

Humboldt State University
Department of Social Work
Master of Social Work Program

Advanced Practice and Problematic Substance Use SW 642

Fall, 2006
Mondays
9:00am - 11:50am
Founders Hall 232/108

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Office Hours:
Tuesdays, 10:30am-12:30pm
Wednesdays, 10:30am-12:00pm

Course Description

This course is designed to provide students with knowledge and theories that explore the development of substance abuse problems, and intervention models and skills in their treatment and prevention. Significant social policies and legislation, and the prevalence of substance abuse internationally and in the United States are presented. The scope, nature, treatment and prevention of substance abuse is addressed as it affects diverse groups including: gay, lesbian, bisexual and transgendered people; indigenous peoples; men and women; economically, socially and physically disadvantaged people; homeless people; and older adults. *Prerequisites:* Satisfactory completion of the Foundation Year courses.

Course Objectives

After completion of the course students will be able to:

1. compare and contrast different conceptions (e.g. moral, medical/disease, biopsychosocial) of substance use disorders vis-à-vis their implications for prevention and treatment.
2. describe important genetic, psychological, spiritual, familial and socioeconomic factors in the development and identification of substance abuse problems.
3. demonstrate an understanding of assessment and classification of psychoactive substance dependence and abuse and the concept of co-occurring disorders.
4. describe the reciprocal effects of alcohol and other drugs in relationship to such factors as culture, ethnicity, sexual identity, socioeconomic status, geographic location, age, gender, sexual orientation, disability and race.

5. understand how the criminal justice, child welfare and mental health systems respond to those identified as "substance-abusing clients."
6. discuss social and economic justice issues that are important in substance abuse policy and intervention, and articulate the important roles that social workers can and should play in assessment and treatment, policy implementation and evaluation, and legislation.
7. identify the social, economic and personal costs of alcohol and drug abuse on a local, national and international level.
8. identify appropriate instruments for, and important considerations in, screening, evaluation and diagnosis of clients who use substances.
9. describe important dimensions of professional use of self in substance abuse treatment.
10. critically evaluate social science research in the field of substance abuse and discern effective interventions.

Texts and Other Reading

Berg, Insoo Kim, & Reuss, Norman. (1997). *Solutions Step By Step: A Substance Abuse Treatment Manual*. New York: Norton.

Johnson, Jerry L. & Grant, Jr., George. Eds. (2005). *Allyn and Bacon Casebook Series: Substance Abuse*. Boston: Allyn & Bacon.

van Wormer, Katherine. (2003). *Addiction Treatment: A Strengths Perspective*. Pacific Grove, CA: Brooks/Cole.

All other readings are accessible through Blackboard under "Readings". You will need Adobe Acrobat Reader for many of them.

Blackboard is also a place to engage in discussions with each other if that interests you. Feel free to post messages, ask questions, raise concerns, make announcements, etc., by clicking the button labeled "Discussion Board." To use Blackboard, go to blackboard.humboldt.edu and use your HSU Username (before the "@humboldt.edu" part) and HSU Password to log in.

A Note About Posting to Blackboard Discussion Boards: When you are posting something lengthy, it's a good idea to write it in a word processing program and then cut and paste your submission into a Blackboard posting. That way you can spell-check it, and you don't run the risk of losing whatever you've been writing half way into it.

Course Requirements and Evaluation Criteria

There are three graded activities that, together with your engagement in the course, will make up your grade.

Activity #1: Policy Connection (35 “units”)

There are lots of things going on *this very minute* in relation to alcohol or other drug-related social policy. Please pick a specific field of social work practice from the list below (or suggest something else to me) and write a well-researched paper about a current alcohol or other drug policy issue that relates to the field of practice.

- alcohol and other drug prevention
- alcohol and other drug treatment
- child welfare
- criminal justice (adult)
- developmental disabilities
- domestic violence
- economic development
- education
- employment support
- faith-based services
- gerontology
- healthcare
- HIV/AIDS
- housing
- income support
- juvenile justice
- maternal health services
- media
- mental health
- physical disabilities

Please try to keep your paper under 5 pages. **Due October 2.**

Activity #2: Situation Assessment (35 “units”)

Present a situation relating to alcohol or other drugs that you’ve encountered in a professional social work setting. You may focus on work you’ve done with individuals, families, groups, or communities. In your description/assessment/analysis, you will want to include the following information to present multiple contexts for understanding the *influences* on this situation:

- practice setting
- culture
- geography
- policy
- economics
- social justice
- values and ethics

It is likely that you will need around 5 pages to complete this paper. **Due October 30.**

Activity #3: Situation Consultation (15 “units”)

You will have 30 minutes to present the situation assessment you wrote about for Activity #2 and consult with your colleagues about aspects of the situation you have detailed well and those contexts that you may not have thought about or focused on. After doing this, you will prepare 1 page summary of the consultation. **Due December 11.**

Engagement (15 “units”)

“Engagement” refers to how present you are during the time we spend together. It relates to attendance and punctuality, certainly, but even more it requires your critical reflection on the material, mindfulness of your own life experiences in relation to the life experiences of your comrades, your willingness to speak when it might be uncomfortable to do so, and the presence of mind to remain silent when it might allow for the creation of new possibilities for someone else.

