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 2010, TUESDAY EVENINGS 5:30-8:20, ROOM 135  

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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 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. Establish a culturally relevant and evidenced based social intervention plan for a client;

3. 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.

4. 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 means 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 unforeseen difficulties. Absences are to be communicated to the professor. 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
5% Assigned Reading Themes
25% Ethnographic Interview
30% Student Group Presentation
5% Growth Journal
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
5% Assigned Reading Themes
35% Ethnographic Interviewing OR Student Group Presentation
10% Growth Journal
40% Take Home Examination
All exams will be submitted with 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. Any exceptions will be graded down 5 points each class session. Incomplete assignments 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

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Tues, Jan. 12</td>
<td>Introductions &amp; Course Overview</td>
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<tr>
<td>Class 2</td>
<td>Tues, Jan. 19</td>
<td>Research &amp; Multi-cultural Frameworks Bio-Psycho-Social-Spiritual (BPSS) Framework</td>
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<tr>
<td>Class 3</td>
<td>Tues, Jan. 26</td>
<td>Ethnographic Interviewing Technique</td>
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<td>Class 4</td>
<td>Tues, Feb. 2</td>
<td>Gender - Women &amp; Substance Misuse</td>
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<td>Class 5</td>
<td>Tues, Feb. 9</td>
<td>Overview / European Americans</td>
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<td>Class 6</td>
<td>Tues, Feb. 16</td>
<td>African / Black-Americans</td>
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<td>Class 7</td>
<td>Tues., Feb. 23</td>
<td>Native Americans - Guest Speaker Ethnographic Interviews Due</td>
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<td>Class 8</td>
<td>Tues., March 2</td>
<td>Cross Cutting Issue - Student Presentation Co-Occurring Disorders (aka Dual Diagnosis)</td>
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<td>Tues., Mar. 9</td>
<td>Spring Break</td>
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<td>Class 9</td>
<td>Tues., Mar 16</td>
<td>LGBTQ Persons &amp; Substance Abuse Speaker &amp; Panel Discussion</td>
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<td>Class 10</td>
<td>Tues., Mar 23</td>
<td>Cross Cutting Issue - Student Presentation Trauma, PTSD &amp; Substance Abuse</td>
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<td>Class 11</td>
<td>Tues., March 30</td>
<td>Cross Cutting Issue - Student Presentation Spirituality &amp; Substance Abuse</td>
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<td>Class 12</td>
<td>Tues, April 6</td>
<td>Latinos / Hispanic Americans</td>
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<td>Class 13</td>
<td>Tues, April 13</td>
<td>Cross Cutting Issue - Student Presentation Tobacco Use &amp; Diverse Populations</td>
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<td>Class 14</td>
<td>April 20</td>
<td>HIV &amp; AIDS – National &amp; Global Issue Take Home Exam</td>
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<tr>
<td>Class 15</td>
<td>April 27</td>
<td>Last Class Take Home - Examination Due</td>
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READINGS AND COURSE OUTLINE

CLASS 1 - January 12: Introductions & Course Overview

CLASS 2 - January 19: Research & Multi-Cultural Frameworks
Bio-Psycho-Social-Spiritual (BPSS) Framework

Required Readings


Recommended Readings


CLASS 3 - January 26: Ethnographic Interviewing Technique

Required Readings

CLASS 4 – February 2: Women and Substance Misuse

Required Readings - Women


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 9: European-Americans**

**Required Readings**


Straussner, S. L., Chapter 11, "Italian culture and it's impact on addiction", pp. 216-233.


**Recommended Readings**

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

**CLASS 6 - February 16: African/Black Americans**

**Required Readings**


Recommended Readings


**ETHNOGRAPHIC INTERVIEWS DUE – FEBRUARY 23, 2009**

CLASS 7 – February 23:  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.

CLASS 8 – MARCH 2 - CROSS CUTTING ISSUE - STUDENT GROUP PRESENTATION CO-OCCURRING DISORDERS (aka DUAL DIAGNOSIS)

Required Readings


*This will be distributed to the class.

Recommended Readings

CLASS 9 - March 16: 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


McNeece & DiNitto. Chapter 12, “Substance abuse treatment with sexual minorities”, 401-422.


