

SHAW UNIVERSITY
Department of Social Sciences
Social Work (SOW) 495-50: Substance Abuse Issues and Treatment
(3 credit hours)
Prerequisite: SOW 210, SOW 235, SOW 301, SOW 302, SOW 371

Instructor:
Classroom:
Time:
Office:
Office Hours:

Telephone:
E-mail:

Social Work Program Mission

The mission of Shaw University's baccalaureate social work program is to prepare and graduate competent and principled social work majors at the generalist practice, entry level of the profession for service, advocacy, and leadership and to prepare students for successful graduate education.

Social Work Program Goals

Graduates of the Shaw University Social Work Program will:

1. Serve diverse client systems with respect, dignity, integrity, and competence. Serving diverse client systems includes using such methods of intervention as providing direct services, advocating, collaborating, and empowering clients.
2. Seek and obtain leadership positions in their chosen field of practice and in positions of leadership in the profession, communities, and society;
3. Advocate for societal systems and economic changes that improve the lives of those experiencing a range of life circumstances and conditions that impede optimal social functioning;
4. Engage in life-long learning by building on their baccalaureate social work education. Life-long learning includes attending social work graduate school, participating in continuing education offerings, using supervision, engaging in self-development and personal growth and activities, and other means that contribute to enhancing one's effectiveness and contributions as a professional social worker;
5. Work for social and economic justice for all people, with a special focus on populations at-risk, oppressed and disadvantaged populations, in order to improve their quality of life and help them achieve acceptance, tolerance, and full participation in society. By example, our graduates will be role models in advocating for acceptance, tolerance, equality, and eliminating discrimination.

Social Work Program Learning Outcomes

1. Apply critical thinking and analytical skills in generalist social work practice.
2. Incorporate and apply social work values, ethical principles and standards in generalist practice with all client systems.
3. Practice without discrimination and demonstrate cultural competence, knowledge, and skills related to clients' age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation with respect, dignity, worth, and recognition of the potential of all people.
4. Practice with diverse client systems without discrimination, facilitated by demonstrated knowledge of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Demonstrate knowledge of and interpret the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.
6. Apply generalist social work knowledge, skills, and practice experience to intervene, problem solve and advocate at the micro, mezzo, and macro levels.
7. Apply evidence-based theoretical frameworks to understand individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.
8. Critically analyze, formulate, and influence social policies.
9. Evaluate, interpret, and analyze research studies and apply research findings to practice, programs, and policies and evaluate one's practice interventions.
10. Use communication skills differentially across client populations and with colleagues, and communities.
11. Use professional development methods such as supervision, consultation, continuing education, graduate school, and participation in professional organizations for life-long service, advocacy, and leadership.
12. Practice within organizations and service delivery systems to effect social and organizational changes.

Course Description:

This course builds upon knowledge acquired in the Human Behavior and Social Environment and generalist social work practice courses. As an elective for upper class students, the course advances an understanding of substance abuse and prepares students to be effective generalist practitioners knowledgeable about the issue of substance abuse. The course covers the impact of substance abuse as a significant socioeconomic problem and examines the essential concepts and theoretical perspectives related to both substance abuse and substance abuse treatment, respectively. The course uses a bio-psycho-social framework for understanding the effects of substance abuse, as well as examining the spiritual and pharmacological aspects of alcohol and other substance abuse and the role of these aspects in substance abuse treatment approaches. The course also covers the related disorders involving the use of alcohol and other substances, including abuse, dependency, and addiction, and also provides an overview and history of the problem(s), discusses both theoretical and medical explanations of substance abuse, and explores societal responses to the problems associated with substance abuse. In addition, students are introduced to the basic methods and related skills of substance abuse assessment, intervention, treatment, and to the basic concepts of recovery. The course also examines the social stigmatization and related social and economic justice implications of substance abuse for disadvantaged, oppressed, and historically marginalized populations.

