Social Work Practice with Chemically Dependent Adults: 
Cognitive-Behavioral Approaches

Syllabus

This course is intended to provide the practitioner with advanced knowledge and skills in the assessment and treatment of adult chemically dependent clients. By the end of the course, the student will have acquired the following knowledge and skills:

(a) understanding commonly held psychological perspectives of alcohol/drug dependent individuals;

(b) appreciating the ways in which alcohol/drug abuse impact the familial, occupational, and social contexts in which the dependent individual exists;

(c) becoming skillful in conducting clinical assessments using appropriate tools and data sources (e.g., client self-report, collateral information from family members, friends, employers, health professionals, and referral sources);

(d) being sensitive to the function of denial, rationalization, and enabling social system interactions in obscuring data and obstructing valid interpretation of the meaning and consequences of behavior;

(e) being knowledgeable about the physiological aspects of overdose, tolerance, withdrawal, and other adverse effects on health in relation to the treatment process;

(f) being knowledgeable about the utilization in treatment of deterrent/blockading drugs;

(g) being knowledgeable about the roles of social workers as consultants to family members, friends, and employers who are in need of help with an alcohol/drug abusing individual;

(h) becoming skillful in employing an individualized approach, based on cognitive-behavioral theory, to alcohol/drug abuse counseling with adults;

(i) becoming skillful in teaching clients about the relapse process, assessing one's relapse risk, and developing effective cognitive and behavioral responses to relapse vulnerability;

(j) becoming sensitive to and skillful in dealing with the obstacles to effective alcohol/drug abuse counseling, including non-compliance with treatment expectations;
(k) understanding the means through which effective clinicians in this field of practice maintain personal and professional balance;

(l) becoming familiar with community treatment resources and modalities, including the 12-step fellowships;

(m) becoming knowledgeable about the long-term process of overcoming dependence.

(n) identifying and endorsing fundamental social work values and ethical standards pertinent to the treatment of addictive disorders

(o) becoming knowledgeable of unique assessment and treatment issues pertaining to diverse populations (women and men, younger and older, people of color, the homeless, gay men and lesbians)

**Course and Instructor Information**

Course meeting time: Thursdays, 1:30-4:20 p.m.
Course location: Room B-14
Instructor’s offices: School: 225C
Off campus: Suite 304, 909 N.E. 43d (corner of Roosevelt & 43rd)
Phone: (206) 543-2312
Email: roffman@u.washington.edu
Office hours: Please contact me if you’d like to meet individually.

**Academic Accomodations**

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from the office of Disability Resources for Students (formerly Disabled Student Services) indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

**Class Attendance and Assigned Readings**

Because we'll be working together in each class to build competencies for work with this population, with frequent demonstrations and role-plays of key clinician behaviors, you're asked to attend every session, be on time, and to have completed the readings assigned for that session.

**Textbooks and Readings**

The textbooks for this course are:


We’ll also read the following publication which will be provided to students:


Several additional articles/chapters will be assigned during the course.

Web Sites

Please take time to explore the web sites for the National Institute on Alcoholism and Alcohol Abuse (www.niaaa.nih.gov), the National Institute on Drug Abuse (www.nida.nih.gov), and Alcoholics Anonymous (www.aa.org).

Experiential Learning Assignments

Experiencing AA. Students who have never attended a meeting of Alcoholics Anonymous will be asked to attend two meetings and present a brief summary of these experiences in class. To locate AA groups in the Greater Seattle area, use the following website: (www.seattleaa.org).

Students who have attended AA meetings will be asked to select another 12-step fellowship for this assignment.

Interviews. Each student will be asked to conduct two in-depth interviews with a current member of Alcoholics Anonymous. Guidelines for these interviews will be distributed during the course.

The first interview will give the student the opportunity to conduct a simulated initial assessment of an alcoholic individual, with the AA volunteer being asked to role play himself/herself at the point in time when their recovery was beginning.

The second will focus on understanding both the facilitating and impeding factors experienced by the AA member as he/she worked to overcome dependence on alcohol.

A written paper based on these interviews will be due at the end of the quarter.

Viewing Motivational Interviewing Videotapes

An excellent set of six motivational interviewing training tapes made by Bill Miller and Stephen Rollnick are available in the School’s Media Center. Viewing these tapes is an optional assignment.

