

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

**SW-540: General Topics in Social Work: Substance Abuse Policy
and Practice**
Course Outline

Summer, 2004: Tuesdays and Thursdays 5:30-9:15

Instructor: Samuel A. MacMaster, Ph.D.
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Methods to Attain Objectives

The primary learning format will be lectures, classroom exercises, and activities, which involve **all students as active learners**. Class lectures and exercises are based on the understanding that readings assigned for that topic have been completed prior to class.

Assigned Text

McNeece, C. A. & DiNitto, D. M. (1994). Chemical dependency: A systems approach. Englewood Cliffs, NJ: Prentice-Hall.

COURSE OUTLINE-TENTATIVE

6-3

INTRODUCTIONS & REVIEW OF SYLLABUS

Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice. <http://www.treatment.org/taps/tap21/TAP21Toc.html>
Definitions and Epidemiology of Alcoholism and Drug Addiction
The Etiology of Addiction
Becoming Addicted
“This is your brain, this is your brain on drugs”

MODELS FOR CONCEPTUALIZING SUBSTANCE ABUSE

McNeece & DiNitto Text Chapters 1-3:
Miller & Kurtz, 1991
Models of alcoholism used in treatment: Contrasting AA and other perspectives with which it is often confused

6-8

HARM REDUCTION APPROACH TO POLICY AND PRACTICE

Des Jarlais, 1995;
Harm reduction: a framework for incorporating science into drug policy
Drucker, 1995;
Harm reduction: a public health strategy
MacMaster, 2001;
Harm Reduction: Moving beyond an abstinence-only orientation for social workers working in substance abuse.
McCafferty, 2000

Decriminalizing drugs is wrong: Why wreck more lives with drug abuse?

**THE IMPACT OF HIV/AIDS AND HEPATITIS-C ON SUBSTANCE ABUSE
POLICY AND PRACTICE**

Day, 2001

Health emergency 2001: The spread of drug-related AIDS and hepatitis
C among African Americans and Latinos

<http://www.dogwoodcenter.org/2001/HE2001.html>

The Dogwood Center Website

www.dogwoodcenter.org

6-10 **ISSUES OF CULTURAL COMPETENCY-RACE/ETHNICITY & GENDER IN
SCREENING, ASSESSMENT AND DIAGNOSIS**

McNeece & DiNitto Text Chapters 5, 11 and 15

Gender and Drugs: Fact, Fiction and Unanswered Questions Ethnicity,
Culture and Substance Abuse

Screening, Diagnosis, Assessment and Referral

Burston, Jones and Roberson-Saunders, 1995

Drug Use and African Americans: Myths and Reality

Discussion of Movie: 28 Days

6-15 THERAPEUTIC APPROACHES

STAGES OF CHANGE

MOTIVATIONAL ENHANCEMENT THERAPY

Prochaska, DiClemente & Norcross, 1992;

In search of how people change

Miller & Rollnick, 1992

Motivational interviewing: Preparing people to change addictive behavior.

Miller, 1999

Enhancing motivation for change in substance abuse treatment

COGNITIVE BEHAVIORAL APPROACH & RELAPSE PREVENTION

Carrol, 1998;

A cognitive-behavioral approach: Treating cocaine addiction.

<http://www.nida.nih.gov/TXManuals/CBT/CBT1.html>

McNeece & DiNitto Text Chapter 7,

Preventing Alcohol and Drug Problems

Dimeff & Marlatt, 1995;

Relapse prevention.

FAMILY SYSTEMS APPROACH

McNeece & DiNitto Text Chapter 10

Family Systems and Chemical Dependency

6-17 **IN CLASS WORK DAY**

6-22 **THE 12-STEP APPROACH**

McNeece & DiNitto Text Pages 151-156;

Self Help Groups, Section in Chapter Treatment—System of Care

NA & AA texts;

Holleran and MacMaster, 2001
Cultural Competent Practice with 12-Step Groups
MIDTERM PAPER IS DUE

6-24

CURRENT POLICY TRENDS

McNeece & DiNitto Text; Chapter 16;
Chemical Dependency Current Issues and Future Prospects
[The Hay Group Report](#)
<http://www.asam.org/ppol/managedcare.htm>
ONDCP National Drug Control Strategy
<http://www.whitehousedrugpolicy.gov/publications/policy/ndcs01/index.html>

