

**THE UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**  
**SW 564**  
**Evidence-Based Substance Abuse Treatment**  
Course #564- 2 Credit Hours  
Tuesdays 10:00 – 12:00  
206 Henson Hall

*David A. Patterson, Ph.D.*  
*Professor*

224 Henson Hall  
974-3351 or 974-7511  
Office Hours: Wednesday afternoons or by appointment  
[dpatter2@utk.edu](mailto:dpatter2@utk.edu)  
<http://web.utk.edu/~dap/>

### **Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.utk.csw.edu](http://www.utk.csw.edu)).

### **The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

### **Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

### **Course Description**

This is a concentration elective course. This course is intended to prepare students for evidence-based practice in the field of substance abuse treatment. The course will present an integrative biopsychosocial model for the understanding and treatment of substance abuse. Course content includes an overview of the history of substance abuse, a review of models of addiction, a multidimensional model of the addiction process, the physiological affects of commonly abused substances, assessment and diagnosis of substance abuse disorders, and specific, evidence-based interventions adolescent and adult clients.

### **Course Rationale**

Substance abuse is epidemic at this time in our culture. Social workers, regardless of practice setting, encounter the individuals and systems impacted by substance abuse. In order to respond to the needs of individuals, families, groups, and communities effected by substance abuse it is essential that social workers understand the multi-causal nature of the phenomenon. This course is designed to provide students with the knowledge, skills, and sensitivity to practice in the area of substance abuse treatment.

**Course Competencies:** By the completion of this course, the students are expected to be able to (through course activities, assignments, and/or exams):

- 1) Articulate key elements of the sociopolitical-history of substance abuse in the United States. (Diversity-adv. 4, CT/EBP-adv. 3, HBSE-adv. 2) (*Content*: Brief history of substance abuse across time and cultures, Review of policies and sociopolitical factors that sustain and constrain substance abuse, Examination of the role of sex, religion, and commerce in alteration of consciousness and related substance use across time)
- 2) Articulate an understanding of the etiology and epidemiology of substance abuse. (HBSE-adv. 1, Diversity-adv. 2, CT/EBP-adv. 1) (*Content*: Prevalence of use, abuse, and substance dependence, Epidemiological sources and resources, Substance abuse etiological theories and empirical evidence)
- 3) Articulate knowledge of the basic pharmacology of drugs of abuse. (HBSE-adv. 1) (*Content*: Basic neurophysiology, drug classifications, dosage, dose response curve, drug interactions, drugs of abuse)
- 4) Articulate knowledge of physiological reactions to drugs of abuse including overdose, craving, tolerance, withdrawal, and other adverse effects on health. (HBSE-adv. 1) (*Content*: General physiological and neurological model of addiction)
- 5) Demonstrate knowledge of models of and resources for evidence-based substance abuse treatment. (CT/EBP-adv. 1, Practice-adv. 1, 2, 3) (*Content*: NIDA, NIAAA, SAMHSA resources)
- 6) Demonstrate knowledge and skills in clinical screening, assessment, and diagnosis of substance use, misuse, and abuse. (Practice-adv. 1, CT/EBP-adv. 1, Values and Ethics-adv. 1) (*Content*: Substance abuse screening and assessment instruments, motivational interviewing, brief interventions, diagnostic criteria)
- 7) Demonstrate advanced skills in the use of motivational interviewing techniques. (CT/EBP-adv. 1, 2) (*Content*: Basic and advanced motivational interviewing skills)
- 8) Develop evidence-based, substance abuse treatment plans. (CT/EBP-adv. 1, 2) (*Content*: NIDA, NIAAA, SAMHSA resources)
- 9) Describe strategies for adapting evidence-based substance abuse treatment interventions to individuals, families and groups of varying backgrounds such as age, ethnicity, culture, gender, affectional preference, and religious affiliation. (Diversity-adv. 1, 2, 3, 4) (*Content*: Current research literature on between group and within group variations in patterns of substance use and abuse, genetic vulnerabilities and protective factors, Risk and protective factors associated with age, ethnicity, culture, and socioeconomic status)
- 10) Demonstrate knowledge of treatment planning and delivery for individuals with co-occurring disorders. (CT/EBP-adv. 1, Practice-adv. 1, 2, 3) (*Content*: NIDA, NIAAA, SAMHSA resources for treatment of individuals with co-occurring disorders)
- 11) Articulate an understanding of the ethical challenges and their resolution in substance abuse treatment including confidentiality, informed consent, the duty to care, and respect for client self-determination. (Values and Ethics-adv., 1, 2, 3) (*Content*: The unique and complex ethical challenges that arise in substance abuse treatment)
- 12) Demonstrate an understanding of the processes of recovery, relapse, and relapse prevention. (CT/EBP-adv. 1, Practice-adv. 1, 2, 3) (*Content*: Motivation Enhancement Therapy, NIDA, NIAAA, SAMHSA resources for recovery and relapse prevention, Cognitive-Behavior Therapy)

