answers for a take-home paper. Please be aware that I will watch for this and will take appropriate university-sanctioned action if necessary.

8. Ethical Practice: As developing social work professionals, it is expected that students will be familiar with and adhere to the NASW Code of Ethics. This code for professional behavior should guide your actions in class. Ethical violations (e.g., disrespect for colleagues) will not be
tolerated. Classroom dynamics must be safe, appropriate, relevant and respectful of diversity or opinion and experience.

9. **Incomplete Grades:** A grade of “incomplete” may be assigned only in cases of illness, accident or other occurrences clearly beyond the student’s control. Incomplete grades are not automatically given. It is the student’s responsibility to fulfill the University’s and/or Division’s policies and procedures for obtaining an incomplete. Students who fail to follow applicable policies will be assigned a grade of “fail” for the course.

10. **Open Door Policy:** Knowledge of the material in this course is your lifeline to good, quality social work and I want it to be as fun, understandable and interesting as possible. If you have a question, concern, or suggestion, please do not hesitate to call me or email. I am here to help you.

11. **Students in Need of Accommodations:** The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD). I am committed to assisting students (or facilitating needed assistance) in any way I possibly can in areas of academic resources. Please let me know of any special education needs you may have as early as possible.

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**TEXTBOOK AND COURSE PACKET**

**Required Course Packet:**
This is a packet of readings that you can order online from University Readers (www.universityreaders.com). Go to “Students Buy Here” and follow the instructions to purchase either a hard or digital copy. The cost: $33.82.

**Required Textbook**

**Recommended Textbook**
## COURSE ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Dates</th>
<th>Where</th>
</tr>
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<tbody>
<tr>
<td>Participation/Out-Loud Knowledge of Reading</td>
<td>15</td>
<td>Ongoing</td>
<td>In Class</td>
</tr>
<tr>
<td>Online Exam #1</td>
<td>25</td>
<td>By Thursday 2/18, 11:59pm</td>
<td>Assessment Tool, Sac CT</td>
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<td><em>There is no makeup for this exam. Do not wait until the last minute in case you have problems accessing the exam.</em></td>
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<tr>
<td>Take-Home Midterm</td>
<td>75</td>
<td>By Thursday 03/04, 11:59pm</td>
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<td>To be given at the end of Class 2 on 02/21.</td>
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<tr>
<td>12 Step Assignment</td>
<td>50</td>
<td>By Thursday 04/15, 11:59pm</td>
<td>Turn in: Assignment Tool, SacCT</td>
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<tr>
<td>Public Policy Outline &amp; Presentation</td>
<td>30</td>
<td>Outline: By Thursday 05/13, 11:59pm</td>
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<td>By Thursday, 5/20, 11:59 pm</td>
<td>Assessment Tool, Sac CT</td>
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### Total

### A 100% - 95%
### A- 94% - 90%
### B+ 89% - 87%
### B 86% - 83%
### B- 82% - 80%
### C+ 79% - 77%
### C 76% - 73%
### C- 72% - 70%
### D+ 69% - 67%
### D 66% - 63%
### D- 62% - 60%
### F 59% <

### PARTICIPATION & OUT-LOUD KNOWLEDGE OF READING

Meaningful class participation is one of the requirements of university education. It demands that assigned readings be completed and thought about before class. Participation includes attendance,
thoughtful questions, participation in class exercises, constructive interaction with other class members and instructor, and contributions to discussion. You should expect to participate throughout the day. If this is a problem for you (because you feel uncomfortable talking out in class) please see me so we can figure out what is the best way for you to contribute to the class discussion/community. I value your feedback, thoughts and experience and want them to be a prominent part of this learning experience.

Some ways that students have contributed include: asking questions; bringing in relevant newspaper articles to increase class awareness; leading discussion in their small group; volunteering to be in a role-play; answering questions; laughing at my jokes (okay…just kidding); knowing the readings well enough to be able to talk about them; bringing in food to share; etc.

TWO ONLINE EXAMS:
These exams are to be taken online through SacCT. You will take them at home (or wherever!). One is due before the second class, and the other is due after the last class. The first exam will be only multiple choice and true and false questions. The final exam will include these, plus some essay questions. Please note: there are no make-ups for a missed exam.

In taking these exams, you will have one attempt to get into SacCT to take it. Once you are in the exam, you can take as much time as you need during this one attempt. You will need a lock down browser into order to take these exams. Try not to wait until the hour that the exams are due to take them. Many students have had internet or other problems related to accessibility when taking online exams. You should allow yourself at least two day to manage the problems associated with accessing the exams. For SacCT support at any time during the course, please contact the University Help Desk by email helpdesk@csus.edu, phone (916) 278-7337, or visit them in person at ARC 2005.

