

**SAN JOSÉ STATE UNIVERSITY
SCHOOL OF SOCIAL WORK**

Social Work 287 - Social Work Practice
(Course Code: 26995; Section 01)

Spring 2012

Instructor: Dr. Lisa Arieta Hayes

Class Meeting Time: March 3 & 10th

Phone (408) 360-2302

Classroom Location: MacQuarrie 322

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Office Hours: By appointment only

Class meets: 9:30 am – 5:30 pm

Catalog Description:

An examination of clinical, policy, and practice issues regarding abuse and dependence of alcohol and other drugs. Analysis and utilization of micro, mezzo, and macro considerations related to prevention, harm reduction, drug policies, and current intervention models and treatment approaches.

Course Description:

This course will look at alcohol and drug abuse and addiction. An overview of drugs and alcohol and the need for intervention will be addressed. Strategies for prevention, intervention and treatment will be discussed as well as assessment skills. Special emphasis will be placed on addiction as a multi-faceted problem and strategies need to intervene with alcoholics/addicts and their families. This class meets the requirements for the Drug/Alcohol course established by the Behavioral Boards of Science Examiners required for licensure. (1 Unit course)

Learning Objectives:

At the end of ScWk 287 each student will be able to:

1. Discuss theories and associated approaches to treatment of substance abusers (Program Objective M 2.5 Critically evaluate theory).
2. Describe and identify symptoms and behaviors that indicate chemical dependency (Program objective M 2.7 Assess and intervene in multi-systems practice).
3. Identify various prevention and treatment modalities and approaches as well as identify their strengths and limitations in relation to specific populations (e.g. women, minorities etc.) (Program Objective M 1.5 Apply transcultural and multi-systems perspective)
4. Understand the role of self-help groups in the recovery process (M 2.7 Assess and intervene).
5. Assess client's drug/alcohol use/abuse and be able to make recommendations for treatment (M 2.7 Assess and intervene).
6. Understand the emotional, physical and psychological effects of addiction on children (M 1.5 Apply transcultural and multi-systems perspective).
7. Identify relapse behavior and effectively treatment plan for intervention (M 1.5 Apply transcultural and multi-systems perspective).

8. Understand the relationship between individuals with and at risk for chemical dependency and multiple systems such as systems of care, family systems, cultural contexts, policy contexts, and self-help movements.

IV-E Competencies:

This class covers the following curriculum competencies for the Title IV-E Child Welfare Training Programs: (2.7, 5.2, 7.2 and 7.6)

COURSE REQUIREMENTS

Learning Experiences:

The course will utilize lectures by the instructor, guest speakers, videos, class discussions on readings and case studies as teaching/learning tools. Class participation will be considered in the overall evaluation (See Student Handbook for additional information).

Grading and Evaluation:

The course assignments will consist of one written paper based and class participation. The values of the course assignments are:

1. Self-help paper.....	80
2. Class participation	<u>20</u>
	100

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Class Participation:

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise.

Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class.

Course Assignments:

Self Help Group Paper:

You must attend a 12-step meeting between classes and write a two to five page paper on your experience. You will share with the class your experience. Please use the following outline as a guideline for writing your paper.

1. Introduction (please respect anonymity):
 - a. Name of group
 - b. Place and time of meeting
 - c. Brief description of the demographics (i.e. gender, ethnicity etc)
2. Your experience in the group
3. Implications for practice

The meeting you attend must be an OPEN meeting. Please do not attend any closed meetings. You must attend the meeting ALONE. If someone asks why you are there you should be honest. Do not take notes while you are there and respect anonymity--do not use any names in the assignment. If you are in recovery please speak to me for an alternative assignment.

APA Format and Writing Requirements:

All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All papers must follow current American Psychological Association (APA) format guidelines (5th edition) with the following exceptions: *the use of running heads is optional*. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site:

<http://www.drc.sjsu.edu/>

Academic Integrity

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be

tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

TEXTBOOKS AND READING ASSIGNMENTS

Required Textbook:

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

Suggested Reading:

Black, C. (1992). *It will never happen to me!* Denver, Colorado: M.A.C. Publications:

TOPIC OUTLINE AND READING ASSIGNMENTS

Day One: Overview of Chemical Dependency

- Introductions
- Overview of Theories of Addiction
- Neurobiology of addiction; physiological and behavioral consequences of addiction
- Disease Concept
- 12-steps
- Drug/Alcohol Assessments
- Co-dependency
- Dysfunctional Families/Family Systems

REQUIRED READINGS: McNeece & Dinitto: Chapters 1, 2, 3, 4, 5, 10

Day Two: Special Topics and Specific Populations

Reports on 12-step meetings

Levels and Systems of Care

Teens and Addiction

Relapse

Motivational Interviewing

Co-Occurring Disorders

Work with Specific Groups: Latinos, Gay/Lesbians, Asians, African Americans and Native Americans.

