

## THE UNIVERSITY OF TEXAS AT AUSTIN

### SCHOOL OF SOCIAL WORK

**Course Number:** SW360K/ SW393R23  
**Unique Number:** 62550/62855  
**Semester:** Spring 2012  
**Meeting Time:** Mon. 11:30am-2:30pm  
**Meeting Place:** SSW 2.112  
**Office Number:** SSW1.218G  
  
**Office Phone:** 471-0520  
**Office Hours:** By appointment

**Instructor's name:**



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Josleen and  
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Professor of  
Direct Practice in  
Social Work

## TREATMENT OF CHEMICAL DEPENDENCE

### I. Standardized Course Description

The course is designed to provide a basic understanding of contemporary treatment methods used in work with a diverse range of clients recovering from alcohol and/or drug dependence. Emphasis will be placed on integrating the use of Gestalt Therapy, Rational Emotive Therapy, and Behavior Therapy with the 12 Step Program of Recovery/ Minnesota model, Faith-based Models, Pharmacological Model, the Therapeutic Community Model and the Drug Court Model.

### II. Pre and/or Co-Requisites

Students who plan to specialize in chemical dependence and wish to obtain state licensing as a chemical dependence counselor (LCDC), should take a minimum of three (3) courses in this area. It is suggested that the sequence include: "Dynamics of Chemical Dependence," "Treatment of Chemical Dependence" and one or more from "Dual Diagnosis", "Adolescent Chemical Dependence Prevention/ Intervention", "Relapse and Recovery" or "Women and Chemical Dependence."

### III. Standardized Course Objectives

By the end of the semester,

1. The student should be able to work with a broad range of clients with understanding, affirmation, and respect for the positive value of diversity.
2. The student should be familiar with basic theoretical concepts and treatment techniques of selected contemporary counseling theories, adjunctive methods and medically supervised programs for treatment of chemically dependent clients.
3. The student should be able to describe the concepts, procedures and preliminary outcome data related to six major models for treatment of chemical dependence: Pharmacological, 12 Step, Minnesota, Faith-based, Therapeutic Community and Drug Court.
4. The student should be able to describe basic concepts, propositions, treatment techniques, and procedures of major psychosocial theories including: Gestalt, Rational Emotive, and Behavioral.
5. The student should be able to integrate counseling techniques derived from psychosocial theories covered in the course with the Pharmacological, 12 Step, Minnesota, the Faith-based, Therapeutic Community, and Drug Court models.

### IV. Teaching Methods

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials, field trips, and guest lecturers.

### V. Required Texts, and Materials

Required:

- Reading package University Copy Center in the School of Social Work (Telephone 471-8281).
- The Anonymous Press Mini Edition of Alcoholics Anonymous (2010) The Anonymous Press: Malo, WA (this little book can be purchased in class for 1\$)

Dr. Shorkey's website (<http://www.utexas.edu/research/cswr/tattc/>) resources related to:

1. Social work and chemical dependence (social work knowledge, values and practice methods)
2. Chemical dependence with diverse population groups: African Americans, Hispanics, Native Americans, Asian Americans, Gays and Lesbians, persons with disabilities, and Dual Diagnosis.
3. Models and frameworks of chemical dependence
4. Psychosocial theories related to chemical dependence treatment.

## **AA and other related websites:**

Alcoholics Anonymous	<a href="http://austinaa.org/">http://austinaa.org/</a>
Al-Anon/Alateen	<a href="http://www.austinalanon.org/">http://www.austinalanon.org/</a>
Narcotics Anonymous	<a href="http://www.ctana.org/">http://www.ctana.org/</a>
Secular Organizations for Sobriety	<a href="http://www.cfiwest.org/sos/index.htm">http://www.cfiwest.org/sos/index.htm</a> <a href="http://www.cfiwest.org/sos/intro.htm">http://www.cfiwest.org/sos/intro.htm</a> <a href="http://www.sossobriety.org/meetings/states.htm#Texas">http://www.sossobriety.org/meetings/states.htm#Texas</a>
Lamda (LGBT Friendly Group)	<a href="http://lambdaaustin.org/index.htm">http://lambdaaustin.org/index.htm</a>
Women for Sobriety	<a href="http://www.womenforsobriety.org/">http://www.womenforsobriety.org/</a>
Smart Recovery	<a href="http://www.smartrecovery.org/">http://www.smartrecovery.org/</a>
APA Resources	Learning Resource Center (LRC) Reference Book