Student Learning Outcomes:

At the conclusion of this course, through class lectures and discussions and the accomplishment of required readings and course exercises and assignments, students will be able to:

Student Learning Outcome	Assessment of Student Learning Outcomes	Linkage to Program Learning Outcomes
1. Define abuse, dependency, and addiction as these terms apply to alcohol and other substances.	Exam Questions Term Paper Written Assignments Class Exercises	#1
2. Identify the main theoretical concepts regarding the etiology, explanation and treatment of substance abuse.	Exam Questions Term Paper Written Assignments Class Exercises	#1; #7; #8
3. Identify and describe the biological aspects of substance abuse.	Exam Questions Term Paper Written Assignments Class Exercises	#1; #8
4. Identify and describe the pharmacological aspects of substance abuse.	Exam Questions Term Paper Written Assignments Class Exercises	#1; #7
5. Identify and describe the psychological aspects of substance abuse.	Exam Questions Term Paper Written Assignments Class Exercises	#1; #3; #4
6. Identify and describe the social aspects of substance	Exam Questions Term Paper	#6

abuse, including the scope of substance abuse as a social problem.	Written Assignments Class Exercises	
7. Identify and describe intervention strategies for substance abuse at the micro, mezzo, and macro levels.	Exam Questions Term Paper Written Assignments Class Exercises	#1; #6; #7
8. Demonstrate knowledge of the impact and effects of substance abuse and its implication for social and economic justice on diverse and at-risk populations.	Exam Questions Term Paper Written Assignments Class Exercises	#3; #4; #6
9. Identify and describe the available resources and types of treatment for substance abuse including treatment settings and elements of recovery from substance abuse.	Exam Questions Term Paper Written Assignments Class Exercises	#1; #7; #8
10. Identify the roles of social workers in substance abuse intervention and treatment approaches at micro, mezzo, and macro practice levels.	Exam Questions Term Paper Written Assignments Class Exercises	#5; #6; #8

Required Text:

Doweiko, H.E. (2009). *Concepts of Chemical Dependency* (7th Ed.). Belmont, CA: Brooks/Cole.

Required Readings:

Smith, Mickey J.W., Whitaker, T., and Weismiller, T. (2006). Social workers in the substance abuse treatment field: A snapshot of service activities. *Health & Social Work*, 31 (2), 109-115.

Wells, Kenneth, et al (2001). Ethnic Disparities in Unmet Needs for Alcoholism, Drug Abuse, and Mental Health Care. *American Journal of Psychiatry*, 158:12, 2027-2032.

Supplemental Readings:

Johnson, Jerry L. (2004). *Fundamentals of Substance Abuse Practice*. Belmont, CA: Brooks/Cole

Because of the relevant nature of the material and topics in the course, students may be assigned special class readings and assignments from select newspapers, news magazines, periodicals, or professional journals. * (*Note: Throughout the course, some required assignments will be posted only on Blackboard. The course syllabus will also be available on Blackboard.*)

Additional readings will be assigned throughout the course; available through NCLIVE: <http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=ehost&defaultdb=sih>

Reading Assignments:

Each student is expected to read all assigned material prior to class and fully participate in class discussions and activities based on the assigned text and supplemental course readings.

Class Attendance:

The attendance policy printed in the Shaw University catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to find out from the professor or another student what he or she missed and to find out about any assignments that are due. An absence does not excuse the student from any work or due dates. Students who are not in class when the roll is called are marked absent, and it is the student's responsibility to report to the instructor immediately after class to have the "absence" changed to a mark of "late". Once in attendance, students should not leave the class without the instructor's permission.

Course requirements:

1. Exams (Mid-Term & Final; 25pts. ea.). A Mid-Term and Final examination will given to assess and measure achievement of the course student learning outcomes.

Exam Policy:

Students are required to take exams as scheduled. If for any reason a student fails to take any exam, it is the student's responsibility to contact the instructor immediately to discuss the nature of their absence. Missing any course exams may result in a failing grade for the course. If a student is absent without notice for an exam and was unable to take the examination due to a legitimately unforeseen reason (at the discretion of the instructor), the student must provide appropriate documentation for their absence to the instructor and that the instructor will keep. Appropriate documentation is an official excuse from Shaw University Student Affairs, a signed doctor's note from a medical professional, or another entity as approved by the Office of Student Affairs formally excusing the student for the day of the missed exam. This is the only way a student will be allowed to take a make-up exam; there will be no exceptions. In this case, students will be allowed to take a makeup exam and must make arrangements with the instructor to do so as soon as possible. If the student does not provide appropriate documentation, they will not be allowed to take a makeup exam and a "zero" will be entered as the student's grade for that particular exam. Students are strongly encouraged to take exams as scheduled.

