THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK  

COURSE NUMBER: SOWO 761  
COURSE TITLE: ALCOHOL, TOBACCO, & OTHER DRUGS (ATOD): SOCIAL WORK PRACTICE WITH CULTURALLY DIVERSE POPULATIONS  

SEMESTER: SPRING 2012, MONDAY EVENINGS 5:30 - 8:30, ROOM 226  

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OFFICE HOURS: Mondays - 11 - 2 pm, or by appointment.  

COURSE DESCRIPTION:  
This course provides an overview of the unique problems and needs of diverse populations who misuse ATOD and focuses on the application of culturally sensitive intervention strategies.  

COURSE OBJECTIVES:  
At the conclusion of this course, students should be able to:  

1. Discuss a blended multi-cultural social work assessment for working with culturally diverse groups;  
2. Identify the social, political, cultural and environmental influence on the use and misuse of ATOD in distinct populations;  
3. Define the specific core issues, challenges and factors associated with each group, understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions;  
4. Discuss issues sometimes noted as ‘resistance to treatment’ in a manner that demonstrates cultural awareness (i.e., verbal and nonverbal behaviors, barriers to treatment, etc.);  
5. Identify their own culture and values, and assess how one’s own identity contrasts and interacts with those different from oneself;  
6. Understand the process of becoming culturally competent and identify areas of needed personal growth;  
7. Identify and assume an informed social work values position regarding selected ethical dilemmas and legal issues that challenge clients and families who are struggling with substance abuse.  
8. Discuss appropriate social intervention strategies that are evidence based and culturally relevant for each group studied.
**EXPANDED COURSE DESCRIPTION**
This course will build on three previous courses: social discrimination (SOWO 501), the foundation practice course (SOWO 540), and SOWO 700: ATOD: Substance Abuse and Dependence. **SOWO 700 is a prerequisite for entrance into this course.** The following groups: Adolescents, African-Americans, European-Americans, Native Americans, Hispanics/Latinos, Women, Gay/Lesbian/Bi-Sexual/Transgender (GLBT), and Persons with HIV/AIDS will be studied in relation to ATOD misuse. Due to time limitations Rural/Appalachian families and the elderly will be mentioned throughout the course but not formally studied. You will find recommended readings in the syllabus on this topic. More time will be spent on groups you will mostly likely serve. Issues of social class and ethics will be addressed throughout the course. By the end of this course, students will be able to:

1. Apply a multi-cultural framework as a means to assess the unique needs of a particular cultural or sub-cultural group of clients;

2. Identify aspects of their own personal identity and style, and indicate how ‘the use of self’ can be used creatively in intervening with clients from diverse groups in treatment.

3. Apply the skills (i.e., global questions, cover terms, use of a cultural guide, etc.) learned in the Ethnographic Interview technique.

**REQUIRED TEXT:**

Several articles are assigned and can be found at Blackboard.

*Texts can be purchased at the student bookstore.*

**RECOMMENDED TEXTS**


**TEACHING METHODS:** The instructor will lecture on key concepts and content. Guest speakers will be invited to share specific case examples and highlight the most important issues for their particular groups. Some guest speakers will share about substance abuse from their personal life experience. Videos, case examples, and role plays will be interspersed at various times during the semester. **Students are expected to complete required and independent readings before class and expected to participate in class discussion by introducing relevant case examples and/or questions.**

**CLASS PARTICIPATION:**
94-100 is assigned to those students who have consistently attended and have been active participants. 90-93 is for students who have missed one to two classes, but who regularly participate. 85-89 is for students who have either attended regularly, but do not participate often, or for students who participate but do not have very regular attendance. 80-84 is for students who have not participated actively, but they may have fairly regular attendance. Under 80 indicates that the student has irregular attendance, and has demonstrated through class discussions that s/he has not done the readings or actively disengages with class activities. It is expected that students attend all class sessions unless there are unforeseen difficulties. Absences are to be communicated to the professor prior to the class session. **For those students involved in the Certificate Program, missed classes will have to be made up via additional assignments.**
CLASS ASSIGNMENTS for MSW STUDENTS

5%  Class Participation  
15%  Assigned Reading Themes  
25%  Ethnographic Interview  
25%  Student Group Presentation (Group = 20%, Individual = 5%; total 25%)  
30%  Take-Home Examination

All exams/quizzes will be submitted with your student ID number. Any names on submitted exams/quizzes will automatically result in a loss of 3 points.

CLASS ASSIGNMENTS for MSW PRACTITIONERS

10%  Class Participation  
30%  Assigned Reading Themes  
30%  Ethnographic Interviewing OR Student Group Presentation  
30%  Take Home Examination

All exams will be submitted with the last four digits of your Social Security number. Any names on submitted exams will automatically result in a loss of 3 points.

