I. COURSE DOMAIN AND BOUNDARIES

Whether they work directly in chemical dependency treatment or in general social service settings, most social workers interact regularly with substance-using clients and colleagues. Substance use disorders are ubiquitous within the United States, in general and clinical populations, and are associated with significant personal, familial, social and economic costs. Disadvantaged groups are especially likely to experience the pernicious consequences of alcohol and drug use, which further complicate their efforts to cope with stressful and discouraging life circumstances.

Although substance use disorders are prevalent and disabling, numerous studies suggest that social workers and other health care professionals fail to identify and intervene with many of the substance-using clients they serve. As a result, many opportunities to reduce the suffering of these persons and their families and the deleterious social consequences of their use are lost. This course is designed to provide social work students with an introduction to the epidemiology, etiology, prevention and treatment of alcohol and other drug use disorders. This includes use of the traditional classes of drugs, such as depressants, opiates, stimulants, and hallucinogens as well as problems with behavioral addictions such as obsessive gambling.

Topics covered during the course will include an examination of issues pertaining to alcohol and drug use. Frameworks and models related to the biological, genetic, psychological, and social pathogenesis of substance dependence will be reviewed. Evidence-based approaches to the treatment of alcohol- and drug-use disorders will be a major focus of this course including a discussion of prevention and treatment paradigms. Students will learn how to identify and appraise a broad range of evidence based treatments and develop clinical skills in how to use Motivational Interviewing for the purpose of assessment, engagement, and developing readiness in clients. At the conclusion of this course, students will be aware of current issues and treatment approaches in the field of addictions and may choose to apply this learning in practica or other service settings.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competencies</th>
<th></th>
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<tbody>
<tr>
<td>S30-9453</td>
<td></td>
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<tr>
<td>Demonstrate ethical and professional behavior.</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities.</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities.</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities.</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities.</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to
your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah.
Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. TEXT/REQUIRED READINGS

The course utilizes selected readings from developed by the Substance Abuse Mental Health Services Administration (SAMHSA) supported by research and recognized “best practices.” Class sessions will require the ability of students to provide informed discussions of the material. Given the nature of the learning environment it is expected that you will raise any questions or comments you have regarding the readings. Regular and consistent participation is essential to achieve success in this course. You are responsible for all materials covered in class and for the readings prior to the session for which they are listed. In order to facilitate your comprehension, the readings for each week are listed based upon a logical sequence designed to build knowledge and understanding of the course material.

Required Readings:

  - Students must purchase the Labs (will discuss at first class session) and can either use the e-version or hardcopy text.

Suggested Reading On-line:


Suggested Manuscripts:


• Newton, L., Pereira, A., Persinger, A., Shoemaker, L., Butler-Barnes, S., & Patterson Silver Wolf, D.A.

**Required materials:** Each student will need a recording device. There are digital recorders available at a low cost. Also, most cell phones/iPhones have a recording option. Students will use the recording device to record “Real Play” practice sessions with peers. Please make sure you can record and email your recording.

**Other Resources**
- Bookshelf U.S. National Library of Medicine National Institutes of Health
- CSAT TIP Series

**VI. ORGANIZATION OF THE COURSE**

This course will be organized around instructor and peer-led lectures; discussion of research and evidence based interventions in the field of substance abuse; ethnocultural competency in substance abuse treatment; and skills labs.

The course is an applied practice course. It contains both core content/individual learning opportunities as well as group learning opportunities. We will cover course content through readings, internet and other electronic resources, peer-review feedback exercises, individual and group exercises, presentations, and discussions designed to stimulate an appreciation for the importance of research, diversity, and evidence in your professional social work development.

An adult-learner model is the basis of the course. **Active participation and full preparation by each student for each class is expected and will be graded.** Regular and on time attendance, peer review, timely submission of assignments, and discussions of current event topics relevant to substance use, abuse, and treatment also count toward active participation.

**VII. ROLE OF INSTRUCTOR AND STUDENTS**

**A. Instructor’s role.**
The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. The instructor will respond to student inquiries regarding the readings and course projects. The instructor is available during office hours and by email.

**B. Student role.**

**Class attendance and participation:** The developmental nature of learning in this class requires that students keep up with readings, assignments, and attend class sessions. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, he/she should contact the instructor in advance, or failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. Students are expected to participate in class. It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure progress.