Note: While the regularly scheduled exams for this course may be a combination of multiple choice, matching, fill in the blanks, and short answer essay, *the content and composition of any make up exams will be at the discretion of the instructor.*

2. Term paper (25 points). This assignment supports Course Objectives #6, #7, and #8. Each student is required to submit a term paper on a topic related to substance abuse. The student will utilize at least five scholarly journal/peer-reviewed articles as information sources for the paper. Possible topics include: alcoholism/substance abuse – disease or moral dilemma?; analysis of prevention/treatment approaches; implications of the medicinal use of marijuana; mandatory drug testing; analysis of the "War on Drugs"; substance abuse and diverse/at-risk populations. The paper will be a minimum of seven and a maximum of ten double-spaced text pages utilizing APA format and will include a cover page and a reference page. Detailed specifics regarding the

paper will be provided in a separate assignment handout and students will also be provided a grading rubric on which the paper will be assessed. Failure to submit a term paper may result in a failing grade for the course.

3. Support Group Meeting /Treatment Agency Visit and Report Assignment (15 points).

This assignment supports Course Objective #9. Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) are 12-step based recovery support groups which all hold certain meetings that are “open” (some are “closed”) to the public. The student has the option to either attend an “open” 12-step support meeting or conduct a site visit with a local SA treatment agency and submit a 2-3 page report which will also be presented to the class. The report should cover the following: 1) location, date, and time of the meeting/visit(s), 2) the type of the meeting or agency visited, 3) your personal observations, 4) your emotional reactions including any questions and potential concerns, and 5) how your experience has influenced your understanding of substance abuse, substance abuse populations, and substance abuse treatment/recovery. Detailed specifics on this assignment will be provided in a separate handout and students will also be provided a grading rubric on which the assignment will be graded.

4. Class Attendance

The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences:

Number Greater Than Excused Absences	Points Earned
1	4
2	3
3	2
4	1
5 or more	0

Students arriving after attendance is taken are responsible for informing the instructor of their presence in class immediately after class so that the recording of their absence can be changed to a “late”; three (3) “late” attendances will equate to one (1) unexcused absence. An absence does not excuse the student from any work or due dates. Once in attendance, students should not leave class without the teacher’s permission.

5. Class Participation

Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:

SHAW UNIVERSITY
Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
Engagement in the electronic/ email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

Course Requirements Grade Point Table

Attendance	05 points
Participation	05 points
Support Group Meeting/Treatment Agency Visit/Report	15 points
Term Paper	25 points
<u>Exams (Mid-Term 25/Final 25 points)</u>	<u>50 points</u>
Total	100

Grade Point Evaluation:

A=90-100; B = 80-89; C =70-79; D= 60-69; F=59 and below

***Note:** The minimum class passing grade for Social Work Major students is "C".

Academic Dishonesty: Plagiarizing/Cheating:

It is the philosophy of Shaw University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism (using another's work as your own whether you put it in your own words or keep it in the original words) and cheating are serious offences, and will be treated as such. A student who plagiarizes on the term paper assignment or cheats on a course exam – whether giving or receiving information – will receive a grade of zero on that particular exam or paper and may receive a failing grade of “F” for the course. Documentation of all such incidences will be placed in the student's academic file.

Course Advisement:

All students are encouraged to meet with the course instructor as early and as often needed. Students who have academic difficulty may be referred to the AAA Center for additional assistance and advisement.

Student Classroom Decorum Expectations:

All electronic devices including cell phones, PDAs, and i-pods must be turned off prior to entering class and students are not allowed to wear headphones/earpieces of any type during class. Absolutely no food or drink is allowed in class. No hats, headgear, or inappropriate clothing is allowed.

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. Specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, is disrespectful to the instructor; engaged in extracurricular activity, swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress).

Students who exhibit either the behaviors described above or similarly disruptive behaviors and who fail to comply with the expected student classroom decorum will be addressed as such by the instructor. Each occurrence deemed by the course instructor as disruptive to the learning environment will be recorded and documented, and following a third documented offense, students will be immediately dismissed from the class. The dismissal will be documented and reported in written form to the student's academic advisor, the Social Work Program Director, and to the academic Department Chair. A copy of the report will be provided to the student and placed in the student's academic file. The student will only be readmitted to class following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Additional student behavior codes may be found in Student Affairs.

Student Disability:

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in the class, you must notify Student Disability Services (Counseling Center at 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me privately in order that we can implement these accommodations.

American With Disabilities Act:

Shaw University is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93-112-The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing *authorized* documentation through designated administrative channels. If you require an accommodation based on disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure you are appropriately accommodated.