GRADING SYSTEM
H = 94 and above  
P = 80 to 93  
L = 70 to 79  
F = 69 and below

POLICY ON INCOMPLETE AND LATE ASSIGNMENTS
Students are expected to turn in all assignments on time. Late assignments will result in a 5 point reduction per each class session that the assignment is late. If an assignment will be late, please inform and discuss with the professor.

Incomplete assignments, if requested, will only be given in exceptionally difficult circumstances, and will be discussed with the particular student.

POLICY ON ACADEMIC DISHONESTY

"Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that "I have not given or received unauthorized aid in preparing this written work".

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required."
### PROPOSED CALENDAR – SOWO 761 - ATOD & DIVERSE POPULATIONS

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Mon, Jan. 9</th>
<th>Introductions &amp; Course Overview</th>
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<tbody>
<tr>
<td>No Class</td>
<td>Mon., Jan 16</td>
<td>Martin Luther King Holiday</td>
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<tr>
<td>Class 2</td>
<td>Mon., Jan. 23</td>
<td>Research &amp; Multi-cultural Frameworks Bio-Psycho-Social-Spiritual (BPSS) Framework</td>
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<tr>
<td>Class 3</td>
<td>Mon., Jan. 30</td>
<td>Ethnographic Interviewing Technique</td>
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<td>Class 4</td>
<td>Mon., Feb. 6</td>
<td>Gender - Women &amp; Girls Substance Misuse</td>
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<td>Class 5</td>
<td>Mon., Feb. 13</td>
<td>Overview / European Americans</td>
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<td>Class 6</td>
<td>Mon., Feb. 20</td>
<td>African / Black-Americans</td>
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<td>Class 7</td>
<td>Mon., Feb. 27</td>
<td>Native Americans - Guest Speaker Ethnographic Interviews Due</td>
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<tr>
<td>No Class</td>
<td>Mon., March 5</td>
<td>Spring Break</td>
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<tr>
<td>Class 8</td>
<td>Mon., March 12</td>
<td>Cross Cutting Issue - Student Presentation Co-Occurring Disorders (aka Dual Diagnosis)–</td>
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<td>Class 9</td>
<td>Mon., Mar 19</td>
<td>LGBTQ Persons &amp; Substance Abuse Speaker &amp; Panel Discussion</td>
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<td>Class 10</td>
<td>Mon., Mar 26</td>
<td>Cross Cutting Issue- Student Presentation Trauma, PTSD &amp; Substance Abuse</td>
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<td>Class 11</td>
<td>Mon., April 2</td>
<td>Cross Cutting Issue - Student Presentation Spirituality &amp; Substance Abuse</td>
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<tr>
<td>Class 12</td>
<td>Mon., April 9</td>
<td>Latinos / Hispanic Americans</td>
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<tr>
<td>Class 13</td>
<td>Mon., April 16</td>
<td>Cross Cutting Issue - Student Presentation Tobacco Use &amp; Diverse Populations Take Home Exam</td>
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<tr>
<td>Class 14</td>
<td>Mon., April 23</td>
<td>HIV &amp; AIDS – National &amp; Global Issue (?) Summary and Termination Ritual Take Home - Examination Due</td>
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</table>

**Last Class**
READINGS AND COURSE OUTLINE

CLASS 1 - January 9: Introductions and Overview of Class

NO CLASS – January 16: Martin Luther King Holiday

CLASS 2 - January 23: Introductions & Course Overview
Research & Multi-Cultural Frameworks
Bio-Psycho-Social-Spiritual (BPSS) Framework

Required Readings


Recommended Readings

McNeece & DiNitto, Chapter 1, " Definitions and epidemiology of substance use, abuse, and disorders, pp. 3-24.


CLASS 3 - January 30: Ethnographic Interviewing Technique

Required Readings

CLASS 4 – February 6: Women and Adolescent Females Substance Misuse

Required Readings – Women & Adolescents


**Recommended Readings for Women**


McNeece & DiNitto, Chapter 15, “Gender and the use of drugs and alcohol: Fact, fiction, and unanswered questions”, 503-537.


CLASS 5 - February 13: European-Americans

Required Readings


Recommended Readings

McNeece & DiNitto: Chapter 11, Substance use and abuse among Jewish Americans, pp. 279-384.

CLASS 6 - February 20: African/Black Americans

Required Readings


Recommended Readings


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**ETHNOGRAPHIC INTERVIEWS DUE – FEBRUARY 27, 2011**

CLASS 7 – February 27: First Nations / American Indians / Native Americans

Required Readings


Straussner, S. L., Chapter 4, “Native Americans and substance abuse”, pp. 77-96.
**Recommended Readings**

McNeece & DiNitto, Chapter 11, Substance use and abuse among American Indians and Alaskan natives*, pp. 330-342.

