

# WURZWEILER SCHOOL OF SOCIAL WORK

## YESHIVA UNIVERSITY

### COURSE OUTLINE

#### **Drugs, Alcohol and Other Addictions FALL 2015**

#### **COURSE DESCRIPTION**

This elective course introduces the student to the field of Addiction and includes an overview of the policy issues, etiology, manifestations, practice settings and treatment approaches to addiction. For the purposes of this course, addiction refers to substances, legal and illegal and behaviors such as sex and gambling. All social workers, at some point in their careers are likely to come into contact with the issues or consequences of addiction, whether in direct practice, group work or community organizing and planning.

Addiction is intertwined with many other of the social problems and psycho-social conditions that social workers provide interventions for such as poverty, family dysfunction, HIV and AIDS and relationship issues. The focus on this problem had always been around drugs and alcohol. This course will emphasize the concept of the *addictive behavior* as the driving force, not what the person is addicted to. Particular attention is paid to policy and programmatic responses to social problems of addiction, the role of the legal system and differing philosophies and practices regarding treatment.

#### **Instructional Method**

- Classroom lecture
- Use of current events
- Didactic interaction
- Critical feedback on assignments

#### **CORE COMPETENCIES**

The following competencies are addressed throughout this course:

1. Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments.
2. Competency 2.1.4 - Engage diversity and difference in practice.
3. Competency 2.1.7 - Apply knowledge of human behavior and the social environment.

4. Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
5. Competency 2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

### **Grading and Evaluation**

- Quality and scholarship of papers 70%
- Class participation 25%
- Class attendance 5%

### **How do I Use E-RES?**

1. Go to <http://www.yu.edu/libraries/>. Click on "E-Reserves."
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
4. Click on the link to your course.
5. Enter the password **6691FAL**.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

### **COURSE REQUIREMENTS**

There will be three assignments for this course, a two page paper, a mid-term paper and a final paper. The midterm and final paper will be 7-9 pages and will be graded on the basis of scholarship, knowledge of the subject matter, critical thinking and reflection, degree of integration, application of ideas, logical sequence, readability, form, appearance, and correct and scholarly use of English.

**\*Late papers will result in lower grades.\***

## **ASSIGNMENTS**

### **First Paper- Due after 3<sup>rd</sup> Session**

Using the Time Line handout, highlight what you think are the 5 major timeline points in the history of SU and SU policy in this country and support your answers.

What if any seem to be the common themes?

### **Midterm Paper- Due 7<sup>th</sup> Session**

If money was no object, what kind of treatment program would you develop for someone who is addicted or who is affected by addiction. You must answer all of the following questions for your paper to be complete.

- 1) State the population(s) or individual(s) targeted (people of color, GLBTQ, adolescents, the homeless)
- 2) What are the specific factors to consider in the development of treatment for members of this population?
- 3) What are their treatment needs?
- 4) What obstacles will you need to address and overcome?
- 5) Decide whether to develop an inpatient, outpatient, detox, aftercare, therapeutic community setting for your program.
- 6) Develop a treatment program based on strategies and modalities discussed in the literature and in class.
- 7) What theory or theories inform your intervention strategies?

(CSWE Competencies- 2.1.3, 2.1.4, 2.1.7, 2.1.8, 2.1.10)

### **Final Paper- Due- 13<sup>th</sup> Session**

Respond to both of these cases described below:

- I- Rebecca is a 27 year old, white unmarried woman, who has a son who is 5 years old who lives with her mother. Throughout most of her adolescence, she used some form of chemicals- alcohol, marijuana and cocaine. After the birth of her son, the uncle turned her onto heroin, which she immediately identified as her drug of choice. She works as a hairdresser and is partly supported by her affluent mother. Her biological father left the family when she three and had only brief contact with him when she was 16 years old, which did not last. She does not particularly like her stepfather. Her mother will be the one paying for the treatment. Her mother shares with you "I am afraid that my daughter will overdose and die if I don't get her help."

Rebecca has spent time in several rehab centers and one year before this session, she lived in a halfway house for 9 months. She realizes that she is addicted but does not relate to AA. She had been kicked out of two treatment programs for becoming involved with male patients while in treatment.

She states that she would like to get her son back. She is not able to articulate any other tangible goals. She is thinking about moving to Florida on day id she can save enough money.

During the first session, you make a connection with her and Rebecca admits that she is currently using heroin again.

- 1) What would you do first?
- 2) What do you know based on your readings about the special needs of women?
- 3) What does it mean to you that she has been using some form of chemical since adolescence?
- 4) What family dynamics might need to be addressed?
- 5) What would you want to include in order to complete the assessment?
- 6) What would your contract need to include in order to work with her?
- 7) Are you fearful that she might overdose and die?
- 8) Do you share your concerns with her?
- 9) What kinds of psych-education might you offer?