Course Schedule

Class/ Unit	Student Learning Outcomes	Content of Class or Unit	Readings	Methods of Instruction	Related Assignments	Teaching Resources	Assessment of Learning Outcome
Week 1	1,2	I. Course Introduction and Overview II. Defining Concepts and Terms and Clarifying Definitions of Abuse/Dependency/Addiction -Scope of the problem -Understanding drug abuse in the U.S.	Text: Chapter 1 – Why Worry About Recreational Chemical Abuse? p. 1-7 Text: Chapter 2	1. Class discussion 2. Lecture	Text Reading (p.1-7)	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 1	1, 2, 3	Defining Concepts and Terms and Clarifying Definitions of Abuse/Addiction -Defining terms -The scope of the problem -The continuum of chemical use	Text: Chapter 2 – What Do We Mean When We Say Substance Abuse And Addiction? p.9 -15	1. Class discussion 2. Lecture	Text Reading (p.9-15)	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 2	1, 2, 3	Theories regarding the etiology and nature of substance abuse -What do we really know about addictive disorders?	Text: Chapter 2 Chapter 3 – The Medical Model Of Chemical Addiction	1. Class discussion 2. Lecture	Text Reading (p.9-15)	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 2	1, 2, 3	Theories regarding the etiology and nature of substance abuse -why do people abuse chemicals? -the final common pathway theory of addiction	Text: Chapter 3	1. Class discussion 2. Lecture	Text Reading (p.16-28) Article Handout	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 3	1, 2, 3	Theories regarding the etiology and nature of substance abuse -characterological model -psycho-social aspects -Reaction against the disease model	Text: Chapter 4 – Are People Predestined To Become Addicted to Chemicals?	Class discussion & lecture	Text Reading (p.29-42)	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments

Week 3	1, 2, 3, 4,	Theories regarding the etiology and nature of substance abuse -diseases of the mind, diseases of the spirit -denial , rationalization, projection, and minimization	Text: Chapter 5 – Addiction As A Disease Of The Human Spirit	Class discussion & lecture Blackboard	Text reading (p.44-54)	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 4	1,3, 4, 6, 8, 9	<u>A drug is a drug is a drug...</u> -Alcohol as a drug -Alcohol & Society -Overview of Other Substances: marijuana, cocaine, opiates, tobacco	Text Chapter 7 – Alcohol: Humans’ Oldest Recreational Chemical; Chapters 12-14	Class discussion & lecture Blackboard	Text Reading (p.70-81) Text Reading pp.146; 161-172; 174-196	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 4	3, 4, 6	Alcohol as a drug (cont’d) -Scope of the problem -tolerance, dependence, and “craving” -complications of chronic alcohol use	Text: Chapter 8 – Chronic Alcohol Abuse And Addiction	Class discussion & lecture Blackboard	Text Reading (p.82-99)	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 5	3, 7	Introduction to Substance Abuse Treatment/Recovery -Self-helps groups -Overview of AA/NA -SA Treatment Providers -Instruction for 12-Step support meeting/ Treatment Agency Visit & Report Assignment	Text: Chapter 34 – Self-help Groups	Class discussion & lecture	Text Reading p.446-460	Lecture Notes Course Text Blackboard PowerPoint Article Handout Supplement	Examination questions. Self-help attendance & Report Assignment Examination questions; Term Paper; Course Assignments
Week 5	5, 6, 7	I. Substance Abuse Treatment/Recovery -Self-helps groups (cont’d) -Treatment Providers II. Term Paper Assignment Review	Text: Ch. 34 Self-help Groups Text: Chpts. Ch 1-5; 7,8	Class discussion & lecture	Text Reading Ch 1-5; 7,8 Blackboard Assignment	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 6	1, 3, 6, 9	Treatment & Intervention Approaches Medical Model Disease Concept	Ch. 28 The Treatment of Chemical Dependency	Class discussion & lecture	Text Reading p. 386-396	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments

