

## SWK 203: Addiction, Assessment & Intervention



Winter Semester 2021  
Credits 3  
Course Format Lecture  
Course Modality Online

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### **Course Description:**

This course will focus on the range of addictions and substance abuse issues impacting individuals, groups and family systems. Topics to be covered include etiology of substance abuse and dependence, the impact on populations at risk, individuals, groups and families, the effects related to child abuse, neglect, domestic violence and elder abuse. The course will cover basic pharmacology of substances, describe behavioral addictions, discuss assessments, and issues related to treatment, intervention and prevention. Additional content will focus on the major theoretical approaches and treatment strategies for substance use disorders and addictions.

### **Course Objectives:**

1. Identify the impact of substance abuse and addiction on society and populations at risk
2. Identify different classifications of substances and their pharmacology
3. Identify the impact of substance abuse on society and evidenced based interventions
4. Identify etiological factors of substance abuse and addiction
5. Define and identify the role of prevention, programs available and documented effectiveness
6. Identify populations at risk, the impact of their systems and diversity
7. Identify the ethical standards related to substance use disorders and addiction
8. Evaluate the biological, psychological and social aspects of substance use disorders and addiction
9. Evaluate and utilize screening, assessment, and referral strategies currently utilized in the field of addiction
10. Identify and evaluate current research trends and treatment modes

**Social Work Competencies:**

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

**Course Textbooks and Resources:**

Required:

Inaba, S.D. & Cohen, W. E. (2014). Uppers, Downers, All Arounders Eight Edition. Oregon: CNS

Productions. ISBN: 978-0-926544-39-0

**Technology Support Resources:**

Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website:

<https://cedarcrest.teamdynamix.com/TDClient/Home/>.

The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and [helpdesk@cedarcrest.edu](mailto:helpdesk@cedarcrest.edu)).

**Course Student Learning Outcomes:**

Upon successfully completing this course, students will be able to demonstrate understanding additions, assessment and implementation in the context of the system theoretical framework.

**Assessment of Student Learning Outcomes:**

1. **Assessment:** Students will successfully complete five multiple choice & true/false examinations.
2. **Assessment:** Students will demonstrate critical thinking skills in the application of a identifying relevant theory to apply knowledge to understand the person and environment in their discussions.
3. **Assessment:** Students will give an oral and written presentation researching a certain addiction framework with regard to diversity factors or environmental deficits. The project will highlight the impact of individual development, membership in families, groups, organizations and communities.

## **Course Assignment Descriptions:**

1. Each student is responsible for reading all assignments in advance of class.
2. Watch the videos and participate in weekly class discussions.
3. Complete five exams designed to test the understanding and mastery of the material from the required text and readings.
4. Complete one presentation. Specific criteria included in the syllabus.

### **Cast Study Presentations: Case Study Assessment - Role Play Interview**

You will research and select a substance use or addiction case study (do not create your own case study).

**The format is as follows:** One student will be the social worker and conduct the interview with the client (another person of your choosing). You will utilize substance abuse tool(s) for determining level of care needed, conduct an initial intake interview and then conduct an assessment. You will select which assessment tools and interview model you will use during the interview presentation. The interview portion of your presentation will be video recorded and included in your presentation. Include the level of treatment from Appendix B (copy posted on Canvas). You will have 10 minutes for the entire case presentation, including questions for the class discussion.

Present a case example: describe your Drug and Alcohol focus. Provide a case summary including background information on the case. Describe the plan of intervention and treatment model recommended. Select and identify a measure to monitor client progress, termination & evaluation methods.

It must be evident that class readings and the application of literature were used in the case study role play presentation. You are to find a case from research and other resources and provide the reference (do not create your own case study). **Your case study must be approved by the professor.** Students will post their presentation and role play recording on Canvas. Be sure to include questions to the class for discussion. APA format required.

Upload powerpoint presentation and interview recording to canvas.

### **The grading criteria will consist of the following factors:**

- Description of the case study, focus, & background information
- Which screening or assessment tool(s) were used during the role play recording
- What is the intervention plan
- Treatment model and level of care required
- Discuss monitoring, evaluating and termination
- The ability to discuss the case in a clear and professional manner (no self-disclosure)
- Include links to readings (textbook, research, code of ethics)
- APA format – citations and references
- Class discussion (remember to ask questions to engage the audience)

**Course Grading Policy:**

Class Attendance and Participation	15%
Video Review and Discussions	15%
Exams	45%
Case Study Presentation	25%
Total: 100%	

**Course Grading Scale:**

Grade	Percentage (or Point) Range
A	93% - 100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	60%-66%
F	Below 60%

**Final Grade Calculation:**

	Percentage (or Point) Value:	Due Date:
Weekly Exams	45%	Weekly
Video Review and Discussions	15%	Weekly
Case Study Presentation	25%	Final Week
Class Attendance and Participation	15%	Ongoing

**Attendance & COVID-19**

Any student experiencing symptoms of COVID-19, with a suspected or positive diagnosis of COVID-19, or with known exposure to COVID-19 is not permitted to attend class in person. Students who are absent for such reasons may choose to participate as their health permits in synchronous online class meetings. Class absences due to COVID-19 symptoms, diagnosis, or exposure will not be penalized. Students should contact their instructor if they have questions regarding how to access required academic material (such as lectures) and complete assignments during such absences.