**Seeking assistance:** Proactive and creative problem solving is an essential social work competency. Prior to seeking assistance about an assignment, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance. This is what an employer would expect of you in a professional setting.

**Writing requirements:** *If you did not write it, then you have to cite it.*
Academic honor: Academic honesty in the composition of assignments is expected. If the instructor believes an act of academic dishonesty has been committed during drafts or final submissions (e.g., inappropriate citation or failing to cite), the student will receive sanction in accordance with the university/school’s policies and procedures.

There is zero tolerance for violations of academic honesty in the preparation of draft or final assignments (e.g., copying or plagiarizing published work or the work of another student, falsifying data, etc.).

VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments

All assignments are due on the due date. Late assignments will not be accepted.

All assignments must be typewritten or word-processed (unless otherwise specified). Except when otherwise indicated, papers are expected to utilize academic sources, although they may be supplemented by other types of sources. Since written communication is a key component of professional social work, assignments should be clearly written and professionally presented. Therefore, papers with excessive typos, spelling errors, and/or grammatical errors will lose points on the grade. Students are expected to write papers and cite references according to the style manual of the American Psychological Association.

IMPORTANT: In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work or placement will need to be de-identified. What this means is that any information that would allow someone to know who the person was needs to be changed or eliminated. This includes obvious things like names and birthdates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if you are confident it will not allow for identification. Because the course is on the Discussion Board it is important to pay close attention to HIPAA rules when submitting discussions.

Summary of Assignments and Grading

1) Overall Participation (100 points) Students will be graded on their engagement in class and participation, written work, and other lab work. As adult learners and members of the professional social work community, we learn best from engaging interactively with our colleagues around issues of mutual concern, interest, and learning. Therefore, to enhance the teaching/learning environment in the classroom active participation is expected. While there are specific points assigned to discussion labs, students are expected to contribute to the overall discussion of the course content. Each student’s discussion and participation will be monitored and averaged across the semester.

2) Discussion Lead (100 points) Students will be partnered with other class member(s) to lead a class discussion. Students will pick which session to lead and will facilitate a discussion around the required and suggested readings. You will prepare a discussion guide due to the instructor by 5pm on the Monday before class on your assigned week. You as future social workers will be expected to lead educational sessions as well as be engaging in that process. Please plan for discussions lasting at least 30-40 minutes. Depending on the schedule, some discussions may be shorter or longer than this rough timeframe.

3) Three Labs (Total of 400 points)

   In-class quizzes and short answers (200 points): They will each be directly related to our required readings. Students cannot fully participate, engage or learn in this class without reading the course materials. There is research indicating that students who are quizzed not only arrive for class prepared, but also have
significant increases in learning. Since we believe and support evidence-based efforts, please expect and prepare for quizzes as part of this class.

**Twelve Step Meeting Labs** (100 points): Each student will attend two (2) 12-step AA or NA meetings. The purpose of this assignment is to observe the process and participation. Please only attend open meetings as these open meetings allow for visitors to attend. If asked, you should say you are a visitor. It is not recommended that you take notes as that may draw attention to you. You can write down your observations after the meeting when you get home. It is further recommended that you go with another person or as a group as this will reduce any anxiety. You may also benefit from having someone to process your experience with afterwards. You may be asked to introduce yourself during the meeting. If you are asked to do so, you can say your name and that you are visiting. There will be a paper due for each meeting you attend. The paper should address your experience attending these meetings. Some topics you can consider addressing are, did you feel welcome or out of place during the meeting, how was the meeting structured, was the information shared helpful for attendees, after attending both meetings, would you consider referring a client to this meeting, or any other topics you find interesting or useful to learning. Each paper should be no more than two, double space pages that is emailed to instructor.

**The Abstinence Lab** (100 points): Each student will volunteer to abstain from something during the entire semester. This should be something meaningful and/or a bit difficult to give up. For instance, students have abstained from chocolate, soda pops, smoking cigarettes, coffee/caffeine, social media, and many other things. We will discuss this during the first class and agree to the substance or activity. There will be 10 postings on our blackboard, earning a possible of 10 points each. To earn the full amount of point’s student will post their experiences as well as response to at least two other posts from their class mates. This is an opportunity to understand and engage in the process of change. Whenever folks try to change a behavior, there are triggers, obsessions, setbacks, struggles, as well as experiencing being on a “Pink Cloud” because things are going so great! Discussing the change process is vital to understanding how you and others deal with that change. These postings should be direct and to the point. It is about checking in and talking about the process of abstaining/changing. The responses should be focused on encouragement and about your own learning. Responses are not for advice giving or on-line counseling! Have fun with this lab and you will get more learning out of it!

