

**Western Kentucky University
Department of Social Work**



NAME OF COURSE: Social Work and Substance Abuse

SWRK 695

Winter 2014

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Complex 210

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11:30

Office Hours: M/W 8:30 –

Phone: 270-745-3820

Class Meeting Times/Dates: Online

Location: N/A

COURSE DESCRIPTION:

This course is an elective designed to acquaint students with alcohol and other drug (AOD) use to include the nature and extent of the problem, its complexity and evidenced based intervention strategies. Emphasis is on a bio-psycho-social approach to prevention, early intervention and treatment. The course provides students with knowledge about clinical issues and practical considerations that arise in social work intervention in addiction processes in individuals, families and communities. Differential treatment approaches relevant to specific clients will be examined with attention to vulnerable populations

TEXT

Doweiko, H.E. (2011). *Concepts of chemical dependency* (8th ed.)
Pacific Grove, CA: Brooks/Cole: ISBN 0840033907

MSW Mission Statement:

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation

Academic Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- **STUDENT DISABILITY SERVICES**
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
- **WRITING CENTER ASSISTANCE**
The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.
- **LEARNING ASSISTANCE AT WKU**
The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.
- **OFF CAMPUS LIBRARY SUPPORT** The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained within the MSW Handbook (<http://www.wku.edu/socialwork/msw/handbooks.php>) and the Code of Student Conduct at Western Kentucky University (<http://www.wku.edu/judicialaffairs/student-code-of->

[conduct.php](#)).

Professionalism:

The NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media:

Privacy, confidentiality and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Student should review the "Academic Offences" section of the WKU Student Handbook at:

http://www.wku.edu/handbook/current/index.php?option=com_content&task=view&id=25&Itemid=26 and the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

Attendance:

Due to this being an online class with asynchronous learning attendance only entails completing work by expected course due dates.

Assignment Completion:

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score is reduced by a total of 30 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for MSW Education

The Council on Social Work Education defines Generalist Advanced Practice as the following:

Educational Policy M2.2—Advanced Practice

“Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration” (EPAS, 2008, p.8).

The core competencies taught in all CSWE accredited MSW programs are defined as follows:

Educational Policy 2.1—Core Competencies

“Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.”

(EPAS, 2008, p. 3)

Learning Outcomes: At the completion of this course, students will be able to:

Knowledge:

1. Understand alcohol and substance abuse concepts from a bio-psychosocial perspective.
2. Develop an understanding of appropriate assessment and intervention tools to utilize in alcoholism and substance abuse treatment.

3. Understand the range and manifestation of substance abuse disorders.
4. Understand the specific stresses and dangers attendant to addictive/abusive lifestyles.
5. Develop the ability to discern the hidden and manifest costs of addictive and abusive behavior patterns to the addict, his/her family, society, and job.
6. Identify symptoms and behavior associated with substance abuse.

Values:

7. Understand and recognize the sociological and societal variables that impact chemically-dependent women, persons of color, and other special populations.
8. Explore the significant research and controversies in the field as they apply to the recovery process, and treatment modalities.

Skills:

9. Develop the ability to recognize the defense mechanisms utilized by the substance abusing individual and effectively confront the individual to help them recognize their destructive behavior patterns.
10. Develop the ability to target appropriate treatment models to assist the individual, family, or group.

Competencies addressed in course	Practice behaviors addressed in course	Course requirements addressing practice behaviors

<p>2.1.1 Identify as a professional social worker and conduct self accordingly.</p>	<p>Practice personal reflection and self-correction to assure continual professional development</p> <p>Attend to professional roles and boundaries</p> <p>Demonstrate professional demeanor in behavior, appearance, and communication</p>	<p>Professionalism Rubric</p> <p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p>
<p>2.1.2 Apply social work ethical principles to guide professional practice</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>Professionalism Rubric</p> <p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p> <p>Individual Topic Power point</p>