Absence notifications from the Dean of Students are not required for these absences. Students should refer to the [Communicable Disease Policy](#) for guidance regarding when they may return to class after a COVID-19-related absence.

## **COVID-19 Symptoms, Exposure, or Diagnosis**

Students are required to monitor their symptoms daily through Healthy Roster. Traditional students who are experiencing symptoms or believe they may have been exposed to COVID-19 should call Student Health Services for guidance. SAGE students should contact their medical provider for guidance. Any student with a positive diagnosis of COVID-19 or with known exposure to COVID-19 must report that fact to Health Services (610-606-4640 or 610-437-4471, ext. 4640; <https://www.cedarcrest.edu/healthservices/>).

## **Face Coverings**

Face coverings must be worn by all students on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain, such as common and shared spaces, classrooms, meeting rooms, hallways or bathrooms. Face coverings must cover the nose and mouth, be secured to the head, and may include either fabric masks or plastic face shields. Students are expected to have a clean face covering each day. The College will strictly enforce the wearing of face coverings . Students without a face covering are not permitted to attend in-person class meetings and will be asked to leave by the instructor.

In addition, students must abide by all health and safety practices described in the [College's Health & Safety Plan for Resuming In-Person Instruction](#). Failure to follow requirements for reporting COVID-19 diagnosis or exposure, for face-covering use, or for other practices outlined in the Health and Safety plan will be addressed through the College's Community Standards of Social Conduct process.

## **Delivery of Instruction**

This course will provide instruction to students online. Students will be able to demonstrate the learning outcomes of the courses through online activities. The course information will be posted on canvas.

Please refer to the College's Information Technology Support Center for information regarding required general computing resources to access online instruction, including Canvas (online Learning Management System) and Internet access (<https://www.cedarcrest.edu/infotech/>).

### **Tutoring and Academic Support Resources:**

The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the “Academic Services” page in the “Current Students” Section: [my.cedarcrest.edu/ICS/Current\\_Students/Academic\\_Services/Tutoring\\_Support\\_Resources.jnz](http://my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz).

The Student Success Center may also be contacted at 610-606-4628 or [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu).

### **Cedar Crest College Honor Philosophy:**

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

### **Cedar Crest College Diversity Statement:**

Founded under the mission to expand women’s access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

**Classroom Protocol:**

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

**Academic Integrity:**

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education. Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of academic conduct will result in procedural processes and consequences consistent with those outlined in the faculty handbook and student handbook.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

### **Turn It In Citation Verification/Plagiarism Detection:**

Cedar Crest College uses a citation verification service [Turn It In, ([turnitin.com](https://turnitin.com))] to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

### **Attendance:**

The social work program attendance policy. Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

1. You may miss two class sessions for whatever reasons without penalty.
2. If you miss a third class session the highest overall grade you can receive for the course is a "B".
3. If you miss a fourth class session the highest overall grade you can receive for the course is a "C".
4. Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation issues, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions.

Arriving late for class and/or leaving early will count cumulatively toward missed classes.

Students representing the college in athletic and other capacities will be excused from class for games/matches/meets, etc., only, not for practices. However, student athletes who are maintaining a less than "C" average in the course will not be excused from class.

In all cases of missed classes, it is the student's responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

### **Class Cancellation Policy:**

For notification of the College closing, for inclement weather or other emergencies, refer to Cedar Crest's e2Campus system, the Inclement Weather Hotline at 610-606-4629, or the College's MyCedarCrest website for notification. Class cancellation may also occur by the professor via class-wide email.



## **Resources for Students with Disabilities:**

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu); Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information ([https://www.cedarcrest.edu/ada\\_file.shtm](https://www.cedarcrest.edu/ada_file.shtm)).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

## **Recording:**

Classes may be recorded by instructors in both in-person and online formats. Students will be notified in advance if classes are being recorded. These recordings may be made available through the course website in Canvas (the College's Learning Management System). These recordings are used for educational purposes only and may not be shared with anyone else or posted anywhere online (outside of the Canvas course site). The dissemination of class recordings other than in Canvas is only permitted with the speaker's (including any identifiable student on the recording) explicit written permission.

