

**FORDHAM UNIVERSITY GRADUATE SCHOOL OF
SOCIAL SERVICE**

**PRACTICE WITH ABUSERS
OF ALCOHOL AND OTHER SUBSTANCES**

SWGS 6417

Course Description

Practice with Abusers of Alcohol and Other Substances addresses the assessment and treatment of clients affected by the use and abuse of alcohol and other drugs. Addictions are examined from a bio-psycho-social perspective.

Among the topics the course covers are: the implications of different models of addictive behavior for assessment and treatment; gender, age, class, race, and cultural factors; the evidence base for particular practice modalities, including family, group, and individual treatment; the treatment needs of different client populations, including youth, dually diagnosed adults, and family members of substance abusers; self-help and twelve-step programs; and the diversified roles of social workers.

Place of Course in the Curriculum

This course is a substance abuse elective in the Clinical Practice sequence.

Course Requirements

A. Instructional Expectations:

To successfully complete this course, students will be expected to participate in 15 class sessions of one hour and fifty minutes each and 10 hours of guided instruction.

B. Guided Instruction

Guided Instruction for this course will involve 10 hours of out of class learning in addition to the course readings and assignments.

Each course instructor will choose from the following list of Guided Instruction possibilities:

1. Students will view videos on various topics related to substance abuse and provide the instructor with a one to two page synopsis of what they learned from the film and it's relevance to their current or future clinical practice.
2. Courses using materials from Pearson Publications may assign relevant video clips and activities from the My Helping Lab CD Rom. Students will complete assignments related to these.
3. Students can attend a 12 step meeting, and write a one to two page paper on their experience, and reflect on the value of such meeting for those they serve. If attending a 12 step meeting is an assignment for this course, students can attend a second meeting and write a one to two page paper comparing and contrasting their two experiences.
4. Students can attend a non-12 step substance abuse support group (e.g.: Women for Sobriety; Secular Organization for Sobriety; Moderation Management) and in a one to two page paper reflect on the value of such a meeting for those they serve. If attending a 12 step meeting is an assignment for this course, students can attend one of these meetings and write a one to two page paper comparing and contrasting these two experiences.
5. Students can visit a substance abuse treatment facility and speak with a social worker about the qualifications and responsibilities of a clinician working in this setting. The student will then write a one to two page paper on what they learned and its relevance for their current and/or future practice.
6. Students can attend a conference sponsored by the New York State Office of Alcoholism and Substance Abuse Services (www.oasas.state.ny), or another conference approved by the instructor and in a one to two page paper document what they learned at the conference and its relevant to the clients they serve. Students should provide proof that they attended the conference.

Course Objectives

Upon completion of this course, students are expected to:

1. Demonstrate an understanding of the etiology and epidemiology of alcoholism and other substance abuse.
2. Understand the strengths, limitations and implications of different models of addiction and its treatment.

3. Demonstrate in classroom discussions and written assignments an appreciation for the impact of factors including culture, race, sexual identity, gender, class, and age on the development of addictions, their prevention, and their treatment.
4. Demonstrate the ability to identify and engage alcoholics and other drug abusers when addiction is not the presenting problem.
5. Demonstrate the ability to use family and group intervention modalities as indicated.
6. Demonstrate an understanding and ability to work with resistant and ambivalent substance abusers.
7. Demonstrate a familiarity with the service delivery system and differential knowledge and skills needed by social workers in settings like detoxification units, rehabilitation facilities, schools, prevention programs, and E.A.P.s.
8. Demonstrate a familiarity with evidence-based practices, as well as the limitations of intervention research findings in addiction.

Course Structure

Class sessions will combine lecture, class discussion, role play, films and case presentations.

Required Texts (Instructors will choose from the following texts. They may supplement these texts with other books.)

Dziegielewski, S. F. (Ed.). (2005). *Understanding substance addictions: Assessment and intervention*. Chicago: Lyceum.

McNeece, C. A., & DiNitto, D. M. (2005). *Chemical dependency: A systems approach* (3rd ed.). Boston: Allyn & Bacon.

Miller, W. & Rollnick, S. (2002). *Motivational Interviewing* (2nd ed.). New York: Guilford Press.

Monti, P., Abrams, D. et al (2003). *Treating Alcohol Dependence*. New York: Guilford Press.