THE IMPACT OF METHAMPHETAMINES IN TENNESSEE

6-29

SPECIALIZED POPULATIONS

THE INTEGRATED APPROACH WITH INDIVIDUALS WITH CO-OCCURRING MENTAL HEALTH DISORDERS

McNeece & DiNitto Text Chapter 13;
Compounding the Problem: Substance abuse and other disabilities
Singer, Kennedy & Kola, 1998;
A conceptual model for co-occurring mental and substance-related disorders
Ries, 1994
Assessment and treatment of patients with coexisting mental illness and alcohol and other drug abuse.
<http://www.health.org/govpubs/bkd134/>

APPROACHES WITH ADOLESCENTS AND CHILDREN

McNeece & DiNitto Text Chapter 9;
Treating Chemically Dependent Adolescents and Children
CSAT materials
Screening and assessing adolescents for substance use disorders.
<http://www.health.org/govpubs/BKD306/index.htm>
Treatment of adolescents with substance use disorders
<http://www.health.org/govpubs/BKD307/index.htm>

7-1

PRESENTATIONS

FINAL EXAM

COURSE WRAP-UP & COURSE EVALUATIONS

FINAL PAPERS DUE

READING LIST

- Alcoholics Anonymous. (1976). Alcoholics anonymous, AA World Service: New York, NY.
- Carrol, K. (1998). A cognitive-behavioral approach: Treating cocaine addiction. Washington, DC: National Institute on Drug Abuse
- CSAT (1999) Screening and assessing adolescents for substance use disorders. Treatment Improvement Protocol Series 31. Washington, DC: DHHS.
- CSAT (1998) Addiction counseling competencies: The knowledge, skills, and attitudes of professional practice. Treatment Assistance Publication, 21. Washington, DC: DHHS.
- CSAT (1999) Treatment of adolescents with substance use disorders. Treatment Improvement Protocol Series 32. Washington, DC: DHHS.
- Des Jarlais, D. (1995). Harm reduction: a framework for incorporating science into drug policy. American journal of public health, 85, 10-12.
- Dimeff, L. & Marlatt, A. (1995). Relapse prevention. In R. Hester & W. Miller, (Eds.), Handbook of alcoholism treatment approaches, (pp. 176-194). Boston, MA: Allyn and Bacon.
- Drucker, E. (1995). Harm reduction: a public health strategy. Current issues in public health, 1, 64-70.
- Hurt, R.D., Offord, K.P., Croghan, I.T. (1996). Mortality following inpatient addictions treatment. Journal of the american medical association, 275, 1097-1103.
- MacMaster, S.A. (In Press). Harm Reduction: Moving beyond an abstinence-only orientation for social workers working in substance abuse. Social Work
- Holleran, L., & MacMaster, S.A. (Under Review). Cultural Competent Practice with 12-Step Groups9.
- McNeece, C. A. & DiNitto, D. M. (1994). Chemical dependency: A systems approach. Englewood Cliffs, NJ: Prentice-Hall.
- Miller, W., & Rollnick, S. (1991). Motivational interviewing: Preparing people to change addictive behavior. New York: Guilford Press.
- Miller, W.R. & Kurtz, E. (1994). Models of alcoholism used in treatment: Contrasting AA and other perspectives with which it is often confused. Journal of studies on alcohol, 55, 159-166.
- Narcotics Anonymous. (1988). Narcotics anonymous. Van Nuys, CA: NA World Service Office.
- Pilleo, J., & Brisbane, F. (1995). Cultural competence for social workers: A guide for alcohol and drug abuse professionals working with ethnic and racial communities. Washington, D.C.: DHHS.

Prochaska, J.O., DiClemente, C.C. & Norcross, J.C. (1992). In search of how people change. American psychologist, 47, 1102-1114.

Ries, R. (1994). Assessment and treatment of patients with coexisting mental illness and alcohol and other drug abuse. Washington, D.C.: DHHS.

Singer, M., Kennedy, M. & Kola, L. (1998). A conceptual model for co-occurring mental and substance-related disorders. Alcoholism treatment quarterly, 16, 75-89.

McCafferty, B. (2000). Decriminalizing drugs is wrong: Why wreck more lives with drug abuse? Reprint of an Editorial appearing in the Cincinnati Enquirer, August 6, 1998. Washington, DC: Office of National Drug Control Policy.

Day, D. (2001). Health emergency 2001: The spread of drug-related AIDS and hepatitis C among African Americans and Latinos. 28 pages. Report from the Dogwood Center

Burston, B., Jones, D., & Roberson-Saunders, P. (1995). Drug Use and African Americans: Myths and Reality. Journal of Alcohol and Drug Education, 40, 19-39.