TAKE-HOME MIDTERM
You will be given a “Take-Home Midterm” at the end of the class on 02/21 which must be turned into Sac CT on or before Thursday, 03/04. You need to use concepts and citations from class lecture and class readings.

The midterm will include essay questions and case histories. I encourage you to work together on the exam in order to expand your learning. Criteria for grading will include: quality of descriptiveness and analysis; use of reading assignments and lecture; and clarity and conciseness in writing. You will need to cite sources from the Course Packet and textbook. There will be clear guidelines on the exam so you will not have to guess what I am asking you to do.

12 STEP ASSIGNMENT: You will go to either an AA/NA Meeting and then write a paper. For guidelines on attending the meeting, guidelines for writing the paper, and for the Grading Rubric, go to the SacCT “Assignment Tool.”

MACRO OUTLINE AND PRESENTATION
You will do research on an AOD policy of your interest. It must be macro level policy, such as: CPS AOD policies; Federal AOD Confidentiality Guidelines; Drug Court; Proposition 36; California State AOD Policies for High Schools; Medical Marijuana; AOD workplace policies; DUI policies; federal AOD policies (“War on Drugs”). See the readings for Class 5/Session 15 for more ideas. You will write a 2-3 page outline, with APA citations and a final reference page.
You will be assigned a small group of three students and you give a 7-10 minute presentation to this group. You will give each student in your group a copy of your outline. You should also plan on using other visuals to help engage your peers. During your presentation, do not just read from your outline. Instead, students need to give eye contact to their peers and engage them by being creative and interesting. See the “Assignment Tool” for more information.

COURSE CALENDAR OF EVENTS
*Subject to Change at the instructor’s discretion or as academic requirements demand.

Each Sunday Class begins promptly at 8:00 and ends at 5:00. The lunch hour is between 12 and 1:00 PM. There is one break in the morning session and one break in the afternoon session. The dates are: January 31, February 21, March 21, April 18, and May 16.

Each Class is divided into Three Sessions, which equals a total of Fifteen (15) sessions.

CLASS ONE: JANUARY 31
The readings are due before coming to the class!

SESSION ONE
Topic: Overview of Course and Course Syllabus; Review of Assignments; Introductions

Required Reading:
1. Textbook, Ch 1: The Nature of Addiction (3-43)

SESSION TWO
Topic: Historical context of AOD in the United States; Models and theories of addiction

Required Reading:
1. Course Packet (1-24)
   Margolis & Zweben: Ch. 2, Models and Theories of Addiction
2. Textbook, Ch 2: Historical Perspectives (44-84)

SESSION THREE
Topic: The biological and medical aspects of AOD addiction; The three main classification groups of AOD: Uppers, Downers and All-Arounders

Required Reading:
1. Textbook, Ch 4: Substance Misuse, Dependence and the Body (121-186)
2. Handout on SacCT (home page “Handouts”): Uppers, Downers and All-Arounders
CLASS TWO: FEBRUARY 21

Remember to do the Online Quiz before Thursday, February 18 by 11:59pm.
See Sac CT “Assessment Tool”

The midterm will be handed out at the end of the class. You will have @ 2.5 weeks to complete it. It is due on Thursday, March 4th. Turn it in to the Assignment Tool, Sac CT

SESSION FOUR

Topic: Assessment; assessment tools, including the Addiction Severity Index (ASI); DSM IV criteria

Reading:
1. Course Packet (25-50)
2. Handout 1: Continuum of AOD Use
3. Handout 2: Addiction Severity Index

SESSION FIVE

Topic: AOD treatment levels and modalities; Determining appropriate level of care for treatment; ASAM Patient Placement Criteria

Reading:
2. Handout 3: ASAM

SESSION SIX:

Topic: Substance abuse seen in all stages of life: Adolescence and youth substance use, college binge drinking; special issues related to treatment of the elderly. Prevention and spiritual healing are major themes.

Reading Assignments:
CLASS THREE: MARCH 21

SESSION SEVEN
Topic: Every door an Open Door: Defining co-existing disorders; The need for "integrated treatment" (not parallel or sequential treatment).

Reading:
1. Textbook, Ch 8: Substance Misuse with a Co-occurring Mental Disorder or Disability, 247-280.

SESSION EIGHT
Topic: Staying Quit: The Phases and Warning Signs of Relapse; Relapse Prevention Planning

Reading:
1. Course Packet (71-88)
2. Handouts 1, 2, 3, 4

SESSION NINE
Topic: Family Risks and Resiliencies. Topics: family adaptation to addiction and family counseling based on the stages of change; the Rename, Reframe, Reclaim model for healing of family members; Family love, enabling and letting go.

