

**California State University, Stanislaus**  
**Master of Social Work Program**

**SOCIAL WORK PRACTICE: SUBSTANCE ABUSE**

**SW 5055**

**3 units**

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**MSW MISSION STATEMENT**

The Master of Social Work Program at California State University, Stanislaus prepares social workers to advance social justice. This education is committed to social change based on an analysis of social, political and economic structures and their impact. This teaching and learning environment enables faculty, students and graduates to collaborate with others to transform the conditions which contribute to privilege and oppression. Graduates are prepared to use an advanced integrative practice approach to work with individuals, families and communities to promote personal and collective liberation.

**CATALOG DESCRIPTION**

This course provides students with social work practice skills related to the area of substance abuse such as use, abuse and dependency issues as well as assessment and intervention strategies. Meets BB S substance abuse requirements for licensure. Prerequisite: SW5001, SW5010, SW5031 and two semesters of SW 5040.

**COURSE DESCRIPTION**

This advanced elective course provides students with social work practice skills in the area of substance abuse and chemical dependency. Students will learn to recognize substance use, abuse, and dependency and will learn assessment and intervention strategies. The dynamics of substance abusing families and the impact of parental substance abuse on children will be explored. Special attention will be given to developing culturally competent practice, to the needs of special populations, and to social work with families. This advanced course continues to build on the foundation curriculum by preparing students to use an advanced integrative practice framework to work with individuals, families, organizations, and communities as they relate to substance use issues with emphasis on promoting personal and collective liberation. A fundamental part of the integrative practice framework is the ability to provide multiple systems level interventions in the pursuit of social justice. This advanced course will further explore five micro practice approaches; solution focused, narrative, cognitive behavioral, family centered and bio-psycho-social. It is important to note that the practice approaches that are presented in the advanced curriculum are framed within a context of understanding what extensive research tells us about factors that contribute to positive change. Specifically, students are introduced to the extensive knowledge base on change factors and come to understand that while the specific practice approach can contribute to positive change (15%), client strengths, resources, world view, the relationship between worker and client, and hope and expectancy collectively contribute to the greatest change (85%). Students are thus challenged to ensure that their multiple systems level interventions embrace the five change factors.

Ultimately, the integrative practice framework provides students with a deep understanding and an ability to apply an advanced professional social work practice framework and the components of effective practice to collaborate with individuals, families, organizations, and communities to define needs and facilitate and evaluate micro, mezzo, and macro level change.

### **LEARNING OBJECTIVES**

At the completion of this course the student will be able to demonstrate the following knowledge and skills:

1. Describe commonly abused drugs and their effects.
2. Define the dynamics of substance abuse, including the process of addiction, the stages of recovery, and the process of relapse.
3. Apply diagnostic criteria for substance abuse, and to differentiate between use, abuse, and dependency.

4. Describe the components and demonstrate an ability to complete biopsychosocial substance abuse assessments.
5. Identify the impact of culture on substance abuse and use culturally sensitive skills for assessment, intervention, and prevention.
6. Identify the impact of oppression and discrimination on a substance abuse situation.
7. Demonstrate a spirit of inquiry that is characterized by curiosity and a motivation to learn about others whose lives are different from one's own and the strengths utilized by those individual and groups.
8. Define family dynamics, developmental consequences, and intervention needs for children prenatally exposed to drugs and for children living in substance abusing families.
9. Apply intervention models and techniques with substance abusing clients.
10. Apply critical thinking skills to the policies and responses of the child welfare, justice, mental health, and health care systems in regards to the problem of substance abuse.
11. Engage in autonomous practice that is highly differentiated, discriminating, ethical, and self-critical using the integrative practice approach.
12. Describe the needs of diverse groups (i.e. adolescents, elderly, dual diagnosis, HIV/AIDS, rural, etc.) and apply that knowledge to assessment and intervention.