Grading

Final grades for the course will be determined by the total number of “units” according to the following table:

95 – 100	= A	84 – 97	= B
92 – 94	= A-	80 – 83	= B-
88 – 91	= B+		

I prefer to have all written activities be *single-spaced*, with standard 12 point Times New Roman font, and standard margins (1” top and bottom, 1¼” left and right). This format saves paper and is easy for me to read. If you can do this, great. If not, so be it, but *account for this when you write your paper*. In the end, please concern yourself more with content than length...a little bit shorter or a little bit longer is just fine if that’s what it takes to convey your thoughts. Written activities can be emailed to me as attachments at swartz@humboldt.edu if you’d like. Activities are due **at the time class starts** on the date that they are due (of course!). Unless you make alternate arrangements with me I will consider the lateness of your activity in generating the number of “units” you will receive for the activity. Late activities make things difficult for me as I have budgeted my time to address student work according to a specific schedule. I cannot, therefore, guarantee that a late paper will be reviewed with enough time for you to make revisions.

When you make reference in written documents to any ideas or “facts” that are not your own or “common knowledge” you’ve got to—I mean really got to—cite your sources. If you are not familiar with generally accepted approaches to citing sources, you can find some guidelines at <http://www.lib.usm.edu/~instruct/guides/apa.html> (this is also linked on Blackboard under “Course Documents” as “Reference Style”).

Please contact me as soon as you can if you believe I will need to make an accommodation for anything described in this Syllabus based on the impact of a disability.

HSU Policies

You are expected to adhere to all of Humboldt State University’s Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog and can be found on Blackboard under “Course Documents”.

Classes

August 21 – Introductions / Values & Ethics

Introductions

- Each other
- The context for the class

Values & Ethics

- Self-determination
- Self-disclosure
- Mandated, involuntary, coercive treatment
- Pharmacological treatment
- Focus
- Use versus abuse
- Abstinence and moderation
- Surveillance
- Language

August 28 – Explanations & Reasons: The Rise of The Disease Metaphor

Explanations/reasons for use, abuse, and addiction

- Moral
- Medical (e.g., biological, genetic, disease)
- Psychological
- Behavioral
- Environmental

Read:

- ☞ Leshner, A. (1997). Addiction is a brain disease, and it matters. *Science*, 278(5335), 45-47.
- ☞ Volkow, N. (2003). The Addicted Brain: Why Such Poor Decisions?. *NIDA Notes*, 18(4).
- ☞ Ames, G. (1985). American Beliefs on Alcoholism: Historical Perspectives on the Medical-Moral Controversy. In Bennett, L. & Ames, G. *The American Experience With Alcohol: Contrasting Cultural Perspectives*. New York: Plenum Press. 23-39.
- ☞ Chapter 1, page 53, pages 56-58, and pages 120-132 of van Wormer text.

Other interesting reading:

- ☞ Bateson, G. (1971). The cybernetics of “self”: a theory of alcoholism. *Psychiatry*, 34(1), 1-18.

September 4 – No Class (Labor Day)

September 11 – Explanations & Reasons: Alternatives

Explanations/reasons for use, abuse, and addiction

- Social constructionist
- Critical
- Spiritual
- Generational trauma
- Drug, set, and setting

Read:

- ☞ Peele, S. (1990). Addiction as a Cultural Concept. *Annals of the New York Academy of Sciences*, 602, 205-220.
- ☞ Satel, S. & Goodwin, F. (1998). Is Drug Addiction a Brain Disease. Washington, D.C.: Ethics and Public Policy Center: Program on Medical Science and Society.
- ☞ Raven, M. (1997). The Politics of Drug Use. *Dulwich Centre Newsletter*, 2/3, 4-6.

September 18 – Broader Contexts for Considering Alcohol & Other Drugs

Broader Contexts

- Power
- Economics

Guest: Robin Wolff, Program Manager, Multipurpose Senior Services Program, Humboldt Senior Resource Center

Read:

- ☞ Morell, C. (1996). Radicalizing Recovery: Addiction, Spirituality, and Politics. *Social Work*, 41(3), 306-312.
- ☞ Alexander, B. (2001). *The Roots of Addiction in Free Market Society*. Vancouver, B.C.: Canadian Centre for Policy Alternatives.
- ☞ Snyder, L. (2006). Effects of Alcohol Advertising Exposure on Drinking Among Youth. *Archives of Pediatric and Adolescent Medicine*, 160, 18-24. **[Just read the salient parts].**
- ☞ Chapters 10 & 11 of van Wormer text.

