

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Information

Course Title: Treatment of Substance Use Disorders

Undergraduate: Course Number: SW360K - Unique Number 61375

Graduate: Course Number: SW393R – Unique Number 61640

Semester: Fall 2017

Meeting Time: Monday 5:30p – 8:30p

Meeting Place: SSW 1.212

Instructor Information

Laura Swann MEd., LCDC, EMDR, CDWF

Office: Off Campus

Office Hours: Before and after class and by appointment

Phone # 512-775-4210

Email: jalaswann@gmail.com

TREATMENT OF SUBSTANCE USE DISORDERS

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 addiction. Emphasis will be placed on integrating the use of Mindfulness-Based Therapy, Rational Emotive Therapy, and Behavior Therapy with the 12 Step Program of Recovery/ Minnesota Model, Faith-based, Pharmacological, 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 Substance Use Disorders,” “Treatment of Substance Use Disorders” and one or more from “Coexisting Psychiatric and Substance Use Disorders,” “Relapse and Recovery” or “Women and Substance Use Disorders.”

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 clients with substance use disorders.
3. The student should be able to describe the concepts, procedures and preliminary outcome data related to six major models for treatment of substance use disorders: 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 derived from major psychosocial theories including: Mindfulness, 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, mock counseling sessions, audio-visual materials and guest lecturers.

V. Required Text and Materials

Miller, G. (2015). Learning the language of addiction counseling (4th ed.). Hoboken, NJ: John Wiley and Sons Publishing.

Corcoran and Roberts. *Social Workers' Desk Reference, 3rd Ed.*

VI. Recommended Texts and Reading Materials

Alcoholics Anonymous World Services. (2001). The big book of alcoholics anonymous, 4th ed.). New York City, NY: The A. A. Grapevine, Inc.

Reading package University Copy Center in the School of Social Work (471-8281)

Levine, N. (2014). *Refuge Recovery: Buddhist Path to Recovery from Addiction*.

Small, J. (2005) *The Sacred Purpose of Being Human: A Journey Through the 12 Principles of Wholeness*, Health Communications Inc.: Deerfield Beach, FL.

APA Resources - Learning Resource Center (LRC) Reference Book APA Style Guide

Living Sober: Some methods A.A. Members have used for not drinking. Alcoholics Anonymous. (2005). *Living sober*. (3 ed.). New York, NY: Alcoholics Anonymous World

VII. Class Policies

Attendance and Class Participation

In all courses, regular attendance is required in order to receive a passing grade. If students are going to be absent it is important to contact the instructor via email or phone as soon as possible. Students who have excessive absences in the course will not pass the class. Exceptions may be made, with respect to individual students, subject to the approval of the Academic Dean. Class participation grade will include attendance, punctuality, preparedness for class, participation in mock counseling sessions, informed class discussion, brief assignments that may be given, and the extent to which students take part in the question and discussion class time. Each student will be given a class participation form the first day of class for review (located at the end of the syllabus). Students will fill this out and turn it in on the last day of class. If you fail to turn in the form you will receive 0 points in this area.

Turning Assignments in and Late Assignments

Assignments are due on the date indicated on the syllabus. Assignments are to be turned in on hard copy. Assignments via email and/or Canvas will not be accepted without approval from the instructor. Late assignments will not be taken without penalty. Five points will be deducted each day the assignment is late.

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working 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 the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Specific Information

Course Schedule

Date	Description	Text/Readings
Sept 11	Overview & Introduction Models of addiction Culture & Ethnicity discussion	Syllabus & rubrics Chapter 1 - Introduction Readings: Genetics – <i>New insights</i> Chapter 10 – Culturally Sensitive Counseling

Sept 18	Group discussion Perceptions exercise Pharmacology and Pharmacotherapy	CSC - discussion Exercise 1.1 p.12 - text Readings: Commonly Abused Drugs - <i>Pharmacotherapy for alcohol related disorders.....</i>
Sept 25	Pleasure Unwoven movie and discussion Opiate overdose epidemic	
Oct 2	Assessment of SUD <ul style="list-style-type: none"> • DSM V • Various assessment methods Mock assessment counseling session Case Studies	Chapter 3
Oct 9	Evidenced Based Treatment in SUD CBT - DBT	Chapter 2
Oct 16	Drug Court and Therapeutic Communities <ul style="list-style-type: none"> • DC video Recovery – personal stories	Chapter 6 pages 180-194 Link: http://www.ncbi.nlm.nih.gov/books/NBK64342/ Readings: Mixed Model & Therapeutic Communities – The story of CURA.....
Oct 23	Field trip - Arbor	1443 Country Rd #103 Georgetown 78626
Oct 30	Cooccurring disorders and SUD Case Studies	Chapter 4
Nov 6	Test I	

