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

Course: SOWO 700 – Alcohol, Tobacco, and Other Drugs (ATOD): Substance Use, Abuse, and Dependency

Instructor: William K. (Bill) McCullough, MSW, LCSW
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Semester: Summer, 2009 Day: Friday Time: 9:00 AM-4:00 PM

Office Hours: Office hours by appointment before and/or after class each Friday.

Course Description:

This course is designed to introduce the field of substance abuse and its treatment, with an overview of both macro and micro level issues. The organizing principle of the course will be the bio-psycho-social-spiritual model of addictions. Topics examined include: historic and current theories of addiction and treatment; the substances of addiction, their effects, their signs and symptoms; addiction and special populations; direct practice with individuals, families, groups; community level intervention and public policy issues; and outcome research. Participants will be exposed to community based support groups, addicted persons in recovery and treatment professionals.

Knowledge Based Course Objectives:

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

1. Describe various theories of addiction and related treatment interventions.
2. Describe the bio-psycho-social-spiritual model of addictions and how it relates to the treatment of substance-abusing clients.
3. Understand the characteristics and dynamics of families affected by addiction and methods of intervention with families.
4. Demonstrate a beginning understanding of the application of various modalities and intervention theories in the treatment of substance abuse/dependency.
5. Understand the use of the Substance Abuse Continuum of Care model developed by the American Society of Addiction Medicine (ASAM) and its relevance to addiction treatment.
6. Develop a working knowledge and sensitivity to issues specific to abuse/addictions and culture, gender, economic levels, development stages, and sexual orientation.
7. Develop a working knowledge of twelve step programs, other community based support groups, and their usefulness for addicted persons, their families, and significant others.
9. Demonstrate an understanding of the relevant ethical standards of conduct when working with substance abusing clients and their families.
Skill Based Course Objectives:

At the conclusion of this course, participants should be able to:
1. Demonstrate competence in screening for the presence of Substance-Related Disorders.
2. Identify signs and symptoms of substance intoxication, substance withdrawal, substance abuse, and substance dependence.
3. Demonstrate sensitivity to issues specific to addictions and culture, gender, economic level, development stage, and sexual orientation, and a beginning competence in adapting intervention strategies to persons of these different groups.
4. Assist families and individuals in determining the appropriate level of treatment based on their available needs and resources.
5. Facilitate referral to community based support by matching the needs of individuals with various community based groups.
6. Discuss addiction related issues in the context of current public policy and the possible creation of public policy initiatives.

Course Textbook – Required Readings


Class Format and Expectations:

Unless there is prior approval for unavoidable conflicts, students and practitioners are expected to attend every class. Class activities will include lectures, class discussion, videos, experiential exercises, and interviews with visitors. Students are expected to be prepared for class by reading, considering assigned materials, developing questions for quizzes, and being prepared to actively participate in class discussions and activities. Materials from work settings, personal experience, and field placements are appropriate to share in class. A seminar discussion format will constitute a primary means of exploring course content and demonstrating beginning Substance-Related Disorders competencies. Due to the nature of this course, personal sharing often occurs and feelings may arise. Confidentiality is expected of all students when personal sharing occurs. Students who have personal issues surface during the course are encouraged to talk with the instructor about available support to address these issues.

Class Schedule with Assignments:

Note that readings listed with each class meeting are to be completed prior to the scheduled class meeting. Weekly quizzes, beginning with Session One on May 15, will include material from the assigned readings as well as material discussed in class.

1. Session One – May 15
   READINGS: Fisher and Harrison: Chapters 1, 2, and 3
   Quiz on readings at end of class.

   INTRODUCTION TO COURSE
   • Assessing CD Attitudes and Beliefs Survey
   • Review of syllabus and course expectations
   • Defense mechanisms
   • Myths about substance related disorders
Classification of Drugs
- Key concepts—Biological vulnerabilities & consequences
- Routes of administration
- Physiological action of drugs
- Signs and symptoms

Models of Addiction
- Key concepts—Moral, sociocultural, and psychological perspectives
- Disease concept
- Bio-psycho-social-spiritual model
- Pharmaceutical abuse/addiction

2. Session Two – May 22
READINGS: Fisher and Harrison: Chapters 4, 6, and 7
Quiz on readings at end of class.
- Cultural diversity
- Assessment, diagnosis, DSM-IV criteria
- Intervention

3. Session Three – May 29
READINGS: Complete prior to visiting support groups.
Fisher and Harrison: Chapters 8, 9, and 10
Quiz on readings at end of class.
- Treatment topics
- Relapse prevention and recovery
- Dual diagnosis
- Best practices, twelve-step and other support groups