## VI. Course Requirements

- Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Student's questions and comments provide the instructor an important assessment tool for whether or not readings are being completed outside of class.
- Mid-Semester and Final Quiz  
The quizzes will test students' knowledge of the therapeutic approaches covered in the course and students ability to critically analyze and compare these models. The test formats will include short answer questions and essay questions. The mid-semester quiz will be a take-home quiz whereas the second quiz will be an open book quiz that takes place in the classroom. Quizzes are scheduled at the times indicated on the course outline.  
Quizzes: 30 points each

## VII. Class Policies

### **Attendance**

Class attendance is required to complete all of the assignments. Students may miss no more than two (2) class sessions. Students who fail to attend class on a regular basis (missing more than 2 classes without a valid excuse, e.g., medical documentation) will receive one course grade lower than their final grade when points are totaled. Students who miss more than three unexcused classes may receive two grades lower than their final grade. Students who leave at the mid-point break of the class will be counted as attending ½ of the only class. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on class participation.

## Late Assignments

Assignments are due on the dates indicated in the course syllabus. Late assignments will not be accepted without penalty. Two points will be deducted from the assignment for each class session past the due date.

### Grading

	<u>Undergraduates</u>	<u>Graduates</u>
2 Quizzes	60 (30 pts. each)	60 (30 pts. each)
10 Assignments	100 (10 pts. each)	100(10 pts each)
Graduate Assignment	-----	25 pts.
Attendance	15 pts.	15 pts.
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	175	200

### Attendance:

0 to 1 missed class: 15 points	164-175 (94%-100%) = A	188-200 (94%-100%) = A
1½ -2 missed classes: 10 points	157-163 (90%- 93%) = A-	180-187 (90%-93%) = A-
	152-156 (87%- 89%) = B+	174-179 (87%-89%) = B+
	147-151 (84%- 86%) = B	168-173 (84%-85%) = B
	140-146 (80%- 83%) = B-	160-167 (80%-83%) = B-
	135-139 (77%-79%) = C+	154-159 (77%-79%) = C+
	129-134 (74%-76%) = C	148-153 (74%-76%) = C
	122-128 (70%-73%) = C-	140-147 (70%-73%) = C-
	117-121 (67%-69%) = D+	134-139 (67%-69%) = D+
	112-116 (64%-66%) = D	128-133 (64%-66%) = D
	105-111 (60%-63%) = D-	120-127 (60%-63%) = D-
	104 & below (59% & below) =F	119& below (59%&below= F

Grading Scale: (Grades are rounded up to the next number at .5). Grading of all written assignments will take into account the quality of the writing as well as the content. The current APA format should be followed. Written material should be carefully proofread corrected for errors in punctuation, typographical errors, and spelling errors. Good writing requires a reiterative process that must be followed if quality is to improve. It is a good idea to read your paper several times and if possible have someone else read it.

Students requesting an incomplete for medical problems or family emergencies must fill out the required form available in the Student Service office and discuss their request with the instructor.

### School of Social Work Policy

Read the School of Social Work Safety statement: As part of professional social work education, students may have assignments that involve being in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety.

Students should notify instructors regarding any safety concerns. Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against admission to the BSW program.

### University Policy

The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of intellectual honesty is maintained by the cooperation of students and faculty members. School policy on this subject can be found in General Information 2007-2008 Scholastic dishonesty in this class may result in a grade of F for the course with possible reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

The University of Texas at Austin provides upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Service for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471- 4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

**Required Assignments:** 10 points each – Due on assigned date. If assignments are turned in after the assigned date, students can earn no more than 50% of the points for the assignment. Assignments that are turned in more than 1 week after the assigned date will be graded 0. All assignments must adhere to APA format and reference all sources as well as include in-text citations and a works-cited page.