Nov 13	Discussion of FOO paper Family and SUD Codependency	FOO Paper due Chapter 5 p. 123-137 Readings: Family Systems – 1). Family roles in homes with..... 2). Partner enabling of substance..... 3). A critique of the codependency.....
Nov 20	12 – Steps and variations Intervention Discussion of meetings	Chapter 8 Meeting Paper due
Nov 27	Field trip – Phoenix House	400 West Live Oak, Austin
Dec 4	Spirituality and SUD Refuge Recovery - Buddhist Path	Chapter 12 Readings: Spirituality – Relation of spirituality..... Readings: Buddhist Philosophy – Buddhist and addictions.....
Dec 11	Wrapping up & Evaluations Test II	Participation form due Graduate research papers due

Course Requirements -both Undergraduate and Graduate Students will complete requirements #1-4. Graduate students only - will complete requirement #5.

1. Family of Origin (FOO) Movie Review paper

Outside of class, before November 13th you will watch the movie *Saving Mr. Banks*. Watch through your therapeutic lens. Using the plethora of clinical indications in the movie, record and discuss what stands out for you. Here are some questions that will help guide the process.

- How does someone’s family of origin affect their ability to adjust in adult life? Consider;
 - Relationships
 - The color red
 - Pears
 - Fun
 - Kids
- When working with alcoholics and addicts how much do you think someone’s FOO might be something that you will work with?
- Why did Pamela need to push everyone away? Was Ralph an exception, why?

- What are some of the cultural aspects of this movie? How do they influence addiction?
- What did the progression of Travers Goff's addiction look like?
- Identify the various potential for trauma in this family.

When you have finished the movie, complete a 2-3-page paper discussing your thoughts from a clinical perspective. You may use some of the above questions as writing points, but you are not limited to them. Also, make sure to include at the end of your paper, the impact of this assignment on your self-awareness. What did you learn about yourself and your FOO from watching the movie? What areas might you need to monitor so that your experiences do not get in the way of what your client's and/or families need? *Be reflective!*

The paper must adhere to APA guidelines. It should also be carefully edited for organization, spelling, grammar, punctuation, and clarity of thought. **Due: November 13th.**

Please Note: Reflecting on your family of origin can sometimes be difficult. Issues may arise that cause thoughtfulness, pain or questioning. Please remember that all families ebb and flow between unhealthy and healthy periods. This is central to our human condition. One of the goals of this assignment is to help provide insight into your own family dynamics and emotional system so you can better use and monitor your experiences in your practice. The information contained in this paper will be kept confidential -no one will read this paper except for me. Feel free to contact me if you have any trepidation about the assignment.

2. **Two in Class Exams** Exam I – November 6th Exam II – December 11th.

Two in-class exams will be given. Each exam will cover the material prior to the exam. The exam at the end of class will not be cumulative, it will cover material from November 13th – December 4th. Exam questions will include multiple-choice, T/F and short answer essay questions.

3. **Class Participation**

Class participation grade will include attendance, punctuality, preparedness for class, participation in mock counseling sessions, informed class discussion, brief assignments that may be given, and the extent to which students take part in the question and discussion class time. Each student will be given a class participation form the first day of class for review (located at the end of the syllabus). Students will fill this out and turn it in on the last day of class. If you fail to turn in the form you will receive 0 points in this area. **Due: December 11th.**

4. **12-Step Meeting Paper**

Students will attend 3 different 12-step meetings outside of class time. You may attend AA, Celebrate recovery, ALANON, NA, ACOA, EDA or other 12-step or recovery oriented meeting. If possible make one of the meetings *The City-Wide Group*, that meets every 3rd Saturday at

Riverbend Church. Very Specific details will be discussed the first day of class regarding the meetings – this is very important, so that you may practice healthy meeting etiquette.