**Students posting are per week. You cannot post 10 posting in the first three weeks of class. Spread your postings out over the course. While you can post more than 10 times, I will look for at least one post per week over the course of the semester. I will monitor the posting and might reply to some. At the end of the semester, your postings and responses will be counted and graded.**

4) **Real Play practice session** (100 points): Students can choose between recording a real play session or writing an EBP practice paper.

**Real Play practice session**: This project is designed to help practice clinical skills. Students will have an opportunity to work with their peers on engagement activities, MI and CBT interactions. Real Play is an activity that allows students to practice and play around with developing skills -- related to real issues. The real issue in this class is the abstinence lab. Because students will be working through their own abstinence issues, this allows for play and practice opportunities.

Students will record a session that they lead. Each recording should last about 15 minutes. At the beginning of the recording, state the name of the student who is leading the session. Also make very clear which practice skill(s) is being attempted. For example, “This is David; I plan to use some MI skills of practicing my opening statement, asking open ended questions and trying the pros and cons of drinking.” At the end of about 15 minutes, while still recording, stop the session and then ask for some feedback from your partner regarding some positive issues and a certain skill/issue for improvement.
There will be many opportunities to record so you can send which ever recordings you like. These sessions and the grading will be on interactions and learning. There is no such thing as a perfect “Real Play” session – or, for that matter, a perfect counseling session. This is about practicing being a practicing social worker. It is also important to regularly evaluate your practice skills and receive peer feedback.

You will be graded on the skills (e.g., MI – scaling, pros and cons, opening statement, etc. and CBT – thought log, setting goals, etc.) you indicate at the beginning of your recording.

**Total number of points = 700**

**Grading Summary**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 75</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>F</td>
<td>72 - 0</td>
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Please be sure to review the section of your student handbook titled “Grading System.” Understand that a grade of “A” is only given for work that is “outstanding and exceeds the expected level of performance for graduate study.”

Your expectations about the grade you receive should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives (an “A” is given for exceeding expectations, not merely for meeting baseline expectations), (3) the quality of your writing (to include grammar and spelling, organization, and clarity) and class participation, (4) your ability to demonstrate critical thinking and to make connections between class content and your career objectives in social work, and (5) how your work compares to the work of other students. If there is something about an assignment that is unclear to you, it is your job to seek clarification at least one week before the due date. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing (email is sufficient) prior to meeting in person.
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded assignments</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Participation</td>
<td>c1, c2</td>
<td>values, knowledge, cognitive processes</td>
</tr>
<tr>
<td>Discussion Lead</td>
<td>c1, c3, c8</td>
<td>values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>c1, c6</td>
<td>values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>Twelve Step Meeting Labs</td>
<td>c5, c8</td>
<td>values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>The Abstinence Lab</td>
<td>c6</td>
<td>Cognitive processes</td>
</tr>
<tr>
<td>Real Play practice session</td>
<td>c1, c4, c7</td>
<td>values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>Final paper</td>
<td>c1, c2, c3, c5</td>
<td>values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
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<tr>
<td>transdisciplinary guest lectures and agency visits</td>
<td>c1, c2, c6</td>
<td>values, knowledge, skills, cognitive processes</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Session 1 – 8-27-19: INTRODUCTION

Classroom activities:
1. First day evaluation
2. Syllabus review & negotiations
3. Course expectations
4. Abstinence – What will you give up for the semester?
5. Lead Discussion groups & topic
6. Final Project topics

Session 2 – 9-3-19: HISTORY OF SUBSTANCE ABUSE

Review/Read:
1. History of Alcohol
2. Historical Events
3. Alcoholics Anonymous “Doctors Opinion” in AA Big Book
4. Fisher: Chapter 1. The role of mental health...