- II- David is a 16 year old African-American young man who is referred to the clinic that you work in by his high school for missing school and for having pot in his locker. His single mother is overwhelmed by "his attitude and his hanging out with all the wrong kids." She is employed at two jobs and is active with the Baptist Church. David has four siblings from different fathers. David is aware that his father is incarcerated for having dealt drugs and he cannot remember any contact with him.

David has no criminal record but is considered "high risk" due to his most recent acting out behaviors at the school and in the town. He has been in a crowd of young people that have been found guilty of vandalism, petty larceny, driving while intoxicated, and was involved directly in one fight.

- 1) What information do you as the social worker need to elicit from the "client system" to determine whether he has an addiction problem?
- 2) What effect does his behavior have on his family?
- 3) What family issues may need to be addressed in order to assist him treatment?
- 4) What particular considerations need to be made when working with African-American families and with the adolescent population?

(CSWE Competencies- 2.1.3, 2.1.4, 2.1.7, 2.1.8, 2.1.10)

### **PLAGIARISM:**

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

### **HIPAA ALERT:**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

### **Students with Disabilities**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, [rkohn1@yu.edu](mailto:rkohn1@yu.edu), Abby Kelsen, Wilf Campus, 646-685-0118, [akelsen@yu.edu](mailto:akelsen@yu.edu), during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

### **HIGHLY RECOMMENDED TEXTS**

Abadinsky, H. (2011). *Drug use and abuse: A comprehensive introduction*, 7<sup>th</sup> ed. Belmont, CA: Thomson/Wadsworth.

Winchester-Vega, M.R. (2001). *Substance misuse and its effects: An anthology*. Acton, MA: Copley Custom Publishing Group. It is **not necessary** to purchase this text as the articles used in class are available on E-Reserve from the Pollack Library.

### **RECOMMENDED TEXTS**

Abbott, A.A. (ed.) (2011). *Alcohol, tobacco and other drugs: Challenging myths, assessing theories, individualizing interventions*. Washington, D.C: NASW Press.

Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

Forrest, G. G. (2002). *Countertransference in Chemical Dependency Counseling*. Binghamton, NY. The Haworth Press.

Kinney, J. (2012). *Loosening the Grip: A Handbook of Alcohol Information*, 10<sup>th</sup> ed. New York, NY: McGraw Hill.

Levounis, P., Bachaar, A. (2010). *Handbook of Motivation and Change: A Practical Guide for Clinicians*. Washington, DC. London, England: American Psychiatric Publishing.

Urschel, H. III. (2009). *Healing the Addicted Brain*. Naperville, Ill: Sourcebooks, Inc.

Willinger, B., Rice, A. (eds) (2004) *A History of AIDS Social Work in Hospitals. A Daring Response to an Epidemic*. Binghamton, NY. The Haworth Press.

## **SESSION OUTLINE**

### **LEARNING THEME I: Introduction to Addiction language and concepts**

(Sessions 1-2) Classroom Focus: Introduction to the basic concepts of Addiction, social work role and a key family dynamic.

### **READINGS**

Abadinsky: Chapter 1, An Introduction to Drug Use and Abuse, pp. 1-28

Anthology Section III- Social Workers Working in the Area of Addiction:  
Social work and substance-abuse treatment: A challenge for the profession, 84-87

### **LEARNING THEME II: Historical Review of Addiction**

(Session 3) Classroom Focus: Using a timeline, review the major highlights of Addiction use and policy in this country. Current views about addiction must be understood from a historical perspective.

### **READINGS**

Abadinsky: Chapter 2, Drug Use, Drug Abuse and Drug Legislation: A History, pp 28-71

**LEARNING THEME III:      **Gate Way Theory of Addiction****

(Session 4)

Classroom Focus: Define the concept of the gateway theory and determine if this is an applicable theory to be guided by.

**LEARNING THEME IV:      **Major Theoretical Orientations and Treatment Approaches****

(Session 5)

Classroom Focus: Identify the major theories that drive treatment approaches. Identify the major settings where this addiction treatment takes place. Introduce concept of relapse prevention

**LEARNING THEME V:      **Theory of Change****

(Session 6-9)

Classroom Focus: Identify the concept of the Stages of Change. Introduce the concept of Resistance and the use of Motivational Interviewing. Introduce the concept of Harm reduction

**LEARNING THEME VI:      **Family Dynamics of Addiction and Impact on recovery****

(Session 10-12)

Classroom Focus: Identify key concepts of family dynamics in Addiction from both the addict and the affected family network. Identify the three key family dynamics and the impact it has on the family structure and dysfunction as well as the impact it has on Adult Children of Addicts.

**LEARNING THEME VII:      **Special Populations and Challenges.****

(Session 13-14)

Classroom Focus: Identify key challenges for social workers in this area of practice. Identify concept of Countertransference and the ethical dilemmas in the field of Addiction.