McNeece & Dinitto: Chapters 6, 9, 11, 12, 14, 15

BIBLIOGRAPHY

Books

- De la Rosa, M., Holleran, L.K., & Shulasmith, L.A.S. (2005) *Substance abusing Latinos: Current research on epidemiology, prevention and treatment*. Binghamton NY: Haworth Social Work Practice Press.
- Eliason, M.J. (2007) *Improving substance abuse treatment: An introduction to the evidence-based practice movement*. CA: Sage Publications.
- Hogan, J.A., Gabrielsen, K.R., Luna, N., & Grothaus, Denise. (2003) *Substance abuse prevention: The intersection of science and practice*. Boston: Allyn and Bacon Press.
- Miller, W.R. & Rollnick, S. (2002) *Motivational interviewing: Preparing people for change* (2nd edition). New York: Guilford Press.
- Shulasmith, L.A.S. & Huff-Fewel, C. (2006) *Impact of substance abuse on children and families: Research and practice implications*. New York: Haworth Press.
- Shulasmith, L.A.S. & Brown, S. (2002) *The handbook of addiction treatment for women*. San Francisco, CA: Jossey-Bass.
- Shulasmith, L.A.S. (2001) *Ethnocultural factors on substance abuse treatment*. New York: Guilford Press
- Van Wormer, K., & Davis, D.R. (2008) *Addiction treatment: A strengths perspective*. Pacific Grove, CA: Brooks/Cole-Thompson Press.
- Xueqin, G., & Henderson, G. (2002) *Ethnicity and substance abuse: Prevention and intervention*. Springfield, Ill: Charles C. Thomas

Journal Articles and Chapters

- Abbott, A. A. (2002). Health care challenges created by substance abuse: The whole is definitely bigger than the sum of its parts. *Health & Social Work*, p. 162.
- Amodeo, M., Peou, S., Grigg-Saito, D., Berke, H., Pin-Riebe, S., & Jones, L. K. (2004). Providing culturally specific substance abuse services in refugee and immigrant communities: Lessons from a Cambodian treatment and demonstration project. *Journal of Social Work Practice in the Addictions*, 4(3), 23-46.
- Cash, S. J., & Wilke, D. J. (2003). An ecological model of maternal substance abuse and child neglect: Issues, analyses, and recommendations. *American Journal of Orthopsychiatry*, 73(4), 392-404.
- Cook, C. (1996). The role of the social worker in perinatal substance-abuse. *Social Work in Health Care*, 24(3/4), 65-83.
- de La Rosa, M. R., Holleran, L. K., Rugh, D., & MacMaster, S. A. (2005). Substance abuse among U.S. Latinos: A review of the literature. *Journal of Social Work Practice in the Addictions*, 5(1/2), 1-20.
- Drabble, L. (2007). Pathways to collaboration: Exploring values and collaborative practice between child welfare and substance abuse treatment fields. *Child Maltreatment*, 12(1), 31-42.

- Drabble, L., Midanik, L. T., & Trocki, K. (2005). Reports of alcohol consumption and alcohol-related problems among homosexual, bisexual and heterosexual respondents: Results from the 2000 National Alcohol Survey. *Journal of Studies on Alcohol*, 66(1), 111-120.
- Dumaine, M. L. (2003). Meta-analysis of interventions with co-occurring disorders of severe mental illness and substance abuse: Implications for social work practice. *Research on Social Work Practice*, 13(2), 142-165.
- Gil, A. s. G., Wagner, E. F., & Tubman, J. G. (2004). Culturally sensitive substance abuse intervention for Hispanic and African American adolescents: Empirical examples from the Alcohol Treatment Targeting Adolescents in Need (ATTAIN) Project. *Addiction*, 99, 140-150.
- Gorman, E. M., Nelson, K. R., Applegate, T., & Scrol, A. (2004). Club drug and poly-substance abuse and HIV among gay/bisexual men: Lessons gleaned from a community study. *Journal of Gay & Lesbian Social Services*, 16(2), 1-17.
- Greenfield, S. F., Brooks, A. J., Gordon, S. M., Green, C. A., Kropp, F., McHugh, R. K., et al. (2007). Substance abuse treatment entry, retention, and outcome in women: A review of the literature. *Drug & Alcohol Dependence*, 86(1), 1-21.
- Gruber, K. J., & Taylor, M. F. (2006). A family perspective for substance abuse: Implications from the literature. *Journal of Social Work Practice in the Addictions*, 6(1/2), 1-29.
- Larkin, R. (2003). African-Americans in public housing: A traditional social work approach to substance abuse treatment. *Journal of Health & Social Policy*, 17(2), 67-82.
- MacMaster, S. A. (2006). A Stress-Coping Model for Conceptualizing the Impact of Substance Abuse on Families. *Stress, Trauma & Crisis: An International Journal*, 9(2), 119-137.
- McHugo, G. J., Caspi, Y., Kammerer, N., Mazelis, R., Jackson, E. W., Russell, L., et al. (2005). The assessment of trauma history in women with co-occurring substance abuse and mental disorders and a history of interpersonal violence. *Journal of Behavioral Health Services & Research*, 32(2), 113-127.
- O'Hare, T., & Van Tran, T. (1998). Substance abuse among Southeast Asians in the U.S.: Implications for practice and research. *Social Work in Health Care*, 26(3), 69-80.
- Reyes, M. (1998). Latina Lesbians and alcohol and other drugs: Social work implications. *Alcoholism Treatment Quarterly*, 16(1/2), 179-192.
- Schoppelrey, S. L., Martinez, M., & Soo Mi, J. (2005). Addressing substance abuse among TANF recipients: Current issues and approaches. *Journal of Human Behavior in the Social Environment*, 12(2/3), 111-126.
- Torres-Rivera, E., Wilbur, M. P., Phan, L. T., Maddux, C. D., & Roberts-Wilbur, J. (2004). Counseling Latinos with substance abuse problems. *Journal of Addictions & Offender Counseling*, 25(1), 26-42.
- Vaughn, M. G., & Howard, M. O. (2004). Adolescent substance abuse treatment: A synthesis of controlled evaluations. *Research on Social Work Practice*, 14(5), 325-335.

San José State University

Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Cheating is also unacceptable.⁵ Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹ Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

² Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³ According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴ See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

⁵ At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

EVACUATION PROCEDURES

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY

DIAL 9 – 1 – 1

For further information visit the University Police Web site at: <http://www.sjsu.edu/police/>