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence decisions and why this is important for “Real Play” learning
3. Discussion about historical facts
4. Brief discussion about Problem – Solution – Plan of Action
5. Labs

Session 3 – 9-10-19: ABUSE ON THE BRAIN

Review/Read:
1. Principles drug addiction treatment
2. Brian activity
3. List of Drugs of Abuse
4. Fisher: Chapter 2. Classification of drugs

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Is addiction a disease of the brain?
4. Brief talk on The Problem and Solution
5. Labs

******************************************************************************
*Session 4 – 9-17-19: MODELS OF ADDICTION

Review/Read:
1. Required Reading: Alcoholics Anonymous “Bills Story” in AA Book
2. Read Chapter 1 in TIP35: Changing Perspective TIP 35

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion models of addiction
4. Labs

******************************************************************************
*Session 5 – 9-24-19: ASSESSMENT, SCREENING, DIAGNOSIS, and SEVERITY

Review/Read:
1. Alcoholics Anonymous Chapters 2 & 3 AA Big Book
2. Screening information – Read Chapters 1-3
3. Therapeutic Alliance

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s brief discussion on Screening, assessment, and diagnosis, engagement and therapeutic alliance.
4. Labs

******************************************************************************
*Session 6 – 10-1-19: INTRODUCTION TO TREATMENT ISSUES

Review/Read:
1. Alcoholics Anonymous Chapters 4 & 5 AA Big Book
2. A Guide to Substance Abuse Services for Primary Care Clinicians – Read Chapter 5 TIP 24
3. Update on Approaches to Alcoholism Treatment in the United States: An Overview
4. Fisher: Chapter 8. Treatment of AOD problems

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion on TX issues
4. Labs

*****************************************************************************************
*Session 7 – 10-8-19: MOTIVATIONAL ENHANCEMENT

Review/Read:
1. Alcoholics Anonymous Chapter 8 AA Big Book
2. Motivation For Change and Alcoholism Treatment, Motivation for change
3. Enhancing Motivation for Change, Chapters 1 through 9, Enhancing motivation for change
4. Fisher: Chapter 7. MI and brief interventions

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion motivation and stages of change, strategies and applications to addiction
4. Labs

*****************************************************************************************
Session 8 – 10-15-19 – NO CLASS

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Session 9 – 10-22-19: COGNITIVE-BEHAVIORAL THERAPY

Review/Read:
1. Alcoholics Anonymous, Chapter 6 AA Big Book
2. Cognitive-Behavior Therapy for Substance Dependence: Coping Skills Training. HERE

Classroom activities:
1. Real Play Practice -- CBT plan
2. Labs

*****************************************************************************************
Session 10 – 10-29-19: PRACTICE and RECORD MI and CBT

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Discuss MI & CBT, strategies and applications
4. Real Play -- MI or CBT
5. Labs

*****************************************************************************************
*Session 11 – 11-5-19: RELAPSE PREVENTION AND RECOVERY

Review/Read:
1. Relapse Prevention: an overview of Marlatt’s Cognitive Behavioral Model Marlatt’s Relapse Prevention
2. Preventing Drug Abuse among Children and Adolescents: Prevention Principles, risk and Protective Factors Chapter 1-4
3. A Risk and Resilience Framework for Child, Youth, and Family Policy
5. Fisher: Chapter 10. 12-step and other types of support groups

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion on relapse and recovery
4. Labs

************************************************************************************

*Session 12 – 11-12-19: PREVENTION

Review/Read:
1. Fisher: Chapter 15 Prevention

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion on prevention

12-STEP LAB DUE BY 5PM CST – WILL NOT ACCEPT AFTER THIS DATE

************************************************************************************

*Session 13 – 11-19-19: SPECIAL POPULATIONS

Review/Read:
1. Fisher: Chapter 4. Culturally and Ethnically Diverse Groups
2. Fisher: Chapter 12. Adult children and co-dependency

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion on special populations
4. Labs

************************************************************************************

*Session 14 – 11-26-19: FAMILY ISSUES

Review/Read:
1. Alcoholics Anonymous Chapter 10 AA Big Book
2. TIP #39 Substance Abuse Treatment and Family Therapy Chapter 1-5

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion on Family issues
Session 15 – 12-3-19: ETHICS

Review/Read:
1. Alcoholics Anonymous Chapter 11 AA Big Book
2. Fisher: Chapter 5. Confidentially and ethical issues

Classroom activities:
1. Questions/comments about syllabus/expectations
2. Abstinence check-in
3. Group Leader’s discussion on ethics
4. Ethical case studies discussions, clinical supervision issues
5. Labs

Session 16 – 12-10-19: WRAP-UP

Classroom activities:
1. Abstinence check-in
2. Final discussions and course evaluations