After attending all three meetings you will write a 2-page paper that includes the name of the groups, their locations, and the times and dates you attended. Do not use any names of individuals, it is absolutely necessary for you to maintain the anonymity of persons you see at the meeting, to behave with respect for all present, and that you not deceive the group about your reasons for being there. Describe the groups in general terms (not individual members). You can use the following questions for writing points;

1. Open your paper with the following information;
 - a. Names of the groups, locations, type of meeting (open, speaker, closed, Big Book study, Celebrate Recovery, Eating Disorders, etc., ...) topic for this specific meeting and times attended.
 - b. Was this your first 12-Step or recovery meeting?
 - c. Are you familiar with 12-Step programs or other recovery meetings?
2. Do you feel that 12-step meetings are successful in supporting recovery?
 - a. Discuss your reasons
 - b. Is this something that you will include in your resources for clients?
3. Share anything that you learn about each 12 Step or recovery program?
4. Did any of the meetings prompt any feelings for you?
5. Describe any similarities or differences among the approach of each meeting.

The paper must adhere to APA guidelines. It should also be carefully edited for organization, spelling, grammar, punctuation, and clarity of thought. **Due: November 20th.**

5. **Research Paper for Graduate Students ONLY**

In addition to requirements 1-4 above, graduate students will select a specific topic that relates to the treatment of Substance Use Dependence, this will be the focus of your research and writing. Please discuss your topic with me prior to. The content of the paper should follow general guidelines of graduate level writing.

The paper and reference page must adhere to APA guidelines. It should also be carefully edited for organization, spelling, grammar, punctuation, and clarity of thought. Total length of paper should be roughly 10 pages, not to exceed 12 pages. You must include at least 10 references to support your content. **Due: December 11th.**

COURSE GRADING CRITERIA	Undergraduate	Graduate
Family of Origin Movie Paper	20 %	20%
In-class exam I	25%	15%
In-class exam II	25%	15%
Class Participation	15%	10%
12-Step Meeting Paper	15%	15%
Research Paper (Graduate Students)		25%
TOTAL	100%	100%

VII. GRADING SCALE:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

BIBLIOGRAPHY

Commonly Abused Drugs - Pharmacotherapy

Parran, T.V., Adelman, C.A., Merkin, B., Pagano, M.E., Defranco, R., Ionescu, R.A., & Mace, A.G. (2010). Long-term outcomes of office-based buprenorphine / naloxone maintenance therapy. *Drug and Alcohol Dependence*, 106. 56-60.

Roman, et al., Using medication-assisted treatment for substance use disorders: Evidence of barriers and facilitators of implementation. *Addictive Behaviors*, 36, 584-589.

Anton, R. F., O'Malley, S. S., Ciraulo, D. A., Cisler, R. A., Couper, D., Donovan, D. M., Gastfriend, D. R., Hosking, J. D., Johnson, B. A., LoCastro, J. S., Longabaugh, R., Mason, B. J., Mattson, M. E., Miller, W. R., Pettinati, H. M., Randall, C. L., Swift, R., Weiss, R. D., Williams, L. D., & Zweben, A. (2006). Combined pharmacotherapies and behavioral interventions for alcohol dependence: The COMBINE study. *JAMA*, 295(17), 2003-2017.

Mariani, J., & Levin, F. (2004). Pharmacotherapy for Alcohol-Related Disorders: What Clinicians Should Know. *Harvard Review Of Psychiatry*, 12(6), 351-366. doi:10.1080/10673220490905697

Alpert, H. R., Connolly, G. N., & Biener, L. C. (2013). A prospective cohort study challenging the effectiveness of population-based medical intervention for smoking cessation. *Tobacco Control*, 22(1), 32-37. doi: 10.1136/tobaccocontrol-2011-050129

Diagnosis and Paths to Treatment

ASAM, New Definition of addiction. The NSDUH Report, Alcohol treatment: Need, utilization, and barriers. p.1-10.

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

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

Field, C. A., Baird, J., Saitz, R., Caetano, R., & Monti, P. M. (2010). The mixed evidence for brief intervention in emergency departments, trauma care centers and inpatient hospital settings: what should we do? *Alcoholism: Clinical and experimental research* , 34(12), 2004-2010.

