THE UNIVERSITY OF NORTH CAROLINA 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 2008, TUESDAY EVENINGS 6-8:50, ROOM 135

Sherylyn H. Pitt, MSW, LCSW, LCAS
Feather Path LLC
2664 Timber Drive
Suite 235
Garner, NC 27529
Phone: 919/749-3646
Email: Sherylyn@featherpath.com

Amelia C. Roberts, Ph.D., LCSW
School of Social Work
301 Pittsboro Street
CB-3550
Office Suite: 324-C
Chapel Hill, NC 27599-3550
Phone: 919/962-6428
Fax: 919/962-1486
Email: amrobert@email.unc.edu

OFFICE HOURS: Tuesday evenings 4:30 – 5:30 TTK building & by appointment

OFFICE HOURS: Tuesdays, 12-2 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 social 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 203), the foundation practice course (SOWO 227), and SOWO 252: ATOD: Substance Abuse and Dependence. SOWO 252 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 they can be found at Blackboard.

Texts can be purchased at the student bookstore.

RECOMMENDED TEXTS


TEACHING METHODS: The instructors 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
10% Class Participation
5% Assigned Reading Themes
20% Ethnographic Interview
30% Student Group Presentation
35% Take Home Examination
All exams/quotizzes will be submitted with your student ID number. Any names on submitted exams/quotizzes will automatically result in a loss of 3 points.

CLASS ASSIGNMENTS for MSW PRACTITIONERS
15% Class Participation
10% Assigned Reading Themes
35% Ethnographic Interviewing OR Student Group Presentation
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**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Class 1</td>
<td>Tues, Jan. 15</td>
<td>Introductions &amp; Course Overview</td>
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| Class 2 | Tues, Jan. 22 | Bio-Psycho-Social-Spiritual Framework  
Multi-cultural Research & Framework |
| Class 3 | Tues, Jan. 29 | Ethnographic Interviewing Technique                                |
| Class 4 | Tues, Feb. 5 | Overview / European Americans                                      |
| Class 5 | Tues., Feb. 12 | Cross Cutting Issues: Sexual Assault, Domestic Violence, & ATOD      |
| Class 6 | Tues., Feb. 19 | African/Black-Americans  
*Ethnographic Interviews Due*                                   |
| Class 7 | Tues., Feb. 26 | Native Americans                                                   |
| Class 8 | Tues., Mar. 4 | Hispanic/Latin Americans - Speaker  
Student Presentation - Tobacco (1 hour)                             |
| No Class | Tues., Mar 11 | Spring Break                                                       |
| Class 9 | Tues., Mar 18 | LGBT & Persons with HIV & AIDS  
Speaker                                                             |
| Class 10 | Tues., Mar 25 | Student Presentations – Criminal Justice; Older Adults             |
| Class 11 | Tues., April 1 | Student Presentation – Spirituality                                |
| Class 12 | Tues, April 8 | Cross Cutting Issue: Dual Diagnosis  
Take Home Exam                                                      |
| Class 13 | Tues, April 15 | Women/Adolescents                                                  |
| Class 14 | Tues, April 22 | Summary and Termination Ritual  
Take Home - Examination Due                                          |
READINGS AND COURSE OUTLINE

CLASS 1: Introductions & Course Overview

CLASS 2: Bio-Psycho-Social-Spiritual Framework
Research & Multi-Cultural Frameworks

Required Readings


Recommended Readings


CLASS 3 – Ethnographic Interviewing Technique

Required Readings

CLASS 4: European-Americans

Required Readings


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

**CLASS 5: Cross Cutting Issues: Sexual Assault, Domestic Violence and ATOD**

**Required Readings**


**Recommended Readings**


CLASS 6: African/Black Americans

ETNOGRAPHIC INTERVIEWS DUE – FEBRUARY 19, 2008

Required Readings


Recommended Readings


CLASS 7: 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:**

**Student Presentation – Tobacco & Treatment – Due March 4**

**Hispanic and Latino Populations**

**Required Readings**


**Recommended Readings**


**NO CLASS - TUESDAY –March 11, 2006 - SPRING BREAK**

**CLASS 9:** Lesbian, Gay, Bisexual, Transgender (GBLT)  
HIV & AIDS

**Required Readings**

CSAT TIP: Substance Abuse Resource Guide: Lesbian, Gay, Bisexual and
Transgendered populations