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**NO CLASS - MONDAY – MARCH 5, 2011 - SPRING BREAK**

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**CLASS 8 – MARCH 12 - CROSS CUTTING ISSUE - STUDENT GROUP PRESENTATION**

**CO-OCCURRING DISORDERS (aka DUAL DIAGNOSIS)**

**Required Readings**


*This TIP can be ordered on-line.*

**Recommended Readings**


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**CLASS 9 - March 19: Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ)**

**Required Readings**


CSAT TIP: Substance Abuse Resource Guide: Lesbian, Gay, Bisexual and Transgendered populations. *(Electronic copy on Blackboard).*


**Recommended Readings**


Class 10: Trauma, Sexual Abuse, IPV/DV, PTSD

Required Readings


Recommended Readings


CLASS 11 – April 2: CROSS CUTTING ISSUE - STUDENT GROUP PRESENTATION
SPIRITUALITY & SUBSTANCE ABUSE

CLASS 11 – April 2 - Spirituality & Substance Abuse

Required Readings


Recommended Readings


CLASS 12 - April 9: Hispanic / Latino & ATOD – Guest Speaker

Required Readings


Recommended Readings


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CLASS 13 – APRIL 16, 2010 - CROSS CUTTING ISSUE – STUDENT PRESENTATION
TOBACCO USE & SUBSTANCE ABUSE

Required Readings


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Recommended Readings


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TAKE HOME EXAM- APRIL 16, 2010

CLASS 14 - April 23: LAST CLASS
**HIV & AIDS – A National and Global Issue OR possible TRIP TO TROSA**

**Recommended**


**Summary & Termination Ritual**

**Take Home Examination – Due**

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**TAKE HOME EXAM - DUE - APRIL 23, 2010**

**GENERAL RECOMMENDED READINGS FOR DIVERSE GROUPS**

**Recommended Readings for Child & Adolescent Populations**


**Recommended Readings for Older Populations**


**GENERAL TEXT**

CLASS ASSIGNMENTS

Note different weight in grades for MSW Students & Practitioners. Practitioners must choose between the Ethnographic Interview or Student Group Presentation.

Assignment 1: Assigned Reading Themes – Submit on Dates Listed in the Syllabus
(15% of grade MSW Students; 30% Practitioners)

Assigned Reading & Themes: You are required to write on several chapters from the required reading list. You are still expected to read the other articles that are required, but you will not have to complete an Assigned Reading Themes on those chapters.

There are four parts to this single-spaced, one-page, written assignment for each chapter that you choose or for the chapters that are assigned. The first part of the paper will include a listing of the salient themes that are reflected in the text. Next, comment about what you consider to be the strong and weak points of the article or chapter. Third, share your personal response or reaction to what you are reading. Be specific about what has ‘stirred you’ and share ‘why’. Four, raise one question that could be used to stimulate a group discussion about the text. These assignments are due on the day the selected readings are assigned.

- Women: Read Covington & Bloom (2006). Due – Feb. 6
- European-Americans: Choose 2 readings of your choice from this section. Due - Feb. 13.
  - You are also required to read the Sue D. Chapter on White Identity
  - Total of 3 articles from this section.
- African/Black Americans: Choose two readings of your choice from this section. Due - Feb. 20.
  - You are also required to read the article by William Cross.
  - Total of 3 articles from this section.
- Native Americans: Review one article. Due - Feb. 27.
- Hispanic/Latin American: Reading to be assigned - Due – April 9

You have a total of 10 articles in which you will submit Reading Themes.
Assignment 2: Ethnographic Interview
Due: February 27, 2011 (see separate sheet).

(MSW – 25% of grade; Practitioners – 30%).

Assignment 3: Group Presentations

MSW - 25% of your grade (20% for the group, and 5% for the individual presentation);

Practitioners – 30% of your grade (25% for the group, and 5% for your individual presentation).

Please select one of the topics below and plan to be part of a group class presentation. See fuller description in this syllabus.

Topics and dates for presentations:

1. Cross Cutting Issue: Co-Occurring Disorders - March 12
2. Cross Cutting Issue: Trauma, PTSD, & ATOD - March 26
3. Crossing Cutting Issue: Spirituality & ATOD - April 2
4. Cross Cutting Issue: Tobacco & Diverse Pops - April 16

Assignment 4: Examination (Distributed April 16th; Returned April 23, 2011
(MSW – 30% of grade; Practitioners – 30%).