Student recordings of class must have prior instructor approval and are prohibited except for the purposes of an individual student making the recording to achieve course learning outcomes (e.g., a student studying lecture material to prepare for an exam). Other students must be notified in advance if classes are being recorded; therefore, students should receive permission from an instructor to record class and the instructor will provide notice to other students that the course is being recorded. Such student recordings may not be disseminated or shared without explicit instructor approval in addition to the explicit written permission of any speaker (including any identifiable student on the recording). Students with approved accommodations may also be permitted to record lectures in this course in order to be provided meaningful access to the lecture material

and to the educational experience and such requests are handled in accordance with the College's policies and procedures.

Note: Recordings may be prohibited, at the instructor's sole discretion, during portions of lectures or discussions that may involve personal, self-disclosure by other students. Instructors may also prohibit recordings to ensure the academic integrity of assignments (e.g., during reviews of exam answers). Please see your instructor if you have any questions or concerns about this policy.

## **Course Schedule:**

### **Part One: Week 1 & 2**

*Understanding substance abuse and substance dependence. Review models, societal views, and attitudes of substance abuse. Discuss individual and societal consequence of substance abuse. Biological/Psychological/Social aspects of addiction*

### **Part Two: Week 3 & 4**

*Treatment knowledge and pharmacological overview of substances of abuse. Introduction to philosophies of substance and substance abuse treatment. Review scientifically supported models of treatment, recovery, relapse prevention and continuing care. Physiological and behavioral consequences of addiction.*

### **Part Three: Week 5 & 6**

*Criteria for determining substance abuse and dependence. Diagnostic criteria and implication for specific population groups and high-risk groups. Decision making models for treatment referrals and treatment placement. Identify the cultural issues and implications of substance abuse, access to treatment and treatment effectiveness. Identify the relevant needs of diverse groups utilizing the strength perspective and systems theory.*

### **WEEK 1:**

Review of syllabus, overview of substance abuse in society; assessment of belief system. How substance abuse emerges, models of addiction treatment, understanding substance abuse and addiction.

Read chapter 1 & 2 in textbook, weekly PowerPoint lecture, and video discussion.

### **WEEK 2: EXAM 1**

Societal views and attitudes of addiction, individual and societal consequences, role of prevention. Addiction and the brain, video, pharmacological aspects of drugs, philosophies of treatment.

Read chapters 3, 4 & 5 in textbook, weekly PowerPoint lecture, and video discussion.

### **WEEK 3: EXAM 2**

Disease Model vs. Biopsychosocial Model, treatment models and pharmacology. Classifications of drugs, alcohol and its effects, treatment practices, treatment effectiveness and outcomes.

Read chapter 6 & 7 in textbook, weekly PowerPoint lecture, and video discussion.

**WEEK 4: EXAM 3**

Models of effective treatment, what works, what doesn't and who responds to treatment (Assigned readings), evidence based treatment and clinical practice based treatment, NIDA Principles of treatment, familiar drugs, and their effects. Implement screening tools.

Read chapter 9 in textbook, weekly PowerPoint lecture, review screening tools and video discussion.

**WEEK 5: EXAM 4**

Psychotropic drugs and the dual diagnosed populations, alcohol and its impact, & populations at risk. Special populations and cultural issues in substance abuse treatment, access to treatment, opioids and their effects.

Read chapters 10 in textbook, weekly PowerPoint lecture, implement screening tools and video discussion.

**WEEK 6: EXAM 5**

Review of assessments and diagnostic tools for determining who is dependent and how and where should they be treated. Decision making models and placement criteria, caffeine, tobacco and over the counter drugs, discussion of its effects. PA Client Placement Criteria.

Weekly PowerPoint lecture, review PA Client Placement Criteria screening tools and documentary discussion.

**WEEK 7: Final Case Presentation Due**

Review of skills needed in effective and professional service delivery. Review assessments and screening tools utilized for addiction and substance abuse.

Weekly PowerPoint lecture and documentary discussion.

## Instructional Resources

Abels, S.L. (Ed.). (2000). *Spirituality in Social Work Practice*. Denver: Love Publishing Company.

National Institute on Alcohol Abuse and Alcoholism (2000). Tenth Special Report on Alcohol and health to the U.S. Congress. Washington, DC, US. Government Printing Office.

Alvarez, L. R. R., P., Ed. (2001). *Substance abuse in the Mexican American population*. Ethnocultural factors in substance abuse treatment. New York, Guilford.