September 25 – Assessments / Interventions

Assessments

- Standards and the problem with standards
- General assessment processes and AOD specific assessment processes
- National Center on Addiction and Substance Abuse suggestions for an assessment
- DSM IV-TR
- Standardized assessments

Interventions

- ASAM Criteria

- Detoxification
- General treatment planning: goals, objectives, timeframe, method of evaluation
- Humboldt County Department of Health and Human Services, Mental Health Branch, Alcohol and Other Drug Programs treatment paperwork
- Relapse prevention
- The Rite of Passage metaphor

Read:

- ☞ Gale, N. (1991). Fighting Alcohol and Substance Abuse among American Indian and Alaskan Native Youth. *ERIC Digest*. ED335207.
- ☞ Chapter 1 of *Allyn and Bacon Casebook Series: Substance Abuse*.
- ☞ Chapters 5 & 8 of van Wormer.

October 2 – Policy and Social Justice

Policy and Concerns about Social Justice

- Criminal Justice/Juvenile Justice
- Income Support
- Child Welfare
- Education
- Access to Treatment
- Globalization

*****Activity #1 (Policy Connection) due*******Read:**

- ☞ Blocker Jr., J.S. (2006). Did Prohibition Really Work?: Alcohol Prohibition as a Public Health Innovation. *American Journal of Public Health*, 96(2), 233-243.
- ☞ Lapidus, L., Luthra, N., Verma, A., Small, D., Allard, P., & Levingston, K. (2005). *Caught In The Net: The Impact of Drug Policies on Women and Families*. American Civil Liberties Union, Break The Chains: Communities of Color and the War on Drugs, and The Brennan Center at NYU School of Law. **[Browse through this document, rather than read the whole thing].**
- ☞ Themba, M. (1999). An Agenda of Substance: Grassroots Efforts to Reduce Alcohol and Tobacco Problems. In *Making Policy, Making Change: How Communities Are Taking Law into Their Own Hands*. Berkeley, CA: Chardon Press. 25-54.
- ☞ Chapter 13 of van Wormer.

October 9 – Data / Prevention

Data

- DAWN
- Monitoring the Future
- National Survey on Drug Use and Health

Prevention Strategies

- Marginalization
- Education
- Inoculation
- Abstinence
- Social work
- Social and economic justice

Guest: Linda Thompson, Program Manager, Humboldt County Department of Health and Human Services, Mental Health Branch, Alcohol and Other Drug Programs.

Read:

- ☞ LaFromboise, T., Hoyt, D., Oliver, L., & Whitbeck, L. (2006). Family, community, and school influences on resilience among American Indian adolescents in the upper Midwest. *Journal of Community Psychology, 34*(2), 193-209.
- ☞ British Columbia Ministry of Health and Ministry Responsible for Seniors. (2001). *Honouring our Health An Aboriginal Tobacco Strategy for British Columbia*. Vancouver, B.C. **[Please read the “Foreword” and Sections 2.0-5.8].**
- ☞ Little Hoover Commission. (2003). *For Our Health & Safety: Joining Forces to Defeat Addiction: Executive Summary*. Sacramento: CA.
- ☞ American Indian Development Associates. (2000). *Promising Practices and Strategies to Reduce Alcohol and Substance Abuse Among American Indians and Alaska Natives*. U.S. Department of Justice, Office of Justice Programs. **[Browse through this document, rather than read the whole thing].**
- ☞ Chapter 6 of van Wormer.

Other interesting reading:

- ☞ Office of National Drug Control Policy. (2006). *Girls and Drugs*. Executive Office of the President.
- ☞ National Institute on Drug Abuse. (2003). *Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders*. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health.
- ☞ National Institute on Drug Abuse. (2003). *Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders, In Brief*. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health.

October 16 – Harm Reduction: Ideas and Issues

Hard Reduction: Ideas and Issues

- Prevention
- Treatment
- Policy

Read:

- 📖 British Columbia Ministry of Health Services. (2004). *Every door is the right door: a British Columbia planning framework to address problematic substance use and addiction: Executive Summary.*
- 📖 Büechi, M. & Minder, U. (2001). *Swiss Drug Policy: Harm Reduction and Heroin-Supported Therapy.* Vancouver, B.C.: The Fraser Institute.
- 📖 Full Spectrum Recovery website: www.fullspectrumrecovery.com
- 📖 Alcohol Management website:
<http://www.med.umich.edu/mfit/alcoholmanagement/index.htm>
- 📖 New Mexico Methamphetamine Working Group. (2005). *A Comprehensive Plan for New Medico Communities.*

October 23 – Harm Reduction: Strategies and Programs

Hard Reduction: Strategies and Programs

- Therapeutic jurisprudence
- Needle exchange
- Drug replacement
- Moderation management
- Risk reduction methods

Read:

- 📖 Hunt, N. (2003). *A review of the evidence-base for harm reduction approaches to drug use.* Forward Thinking on Drugs.
- 📖 Burke, A. & Clapp, J. (1997). Ideology and Social Work Practice in Substance Abuse Settings. *Social Work*, 42(6), 552-562.