Rotgers, F., Morgenstern, J., & Walters, S. T. (Eds.). (2003). *Treating substance abuse: Theory and technique* (2nd ed.). New York: Guilford Press.

Straussner, S. L. A. (Ed.). (2004). *Clinical work with substance-abusing clients* (2nd ed.). New York: Guilford Press.

Thombs, D. L. (1999). *Introduction to addictive behaviors* (2nd ed.). New York: Guilford.

Recommended Reading (The following readings are examples from which instructors will choose. Instructors will use these readings and/or additional literature drawn from texts and professional journals to ensure that students are exposed to a representative selection of the addictions literature.)

Babor, T. F., & Del Boca, F. K. (Eds.). (2003). *Treatment matching in alcoholism*. New York: Cambridge University Press.

Cabaj, R.P. (1997). Gays, lesbians, and bisexuals. In J.H. Lowenson, P. Ruiz, R.B. Millman & J.G. Langrod (Eds.), *Substance abuse: A comprehensive textbook* (3rd ed., pp. 725-733). Baltimore: Williams & Wilkins.

DiClemente, C. (2003). *Addiction and change*. New York: Guilford Press.

Donovan, D. M., & Marlatt, G. A. (Eds.). (2005). *Assessment of addictive behaviors* (2nd ed.). New York: Guilford.

Marlatt, G. A., & Donovan, D. M. (Eds.). (2005). *Relapse prevention* (2nd ed.). New York: Guilford Press.

McVinney, L. D. (Ed.). (1997). *Chemical dependency treatment: Innovative group approaches*. New York: Haworth Press.

Meyers, R. J., & Miller, W. R. (Eds.). (2001). *A community reinforcement approach to addiction treatment*. New York: Cambridge University Press.

Monti, P., Colby, S., & O'Leary, T. (Eds.). (2001). *Adolescents, alcohol, and substance abuse*. New York: Guilford Press.

Mueser, K., Noordsy, D., Drake, R., & Fox, L (2003). *Integrated treatment for dual disorders*. New York: Guilford.

Smith, J. E., & Meyers, R. J. (2004). *Motivating substance abusers to enter treatment: Working with family members*. New York: Guilford.

Straussner, S. L. A. (Ed.). (2001). *Ethnocultural factors in substance abuse treatment*. New York: Guilford Press.

Topical Outline (Instructors will organize their individual syllabi around the following topics.)

- Unit I
 - A. Introduction to course
 1. Course content
 2. Format of class
 3. Required reading
 - B. Discussion of alcohol, problem drinking and alcoholism
- Unit II
 - Models of addiction
 1. Signs and symptoms
 2. Progression
 3. Psychological and physical addiction
- Unit III
 - Etiology of addiction
 1. Social, psychological and physical theories
 2. Cultural and racial issues in assessing alcoholism and other substance abuse
- Unit IV
 - Systems approach to addiction
 1. Co-dependency
 2. Adult children of alcoholics
 3. Adolescent substance abuse
- Unit V
 - The Evidence Base for Addictions Treatment
 - A. Evidence-based Practice
 - B. Treatments validated for culturally diverse populations: Limitations and implications
- Unit VI
 - Individual treatment
 1. Intervention with a treatment resistant person
 2. Treatment stages: detoxification, rehab, T.C., halfway house, outpatient, etc.
 3. Motivational interviewing
- Unit VII
 - Group treatment
 1. Short-term and ongoing groups
 2. Groups that specialize
 3. Stages of change group treatment
- Unit VIII
 - Family Treatment
 - A. Couples counseling
 - B. Working with family members of substance abusers reluctant to enter treatment

- Unit IX A. Characteristics and treatment needs of women
- Unit X
 - A. Special populations
 - 1. Racial minorities, gays and lesbians, the poor, the elderly, the deaf
- Unit XI
 - A. Special populations
 - Dual Diagnosis
- Unit XII A. Service delivery systems and approaches to practice
 - 1. Treatment setting-hard confrontation vs. soft confrontation
 - 2. Continuity of Care: Intensity and duration of treatment
- Unit XIII A. Alternative Approaches and Co-occurring problems
 - 1.Harm reduction
 - 2.Other problems often associated with alcoholism and other substance abuse
 - 1. Sexual abuse
 - 2. Eating disorders
 - 3. Physical abuse
 - 4. AIDS
- Unit XIV A. Prevention of substance abuse
 - 1. Resiliency enhancement strategies
 - 2. Individual and family protective factors
- Unit XV Self-Help and Twelve Step Groups
 - A. Alcoholics Anonymous
 - B. Other Twelve step groups
 - 1.Narcotics Anonymous
 - 2. Double Trouble; Double Recovery

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Guide for Grading Paper Assignments

The following summarizes the expectations and standards that are used to grade papers or essay questions.

