

INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK

**S600 Selected Topics in Fields of Practice:
Social Work Practice and Substance Abuse (3 credits)**

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Semester Year: Summer Term II, 1998
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I. Course Rationale & Description

The purpose of this course is to acquaint the student with the specialized field of substance abuse practice in increased depth. It is expected that students will draw upon previous learning and integrate knowledge and skills acquired in social work courses with the values, knowledge, and skills developed by the addictions treatment field. The course will assist students in developing a multidimensional understanding of the prevention, intervention, and treatment needs of diverse populations and associated social work practice principles and methods. Emphasis will be placed on the relationship between substance use and social circumstances associated with socioeconomic status, race/ethnicity, gender, and other factors of vulnerability. Social environments, physical settings, and community contexts that support or inhibit the development of addiction problems will be analyzed, consistent with an ecological perspective.

II. Objectives

In this course, students are expected to demonstrate achievement of the following objectives:

1. Acquire a broad understanding of the complex interplay of biological, genetic, psychological, social, and cultural forces involved in substance abuse.
2. Develop an increased awareness of:
 - A. The nature of addiction and the specialized services required to meet the needs/problems of the substance abuser.
 - B. The development of policies aimed at dealing with the problem of alcohol and other drug addiction.
 - C. The purposes, nature, and status of social work within the addictions treatment field.
 - D. Current trends and controversial issues in the substance abuse field (e.g., "The War on Drugs," legalization/decriminalization, etc.).

- E. The variety of professional roles within the addictions field.
3. Develop awareness and initiate critical exploration of values, attitudes, and ethical principles significant to the substance abuse practice area.
 4. Demonstrate the ability to discover, select, synthesize, and evaluate current knowledge relevant to substance abuse and to suggest ways in which that knowledge might be increased.
 5. Indicate and justify how one might act with respect to situations in substance abuse practice (e.g., types of approaches such as individual, group, community, social reform, etc.) called for by the client's needs/problems; the capacities and roles of practitioners; external and organizational constraints; and the potential for conflict.
 6. Develop a special awareness of people whose needs may differ from those groups for whom the network of services is ostensibly designed, or those for whom access to the network is lessened by intervening factors. In particular, the needs of people of color, women, lesbian women and gay men, and those groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability will be examined.

III. Content Outline & Readings

Required and Recommended Texts

Required Texts

Amodeo, M. (Sr. Ed.), Schofield, R., Duffy, T., Jones, K., Zimmerman, T., & Delgado, M. (Eds.). (1997). Social work approaches to alcohol and other drug problems: Case studies and teaching tools. Alexandria, VA: Council on Social Work Education.

McNeece, C.A., & DiNitto, D.M. (1998). Chemical dependency: A systems approach (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Recommended Texts

Abadinsky, H. (1997). Drug abuse: An introduction (3rd ed.). Chicago: Nelson-Hall Publishers.

Alcoholics Anonymous: The story of how many thousands of men and women have recovered from alcoholism. (3rd ed). (1976). New York: Alcoholics Anonymous World Services, Inc.

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Brecher, E.M. (1972). Licit and illicit drugs: The Consumers Union report on narcotics, stimulants, depressants, inhalants, hallucinogens, and marijuana--including caffeine, nicotine, and alcohol. Boston: Little, Brown & Co.

Diagnostic and statistical manual of mental disorders: DSM-IV (4th ed.). (1994). Washington, DC: American Psychiatric Association.

Ettorre, E.M. (1992). Women and substance use. New Brunswick, NJ: Rutgers University Press.

Freeman, E.M. (Ed.). (1992). The addiction process: Effective social work approaches. White Plains, NY: Longman Publishing Company.

George, R.L. (1990). Counseling the chemically dependent: Theory and practice. Englewood Cliffs, NJ: Prentice Hall.

Gorski, T.T., & Miller, M. (1982). Counseling for relapse prevention. Independence, MO: Independence Press.

Jellinek, E.M. (1952). Phases of alcohol addiction. Quarterly Journal of Studies on Alcohol, 13, 673-684.

Johnson, V.E. (1980). I'll quit tomorrow (Rev. ed.). San Francisco: Harper & Row.

Narcotics Anonymous (5th ed.). (1988). Van Nuys, CA: World Service Office, Inc.

Wekesser, C. (Ed.). (1997). Chemical dependency: Opposing viewpoints. San Diego: Greenhaven Press.