12-Step & Mutual Support Recovery Groups

Alcoholics Anonymous. (1996). Alcoholics Anonymous. New York: World Service, In.

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.

Miller, W., & Wilbourne, P. Mesa Grande: a methodological analysis of clinical trials of treatment for alcohol use disorders . *Addiction*, 3, 256-277. Retrieved July 9, 2014, from <http://www.ncbi.nlm.nih.gov/pubmed/11964100>

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. Reardon, C. (2013, November/December). Alternatives to 12-step addiction recovery. *Social Work Today*, 13(6), 12-15.

Family Systems

Johnson, VE. (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.

Loneck, Garrett & Banks (1996). A Comparison of Johnson intervention with four other methods of referral to outpatient treatment. *American Journal of Drug and Alcohol Abuse*, 22(2), 233-246.

Wegscheider, S. (1976). *The family trap.. no one escapes from a chemically dependent family*. (1st ed.). [Brochure]. USA: The Johnson Institute.

Miller, W.R., Meyers, R. J., & Tonigan, J. S. (1999). Engaging the unmotivated in treatment for alcohol problems: A comparison of three strategies for intervention through family members. *Journal of consulting and clinical psychology*, 67(5), 688-697.

Vernig, Peter M., (2011). Family roles in homes with alcohol-dependent parents: An evidence-based review. *Journal of Substance Use & Misuse*. Retrieved August 24, 2010, from <http://dx.doi.org/10.3109/10826084.2010.501676>

Rotunda, Rob & Kathy Doman (2001). Partner enabling of substance use disorders: clinical review and future directions. *American Journal of Family Therapy* 29:257-270.

Calderwood, Kimberly A., & Ann Rajesparam. (2014). A critique of codependency concepts considering the best interest of the child. *Journal of Contemporary Social Services* 95(3), 171-178.

Mixed Model & Therapeutic Community

DeLeon, G. (1988). *The therapeutic community and behavior science*. In B.A. Ray Learning factors in substance abuse. Rockville, MD: Alcohol, Drug Abuse and Mental Health Administration.

Guydish, J., Werdegar, D., Sorensen, J. L., Clark, W., & Acampora, A. (1995). A day treatment program in a therapeutic community setting: Six month outcomes - The Walden House day treatment program. *Journal of Substance Abuse Treatment*, 12(6), 441-447.

Waters, J. A., Fazio, S. L., Hernandez, L., & Segarra, J. (2002). The story of CURA, a Hispanic/Latino drug therapeutic community. *Journal of Ethnicity in Substance Abuse*, 1(1), 113-134.

Laing, D., Golick, J., & Sowle, S. (2016). Using experiential approaches to increase engagement in adolescents. *The Counselor*, April, pp. 40-45.

Therapeutic Communities

Brown, R. (2011). Drug court effectiveness: A matched cohort study in the Dane County drug treatment court. *Journal of Offender Rehabilitation*, 50(4), 2011. doi: 10.1080/10509674.2011.571347

Knight, K., Simpson, D. D., & Hiller, M. L. (1999). Three year reincarceration outcomes for in prison therapeutic community treatment in Texas. *The Prison Journal*, 79(3), 337-351.

Shorkey, C. T. & Windsor, L. C. (2010). Inventory of spirituality in alcohol/other drug research: Psychometric dimensions. *Alcoholism Treatment Quarterly*, 28, 17-37.

Winters, K. C., Stinchfield, R., Latimer, W. W., & Lee, S. (2007). Long-term outcome of substance-dependent youth following 12-step treatment. *Journal of Substance Abuse Treatment*, 33, 61-69.

Faith-Based Programs

Shorkey, C. & Uebel, M. & Windsor, L. (2008). Measuring dimensions of spirituality in chemical dependence treatment and recovery. *International Journal of Mental Health & Addictions*, 6, 286-305.

Neff, Shorkey, & Windsor, Contrasting faith-based and traditional substance abuse treatment programs, p. 4961.

Wolf-Branigin, M. (2009). The emergence of formalized salvation army addictions treatment. *Journal of Religion & Spirituality in Social Work*, 28(3), 328-338. doi: 10.1080/15426430903070251.