- A. A paper that is well written, interesting, and demonstrates an understanding of the topic. Essential information is included. Literature is drawn upon judiciously and referenced appropriately. Ideas are expressed clearly, and a cogent and convincing case is presented. The topic is approached creatively and the student presents his/her own ideas and observations. The way the material is handled suggests that the student learned, took advantage of the course and its readings, and accepted the challenge posed by the assignment. **AN EXCELLENT PAPER OR ANSWER THAT EXCEEDS THE EXPECTATIONS OF THE ASSIGNMENT.**

- B+. A more than satisfactory paper. The topic is handled well, is written clearly, and demonstrates considerable work and effort in organization and presentation. Literature or references are used and cited appropriately and show that the student has done research on his/her own. It is easy to read and interesting. The student has been creative in his/her approach to addressing ideas and points. **A VERY GOOD PAPER OR ANSWER THAT IS MORE THAN SATISFACTORY.**

- B. A satisfactory paper meeting the expectations of how the question or topic should be covered. It is grammatically correct, edited, organized, and referenced in presenting relevant points. Necessary and relevant content is included; irrelevant or extraneous material is omitted. The paper demonstrates student's knowledge of the topic and indicates student input beyond text or class notes. There are no serious gaps and few wrong or incorrect points (except those from imaginative thinking or risk taking opinions). **A GOOD ANSWER OR PAPER THAT SATISFACTORILY MEETS EXPECTATIONS OF THE ASSIGNMENT.**

- C. The paper is unclear and difficult to read or understand. It raises doubt about the student's grasp of the topic. Poor writing, inappropriate references, and unfocused narrative style may characterize this paper. Irrelevant points or ideas are given as if the student hopes to cover all bases in hopes that some will be correct. The work demonstrates a minimum investment of time and/or effort. There are a sufficient number of points made and references used to suggest the student has some understanding of the topic or question. **A BORDERLINE ANSWER OR PAPER THAT BARELY MEETS EXPECTATIONS OF THE ASSIGNMENT AND GRADUATE SCHOOL STANDARDS.**

- F. A paper that fails to minimally address the topic or respond to the question. No evidence is offered to indicate student's understanding of the course content. There is little evidence of independent learning. Writing is poor, making it difficult to understand the student's point of focus. There may be a question of plagiarism or unethical practices in preparing or completing the assignment. **AN ANSWER OR PAPER THAT IS UNACCEPTABLE BY GRADUATE SCHOOLS STANDARDS AND FAILS TO MEET EXPECTATIONS OF THE ASSIGNMENT.**

INCOMPLETE Students are expected to discharge their obligations within the semester. Agreement to give an incomplete is an exception granted under unusual circumstances

Students With Disabilities

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.

What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else's written work or even ideas without giving proper credit or presenting as one's own, work that has been partially or wholly prepared by someone else. "Someone else" may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.
- The nature of the "work" most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.
- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.
- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else's text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has "forgotten" to do so.
- Paraphrasing someone else's work without giving him or her credit.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the Internet, plagiarism has taken two forms:
 - Buying a term paper and trying to pass it off as one's own. [These are relatively easy to spot.]
 - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
- Copying a classmate's work or using a former student's paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

Can one plagiarize one's self?

- Yes! Typically, self-plagiarism takes one of two forms.

- Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
- Self-plagiarism is considered as serious as plagiarizing someone else's work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
- The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.
- The matter may also be referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

- Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
- Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.
- Some students who plagiarize do so to save time and effort.
- They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

- Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
- Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
- Have someone who is familiar with academic writing read early drafts of your paper.
- Buy a copy of the American Psychological Association's Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
- Attend APA writing workshops offered at GSSS.
- Use the writing clinic at GSSS.
- When in doubt as to whether or not you are citing a source properly, consult your course instructor.