4. Session Four – June 5
READINGS: Fisher and Harrison: Chapters 11, 12 and 14
Paper due: Reaction paper to self-help groups is due at beginning of class.
Quiz on readings at end of class.
- Substance related disorders in families
- Children from CD families
- Codependency
- Other addictions

5. Session Five – June 12
READINGS: Fisher and Harrison: Chapters 5, 13 and 15
Case history paper due
Quiz on readings at end of class.
- Prevention
- Harm reduction
- HIV/AIDS
- Confidentiality and ethical issues
- Assessing CD Attitudes and Beliefs
- Class evaluation
Written Assignments:

1. Reaction Paper: Self-Help Groups

Attend two different self-help/twelve-step recovery group meetings and prepare a reaction paper summarizing your experience. Guidelines for your participation and reaction paper are listed below.

The Observation:

A. Attend two self-help/twelve step recovery group meetings. You may select Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, Nar-Anon, Cocaine Anonymous, Adult Children of Alcoholics, Codependents Anonymous or another substance related recovery group. You are to attend two different types or formats of meetings.

B. You are expected to go alone – do not take a friend, relative, classmate or companion. This is very important – no exceptions. Attending with others may detract from the experience.

C. Do not attend an institutional meeting. That is, do not go to meetings in hospitals, mental health centers, alcoholism treatment centers, etc. You must attend meetings held in the community. Some meetings may be designated as “closed.” This means they are only open to people who identify themselves as alcoholics or addicts. Unless you identify yourself as such, you will need to attend “open” meetings. “Open” meetings are open to anyone interested in twelve-step programs.

D. Should someone ask, be honest about your reasons for attending. People typically are appreciative of your interest in the organization.

E. On a participant/observer continuum, your role leans toward the observer end. You may want to research the type of meeting you plan to attend as well as the philosophy behind the program before you go. To be a good participant/observer, you need to know something about what you are observing. Do not take notes during the meeting.

F. If you are already a member of a recovery group, attend a group that is new to you. Groups vary in focus, style, and composition. Try to attend a group that differs from your primary group. Attend a group where you will be a stranger.

G. Above all, respect the anonymity of the people you meet during this experience. You may meet people you know, but did not know about their participation in a recovery group. Be mindful of your reaction and respect their anonymity.

The Reaction Paper Format:

A. Introduction
   1. Name of groups attended
   2. Place and time of meetings
   3. Brief description of the demographics of the groups, including the number in attendance, male/female ratio, racial composition, social class, age range, and any other distinguishing features or characteristics
4. Physical surrounding of the meeting—both the immediate neighborhood and the building and room where the meeting is held

B. Meeting/program Description
   1. Atmosphere and tone of the meeting
   2. Description of the structure of the meeting
   3. Description of the activities and events
   4. Note individual and group dynamics
   5. Compare/contrast meetings you attended

C. Analysis
   This is not a strict ethnographic observation- you are not merely describing what is happening. Rather, this is an attempt to analyze and conceptualize the event you are observing. The analysis should include something about both the structure and dynamics of self-help, recovery groups and your personal reaction to this experience. Address program philosophy as well as underlying individual and group dynamics. You should use AA literature because no analysis is complete without mention of the twelve steps and twelve traditions. You should also use relevant clinical and socio-behavioral literature, including reference to individual, group, organizational, and community dynamics. Your analysis should integrate class readings, your reaction to this experience, and the behaviors and events you observed. Finally, be sure to compare and contrast the two different kinds of groups you attended.

D. Implications for social work practice
   The focus of this section should be on an understanding of the self-help/twelve-step recovery program based on your analysis and the implications for practice. This section should be clearly linked to the points you chose to discuss in the previous section. Implications may include:
   • The role of self help groups in the treatment process
   • Bio-psycho-social-spiritual benefits of self help group participation
   • The role of self help groups in relapse prevention
   • Other implications for direct and macro practice
   • How do twelve step groups fit into the mental health transformation that is currently occurring?
   • When might referral to a twelve-step group be appropriate? What populations, if any might be harmed from the twelve-step philosophy?
   • What options exist beside twelve-step groups?
   • Why do some individuals choose not to attend twelve-step groups?

E. Reaction paper format
   1. Six pages minimum, eight pages maximum
   2. Maintain anonymity of individuals if you cite them in the paper.
   3. Typed, double spaced, 1 inch margins
   4. Use current APA style and format
   5. Include reference Page
   6. The reaction paper will be graded on fulfillment of the assignment, clarity of ideas, use of resources, correct format, and grammar.
   7. The reaction paper is due June 5, 2009 at the beginning of class.
2. **Case History Paper**

Each student will choose one of three case histories provided by the instructor, and will describe the important clinical aspects of the case. The student will write an assessment of the salient clinical issues addressing the client’s strengths, risk factors, and appropriate treatment alternatives, as well as how to best engage the client in treatment. The student should cite research on current best practice to address these issues, and develop a treatment plan for the individual she/he has chosen.