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.

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.

Kerl, D. J. & Parsons, K. (Under Supervision of Clayton Shorkey), (2009). *Rearrest and retention in the Travis County Drug Court*. Austin, TX: University of Texas at Austin.

Experiential Therapy

Dingle, G.A., Gleadhill, L., & Baker, F.A.. (2008). Can music therapy engage patients in group cognitive behaviour therapy for substance abuse treatment? *Drug and Alcohol Review*, 27, p. 190-196.

Shorkey, C. (n.d.). Summary of research using music to facilitate recovery from chemical dependence. Unpublished manuscript, School of Social Work , University of Texas , Austin, Tx.

Rhinewine, J.P. & Williams, O.J. (2007). Holotropic Breathwork: The Potential Role of a Prolonged, Voluntary Hyperventilation Procedure as an Adjunct to Psychotherapy. *The Journal of Alternative and Complementary Medicine*, 13(7), 771-776.

Marcus, M. T., Fine, M., & Kouzekanai, K. (2001). Mindfulness-based meditation in a therapeutic community. *Journal of Substance Abuse*, 5(4), 305-311.

Recovery Systems

Flores, P. J. (2004). *Addiction as an attachment disorder*. Lanham, MD: Jason Aronson. p. 1-67.

SAMSHA's working definition of recovery from mental disorders and substance abuse.

Walsh, R. (2011, January 17). Life style & Mental Health. *American Psychologist*. Advance online publication. doi: 10.1037/a0021769

Shorkey, C., Windsor, L.C., & Spence, R. (2008). Assessing Culturally Competent Chemical Dependence Treatment Services for Mexican Americans. *Journal of Behavioral Health Services & Research*, 36(1), 61-74.

Shorkey, C., Windsor, L.C., & Spence, R. (2009). Systematic Assessment of Culturally Competent Chemical Dependence Treatment Services for African Americans. *Journal of Ethnicity in Substance Abuse*, 8, 113-128.

Emmons, R. A., & McCullough , M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology* , 84(2), 377-389. doi: 10.1037/0022-3514.84.2.377

Laudet, A., Harris, K., Kimball, T., Winters, K. C., & Moberg, D. P. (2014). Collegiate Recovery Communities Programs: What do we know and what do we need to know? *Journal of Social Work Practice in the Addictions*, 14 (1), 84-100.

Buddhist Philosophy/Psychology and Mindful Meditation

Bowen, S., Witkiewitz, K., Dillworth, T.M., Chawla, N., Simpson, T.L., Ostafin, B.D., & Larimer, M.E. (2006). Mindfulness Meditation and Substance Use in an Incarcerated Population. *Psychology of Addictive Behaviors*, 20(3), 343-347.

Groves, P. & Farmer, R. (1994). Buddhism and addictions. *Addiction Research*, 2(2), 183-194.

Levine, N. (2014). *Refuge Recovery: Buddhist Path to Recovery from Addiction*.

Kabat-Zinn, Jon (2003). Mindfulness-based interventions in context: past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.

Rational Emotive & Cognitive Behavioral Therapies

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

Sindelar, J.L. & Ball, S.A. Cost Evaluation of Evidence-Based Treatments. *Addiction Science & Clinical Practice*, 5(2), 44-51.

O'Farrell, T. J. & Fals-Stewart, W. (2000). Behavioral couples therapy for alcoholism and drug abuse. *The Behavior Therapist*, 23(3), 49-58.

Powers, M. B., Vedel, E. & Emmelkamp, P. M. C. (2008). Behavioral couples therapy (BCT) for alcohol and drug use disorders: A meta-analysis. *Clinical Psychology Review*, 28, 952-962.

Higgins, S. T., Wong, C. J., Ogden, D. E., & Dantona, R. L. (2001). Contingent reinforcement increases cocaine abstinence during outpatient treatment and one year follow-up. *Journal of Consulting and Clinical Psychology*, 68(1), 64-72.

Rawson, R. A. et. al. (2006). A comparison of contingency management and cognitive-behavioral approach for stimulant-dependent individuals. *Addictive*, 101, 267-274.