## Grading – SW 530

---

Assignments	% of Grade
Midterm – Course Competencies 1-7	35
Class attendance and active participation	10
Motivational Interviewing Demonstration Video – Course Competency 7	20
Final – Course Competencies 1-12	35
<b>Total</b>	<b>100</b>

### **Motivational Interviewing Demonstration Video – Competency 7**

This project requires the production of a 10-15 minute digital video (on digital video tape or DVD) demonstrating basic and advanced motivational interviewing skills. Students may work in teams of 2. Each student assume the role of interviewer (helper) and the "client" in a motivational interviewing role play. Projects will be graded on the quality of the skills demonstrated and the lucidity of the video production.

### **Course Outline**

**Readings listed here are subject to change and addition until the first day of class.**

#### **1/19/2010 - Introduction/Course Overview/Historical Review of Addictions**

##### **Course Competency 1**

Historical and Social Context of Psychoactive Substance Use Disorders - Joseph Westermeyer - Clinical Textbook of Addictive Disorders (2005). **Blackboard Course Site – Documents**

Forces of Habit: Drugs and the Making of the Modern World (2001) – David T. Courtwright

Chapter 1 – The Big Three: Alcohol, Tobacco, and Caffeine

Chapter 2 – The Little Three: Opium, Cannabis, and Coca

Chapter 5 - A Trap Baited with Pleasure

**Blackboard Course Site – Documents**

#### **1/26/2010 - Etiological Models of Substance Abuse**

##### **Course Competency 2**

[The Genetics of Alcohol and Other Drug Dependence](#) (2008) Alcohol Research and Health

[Etiology and the Natural History of Alcoholism](#) (NIAAA, 2005)

Environmental Factors Affecting Alcohol Use: Cultural and Social Research Findings - Daniel Yalisove - **Blackboard Course Site – Documents**

## Epidemiology and Theories of Addiction

[Epidemiology of Alcohol Abuse Problems in the United States](#) (NIAAA, 2005)

[Toward a Global View of Alcohol, Tobacco, Cannabis, and Cocaine Use: Findings from the WHO World Mental Health Surveys](#) (2008) PLOS Medicine

[An Epidemiologic Analysis of Co-Occurring Alcohol and Drug Use and Disorders](#) (2008)  
[Alcohol Research and Health](#)

[Nationwide Trends](#) (NIDA, 2008)

## 2/2/2010 - Neurophysiology and Pharmacology of Substance Abuse

### Course Competencies 3 & 4

[Shared Mechanisms of Alcohol and Other Drugs](#) (2008) Alcohol Research and Health

[What Is Craving? Model and Implications for Treatment](#) (1999) Alcohol Research and Health

[Prelude to Passion: Limbic Activation by “Unseen” Drug and Sexual Cues](#) (2008)  
[www.plosone.org](http://www.plosone.org)

Pharmacology-Drug Use and Abuse (2004) - **Blackboard Course Site – Documents**

Alcohol and Its Effects on the Body - (Chapter 3) - Daniel Yalisove -[Digital reserve](#)

Introduction to the Brain -<http://www.drugabuse.gov/pubs/teaching/Teaching2.html>

The Reward Pathway and Addiction - <http://www.drugabuse.gov/pubs/teaching/Teaching2.html>

The Action of Heroin (Morphine) - <http://www.drugabuse.gov/pubs/teaching/Teaching2.html>

The Action of Cocaine - <http://www.drugabuse.gov/pubs/teaching/Teaching2.html>

Introduction to Drugs of Abuse: Cocaine, Opiates (Heroin) and Marijuana (THC) -  
<http://www.drugabuse.gov/Teaching/teaching4.html> and <http://www.drugabuse.gov/Teaching/teaching5.html>

## 2/9/2010 - Drugs of Abuse

### Course Competencies 3 & 4

Health Effects of Specific Drugs - [NIDA InfoFacts: Science-Based Facts on Drug Abuse and Addiction](#) (2008)

- [Alcohol](#)
- [Cigarettes and Other Nicotine Products](#)
- [Club Drugs](#)
- [Crack and Cocaine](#)
- [MDMA \(Ecstasy\)](#)