Learning by Teaching

In this small group exercise, you’ll be asked to prepare and deliver a brief (10-15 minutes) presentation concerning one of the following drug classes:

- Stimulants: Amphetamines and Cocaine
• Opioids and Other Anelgesics
• Cannabinols
• Hallucinogens and Related Drugs
• Glues, Inhalants, and Aerosols
• Over-the-Counter (OTC) Drugs and Some Prescription Drugs

To prepare your presentation, you’re asked to read the applicable chapter from Schuckit’s text. You might also choose to access additional material from the NIDA website and/or other resources.

Your presentation should highlight key knowledge that would be important for social workers to know about the specific drugs.

Prepare a one or two page handout (highlights of key facts) to accompany your presentation and bring sufficient copies for the members of your group and one for the instructor.

The presentations will be given during the May 4, 11, and 18 class sessions.

Writing Assignments

Each student will be asked to complete the following written assignments:

Client Case History and Assessment (Due: June 1)

Based on the interview conducted with the AA volunteer, this assignment will call for a written case history and assessment. Guidelines for this assignment will be distributed during the course.

Self-Assessment of Learning and Future Objectives (Due: June 1)

The final written assignment calls for you to assess your current level of knowledge and skill with reference to the treatment of chemical dependencies, and to identify future learning objectives.

Course Grade

Points for each graded component of the course are noted at the left. Please see the Course Schedule for due dates on all assignments.

20% Course participation: Your on-time attendance is essential for your learning and the smooth operation of the course. Participatory exercises in and out of class will be part of this evaluation. If an emergency should arise, please inform the instructor prior to class so arrangements can be made to accommodate your absence in class exercises. Having one unexcused absence will lower your grade by 5%. With two unexcused absences, you will lose all credit for participation. If you have more than two unexcused absences, the instructor will discuss withdrawal from the course.

10% Attendance at a 12-Step Fellowship Meeting
30% Small group presentation and handout

30% Assessment and case history of an AA volunteer

10% Self-assessment of learning and future objectives

### Course Schedule and Assignments

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<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
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<tr>
<td>March 30</td>
<td>Introduction, course requirements, obstacles to assessment, assessment strategies within a general health/mental health setting</td>
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<tr>
<td>April 6</td>
<td>Miller &amp; Rollnick, chapters 1 (Why Do People Change?), 2 (Ambivalence: The Dilemma of Change) and 3 (Facilitating Change) Schuckit, chapter 1 (An Overview) TIP 42, chapter 1 (Introduction)</td>
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<td>April 13</td>
<td>Miller &amp; Rollnick, chapters 4 (What is Motivational Interviewing?) and 5 (Change and Resistance: Opposite Sides of a Coin) Schuckit, chapter 2 (Depressants) TIP 42, chapter 2 (Definitions, Terms, and Classifications for Co-Occurring Disorders)</td>
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<td>April 20</td>
<td>Miller &amp; Rollnick, chapters 6 (Phase 1: Building Motivation for Change) and 7 (Responding to Change Talk) Schuckit, chapter 3 (Alcoholism: An Introduction) TIP 42, chapter 4 (Assessment)</td>
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<td>April 27</td>
<td>Miller &amp; Rollnick, chapters 8 (Responding to Resistance) and 9 (Enhancing Confidence) Schuckit, chapter 4 (Alcoholism: Acute Treatment) TIP 42, chapter 5 (Strategies for Working with Clients with Co-Occurring Disorders)</td>
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<td>May 4</td>
<td>Miller &amp; Rollnick, chapter 10 (Phase 2: Strengthening Commitment to Change)</td>
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<td>May 11</td>
<td>Miller &amp; Rollnick, chapters 11 (A Practical Case Example) and 24 (Motivational Interviewing in the Treatment of Dual Disorders)</td>
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<td>May 18</td>
<td>Miller &amp; Rollnick, chapter 12 (Ethical Considerations)</td>
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<td>May 25</td>
<td>Miller &amp; Rollnick, chapter 19 (The Role of Values in Motivational Interviewing)</td>
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<td>June 1</td>
<td>Endings and transitions</td>
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