ASSIGNMENTS & GRADING

Course Requirements

This course will base grading on a contract for a grade. Students will inform the instructor by the second week of class what grade they are contracting for. Grade requirements are as follows:

Course Grade of a B

Class Participation:

The instructor encourages active student participation in class. Students are expected to attend all classes, to prepare fully before each class, and to complete all assignments as scheduled. Class participation will count toward the course grade. Students will be expected to bring to class for discussion examples of concepts and materials from their own life and practice experience.

Grade of a B or better on the 12-step paper

Course Grade of a B+

Class Participation:

The instructor encourages active student participation in class. Students are expected to attend all classes, to prepare fully before each class, and to complete all assignments as scheduled. Class participation will count toward the course grade. Students will be expected to bring to class for discussion examples of concepts and materials from their own life and practice experience.

Grade of a B or better on the 12-step paper

Grade of a B or better on the final comprehensive examination

Course Grade of an A

Class Participation:

The instructor encourages active student participation in class. Students are expected to attend all classes, to prepare fully before each class, and to complete all assignments as scheduled. Class participation will count toward the course grade. Students will be expected to bring to class for discussion examples of concepts and materials from their own life and practice experience.

Grade of a B+ or better on the final comprehensive examination

Participation in a Group or Individual Presentation

Grade of a B+ or better on the 12-step paper

Course Assignments

Assignment 1

In the first assignment you will be asked to visit two self-help groups. After attending both meetings you are asked to write a brief paper (10 pages) based on your experiences and the pertinent literature. The paper should be divided into two sections. The first section will describe your personal experiences at the meetings; the second section will provide an analysis of twelve-step recovery groups based not only on your experiences, but also on the related self-help and professional literature. A suggested outline will be provided to you. This assignment represents 40% of your grade.

Assignment 2

A final exam will be given on the last day of class. This exam will cover material presented during this semester.

Assignment 3

You are asked in this assignment to develop a solution to an existing problem related to a new and/or improved treatment program or a new and/or improved social policy in a specific area of chemical dependency. You are free to choose the area and the type of intervention(s). Detailed guidelines will be provided on a separate instruction sheet later. You may work individually, however it is strongly recommended due to the amount of work in this assignment that you work in a group with two or three other students. This assignment is due the last day of class.

The Grading Scale

A (93-100) Outstanding/Superior

Exceptional performance; consistently exceeds all expectations

B+ (88-92) Very Good

Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (80-87) Good

Student consistently meets normal expectations for the course.

C+ (77-79) Average

There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-76) Poor

There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor

There is a lack of attendance or incomplete assignments. Course expectations are not met.

Attendance, Deadlines & Originality of Work

Every student is expected to attend every class. If you are unable to attend class, please let me know in advance. An e-mail message or a message on my voice mail is sufficient. As a member of the class, it is your responsibility to honor deadlines. If you cannot meet a deadline, please contact me and we can discuss an alternative plan. If you miss a deadline and don't notify me in advance, you will be penalized by one grade level.

All work must be referenced in APA format. The University of Tennessee, is proud of its students' commitment to academic integrity and their pledge to abide by the Honor Statement found in [Hilltopics](#). I expect the assignments and paper that you submit to be your own intellectual work. The penalty for plagiarism in this course will be a failing grade. If you are unsure of how to reference an idea or a published work, please consult the APA stylebook or schedule time with me and we can discuss it. I am available to talk with you about your ideas, the concepts we cover in class and your projects.

Assignment 1

In the first assignment you will be asked to visit two self-help groups. After attending both meetings you are asked to write a brief paper (10 pages) based on your experiences and the pertinent literature. The paper should be divided into two sections. The first section will describe your personal experiences at the meetings; the second section will provide an analysis of twelve-step recovery groups based not only on your experiences, but also on the related self-help and professional literature. A suggested outline will be provided to you. This assignment represents 40% of your grade.

Assignment 2

You are asked in this assignment to develop a grant proposal that addresses a plan for a new and/or improved treatment program in a specific area of chemical dependency. You are free to choose the area and the type of intervention(s). Detailed guidelines will be provided on a separate instruction sheet later in the semester. You may work individually, however it is strongly recommended due to the amount of work in this assignment that you work in a group with two or three other students. This assignment represents 60% of your grade and is due the last day of class.