Reading:
1. Course Packet (89-94)
SESSION TEN
**Topic:** Strength based Helping Strategies; the Transtheoretical Model and the Stages of Change; Motivational Interviewing and the Solution Focused Approach

**Reading:**

SESSION ELEVEN
**Topic:** The Harm Reduction (HR) Movement; HR Strategies: Methadone Maintenance, Needle Exchange, Controlled Drinking, Vein Care for IV Drug Users, etc. Asking the Moral Question: Is it Okay to Get High?

**Reading:**
1. Course Packet (51-64)
   Woods (1998), Ch.8: Bringing Harm Reduction to the Black Community, 301-326.

   **Recommended:**
   Log onto the website of Harm Reduction Coalition, [www.harmreduction.org](http://www.harmreduction.org). Click on "About Us." Read the section on "Harm Reduction Principles."

SESSION TWELVE
**Topic:** Mutual-Help Groups. Learn the power of 12 Step groups, basic beliefs and controversies. Study the 12 Steps of AA. Learn about an up and coming mutual-aid group: Life Ring.

**Reading:**
1. Textbook, Ch. 12: Mutual-Help Groups, 489-520.

**Recommended Reading** Before Going to Your First Meeting:
University of California Extension (1999). 12-Step Meetings, 69-75. Find this in Sac CT under “Handouts,” Class 4. This was written for clients who were in a treatment program; it gives instructions for what to expect and how to benefit from a 12 Step meeting.
CLASS FIVE: MAY 16

SESSION THIRTEEN
Topic: Ethnocultural competence in AOD Social Work; Addiction as cultural death and sobriety as cultural affirmation; Reconnection to community and culture as a way to heal.

Reading:
2. Course Packet (65-70)

SESSION FOURTEEN
Topic: Sex, food, gambling, internet and other addictions; Prevalence, assessment and treatment.

Reading:
1. Textbook, Ch. 7: Eating Disorders, Gambling, Shopping and Other Behavioral Addictions, 283-330.
2. Course Packet (95-102)
3. Handouts 1, 2, 3

SESSION FIFTEEN
Topic: Public Policy. Note especially discussion of the war on drugs as a war on minorities, and women in poverty, conspiracy laws, and federal laws related to confidentiality. Be prepared to argue for or against decriminalization.

Reading Assignment
1. Textbook, Ch 13: Public Policy, 521-545.
2. Handout 4
   You will be given a URL in order to locate a book chapter that is free online.


Below is the correct citation for the SWK 218 course textbook (for final reference page):

See page 11 of the syllabus for the exact citation format for the articles from the course reader.

Citation of a work discussed in a secondary source (APA, 5th Ed. p. 247):
Sedenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) states that...

Citing a personal communications (APA, 5TH Ed. , p. 214):
The director of the Sutter Intensive Outpatient Program, L. Rodriquez (personal communication, April 18, 2003), stated that…

Note: Personal Communications are not cited on final reference list.

Citing a web document means you underline the web site (on the final reference page):

Citing a published organizational source:
- The incidence of strokes is on the rise for female elders (American Heart Association, 2003, p. 23).
- The National Association of Social Workers developed a policy statement pertaining to client self-determination in end-of-life decisions (NASW, 1994).
- Early in the drinking period, as the DSM-IV-TR (American Psychiatric Association, 2000) indicates, when blood alcohol level are rising, symptoms often include talkativeness, a sensation of well-being, and a bright expansive mood.

Citing an unpublished document (handbook, Policies and Procedures Manual, etc.) from an organization:

Below are some examples of how to correctly cite an author’s or several authors' works in the text of your paper. You need to pay attention to the details:
- Johnson (1997) lists a series of “communication rules” that are often demonstrated in the relationships of those who suffer from codependency (p. 268).
- Rodriguez, Vasche and Waters (2000) discuss the crisis of methamphetamine in California’s Central Valley.
- There has been much recent attention to the methamphetamine crisis in central California (Rodriguez, Vasche & Waters, 2000).

If you do not have a direct quote, you do not need to put the page number in the citation:
Rondero (2000) emphasizes the need for macro-level interventions as an essential ingredient to reduce the incidents of babies born with fetal alcohol syndrome.

If you have a direct quote, you need to include the page number in the citation:
Van Wormer (1997) states, “…there is much joy in alcoholism treatment work and much pain and despair also” (p. 3).

NOTE:
You cannot take the exact words of an author and claim them as your own. This is called plagiarism and it is against the law. This can get you discharged from this class as well as the university (See CSUS Course Catalog on the consequences of plagiarism). Be careful to summarize what the author has said and put this summary in your own words. This is sometimes difficult for you to know how to do. If you need help with this, see me.