Recommended Readings


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


CLASS 10 - _Student Group presentations:_

**Criminal Justice**

**Older Adults**

**MARCH 25, 2008**

Required Readings


CLASS 11 - _Student Group presentation: Spirituality_

**April 1, 2008**

**Professor Lecture: 12 Step**

Required Readings


**Recommended Readings**


**CLASS 12 – Dual Diagnosis**

*Take Home Examination – April 8, 2008*

**Required Readings**

*SAMHSA (2005).* Substance abuse treatment for persons with co-occurring disorders. A treatment improvement protocol: TIP #42. *Rockville, MD: DHHS.*

*This will be distributed to the class.*

**Recommended Readings**


*This will be distributed to the class.*

**CLASS 13: Woman & Adolescents**

**Required Readings - Women**


Recommended Readings for Women


Required Readings for Child & Adolescent Populations


Recommended Readings for Adolescents

CLASS 14: Summary and Termination Rituals

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<th>Take Home Examination</th>
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<td>Due - April 22, 2008</td>
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CLASS ASSIGNMENTS

Note different weight in grades for MSW Students & Practitioners. Practitioners must choose between the Ethnographic Interview and Examination II.

Assignment 1: Assigned Reading Themes – dates to be determined (TBD).
(5% of grade MSW Students; 10% Practitioners)

Select an article or a book chapter from the course required 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.

Assignment 2: Ethnographic Interview
Due: February 19, 2008 (see separate sheet).
( MSW - 20% of grade; Practitioners – 35%).

Assignment 5: 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. Topic: Tobacco & Treatment
2. Cross Cutting Issue: Criminal Justice
3. Topic: Older Adults & ATOD
4. Cross Cutting Issue: Spirituality

Assignment 4: Examination
(MSW – 35% 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, a brief discussion format and a self-reflection essay question. This examination will cover lectures, readings, topics and exercises shared from Class 1 through – Class 13.
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.

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 two cross cutting issues and two topics related to the field of substance abuse that are prominent in literature and research. You will experience some aspects of all of these from time to time in your treatment of diverse populations.

Topics and current dates for presentations:

1. Topic: Tobacco & Treatment            March 4
2. Cross Cutting Issue: Criminal Justice March 25
3. Topic: Older Adults & ATOD          March 25
4. Cross Cutting Issue: Spirituality    April 1

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.
### STUDENT GROUP PRESENTATIONS
Spring 2008

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<th>Cross Cutting Issue</th>
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Both the Oral Presentation and Handouts are included in the scoring.

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RECOMMENDED ADDITIONAL READINGS

Multi-Cultural Frameworks


African-American Populations


Asian American Populations


Children and adolescents


Dual Diagnosis Populations


Chapter 1. The ongoing dialogue: introduction. (pp. 3-19).

Chapter 6. If you don't ask the question you won't get the answer: assessing the disorders. (pp. 83-107).

Chapter 7. Do you see what I see? Addressing denial. (pp. 109-132).

Elderly


Evans, D.J., Street, S.D., & Lynch, D.J. (1996). Alcohol withdrawal at...
home: Pilot project for frail elderly people. *Canadian Family Physicians, 42, 937-945.*


**European Americans**

McNeece & DiNitto:

Chapter 2, “The Etiology of Addiction”.

Chapter 3, “Becoming Addicted”.


**Family Treatment & Substance Abuse**


Chapter 20. Other hidden victims of chemical dependency. (pp. 228-235).

Chapter 23. Codependency and enabling. (pp. 261-272).


Chapter 11. The family program. (pp. 173-180).

Chapter 15. The good counselor. (pp. 211-218).


**Female Substance Abusers**


Bennett, E. M., & Kemper, K. J. (1994). Is abuse during childhood a
risk factor for developing substance abuse problems as an adult? Developmental and Behavioral Pediatrics, 15 (6), 426-429.


LGBT / Sexual Minority Populations


HIV & AIDS


Latino Populations


Miscellaneous Issues In Substance Abuse Treatment


Chapter 26. The process of intervention. (pp. 304-312).

Chapter 29. Pharmacological intervention tactics and substance abuse. (pp. 347-357).


Chapter 9. Special Problems. (pp. 127-161).

Chapter 15. The good counselor. (pp. 211-218).

Rural Populations


Jones, L. (1977). Old-time Baptists and mainline Christianity. In J.


**Spirituality & Substance Abuse**