1. 2-3 page reaction paper related to Bill Wigmore’s presentation.  
Due February 6
2. 2-3 page reaction paper related to the presentation by Mary Boone.  
Due February 13
3. 2-3 page reaction paper related to the field visit to Austin Recovery for the Musical Journey.  
Due February 27
4. 2-3 reaction paper related the field visit to drug court.  
Due March 5
5. 2-3 page reaction paper related to the field visit to Phoenix Academy.  
Due March 19
6. 2-3 page reaction paper related to the Kyle Correctional Facility.  
Due March 26
7. 2-3 page reaction paper related to the field visit to Salvation Army.  
Due April 2
8. 2-3 page reaction paper related to Michael Uebel’s presentation.  
Due April 9
9. 2-3 page reaction paper related to the presentation on pharmacological treatment of chemical dependence by Reid Minot  
Due April 16
10. 2-3 page reaction paper related to an open “12-step meeting.”  
Due April 23 (or before)

### **Special Note on Assignments**

Regular Reaction Papers are not required for the session on Gestalt Therapy, Behavioral Couples Therapy, Contingency Management & Rational/Emotive Cognitive Therapy (4/16). However, if you missed a previous class and you have a valid excuse (e.g. doctor’s note) for the missed class, you may make up a reaction paper based on this presentation.



## **Reaction Paper Outline**

2-3 pages, double spaced, 12pt Times New Roman (not including works cited), in-text citations, APA works cited, include headings

### **I. Observations (3-4 paragraphs, 3 points)**

In this section the student will briefly describe the proceedings of the event in which they attended. This includes the components of the event and the order in which they occurred.

### **II. Analysis and Interaction of Reading (3-4 paragraphs, 5 points)**

The student will also identify the treatment modality or practice model in which the event is classified and explain specifically how the event was an example of the model or modality. What elements of the specific event that you attended concur with the characteristics of its model as explained by the readings? Discuss your reactions to the event. Did the event deviate from the readings' account of its practice model? How did it differ and why? How did attending the event differ or concur with your expectations?

### **III. Brief Personal Reaction (1-2 paragraphs, 2 points)**

Did you agree or disagree with certain elements of the event? Why? How did you feel about attending the event? Would you recommend it to a client faced with chemical dependence? Why or why not? The student is expected to provide thorough rationale for points of agreement and disagreement. In this process, the students are free to use their personal opinion and are encouraged to cite in-class readings as well. Personal opinions can use life experiences or practice wisdom. However, multiple sides of the issue must be examined. Why would some individuals/clients find this treatment beneficial if you do not? The student is also expected to conclude their assignment with a 1-2 sentence summary of the main things they learned from attending the event.



Date	Description	Text/Readings
Jan 23 Class 1	<p><b>Understanding the addiction and recovery process</b></p> <ul style="list-style-type: none"> <li>• How people enter treatment</li> <li>• Stages of change</li> <li>• Motivational Interviewing</li> <li>• Intervention</li> <li>• Spontaneous/Natural Recovery</li> <li>• Empirically Supported Treatments</li> </ul> <p>Handouts: DSM-IV Diagnostic Criteria, Motivational Interviewing &amp; Stages of Change</p> <p>Video: Motivational Interviewing</p>	<p>Course Syllabus</p> <p>Cunningham, Why do people stop their drug use? p.695-710.</p> <p>Ludwig, Cognitive processes associated with “spontaneous” recovery from alcoholism, p. 57-62.</p> <p>Whitten, Court-mandated treatment works as well as voluntary, p. 1 &amp; 6</p> <p>SAMHSA, Reducing wait time improves treatment access, retention, p. 1-5</p> <p>Sindelar &amp; Ball, Cost Evaluation of Evidence-Based Treatments, p. 44-51.</p>
Jan 30 Class 2	<p><b>Recovery Group Models</b></p> <p>12 Step, Minnesota Model, Spontaneous Recovery/Natural Recovery, Secular Organization for Sobriety, Women for Sobriety, Rational Recovery/Smart Recovery.</p> <p><u>Guest Lecture</u>: Rev. Bill Wigmore, Chaplin of Austin Recovery</p>	<p><i>Alcoholics Anonymous</i>, ch.1-5.</p> <p>Krentzman, Evidence base for effectiveness of Alcoholics Anonymous, p. 27-48.</p> <p>Shorkey &amp; Uebel, Minnesota Model, p. 547-549.</p> <p>Shorkey, C. &amp; Uebel, M. Secular Organizations for Sobriety, p. 815-816</p> <p>Shorkey &amp; Uebel, Women for Sobriety, p. 1007-1008.</p> <p>Shorkey &amp; Uebel, Rational Recovery, p. 759-761.</p>
Feb 6 Class 3	<p><b>The Family &amp; Intervention</b></p> <p><u>Guest Lecture</u>: Mary Boone, LCDC, LCSW</p> <p><b>Assignment #1 Due: Reaction to Bill Wigmore’s Presentation</b></p>	<p>Johnson, Intervention: How to help someone who does not want help, p. 61-87.</p> <p>Liepman, Nirenberg &amp; Begin, Evaluation of a program designed to help family and significant others to motivate resistant alcoholics into recovery, p. 209-221.</p>