### **METHODS OF INSTRUCTION**

The method of instruction for the class is based on the fundamental principles of adult learning theory, including self-direction, mutual respect, practices (dialog, action and reflection), critical reflection, personal development, and collaboration. As such, students are not only viewed as active participants in the learning process, but they are also expected to initiate the desire to learn and develop new skills and knowledge (for example, demonstrating a spirit of inquiry that is characterized by curiosity and a motivation to learn about others whose lives are different from one's own and the strengths utilized by groups members). The instructional methods for this course promote developing autonomous practice that is highly differentiated, discriminating, ethical, and self-critical.

### **TEXTS**

McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

### **Grading**

A= 100 – 90 points  
B= 89- 80  
C= 79 -70  
D= 69 -60  
F= 59 and below

Assignment #1 = 25 points

Revised Jan 09

Assignment #2 = 25 points

In class activities = total of 25 points (7 activities approximately 3.2 points each)

Participation = 25 points

### **Participation**

Discussion and exchange regarding the meaning and significance of the material presented in class and in reading assignments is an important ingredient in graduate education. All students will be expected to be fully participatory in the class discussions. Effective communication is essential to skilled social work practice. Grades for class participation are determined by observing:

- 1) **Content Mastery**: understanding of the facts, concepts, and theories in the assigned readings.
- 2) **Communication Skills**: ability to inform others in an intelligent manner, communicating ideas clearly and persuasively and ability to listen to others and understand what they have said.
- 3) **Synthesis and Integration**: ability to articulate connections between various readings.
- 4) **Values**: ability to identify value content in class readings and discussions, articulate their own position in relationship to their value base, and ability to explain position based on some hierarchy of values.

In addition, participation includes attendance, punctuality, and being prepared for class by having completed the reading before the class session. If you miss a class session, you may miss important information on assignments, lecture, discussion, and/or exercises which are critical to the successful completion of the course.

### **Assignments**

**Assignment # 1:** In actual practice there is often a need to educate clients and families on basic information regarding substance abuse. Clients and families have questions as to what substance abuse is, why it happens, is there is cure, how to stop it, how to identify if it really is abuse or just a phase...? So we as **practioners** must be prepared with some basic information to share in order to address the urgency and anxiety felt by clients and families.

Question 1: What information from Chapters 1, 2 and 3 of McNeece, C. & Dinitto, D. would you share with your client and why?

Question 2: What information from the *Addiction* Research Video would you share with your client and why?

A five page write up answering questions 1 and 2 which addresses the 'what' and the 'why'. In order to address the 'how' you will complete a video of yourself. The video will be created with your student group, each student will play 10 minutes as a social worker sharing information from questions 1 and 2. The others students in your student group will portray the client or client system (family). **DO NOT VIDEO ACTUAL CLIENTS.**

*Research shows us that if we practice formulating our words around new information then we are more likely to actually share that information with others.*

### **Assignment #2**

Student groups will video a mock session. Each student will play 10- 15 minutes as a social worker exploring an intervention with a client and/or clients family. The others students in your student group will portray the client or client system (family). DO NOT VIDEO ACTUAL CLIENTS. Remember to collaborate with your clients regarding goals, objectives, and interventions.

### **Class 1**

Class discussion of our preconceived notions regarding substance abuse

Class discussion of our current knowledge base regarding substance abuse

Review of syllabi and expectations and goals of course

Discuss how the five micro practice approaches; solution focused, narrative, cognitive behavioral, family centered and bio-psycho-social are utilized when working with clients and families involved in dependency related issues

Discussion of assignments and class activities

**Video:** Begin the video *Addiction*

### **Class 2**

Discuss Chapters 1 and 2 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Definitions and epidemiology of Substance Use, Abuse, and Disorders

The Etiology of Addiction

Etiological Theories (moral model, psychological theories, biological theories, sociocultural theories, alternative explanations)

**In- class activity:** Five student groups to represent one of the five etiological theories – facilitating discussion and identifying examples relative of each theory. Activity is to assist in the critical examination of each theory.