Zimberg, S., Wallace, J., & Blume, S.B. (Eds.). (1985). Practical approaches to alcoholism psychotherapy (2nd ed.). New York: Plenum Press.

* In addition, supplemental readings may be assigned and/or recommended during class sessions.

Course Content

Unit 1: Introduction and Course Overview - Theories, Models, and Definitions

Readings: McNeece & DiNitto: Epidemiology of alcoholism and drug addiction (pp. 1-22)
McNeece & DiNitto: Etiology of addiction (pp. 23-35; 36-44)
Amodeo: Overview and introduction (pp. v-vii; 2-14)

McNeece & DiNitto: Physiological and behavioral consequences (45-66)

Video: "Substance Abuse Disorders" (Lake Co. Public Library, Call # 616.86 SUBS)

Unit 2: Intervention, Prevention, and Public Policy

Readings: McNeece & DiNitto: Screening, diagnosis, assessment, and referral (pp. 69-103)

Amodeo: Assessing alcohol and drug use in adults (pp. 16-27)

Amodeo: Setting and implementing goals (pp. 122-143)

McNeece & DiNitto: Treatment and the system of care (pp. 104-165)

Amodeo: Group treatment models (pp. 42-64)

McNeece & DiNitto: Prevention and regulation (pp. 166-209)

Unit 3: Special Populations

Readings: McNeece & DiNitto: Family systems (pp. 229-254)

Amodeo: Family dynamics (pp. 86-120)

McNeece & DiNitto: Treatment of children and adolescents (pp. 213-228)

Amodeo: Working with children and adolescents (pp. 30-40)

McNeece & DiNitto: Race, ethnicity, and culture (pp. 255-317)

Amodeo: Recovery issues (pp. 146-157)

McNeece & DiNitto: Sexual orientation (pp. 318-346)

McNeece & DiNitto: Persons with disabilities (pp. 347-390)

McNeece & DiNitto: The elderly (pp. 391-405)

McNeece & DiNitto: Gender (pp. 406-442)

Unit 4: Mapping the Future

Reading: McNeece & DiNitto: Current issues and future prospects (pp. 445-450)

IV. Course Format & Assignments

Five focus areas will receive attention as we expand our knowledge of systems perspectives related to substance abuse. First, we will strive to understand and appreciate the dynamics of *diversity in micro and macro systems* related to substance abuse. Second, we will explore how *systems analytical frameworks* can inform strategies for micro and macro practice and provide direction for operationalizing our ethical commitment to advocacy for promoting the general welfare of society. Third, we will integrate *strengths and empowerment models* of micro and macro practice. Fourth, we will analyze the *values and ethical implications* of

various social systems approaches to addressing the problem of substance abuse. Fifth, we will incorporate the *NASW Code of Ethics* principles of respect, fairness, and courtesy in the classroom in order to create a learning environment conducive to the open exchange of diverse ideas.

The format of the course includes both instructive and experiential learning. Content may be explored through mini-lectures, discussion, simulations, readings, written assignments, guest speakers, videotapes, small group exercises, and student presentations. Each student is expected to maximize attendance and participation in this course since the teaching techniques include a high degree of student involvement. It is essential that assigned readings and exercises be completed prior to class. In fairness to students who complete their work on time, points will be deducted from assignments submitted after the deadlines. In case of emergency, an exception may be negotiated with the instructor.

Assignments and examinations will cover content presented by the instructor in class, as well as material from the required readings and class activities. Written assignments are designed to encourage students to think critically, synthesize their positions, and support their conclusions with relevant literature. Written assignments must be typed and edited for grammar, spelling, and non biased language. The Publication Manual of the American Psychological Association (4th ed., 1994), is the required style manual.

Specific requirements for each assignment, including standards for evaluation, will be provided in advance of the due dates.

Assignments:

Group Presentation on a Community Substance Abuse Program	20 percent
Term Paper	20 percent
AA Assignment	10 percent
Mid-Term Take-Home Exam	20 percent
Comprehensive In Class Final Examination	30 percent

V. Course Policies, Evaluation & Grading

All students will have an opportunity to formally evaluate the course and instructor at the end of the term using the required School of Social Work and University standardized evaluation materials. The educational process will be enhanced by ongoing, mutual feedback between students and the instructor. It is essential that students seek clarification when needed and express concerns about their educational needs as they arise. Student assignments will be individually graded and points will be assigned on the basis of the following scale:

98% = A+	88% = B+	78% = C+	68% = D+	less than 62% = F
95% = A	85% = B	75% = C	65% = D	
92% = A-	82% = B-	72% = C-	62% = D-	