		Loneck, Garrett & Banks, A Comparison of Johnson intervention with four other methods of referral to outpatient treatment, p. 233-246.
Feb 13 Class 4	<p><b>Special Populations &amp; 12 Step Related Rituals</b></p> <p><u>Guest Lecturer:</u> Austin Recovery Men's Voyage Program</p> <p><b>Assignment #2 Due: Reaction to Mary Boone's Presentation</b></p>	<p>Shorkey, Windsor &amp; Spence, Assessing Culturally Competent Chemical Dependence Treatment Services for Mexican Americans, p. 61-74.</p> <p>Shorkey, Windsor &amp; Spence, Systematic Assessment of Culturally Competent Chemical Dependence Treatment Services for African Americans, 113-128.</p>
Feb 20 Class 5	<p><b>Alternate Therapies</b></p> <p>Integrative Art, Music, and Breathwork-Musical Journey</p> <p><u>Field Visit:</u> Tour of Austin Recovery &amp; Musical Journey Tour: Ilana Baar, LMSW Guest Lecturer: Maryse Saffle, LCDC</p> <p>Personal pillow and blanket encouraged for exercise.</p>	<p>Dingle, Gleadhill, &amp; Baker, Can music therapy engage patients in group cognitive behaviour therapy for substance abuse treatment? p. 190-196.</p> <p>Rhinewine &amp; Williams, Holotropic breathwork, p. 771-776.</p>
Feb 27 Class 6	<p><b>Drug Court</b></p> <p><b>No class at regular time on Feb 27</b></p> <p><u>Field visit:</u> Appear at 5:45, starts at 6:00 p.m.</p> <p><b>Dress professionally (no jeans or sneakers) and bring ID and release form</b></p> <p>Attend on (Mon) Feb 27 or (Wed) Mar 1</p> <p><b>Assignment #3 Due: Reaction to Austin Recovery / Musical Journey</b></p>	<p>Finn &amp; Newlyn, Miami's "Drug court": A different approach. p.1-15</p> <p>Patra, Factors associated with treatment compliance and its effects on retention among participants in a court mandated treatment program, p. 289-313.</p> <p>Longshore, et al., Drug Court: A Conceptual Framework p. 7-26.</p> <p>Kerl &amp; Parsons (under supervision of Shorkey, C.), Rearrest and retention in the Travis County Drug Court, p. 1-17.</p>