This is a take home, open book exam. Examinations, administered under the University’s Honor Code, are designed to evaluate knowledge and understanding of the material covered in class and in the required readings. This exam will have true/false, multiple choice, brief discussion format, and a self-reflection essay question. This examination will cover lectures, readings, topics and exercises shared from Class 1 through – Class 14.

CLASS PARTICIPATION: MSW – 5% of grade; Practitioner – 10% of grade.
ASSIGNMENT: ETHNOGRAPHIC INTERVIEW  (Due February 27, 2011)

Objective: To learn what it was like for a particular cultural/ethnic individual, different from yourself, to engage in substance misuse and move into recovery. You will attempt to understand the experience of becoming addicted from an "insiders" point of view. Work diligently to try to capture the issues around diversity: race, ethnicity, gender, sexual orientation, disability, etc.

Guidelines:
Interview a recovering person from a ‘cultural’ group of your choice. Explore what the history and experience of addiction has been for them. Use global open-ended questions so that you obtain a lot of information. Pay close attention to Cover Terms and Descriptors. Take the role of a learner and your interviewee becomes the Cultural Guide, teaching you about their unique experience. Plan your interview. Think about what questions you will ask, and how to ask them for maximum information.

Part I: Possible Interview Questions (50%)
You can write out your own questions, or select a few questions from the ones below that can be explored:

a. When and why did you first begin using substances?
b. When did you realize you were having a problem?
c. How did your ethnicity, culture, philosophical or religious beliefs affect the experience, (i.e., increase guilt and/or shame because of your religious beliefs)?
d. What are the usual attitudes of your group towards the abuse and dependency of drugs?
e. What were the factors that led you to begin the recovery process?
f. How have you maintained your recovery? Have you relapsed?
g. What kinds of support, if any, are received from family and friends?
h. Were there particular people who helped you in the recovery process? Who were they?
i. Were there people who disempowered you? If so, who and in what way? What were the things that helped you in the treatment process?
j. What was the impact of your addiction and treatment on self, family, life, work, career, and social relationships, etc.
k. Do you have any fears that you will not maintain your recovery?

Summarize your interview in 3-5 double spaced pages (removing all identifying names). Include at least three direct quotes from the informant.

Part II: Critique of Your Interview (25%).
For this section of the paper, provide a 1-2 page critique of your interview addressing all of the questions below:

1. In general, how well do you think that you elicited information from the informant about the experience of addiction? Did you identify cover terms and ask for descriptors?
2. Name two things you might have done differently. Looking back, what areas do you wish you had covered in the interview, but did not?
3. How ‘connected’ did you feel to the informant and why? What part of the interview was most difficult for you to ‘stay with’ and why?
4. What was the most compelling thing that you learned about the informant’s experience from an insider’s perspective?

Part III: Self-awareness and Self-learning (25%). Provide a 1-2 page summary of questions below.

1. As you think about your own culture and ethnicity, what concerns, issues, factors must you consider and address in order to increase your competence in engaging individual different than yourself?
2. What have you learned about yourself in this process? What positive and/or negative emotional reactions did you have towards the client?

Interviews should be approximately 60-90 minutes and may be taped (with the permission of the informant) or recorded by taking detailed handwritten notes during the session. Confidentiality must be upheld and discussed with the informant before the interview occurs.
ASSIGNMENT: STUDENT GROUP PRESENTATIONS

Below are cross cutting issues related to the field of substance abuse that are prominent in literature and research. You will experience and address some aspects of all of these issues from time to time in your treatment of diverse populations in the substance abuse field. Topics and current dates for presentations:

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<tr>
<td>Co-Occurring Disorders</td>
<td>Trauma, PTSD, ATOD</td>
<td>Spirituality &amp; Substance Abuse</td>
<td>Tobacco Use &amp; Diverse Populations</td>
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Choose one of the above topics. Address this issue/topic from the standpoint of current research, differential impact and implications for diverse groups, and the best practices in regard to treatment. Are there evidence based practices that you can discuss? If so, please provide concrete examples of what can be done. A student should be able to have one or two concrete interventions to add to their professional tool box at the completion of your presentation.

Your presentation style as a group is to be interactive, creative, and engaging of the other class members. Feel free to be as creative as you desire. A grading grid for the group presentation is below. Individual Presentations will be graded on content depth, delivery, presence with class, interaction, and creativity.

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<tr>
<th>Both the Oral Presentation and Handouts are included in the scoring.</th>
<th>%</th>
<th>Fails to meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tr>
<td>Describe the problem, epidemiology, populations affected, empirical data, etc.</td>
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<td>Best practices and evidence based practices;</td>
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<td>Ethical / Legal Issues</td>
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<td>Intervention Techniques (Emphasis is on adding to Clinical Tool Box)</td>
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<td>Delivery of Presentation</td>
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<td>Class Involvement</td>
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