A. **Introduction**
   1. Identify case history you selected.
   3. Address dual diagnosis issues.

B. **Literature review**
   1. Describe current best practices as described in the literature regarding how best to approach the client’s clinical presentation.

C. **Analysis and treatment plan**
   1. How will you engage this client in treatment?
   2. Describe which treatment strategy, as described in the literature, would be most appropriate for this client.
   3. Write a treatment plan for this client. Make sure to integrate the model of therapy you intend to use with the client.

D. **Conclusion**
   1. What is your expected outcome for this client?
   2. Describe a relapse prevention plan for this client.
   3. What supports can you coordinate to enhance the possibility of a positive treatment outcome?

E. **References**

F. **Paper format**
   1. 6-8 pages (eight is the maximum)
   2. Typed, double spaced, 1 inch margins
   3. Use APA style and format
   4. Reference page
   5. Paper will be graded on fulfillment of assignment, clarity of ideas, use of resources, correct format, and grammar.
   6. Paper is due **June 12, 2009 at the beginning of class.**

**Weekly Quizzes**

Weekly quizzes will be given during this course, beginning the first session, May 18, and concluding the final session. Examinations, administered under the University Honor Code (see Honor Code below), are designed to evaluate knowledge and understanding of the material covered in class and in the required readings. Each quiz essentially covers content only for the period designated, although students will need to draw on general knowledge from previous readings and class lectures. Questions, developed by course participants and the instructor, will be a combination of short answers and brief essay. The instructor will provide quiz questions for the first class on May 15. For each
subsequent class, each student will submit three questions weekly with one question related to each of Arthur Costa’s Levels of Questioning (see handout in class). Students will also provide answers to the questions they create. No make-up exams will be given unless prearranged with the instructor.

**Evaluation Methods:**

Courses in the School of Social Work are graded as H (High, indicating clear excellence), P (Pass indicating entirely satisfactory work), L (Low Pass), and F (Fail, indicating performance is not acceptable at the graduate level). Only the letter grades H, P, L, and F appear on official transcripts.

MSW Student’s final grade for this course will be determined as follows:

- Reaction Paper: 30%
- Case History Paper: 20%
- Weekly Quizzes: 40% (Based on best 4 out of 5 quiz grades)
- Class Participation: 10%

MSW Practitioner’s will not receive a formal grade on official university records for this course; however, a P (70%) or better is required to receive a certificate of completion for the course.

**Credit toward Certificate of Substance Abuse Studies:**
The School of Social Work has entered into an agreement with the NC Substance Abuse Professional Certification Board regarding the Certificate of Substance Abuse Studies and the required 180 hours of required education, therefore each of the required three courses represents 45 contact hours. This course represents 45 “substance abuse specific” credit hours. The certificates of students who miss hours in class or who fail to complete assignments will reflect the actual number of hours that were completed.

The exams, papers, and final grade will be based on the following percentage scale:

- H = 94% and above
- P = 80-93%
- L = 70-79%
- F = 69% and below

**Honor Code:**

Students and practitioners are responsible for complying with and supporting the University’s Honor Code to ensure the integrity of our academic work. Review the copy of the Honor code in the Record and Manual.

The Honor Code is, as always, in effect in this course. The following sections explain what is expected from you in terms of meeting these standards. If you have any questions at all about these matters, please do not hesitate to ask the instructor.

- **Pledge:** The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. (“On my honor, I have neither given nor received unauthorized aid on this assignment.”). This includes all papers and exams. The first time you hand in an assignment, you are expected to write out the pledge in full. After that, you may simply write “Pledge” and sign your name.
- **Quizzes:** All quizzes will be in-class quizzes and are to be taken without the assistance of books, notes, or other people.
• Papers: You are encouraged to discuss your papers with your classmates and anyone else, for that matter. The crucial thing to remember is that you must give citations for ideas that are not your own, whether or not those ideas have been written down somewhere. If your classmate comes up with a brilliant example and you use it in your paper, then you must cite him or her in a footnote.

**Policy on Accommodations for Students with Disabilities:**

Students with disabilities, which affect their participation in the course, may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered and addressed.

**Other Policies/General Information:**

Papers will **NOT** be accepted via FAX or EMAIL.