October 30 – Individual & Family Work part 1

- Insight-oriented
- Behavioral
- Cognitive-behavioral
- 12 Step
- Indigenous perspectives

*****Activity #2 (Situation Assessment) due*****

Read:

- ☞ Chapter 9 of van Wormer.
- ☞ Native American Development Corporation. (1988). *Blue Bay: A tribal approach to fighting alcohol and drug abuse. Our way of healing*. Washington, D.C.
- ☞ Berg, I.K., & Reuss, N. (1997). *Solutions Step By Step: A Substance Abuse Treatment Manual*. New York: Norton. [**Read Part I**].

November 6 – Individual & Family Work part 2

- Solution-focused
- Motivational Interviewing
- Narrative

Read:

- ☞ Chapter 3 of van Wormer.
- ☞ Rollnick, S., & Miller, W.R. (1995). What is motivational interviewing? *Behavioural and Cognitive Psychotherapy*, 23, 325-334.
- ☞ Wixson, J. (2004). Letters in the street: A narrative based outreach approach. *Deconstructing addiction: a web-based resource*, www.dulwichcentre.com.au/deconstructing_addiction.html
- ☞ Berg, I.K., & Reuss, N. (1997). *Solutions Step By Step: A Substance Abuse Treatment Manual*. New York: Norton. [**Read Part II**].

Other interesting reading:

- ☞ Marlatt, A, Blume, A., & Parks, G. (2001). Integrating Harm Reduction Therapy and Traditional Substance Abuse Treatment. *Journal of Psychoactive Drugs*, 33(1), 13-21.
- ☞ Motivational Interviewing website: www.motivationalinterview.org

November 13 – Group Work

- Groups
- Therapeutic Communities
- Social Model
- Self-Help

Guest: Vincent Feliz, Substance Abuse Counselor, Humboldt State University

Read:

- ☞ Chapter 12 of van Wormer.
- ☞ Sanderson, H. (2005). The Good Ground: Backyard missionaries give female addicts path to stay clean. *North Coast Journal*, July 14.
- ☞ Dulwich Centre Publications. (1997). New Perspectives on Addiction. *Dulwich Centre Newsletter*, 2/3.

November 20 – No Class (Autumn Break)

November 27 – Community Work

- Informal/natural supports/services
- Integrated services

Read:

- ☞ Benson, P.L., Roehlkepartain, E.C., & Sesma, A., Jr. (2004). Tapping the Power of Community: Building Assets to Strengthen Substance Abuse Prevention. *Search Institute Insights & Evidence*, 2(1), 1-14.
- ☞ First 5 Humboldt. (2005). “Better Together” Program Information. **[Read everything on the website about the program].**
- ☞ Simpson, J., Jivanjee, P., Koroloff, N., Doerfler, A., & García, M. (2001). *Promising Practices in Early Childhood Mental Health. Systems of Care: Promising Practices in Children’s Mental Health, 2001 Series, Volume III*. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research. **pp. 69-81.**
- ☞ Kendziora, K., Bruns, E., Osher, D., Pacchiano, D., & Mejia, B. (2001). *Systems of Care: Promising Practices in Children’s Mental Health, 2001 Series, Volume I*. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research. **pp. 47-60.**

December 4 – Reflections

- Evaluate course

Read:

- ☞ Nadelmann, E. (2002). No Longer Hope for Progress. *Counselor Magazine*, 3(4).
- ☞ Chapters 2, 3, & 4 of *Allyn and Bacon Casebook Series: Substance Abuse*.

Other interesting reading:

- ☞ Rosenbaum, M. (2002). *Safety First: a reality-based approach to teens, drugs, and drug education*. San Francisco, CA: Drug Policy Alliance.
- ☞ Chapter 2 of van Wormer.
- ☞ County of Humboldt. (2006). SACPA County Plan, Fiscal Year 2006-07.
- ☞ Humboldt County Department of Health and Human Services, Mental Health Branch, Alcohol and Other Drug Programs, 2004-05 Drug MediCal Budget.

December 11: *Activity #3 (Situation Consultation) due*****