Ellis, A., McInerney, J. F., DiGiuseppe, R., & Yeager, R. J. (1988). *Rational-Emotive therapy with alcoholics and substance abusers*. New York: Pergamon Press, 22-37.

McHugh, R. K., Hearon, B. A. & Oho, M. W. (2010). Cognitive behavioral therapy for substance use disorders. *Psychiatric Clinics of North America*, 33, 511-525.

Witkiewitz, K., Bowen, S., & Donovan, D. M. (2011). Moderating effects of a craving intervention on the relation between negative mood and heavy drinking following treatment for alcohol dependence.

Spirituality

Drobin, Fredrick. (2014). Recovery, Spirituality and Psychotherapy. *Journal of Religious Health*, (53):789-795.

Walton-Moss, Benita, Ray, Ellen, Woodruff, Kathleen. (2013). Relation of spirituality or religion to recovery from substance abuse. *Journal of Addictions Nursing*, Vol 24, No, 4. 217-226.

Galanter, Marc, Dermatis, Helen, Post, Stephen & Sampson Cristal. (2013). Spirituality-based recovery from drug addiction in the 12-step fellowship of Narcotics Anonymous. *American Society of Addiction Medicine*, Vol 7, No. 3-May/June, p. 189-195.

Genetics

Li, Ming & Burmeister, Margit. (2009). New insights into the genetics of addiction. *Nature Reviews/Genetics*, Vol 10, April, p. 225-230.

Class Participation and Evaluation Rubric

NAME _____

FINAL SCORE _____

Assign yourself the number of points that best describes each section of your attendance and participation this semester. Calculate participation score at the bottom of the page, then place your final points in the space provided at the top.

Attendance – see last line to evaluate tardies and leaving early

Score _____

- 100 - Made every class come rain or shine, cheerful enough to be two people, and always on time
- 95 - Made all but one, came ready to learn, stayed home that once to protect class from my germs
- 80 - Made all but two, had something really important to do
- 70 - Hustling to keep up (missed 3 classes), but pleasant and ready to go when present
- 65 - Over-extended a little (missed 4 classes) that bus keeps changing the departure time!!!
- 50 - Yikes!! I've missed more than 5, too much to do; I've got some serious explaining to do
- *Tardy/leaving early: Subtract 0 pts for 1, 5 pts for 2 and 10 pts for 3. For consistent problems being present subtract 25 pts.

Content Preparation

Score _____

- 100 – Prepared as requested. Read all the material, checked my syllabus, reviewed notes before class on a regular basis, worked hard, was a team player in group discussion, volunteered for class experiential, mock counseling sessions and other activities.
- 95 – Prepared most of the time. Read almost all material every time, reviewed thought and reflected some of the time, volunteered once.
- 80 - Read almost all the material, almost every time, did not volunteer for class role plays or sculpting, class assignments were not as much of a priority as it should have been.
- 65 – Was not prepared as much as I should have been. Read some of the material each time, or all of the material some of the time.
- 60 - Wow, this was a thick book and tons of articles to read, I did my conditioning hauling it around and read when I could.
- 40 - Thought about the topic, but the cat ate my book and the class notes - Didn't read any of the material, did not participate in much at all.

Shared my views in appropriate ways

Score _____

- 100 - Volunteered contributions on regular basis in both small groups and class, listened carefully, showed leadership in groups, helped others keep focused on the topic, participated and shared my views in detail. Was focused throughout role-plays, volunteered when needed.
- 92 - Volunteered significant contributions in class and small groups.
- 90- Made good contributions when I was there...just missed a couple classes.
- 85 - Somewhat contributed, actively listened and thought about the topic, responded thoughtfully when called on in class, volunteered occasionally.
- 75 - Contributed in discussion, listened some, daydreamed often, responded appropriately when called on.
- 70 - Daydreamed often (what am I gonna name my new dog?), huh? What was the question?
- 60 - Was often not prepared for small group, listened but didn't say anything, When called on gave one word contribution, distracted group discussions.
- 50 - Was a bump on a log.
- 40 - Got a good sleep *ZZZZZZZZZZZZZZZZZZZZ*

Add the three numbers _____ and divide by 3. Place final grade in top right hand corner. Final grade will be evaluated by the professor, if major adjustments are needed you will be contacted.