<p>Mar 5 Class 7</p>	<p><b>Therapeutic Community: Session 1</b></p> <p><u>Field Visit:</u> Phoenix Academy</p> <p><b>Assignment #3 Due: Reaction to Drug Court</b></p>	<p>DeLeon, The therapeutic community and behavioral science, p. 74-99.</p> <p>Gudyish, Werdegar, Sorensen, Clark &amp; Acampora, A day of treatment program in a therapeutic Community setting: Six month outcomes-the Walden House day treatment program, p. 441-447.</p> <p>Waters, Fazio, Hernandez &amp; Segarra, The story of CURA, a Hispanic/Latino drug therapeutic community, p. 113-134.</p>
<p>Mar 19 Class 8</p>	<p><b>Therapeutic Community: Session 2</b></p> <p><u>Field Visit:</u> Kyle Correctional Facility Dress professionally &amp; bring picture ID</p> <p><b>Assignment #5 Due: Reaction to Phoenix Academy</b></p> <p><b>Begin completing midterm quiz</b></p>	<p>Burdon, Differential effectiveness of residential vs. outpatient aftercare for parolees from prison-based therapeutic community treatment programs, p. 2-16.</p> <p>Knight, Simpson &amp; Hiller, Three-year reincarceration outcomes for an in-prison therapeutic community treatment in Texas, p. 337-351.</p>
<p>Mar 26 Class 9</p>	<p><b>Faith-Based Programs: Session 1</b></p> <p><u>Field visit:</u> Salvation Army</p> <p><b>Assignment # 6 Due: Reaction to Kyle Correctional Facility</b></p>	<p>Neff, Shorkey, &amp; Windsor, Contrasting faith-based and traditional substance abuse treatment programs, p. 49-61.</p> <p>Shorkey, C., Uebel, M. &amp; Windsor, L. (2008). Measuring dimensions of spirituality in chemical dependence treatment and recovery, p. 286-305.</p>
<p>Apr 2 Class 10</p>	<p><b>Faith-Based Programs: Session 2</b></p> <p>Buddhist Philosophy and Psychology, Mindful Meditation and Acceptance and Commitment Therapy (ACT)</p> <p><u>Guest Lecture:</u> Michael Uebel, Ph.D, LCSW</p> <p><b>Assignment #7 Due: Reaction to Salvation Army</b></p>	<p>Bowen, et al, Mindfulness meditation and substance use in an incarcerated population, p. 343-347.</p> <p>Groves, Paramabandhu &amp; Farmer, Buddhism and addictions, P. 183-194.</p> <p>Heffner, Valued directions: Acceptance and commitment therapy in the treatment of alcohol dependence, p. 378-383.</p> <p>Kabat-Zinn, Mindfulness-Based</p>

Apr 2 Class 10 Cont.		Interventions in Context: Past, Present, & Future, p. 144-156.
Apr 9 Class 11	<p><b>Detoxification &amp; Pharmacotherapeutic Treatment of Chemical Dependence and Coexisting Psychiatric Disorders</b></p> <p>Including: Methadone, Disulfiram/Antabuse, Buprenorphine, Naltrexone &amp; Clonidine</p> <p><u>Guest Lecture:</u> Reid Minot, Pharmacotherapy, Nurse Practitioner with Prescription Authority</p> <p><b>Assignment #8 Due: Reaction to Michael Uebel's Presentation</b></p>	<p>Parran, et al., Long-term outcomes of office-based buprenorphine / naloxone maintenance therapy, p. 56-60.</p> <p>Rawson, McCann &amp; Hasson, Pharmacotherapies for substance abuse, p. 18-24.</p> <p>Roman, Abraham &amp; Knudsen, Using medication-assisted treatment for substance use disorders, p. 584-589.</p> <p>Rubio et al, Clinical predictors of response to naltrexone in alcoholic patients: who benefits most from treatment with naltrexone? P. 227-233.</p>
Apr 16 Class 12	<p><b>Empirically Supported Approaches: Session 1</b></p> <ul style="list-style-type: none"> <li>• Gestalt Therapy</li> <li>• Behavioral Couples Therapy</li> <li>• Contingency Management</li> <li>• Rational Emotive/Cognitive Therapy</li> </ul> <p><b>Assignment #9 Due: Reaction to Reid Minot</b></p> <p><b>Midterm Quiz Due</b></p>	<p><b><u>Gestalt Therapy</u></b> Buchbinder, Gestalt therapy and its application to alcoholism treatment, p.49-67.</p> <p>Shorkey &amp; Uebel, Gestalt Therapy, p. 1- 6.</p> <p><b><u>Behavioral Couples Therapy</u></b> O'Farrell &amp; Fals-Stewart, Behavioral couples therapy for alcoholism and drug abuse, p. 49-58.</p> <p>O'Farrell, Murphy, Alter &amp; Fals-Stewart, Behavioral Family Counseling for Substance Abuse, 1-6</p> <p>Powers, Vedel &amp; Emmelkamp, Behavioral Couples Therapy: A Meta Analysis, p. 952-962.</p> <p>Ruff, et al. Behavioral Couples Therapy for the Treatment of Substance Abuse, p. 439-456.</p> <p><b><u>Contingency Management</u></b> Higgins et al., Contingent</p>