Students are strongly encouraged to integrate knowledge from their practice experience, classes, field practica, and the literature. In keeping with the Indiana University Student Code of Ethics and General Principles and Policy on plagiarism, "any ideas or materials taken from another source for either written or oral use must be fully acknowledged" (Academic Handbook, 1988). Similarly, students are not permitted to use exactly the same paper for two (2) classes. Certainly, students are encouraged to build upon their past and current work as they develop their program plans. However, the source of non-original material, even when it is the student's own material, must be acknowledged. Collaboration on tests, take-home exams and individual papers is considered unethical. Evidence of failure to abide by these guidelines will be addressed in accordance with the above School and University policies.

VI. Bibliography

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- Beresford, T.P., & Gomberg, E.L. (Eds.). (1995). Alcohol and aging. New York: Oxford University Press.
- Beverly, C. (1989). Treatment issues for black, alcoholic clients. Social Casework, 70(6), 370-374.
- Bogolub, E.B. (1990). Tobacco: The neglected addiction. Social Work, 35(1), 77-78.
- Burke, A.C., & Clapp, J.D. (1997). Ideology and social work practice in substance abuse settings. Social Work 42(6), 552-562.
- Cabaj, R.P. (1995). Sexual orientation and the addictions. Journal of gay and lesbian psychotherapy, 2(3), 97-117.
- Campbell, J.A., Essex, E.L., & Held, G. (1994). Issues in chemical dependency treatment and aftercare for people with learning differences. Health and Social Work, 19(1), 63-70.
- Christmon, K. (1994). Social support among late adolescent users of alcohol and other drugs. Journal of Multicultural Social Work, 3(2), 39-52.
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- Davis, D.R., & Jansen, G.G. (1998). Making meaning of Alcoholics Anonymous for social workers. Social Work 43(2), 169-182.

Denzin, N.K. (1993). The alcoholic society: Addiction and recovery of the self. New Brunswick, NJ: Transaction Publishers.

Drabble, L. (1996). Elements of effective services for women in recovery: Implications for clinicians and program supervisors. Journal of Chemical Dependency Treatment, 6(1/2), 1-21.

Eldridge, G.D., St. Lawrence, J.S., Little, C.E., Shelby, M.C., Brasfield, T.L., Service, J.W., & Sly, K. (1997). Evaluation of an HIV risk reduction intervention for women entering inpatient substance abuse treatment. AIDS Education and Prevention, 9(1)(Suppl.), 62-76.

Faltz, B.G., & Madover, S. (1987). Treatment of substance abuse in patients with HIV infection. Advances in Alcohol and Substance Abuse, 7(2), 143-157.

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Hall, M.F. (1997). The "War on Drugs": A continuation of the war on the African American Family. Smith College Studies in Social Work, 67(3), 609-621.

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Henderson, D.C., & Anderson, S.C. (1989). Adolescents and chemical dependency. Social Work in Health Care, 14(1), 87-105.

Hester, R.K., & Miller, W.R. (1995). Handbook of alcoholism treatment approaches: Effective alternatives. Boston: Allyn & Boston.

Jenson, J.M., Howard, M.O., & Yaffe, J. (1995). Treatment of adolescent substance abusers: Issues for practice and research. Social Work in Health Care, 21(2), 1-18.

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Kagle, J.D. (1987). Women who drink: Changing images, changing realities. Journal of Social Work Education, 23(3), 21-28.

Kail, B.L. (Ed.). (1989). Drug use and minority older women [Special issue]. Journal of Drug Issues, 19(2).

Kaplan, M.S., & Weiler, R.E. (1997). Social patterns of smoking behavior: Trends and practice implications. Health and Social Work, 22(1), 47-52.

Kauffman, S.E., Silver, P., & Poulin, J. (1997). Gender differences in attitudes toward alcohol, tobacco, and other drugs. Social Work, 42(3), 231-241.

Lawson, G.W., & Lawson, A.W. (Eds.). (1989). Alcoholism and substance abuse in special populations. Rockville, MD: Aspen Publishers.

Morell, C. (1996). Radicalizing recovery: Addiction, spirituality, and politics. Social Work, 41(3), 306-312.

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Paul, J.P., Barrett, D.C., Crosby, G.M., & Stall, R.D. (1996). Longitudinal changes in alcohol and drug use among men seen at a gay-specific substance abuse treatment agency. Journal of Studies on Alcohol, 57(5), 475-485.

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