- [Heroin](#)
- [Inhalants](#)
- [Khat](#)
- [LSD](#)
- [Marijuana](#)
- [Methamphetamine](#)
- [Pain Medications and Other Prescription Drugs](#)
- [PCP](#)
- [Methylphenidate \(Ritalin\)](#)
- [Rohypnol and GH](#)
- [Salvia](#)
- [Steroids \(anabolic\)](#)

Commonly Abused Drugs - <http://www.nida.nih.gov/DrugsofAbuse.html>

Review each of the drugs above in the Vaults of Erowid - <http://www.erowid.org/psychoactives/>

## **2/16/2010 – Stages of Change----Diagnosis and Assessment**

### **Course Competency 6**

[Transtheoretical Model - Stages of Change](#)

[A 'Stage of Change' Approach to Helping Patients Change Behavior - American Family Physician \(March 1, 2000\)](#)

[Current methods of assessing substance use: A review of strengths, problems, and developments- \*Journal of Drug Issues\*, Fall 2001; \[Linda Richter\]\(#\); \[Patrick B Johnson\]\(#\)](#)

[Substance Use Screening & Assessment Instruments Database](#)

[Screening Alcohol Problems in Social Work Settings](#) (NIAAA, 2005)

[Diagnosis and Assessment of Alcohol Use Disorders](#) (NIAAA, 2005)

## **2/23/2010 - Models And Resources For Evidence-Based Substance Abuse Treatment**

### **Course Competency 5**

#### **CSAT Inventory of Effective Substance Abuse Treatment Practices**

<http://csat.samhsa.gov/treatment.aspx>

National Registry of EBP -<http://www.nrepp.samhsa.gov/>

Evidence-based practices for treating substance abuse disorders

<http://adai.washington.edu/ebp/matrix.pdf>

## Research Refines Alcoholism Treatment Options

National Treatment Trends - NIDA, 2003

Motivation and Treatment Interventions

## An overview of the effectiveness of adolescent substance abuse treatment models

*Youth and Society*, Dec 2001

## Scientifically Based Approaches to Drug Addiction Treatment

- [Relapse Prevention](#)
- [The Matrix Model](#)
- [Supportive-Expressive Psychotherapy](#)
- [Individualized Drug Counseling](#)
- [Motivational Enhancement Therapy](#)
- [Behavioral Therapy for Adolescents](#)
- [Multidimensional Family Therapy \(MDFT\) for Adolescents](#)
- [Multisystemic Therapy \(MST\)](#)
- [Combined Behavioral and Nicotine Replacement Therapy for Nicotine Addiction](#)
- [Community Reinforcement Approach \(CRA\) Plus Vouchers](#)
- [Voucher-Based Reinforcement Therapy in Methadone Maintenance Treatment](#)
- [Day Treatment with Abstinence Contingencies and Vouchers](#)

### **3/2/2010 - Motivational Interviewing Skill Building**

#### **Course Competency 7**

Enhancing Motivation for Change in Substance Abuse Treatment - SAMHSA/CSAT  
Treatment Improvement Protocols – Chapters 1- 5

DiClemente and Scott - Stages of Change: Interactions with Treatment Compliance and Involvement -[Digital reserve](#)

### **3/9/2010 – Spring Break !**

### **3/16/2010 - Motivational Interviewing Skill Building**

#### **Course Competency 7**

Enhancing Motivation for Change in Substance Abuse Treatment - SAMHSA/CSAT  
Treatment Improvement Protocols – Chapters 6 – 9, Appendix B

**3/23/2010 - Online Midterm Due-Post Test Review**

**Course Competency 8**

**Discussion of digital demonstration projects**

**Developing Evidence-Based, Substance Abuse Treatment Plans**

**Cognitive Behavioral Approaches to Substance Abuse Treatment**

[Brief Interventions and Brief Therapies for Substance Abuse – SAMHSA \(2000\)](#)

Cognitive Therapy - Beck, Liese, and Najavits, Clinical Textbook of Addictive Disorders (2005)  
**Blackboard Course Site – Documents**

[A Cognitive-Behavioral Approach: Treating Cocaine Addiction](#)

**3/30/2010 - Adolescent Substance Abuse**

**Course Competency 8**

[Adolescents and Treatment of Alcohol Use Disorders](#)

[Alcohol and Development in Youth - Scope of the Problem](#)

[Interventions for Alcohol Use and Alcohol Use Disorders](#)