Week 6	1, 3, 6, 9	Treatment Approaches/Formats The Process of Recovery	Ch. 28; Chapter 29- Treatment Formats for CD. Ch. 30 The Process of Recovery	Class discussion & lecture	Text Reading p. 365-373	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 7	1-9	Mid-Term Exam	Exam	Exam	Exam	Exam	Exam
Week 7	2,3,6	I. Social Aspects of Abuse -Chemical use during pregnancy -Women and addiction	Ch. 20: Chemicals and the neonate Ch. 21	Class discussion & lecture	Text Reading p. 432-445 Text Reading p. 260-270	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 8	3,5	I. Social Aspects of Abuse The importance of childhood and adolescence in the evolution of SA problems	Text: Ch 20 Chemicals and the neonate Ch. 21 Hidden faces of CD	Class discussion & lecture Class discussion & lecture	Text Reading p. 432-445 Text Reading p. 260-270	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 8	1, 6, 7	I. Social Aspects of Abuse: -Co-dependency and Enabling -Addiction & the Family	Text: Ch. 24 & Ch. 25	Class discussion & lecture	Text Reading p. 320-329 p. 330-339	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 9	1, 3, 6, 9	I. Social Aspects of Abuse: Addiction & the Family (cont'd)	Text: Ch. 24 & Ch. 25	Class discussion & lecture	Text Reading p. 330-339	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 9		I. Social Aspects of Abuse: -Diverse/at-risk populations: -Homelessness -Minority populations -Homosexuals, the elderly,	Text: Chapter 21 Hidden faces of CD	Class discussion & lecture	Text Reading pp. 275-289 Article: Ethnic Disparities in Unmet Needs for Alcoholism, Drug Abuse, and Mental Health Care.	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 10		I. Biological Aspects: Pharmacology -biological aspects of alcohol/substance use	Text: Chapter 6 Introduction to	Class discussion & lecture	Text Reading p. 432-445	Lecture Notes Course Text Blackboard	Examination questions; Term Paper; Course

		-The prime and side effects of chemicals	Pharmacology			PowerPoint	Assignments
Week 10	1, 6, 7	I. Psychological Aspects of SA: Chemical Addiction and Mental Illness -Scope of problem -Dual-diagnosis client -Working with dual diagnosis	Text: Ch. 22 The Dual-Diagnosis Client:	Class discussion & lecture	Text Reading p. 290-303	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 11	1, 6, 7	Psychological Aspects of SA: Chemical Addiction and Mental Illness -Treatment approaches	Text: Ch. 22 The Dual-Diagnosis Client:	Class discussion & lecture	Text Reading p. 290-303	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 11	1,6,7	I. Psychological Aspects of SA: Chemical Addiction and Mental Illness (cont'd)	Text Ch. 22	Class discussion & lecture	Text Reading p. 290-303	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 12	1, 6, 7,	I. SA and Social & Economic Justice Issues: -Debate around legalization	Text: Chapter 35	Class discussion & lecture	Text Reading pp. 462-473	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 12	1, 3, 6, 7, 9	I. SA and Social & Economic Justice Issues: -Crime and Drug Use	Text: Chapter 36	Class discussion & lecture	Text Reading p. 474-486	Lecture Notes Course Text Blackboard	Examination questions; Term Paper; Course Assignments
Week 13	3, 5, 7	I. SA and Social & Economic Justice Issues: SA treatment parity in health care	Supplemental reading assignment	Class discussion & lecture	Supplemental reading assignment	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 13	2, 3, 5, 6, 7, 9	I. Assessment & Evaluation of SA II. Social work & SA III. Term Paper Due	Text: Chapter 26 – Evaluation of SA	Class discussion & lecture	Text Reading pp. 341-355	Lecture Notes Course Text Blackboard PowerPoint	Examination questions; Term Paper; Course Assignments
Week 14	2, 3, 5, 6, 7, 9	I. Assessment & Evaluation of SA	Text: Chapter 27 –	Class discussion &	Text Reading	Lecture Notes Course Text	Examination questions;

		II. Intervention III. Social work & SA IV. Support Group meeting/ treatment agency reports class presentations	The Process of Intervention	lecture	pp. 356-364 Article reading: "Social Workers in the substance abuse treatment field"	Blackboard PowerPoint	Term Paper; Course Assignments Report Assignment Rubric
Week 14	1, 8, 9	I. Support Group meeting/ treatment agency reports & class presentations	-----	Class discussion	Class Report/ Presentation Assignment	Lecture Notes Course Text Blackboard PowerPoint	Report Assignment Rubric
Week 15	1, 8, 9	I. Conclude Support Group meeting/ treatment agency reports	-----	Class discussion	Class Report/ Presentation Assignment	Lecture Notes Course Text Blackboard PowerPoint	Report Assignment Rubric
TBD	1-10	FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM

Course Bibliography

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