<p>2.1.3 Apply critical thinking to inform and communicate professional judgments</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</p> <p>Analyze models of assessment, prevention, intervention, and evaluation</p> <p>Demonstrate effective oral and written communication in working with groups and colleagues.</p>	<p>Professionalism Rubric</p> <p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p> <p>Individual Topic Power point</p>
<p>2.1.4 Engage diversity and difference in practice.</p>	<p>Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power.</p> <p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p>	<p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p> <p>Individual Topic Power point</p>

<p>2.1.5 Advance human rights and social and economic justice.</p>	<p>Understand the forms and mechanisms of oppression and discrimination.</p> <p>Engage in practices that advance social and economic justice.</p>	<p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p> <p>Individual Topic Power point</p>
<p>2.1.7 Apply knowledge of human behavior and the social environment.</p>	<p>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p>	<p>Professionalism Rubric</p> <p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p> <p>Individual Topic Power point</p> <p>Dependency Journal</p> <p>Exam</p>

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<p>Substantively and affectively prepare for action with groups,</p> <p>Select appropriate intervention strategies</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p> <p>Critically analyze, monitor, and evaluate interventions.</p>	<p>Professionalism Rubric</p> <p>Specialized Populations Blackboard</p> <p>Treatment Strategies Blackboard</p> <p>Individual Topic Power point</p> <p>Dependency Journal</p> <p>Exam</p>
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COURSE OUTLINE

Monday, January 6th – Sunday, January 12th, 2014

Models of addiction, Addiction Theories and Introduction to Alcoholism

Review tegrity lecture on introduction to class
Review tegrity lecture on this week's material
Read Doweiko Chapters 1, 2, 6, 7 & 8
Review PP: Alcohol and Drug Primer

Due: Blackboard Question 1: Specialized Populations in assignment drop box
Thursday, January 9th @ 11pm

Monday, January 13th – Sunday, January 19th, 2014

Pharmacology (Nicotine, Marijuana, and Inhalants)

Read Doweiko Chapters 13, 16, & 19
Review PP: (1) Marijuana Basics and (2) Tobacco Basics

Pharmacology (Stimulants, Opiates, and Hallucinogens)

Read Doweiko Chapters 11, 12, 14, & 15
Review PowerPoint on Opiates Basics

Review integrity lecture on this week's material

Due: Blackboard Question 2: Treatment Strategies in assignment drop box
Thursday, January 16th @ 11pm

Due: Dependency Journal in assignment drop box Sunday, January 19th @
11pm

Monday, January 20th – Sunday, January 26th, 2010

Family, Intervention and Recovery

Read Doweiko Chapters 25, 27, 30, & 31
Review PowerPoint on (1) Pregnancy and Drug Use and (2) Seniors and
Treatment, and (3) GLBTQ Treatment

Due: Individual BB Power Point Presentation in assignment drop box Thursday,
January 23rd @ 11pm

Due: Comprehensive Exam between Friday, January 23rd @ 7am and Sunday,
January 26th at 9pm.

COURSE ASSIGNMENTS:

1. **Blackboard participation** (10 points x 2 = **Total 20 pts**): Due Thursday, January 9th and Thursday, January 16th @ 11pm

This course requires active and meaningful participation via Blackboard discussions. Students must post his/her response and provide response to one peer with constructive feedback. See Blackboard discussion questions on separate document.

2. **Dependency Journal (100 pts)** – Students will abstain from the use of a substance or activity (e.g. cigarettes, alcohol, food type, coffee, soda, checking facebook, etc.) from Monday, January 6th @ 7am until Sunday, January 19th @ 11pm. Students will write a daily journal focusing on times they crave, any slips, thoughts, feelings and behaviors. Journal entries should be documented via

word compatible format. A summary of this experience (along with all journal entries) will be due on Thursday, January 19th @ 11pm via the assignment drop box. Grading will be based on an honest effort, with descriptions of this experience, correlation to readings and substance abuse issues, **NOT** on whether or not the student successfully abstains from the substance/activity.