<p>Apr 16 Class 12 Cont.</p>		<p>reinforcement, p. 64-72.</p> <p>Rawson et. al., A comparison of contingency management and cognitive behavioral approach, p. 267-274.</p> <p>Promoting Awareness of Motivational Incentives Training Website: hwww.ATTCnetwork.org/PAMI</p> <p><b><u>Rational Emotive / Cognitive Therapy</u></b> Ellis, McInerney, DiGiuseppe &amp; Yeager, Rational emotive therapy with alcoholics and substance abusers, p. 22-37.</p> <p>McHugh et. al., Cognitive behavioral therapy for substance use disorders, p. 511-525.</p>
<p>Apr 23 Class 13</p>	<p><b>Graduate Student Assignments &amp; Presentations</b></p> <p><b>Assignment #10 Due: Reaction to an open “12-step meeting”</b></p>	<p>GCATTC-Post Form</p>
<p>Apr 30 Class 14</p>	<p><b>In Class Second Quiz</b></p>	<p>GCATTC-Follow-up form</p> <p>UT Course Evaluation</p>

## BIBLIOGRAPHY

### **Introduction**

Clay, R. (2007). Reducing wait time improves treatment access, retention. *Substance Abuse and Mental Health Services Administration*, 15(5), 1- 5.

SAMHSA. (2007). Reducing wait time improves treatment access, retention. *SAMHSA News*, 15. Retrieved from [http://www.samhsa.gov/SAMHSA\\_News/VolumeXV\\_5/September\\_October\\_2007.pdf](http://www.samhsa.gov/SAMHSA_News/VolumeXV_5/September_October_2007.pdf)

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Whitten, L. (2006). Court-mandated treatment works as well as voluntary. *NIDA Notes*, 20(6), 1&6.

### **Spontaneous Recovery/Natural Recovery**

Cunningham, J.A., Koski-Jännes, A., and Toneatto, T. (2000) Why do people stop their drug use? Results from a general population sample. *Contemporary Drug Problems*, 26, 695-710.

Ludwig, A. (1985). Cognitive processes associated with “spontaneous” recovery from alcoholism. *Journal of Studies on Alcohol*, 46, 53-58.

### **Intervention**

Johnson, V.E. (1986). *Intervention: How to help someone who does not want help*. San Francisco: Harper & Row. 61-87.

Liepman, Nirenberg & Begin (1989). Evaluation of a program designed to help family and significant others to motivate resistant alcoholics into recovery. *American Journal of Drug and Alcohol Abuse*, 15(2), 209-221.

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### **12-Step**

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Krentzman, A. R. (2007). The evidence base for the effectiveness of Alcoholics Anonymous: Implications for social work practice. *Journal of Social Work Practice in the Addictions*, 7(4), 27-48.

### **Minnesota Model & Support Groups**

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Shorkey, C. & Uebel, M. (Sage, 2008). Secular Organizations for Sobriety (SOS). *Encyclopedia of Substance Abuse Prevention, Treatment, and Recovery*, 815-816.

Shorkey, C. & Uebel, M. (Sage, 2008). Women for Sobriety, *Encyclopedia of Substance Abuse Prevention, Treatment, and Recovery*, 1007-1008.

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### **Drug Court**

Finn, P. & Newlyn, A. K. (June 1993). Miami's "Drug court": A different approach, Dade County diverts drug defendants to court- run rehabilitation program. *Program Focus*. Miami: National Institute of Justice, 1-15.

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Patra, J. et. al. (2010). Factors associated with treatment compliance and its effects on retention among participants in a court-mandated treatment program. *Contemporary Drug Problems*, 37, 289-313.

### **Therapeutic Communities**

Bantchevska, D., Erdem, G., Patton, R., Linley, J., Letcher, A., Bonomi, A., & Slesnick, N. (2011). Predictors of Drop-In Center Attendance among Substance-Abusing Homeless Adolescents. *Social Work Research*, 35(1), 58-63.

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### **Pharmacological Treatment Approaches**

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### **Faith-Based Programs/Mindfulness/ACT**

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