CLASS 10 – MARCH 23 – CROSS CUTTING ISSUE: STUDENT GROUP PRESENTATION TRAUMA (e.g., SEXUAL ABUSE & DOMESTIC VIOLENCE, etc.), PTSD, & SUBSTANCE ABUSE

Required Readings


Recommended Readings


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**CLASS 11 - MARCH 30: CROSS CUTTING ISSUE - STUDENT GROUP PRESENTATION SPIRITUALITY & SUBSTANCE ABUSE**

**Required Readings**


**Recommended Readings**


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**CLASS 12 - April 6: Hispanic / Latin-American & ATOD – Guest Speaker**

**Required Readings**


abuse service delivery to Hispanic women through increased cultural competencies: A qualitative study. *Journal of Substance Abuse Treatment, 14*(3), pp 225-234


**Recommended Readings**


**CLASS 13 – APRIL 13, 2010 - CROSS CUTTING ISSUE – STUDENT PRESENTATION**

**TOBACCO USE & SUBSTANCE ABUSE**

**Required Readings**


**Recommended Readings**


Campaign For Tobacco-Free Kids. (2009). The story in pictures: Historical marketing examples. In Tobacco-
CLASS 14 - April 20: HIV & AIDS – A National and Global Issue

Required Readings  (Will be Added)

Recommended


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**TAKE HOME EXAM- APRIL 20, 2010**

CLASS 15 - April 27 - LAST CLASS - Summary & Termination Ritual

Take Home Examination – Due

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**TAKE HOME EXAM - DUE - April 27, 2010**
GENERAL RECOMMENDED READINGS FOR DIVERSE GROUPS

Recommended Readings for Child & Adolescent Populations


Recommended Readings for Older Populations

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 – dates to be determined (TBD).
(5% of grade MSW Students ; 5% Practitioners)

Assigned Reading & Themes: Select an article or a book chapter from the course required or recommended readings. There are three parts to this one-page written assignment. The first part will include a listing of the themes that are reflected in the text. Next, make notation of what you consider to be the strong and weak points of the text, and finally submit two questions that could be used to stimulate a group discussion about the text. This assignment is due on the day the selected reading is assigned or recommended.

Assignment 2: Ethnographic Interview
Due: February 24, 2009 (see separate sheet).
( MSW - 25% of grade; Practitioners – 35% ).

Assignment 3: Student Group Presentation
(MSW – 30 % of grade; Practitioners – 35%).
Please select one of the below issues/topics and plan to make a presentation to the class. See fuller description in this syllabus.
1. Cross Cutting Issue: Co-Occurring Disorders (aka Dual Diagnosis)
2. Cross Cutting Issue: Trauma, PTSD, & Substance Abuse
3. Cross Cutting Issue: Spirituality & Substance Abuse
4. Cross Cutting Issue: Tobacco Use & Diverse Populations

Assignment 4: The Growth Journal - (MSW - 5% of grade; Practitioners – 10%). Write a one page description of your personal growth in the area of working with and thinking about diverse populations. Share where you were at the beginning of class, and the growth that has taken place as you have moved through the semester. Feel free to list areas of continued or constant struggle. Due - April 13, 2010.

Assignment 5: Examination
(MSW – 30% of grade; Practitioners – 40%).
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**

**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. Below are several questions 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 to empower 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. In addition, 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.
3. Looking back, what areas do you wish you had covered in the interview, but did not?
4. 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?
5. What was the most compelling thing that you learned about the informant’s experience from an insider’s perspective?
6. 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 Presentation

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:

1. Cross Cutting Issue: Co-Occurring Disorders    March 2
2. Cross Cutting Issue: Trauma, PTSD, & ATOD     March 23
3. Crossing Cutting Issue: Spirituality & ATOD    March 30
4. Cross Cutting Issue: Tobacco & Diverse Pops   April 13

Choose one of the above. 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. I have developed a grading grid sheet for you.
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<tr>
<td>Co-Occurring</td>
<td>Trauma, PTSD,</td>
<td>Spirituality &amp;</td>
<td>Tobacco Use &amp;</td>
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<td>Disorders</td>
<td>ATOD</td>
<td>Substance Abuse</td>
<td>Diverse</td>
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<td>Populations</td>
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Both the Oral Presentation and Handouts are included in the scoring.

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<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 Handouts</td>
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<td>Class Involvement</td>
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<td>Creativity</td>
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