Anonymous, A. (2001). *Alcoholics Anonymous: The story of how many men and women have recovered from alcoholism*. New York, Alcoholics Anonymous World Services.

Belding, M.A (1995). Stages and processes of change among polydrug users in methadone maintenance treatment. *Drug and Alcohol Dependence*, 39(45)

Comfort, M., Loverro, J., & Kaltenbach, K.A. (2000). "A search for strategies to engage women in substance abuse treatment." *Social Work in Health Care*, 31(4): 289-296.

Cournoyer, B. (1996). *The Social Work Skills Workbook* (2<sup>nd</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (DSM-IV)*. Washington DC.

DiNitto, D. M., & Crisp, C., Ed. (2002). *Addictions and women with major psychiatric disorders*. The handbook of addiction treatment for women. San Francisco, Jossey-Bass.

Eliason, M. J. (2000). "Substance abuse counselors' attitudes regarding lesbian, gay, bisexual and transgendered clients." *Journal of Substance Abuse Treatment*, 12: 311-328.

Fong, R., & Furuto, S.B.C.L. (2001). *Culturally competent practice: Skills, intervention, and evaluations*. Boston, Allyn & Bacon.

- Gibbs, L.E. (2003). *Evidence-Based Practice for the Helping Professions*. Pacific Grove, CA: Brooks/Cole.
- Hodge, D. R. (2001). "Spiritual Assessment: A review of major qualitative methods and a new framework for assessing spirituality." *Social Work* 46: 203-214.
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- Jordan, C., Franklin, C. (2003). *Clinical Assessment for Social Workers: Quantitative and Qualitative Methods* (2<sup>nd</sup> Ed.). Chicago: Lyceum Books, Inc.
- Kadushin, A., Kadushin G. (1997). *The Social Work Interview: A Guide for Human Service Professionals* (4<sup>th</sup> Ed.). New York: Columbia Press.
- Kirst-Ashman, K. K., Hull, G. H. Jr. (1999). *Understanding Generalist Practice* (9<sup>th</sup> Ed.). Chicago: Nelson-Hall.
- Lewis, D.C: More evidence that treatment works. *The Brown University Digest of Addiction Theory and Application*, 13(12), (1994).
- Marlatt G.A., F. K. (1988). Metaphors for Addiction. In P. S (Ed.), *Visions of addiction*. Lexington, MA: DC Health.
- McNeece, C., & DiNitto, D. (2005). *Chemical Dependency: A systems approach*. Boston, Allyn and Bacon.
- Miller, W. R., Walters, S.T., & Bennett, M.E. (2001). "How effective is alcoholism treatment." *Journal of Studies on Alcohol*, 62: 211-220.

- Miller, W. (1996). Motivational interviewing: Research, practice and puzzles. *Addictive Behaviors*, 21(835).
- National Institute on Drug Abuse: *Drug abuse prevention for at-risk groups*: U.S. Department of Health and Human Services, (1997).
- National Institute on Drug Abuse: *Principles of Drug Addiction Treatment*: U.S. Department of Health and Human Services, (1999).
- National Institute on Drug Abuse (1999). Epidemiologic trends in drug abuse: Advance report. Washington, DC, National Institute on Drug Abuse.
- Oakley, R. & Ksir, C. (2002). *Drugs, society, and human behavior* (Ninth ed.). Boston: McGraw-Hill.
- O'Connell D., & Beyer, E. (Ed.). (2002). *Managing the Dually Diagnosed Patient: Current Issues and Clinical Approaches* (Second edition ed.). New York: The Haworth Press.
- Prochaska, J. O., DiClemente, C.C., & Norcross, J.C. (1992). "In search of how people change: Applications to addictive behaviors." *American Psychologist*, 47(9): 1102-1114.
- Ray, O. & Ksir, C. (2002). *Drugs, Society and Human Behavior Ninth Edition*. New York: McGraw-Hill.
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<https://www.samhsa.gov/data/sites/default/files/NSDUH-FFR1-2016/NSDUH-FFR1-2016.pdf>
- Straussner, S.L.A. & Zelvin, E. (Ed.). (1997). *Gender & Addictions: Men & Women in Treatment*. Northvale, NJ: Jason Aronson Inc.
- Van Wormer, C., & Davis, D.R. (2002). *Addiction treatment: A strengths perspective*. Belmont, CA., Brooks/Cole.

Wilson, H.T. (Ed.). (2002). *Drugs, society, and behavior* (Seventeenth ed.). Guilford, CT:  
McGraw-Hill/Dushkin.

Wright, E. M., Ed. (2001). *Substance abuse in African-American communities*. Ethnocultural  
factors in substance abuse treatment. New York, Guilford Press.