3. Individual BB Power Point Presentation (100 pts) – PowerPoint to be sent to assignment drop box by Thursday, January 23rd @ 11pm

You will choose from the following list of topics:

Fetal Alcohol Syndrome
Addiction and HIV
Over the counter drug Addiction
Drug Courts
Club Drugs
Drug Addiction and the Major STD's
Substance Abuse on College Campuses
Needle Exchange Programs
Methadone Maintenance Programs
Gambling Addiction
Sexual Addiction
Eating Addiction
Crime and drug use

Guidelines

- a. Slides must include a thorough coverage of topic related material.
- b. All presentations must be at least 20 slides not including slides with references.
- c. Please refrain from using special effects on PowerPoint slides
- d. You have freedom to present information that you feel is pertinent
- e. You may use pictures, however they will not count toward the twenty slide minimum
- f. Prepare this power point as if the audience is totally unaware of topic covered.

4. Comprehensive Exam (100 pts) – This test will include multiple choice and fill in the blank type questions. Students must take the test on blackboard between Friday, January 23rd @ 7am and Sunday, January 26th at 9pm.

Evaluation and Grading

Course grading is based on the following criteria:

Professionalism	60 points	
Online	(2 weeks x 20 points)	40 points
Dependency Journal		100 points
Individual BB Power point		100 points
Comprehensive Exam		100 points
Total points:		400 points

References

- Adamson, S.J., Sellman, J.D. and Dore, G.M. (2005). Therapy preference and treatment outcome in clients with mild to moderate alcohol dependence. *Drug and Alcohol Review* 24(3): 209-216.
- Austin, A., & Wagner, E. F. (2006). Correlates of treatment retention among multi-ethnic youth with substance use problems: Initial examination of ethnic group differences. *Journal of Child & Adolescent Substance Abuse*, 15(3), 105-128. doi:10.1300/J029v15n0307
- Belgrave, F. Z., Reed, M. C., Plybon, L. E., & Corneille, M. (2004). The impact of a culturally enhanced drug prevention program on drug and alcohol refusal efficacy among urban African American girls*. *Journal of Drug Education*, 34(3), 267-279.
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- Britt, G. C., & Mccance-Katz, E. F. (2005). A brief overview of the clinical pharmacology of "Club drugs". *Substance Use & Misuse*, 40(9-10), 1189-1201.
- Comiskey, C. (2013). A 3 year longitudinal study comparing drug treatment outcomes for opioid users with and without children in their custodial care, *Journal of Substance Abuse Treatment*, 44(1), p. 90-96.
- Connell, C. M., Gilreath, T. D., & Hansen, N. B. (2009). A multiprocess latent class analysis of the co-occurrence of substance use and sexual risk behavior among adolescents. *Journal of Studies on Alcohol and Drugs*, 70(6), 943-951.
- Copello, A.G., Velleman, R.D.B. and Templeton, L.J. (2005). Family interventions in the treatment of alcohol and drug problems. *Drug and Alcohol Review* 24(4): 369-385.
- Drug and Alcohol Services Information System (2002). Treatment admissions for injection drug abuse. (6/02). Office of Applied Studies, & Substance Abuse and Mental Health Services Administration.
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- Flynn, B. S., Worden, J. K., Yanushka Bunn, J., Dorwaldt, A. L., Dana, G. S., & Callas, P. W. (2006). Mass media and community interventions to reduce alcohol use by early adolescents. *Journal of Studies on Alcohol*, 67(1)
- Johnson, J.E., Finney, J.W. and Moos, R.H. (2006). End-of-treatment outcomes in cognitive behavioral treatment and 12-step substance use treatment programs: do they differ and do they predict 1-year outcomes? *Journal of Substance Abuse Treatment* 31(1): 41-50.
- Lundgren, L., Chassler, D., Amodeo, M., D'Ippolito, M. & Sullivan, L. (2012). Barriers to implementation of evidence based addiction treatment: A national study. *Journal of Substance Abuse Treatment*, 42(3), p.231-238.
- Richardson, L., Wood, E., Montaner, J. & Kerr, T. Addiction treatment related employment barriers: The impact of methadone maintenance. *Journal of Substance Abuse*, 43(3), p.276-28.
- White, W. (2007). Addiction recovery: Its definition and conceptual boundaries, *Journal of Substance Abuse Treatment*, 33(3), p.229-241.