

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number: SW360K/SW393R23
Unique Number: 64160/64430
Semester: Fall 2013
Meeting Time: Tuesday 5:30-8:30pm
Meeting Place: SSW 2.122
Office Number: SSW1.218G

Office Phone: 471-0520
Office Hours: By appointment

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LCSW, PhD
Josleen and
Frances Lockhart
Professor of
Direct Practice in
Social Work



**TREATMENT OF CHEMICAL DEPENDENCE
(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 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 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, 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.

Recommended:

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| <ul style="list-style-type: none">▪ APA Resources▪ Living Sober: Some methods A.A. Members have used for not drinking | <p>Learning Resource Center (LRC) Reference Book
APA Style Guide</p> <p>Alcoholics Anonymous. (2005). <i>Living sober</i>. (3 ed.).
New York, NY: Alcoholics Anonymous World</p> |
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AA & other related website resources:

Alcoholics Anonymous	www.austinaa.org/	Lamda (LGBT Friendly Group)	http://lambdaaustin.org
Al-Anon/Alateen	www.austinalanon.org/	Women for Sobriety	www.womenforsobriety.org/
Narcotics Anonymous	www.ctana.org/	Smart Recovery	www.smartrecovery.org/
Secular Organizations for Sobriety	http://www.cfiwest.org/sos/index.htm	Celebrate Recovery	www.celebraterecovery.org

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
- Field Trips
Field trips are scheduled during the regular class times unless community agencies schedule does not fit the class time. Students will be made aware of these changes at the first class session. In the even that the alternate time of the field trip conflicts with another class or commitment, please make an appointment with professor to discuss an alternate assignment.

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. One point will be deducted from the assignment for each

day past the due date.

Student Concerns

Students who would like to discuss a concern with either the professor or the teaching assistant related to the class should make an appointment at a time mutually convenient.

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 (TBA)	-----	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.

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 IN CLASS. 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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/>).

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

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, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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 among 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](tel: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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

Required Assignments: 10 points each – Due on assigned date. All assignments must adhere to APA format, reference all sources used, as well as include in-text citations. Please include an APA formatted title page.

1. 2-3 page reaction paper related to the presentation on The Family System
Due September 17
2. 2-3 page reaction paper related to an open “12-step meeting.”
Due Sept 24 (you are strongly encouraged to turn this in prior to the due date) – Include readings from AA book, and at least 2 articles from your reading.
 - a. You cannot use the makeup reaction paper to fulfill the requirements of this paper.
3. 2-3 page reaction paper related to presentation by Bill Wigmore
Due Oct 1
4. 2-3 page reaction paper related to Drug Court
Due October 8
5. 2-3 page reaction paper related to the field visit to Phoenix Academy
Due October 15
6. 2-3 page reaction paper related the field visit to Austin Recovery for the Musical Journey.
Due October 22
7. 2-3 page reaction paper related to the field visit to Kyle Correctional Facility.
Due October 29
8. 2-3 page reaction paper related to the field visit to Salvation Army.
Due November 5
9. 2-3 page reaction paper related to the presentation by Michael Uebel
 - a. Due November 12
10. 2-3 page reaction paper related to the presentation by Reid Minot
Due November 19

Special Note on Assignments

Regular Reaction Papers are not required for the session on Empirically Supported Approaches (Behavioral Couples Therapy, Contingency Management & Rational/Emotive Cognitive Therapy) on November 19. However, if you missed a previous class and you have a valid excuse (e.g. doctor’s note) for one missed class, you may make up a reaction paper based on this presentation. This does not apply to the assignment related to attending an open “12-step meeting”. This make up paper will be due the week after topic is presented (October 1).

Reaction Paper Outline

2-3 pages, double spaced, 12pt Times New Roman (not including works cited), in-text citations, APA works cited, **include headings below**, APA formatted title page. Include all readings assigned for the week.

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. This section is to show student's attentiveness in lecture and attendance to lecture.

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? Incorporate all assigned readings for the week and discuss how they align or do not align with treatment modality presented in class. This section is to show student's comprehension of weekly assigned readings and ability to apply readings to class lecture.

** Please ensure you are referencing and citing all assigned readings related to the week's topic in this section. For example, if the week's guest lecturer is Mary Boone, your paper will be over her presentation, and include all articles assigned to be read that week (Johnson, Liepman et. al., Lonekc et. al., Wegscheider). Be sure you are citing sources you reference in your paper according to APA. Make sure you are commenting related to **each** reading assigned, even if the reading is not specific to the field visit (If the reading does not relate you can state that the reading does not relate to the topic and why).