### **Class 3**

Discuss Chapter 3 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

The Brain Biology of Drug Abuse and Addiction

The Genetics of Addiction

Emotional Learning in Addiction

**Video:** *Addiction* – Research Documentary (Pt2)

**In-class activity:** In regards to the video *Addiction*, what information is pertinent to share with clients and family and why? Student groups to explore actual practice of how they would introduce information learned from the video to the client and families we serve.

### **Class 4**

#### **Assignment #1 Due**

**In class activity:** videos will be reviewed and discussed in class – in order to serve as a learning activity for all. This activity is to assist students in building their practice skills and so they may engage in autonomous practice that is highly differentiated, discriminating, ethical, and self-critical.

### **Class 5**

Discuss Chapter 5 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Screening, Diagnosis, Prevention, and Public Policy

Denial, Resistance, and Motivation for Recovery

The Ethics of Chemical-Dependency Treatment

**Video:** *Addiction* – Research Documentary (Pt 3)

### **Class 6**

Discuss Chapter 6 and 7 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Components of the Treatment System

Traditional and Non-traditional approaches

Prevention

**In class activity:** Students groups to bring a current article either on harm reduction or on abstinence in regards to a substance abuse approach. Facilitation of both perspectives will be the responsibility of the student group – be creative!

### **Class 7**

Introduction of *The Chemical Dependence Treatment Planner* (A. Jongsma, L.M Peterson and W.P. McInnis)

**In class activity:** learning to utilize a treatment planner in collaboration with clients! Exploring behavioral definitions, identifying long-term goals, identifying short- term objectives and selecting appropriate therapeutic interventions

### **Class 8**

Discuss Chapter 9 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Treating Substance Abusing Youth

**In class activity:** Practice utilizing the *Adolescent Treatment Planner* (A. Jongsma, L.M Peterson and W.P. McInnis) section on Substance Abuse – exploring long-term goals, short-term objectives and therapeutic interventions specifically related to youth .

**Video:** *Addiction* – Research Documentary (Pt4)

### **Class 9**

Discuss Chapter 10 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Family Systems and Chemical Dependency

Co-Dependency and Related Constructs

Effectiveness and Family Treatment

**In class activity** – Explore sections of the *Co-Dependent No More* book in class and discuss how to utilize the book as a tool/resource in treatment with friends/family members that are struggling with co-dependency issues.

### **Class 10**

Discuss Chapter 11 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Ethnicity, Culture, and Substance Use Disorders

**In class activity:** Student groups will facilitate discussion of one of the five assigned sections from Chapter 11 – Substance use and abuse among specific populations. Students will be expected to model several examples of culturally appropriate interaction and engagement skills when working with a member of their assigned population section.

### **Class 11**

Discuss Chapter 12 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Substance Abuse Treatment with Sexual Minorities

**In class activity:** Practice utilizing the *LGBT Treatment Planner* (A. Jongsma, L.M Peterson and W.P. McInnis), section on Substance Abuse – exploring long-term goals, short-term objectives and therapeutic interventions specifically related to the LGBT population.

### **Class 12**

Discuss Chapter 15 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Gender and the Use of Drugs and Alcohol

Biological Differences

Social Differences

Psychological differences

### **Class 13**

Discuss Chapter 13 - McNeece, C. & Dinitto, D. (2005). Chemical dependency: A systems approach, 3<sup>rd</sup> edition., Boston, MA: Allyn and Bacon.

Substance Use Disorders and Co-Occurring Disabilities

Mental Illness and Substance Use Disorders

Developmental Disabilities and Substance Use Disorders

Traumatic Brain Injury and Substance Use Disorders

### **Class 14**

#### **Final Assignment #2 Due**

Videos will be reviewed and discussed in class - to serve as a learning activity for all. This activity is to assist students in building their practice skills and so they may engage in autonomous practice that is highly differentiated, discriminating, ethical, and self-critical.