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
Sept. 3 Class 1	<p><i>Definitions and Entrance into Treatment</i></p> <ul style="list-style-type: none"> • New definition of addiction • Barriers to treatment • Stages of change • Motivational Interviewing • Spontaneous/Natural Recovery • Court-mandated treatment <p><u>Handouts:</u></p> <ul style="list-style-type: none"> • DSM 5 Diagnostic Criteria • Motivational Interviewing • Stages of Change • APA Handout <p><u>Video:</u> Motivational Interviewing</p>	<p>Course Syllabus</p> <p>DSM 5 Substance Use Disorders p483-485</p> <p>The NSDUH Report, Alcohol treatment: Need, utilization, and barriers. p.1-10</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 & 6</p> <p>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? . <i>Alcoholism: Clinical and experimental research</i>, 34(12), 2004-2010.</p>
Sept. 10 Class 2	<p><i>The Family</i></p> <p><u>Guest Lecture:</u></p> <p style="text-align: right;">Eric Denner</p> <p><u>Handouts:</u></p> <ul style="list-style-type: none"> • Codependency survival rules • The disease of Chemical Dependence: An overview • Family Dynamics and Family Recovery • Intervention 	<p>Johnson, Preparing for the Intervention, p. 61-87.</p> <p>Liepmann, Nirenberg & Begin, Evaluation of a program designed to help family and significant others to motivate resistant alcoholics into recovery, p. 209-221.</p> <p>Loneck, Garrett & Banks, A Comparison of Johnson intervention with four other methods of referral to outpatient treatment, p. 233-246.</p> <p>Wegscheider, S. (1976). <i>The family trap.. no one escapes from a chemically dependent family</i> . (1st ed.). [Brochure]. USA: The Johnson Institute.</p>
Sept. 17 Class 3	<p><i>Recovery Systems & Culturally Competent Services</i></p> <ol style="list-style-type: none"> 1. 12 Step (AA, NA, CA, Al-anon) 2. Secular Organization for Sobriety 3. Women for Sobriety 4. Smart Recovery 5. Celebrate Recovery 	<p>SAMHA’s working definition of recovery from mental disorders and substance use disorders. p.1-3</p> <p>Walsh, Lifestyle and mental health. p.1-14</p> <p>Shorkey, Windsor & Spence, Assessing Culturally Competent Chemical</p>

<p>Sept. 17 con't</p>	<p><u>Guest Lecture:</u></p> <p style="text-align: center;">Communities for Recovery Tammy Linseisen, LCSW</p> <p>Assignment #1 Due: Reaction to Family Presentation</p> <p><u>Handouts:</u></p> <ul style="list-style-type: none"> • McGowan, K. (2010, Aug). The new quitter. <i>Psychology Today</i>, 43(4), 80-84. 	<p>Dependence Treatment Services for Mexican Americans, p. 61-74.</p> <p>Shorkey, Windsor & Spence, Systematic Assessment of Culturally Competent Chemical Dependence Treatment Services for African Americans, 113-128.</p> <p>Emmons & McCullough, Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. p. 3370389</p>
<p>Sept 24 Class 4</p>	<p><i>12 Step & other Self-Help Models</i></p> <p><u>Guest Lecturer:</u></p> <p style="text-align: center;">Rev. Bill Wigmore</p> <p><u>Handouts:</u></p> <ul style="list-style-type: none"> • Living Sober: Some Methods A.A. Members have used for not drinking. • Valley Chart of alcohol, addiction, & recovery. • The Ego Factors in Surrender in Alcoholism – Harry M. Tiebout, M.D. <p>Assignment #2 Due: Reaction to Open 12 step meeting</p>	<p><u>12 Step Groups</u> <i>Alcoholics Anonymous.</i></p> <ul style="list-style-type: none"> • Foreword • Doctor's Opinion • Bill's Story • There is a Solution – Ch. 2 • How it works - Ch. 5 <p>Krentzman, Evidence base for effectiveness of Alcoholics Anonymous, p. 27-48.</p> <p>Shorkey, C. & Uebel, M. Secular Organizations for Sobriety, p. 815-816</p> <p>Shorkey & Uebel, Women for Sobriety, p. 1007-1008.</p>
<p>Oct 1 Class 5</p>	<p><i>Drug Court</i></p> <p><u>Field Visit:</u></p> <p style="text-align: center;">Travis county Drug Court</p> <p>**Class will meet at the Travis County Drug Court, on Monday Sept. 30th or Thursday Oct 3 – We will talk about this more in class.</p> <p>Assignment #3 Due: Reaction to Bill Wigmore's Presentation</p> <p><u>Handouts:</u></p> <ul style="list-style-type: none"> • Officials say drug court on the road to recovery – Statesman Article 	<p>Finn & 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>Kerl & Parsons (under supervision of Shorkey, C.), Rearrest and retention in the Travis County Drug Court, p. 1-17.</p>
<p>Oct 8 Class 6</p>	<p><i>Mixed Model: Therapeutic Community & Medical Model</i></p> <p><u>Field Visit:</u></p>	<p>DeLeon, The therapeutic community and behavioral science, p. 74-99.</p>

	Phoenix Academy Assignment #4 Due: Reaction to Drug Court	Gudyish, Werdegar, Sorensen, Clark & Acampora, A day of treatment program in a therapeutic Community setting: Six month outcomes-the Walden House day treatment program, p. 441-447. Waters, Fazio, Hernandez & Segarra, The story of CURA, a Hispanic/Latino drug therapeutic community, p. 113-134.
Oct 15 Class 7	<i>Experiential Therapy</i> <ul style="list-style-type: none">• Integrative Art, Music, and Breathwork-Musical Journey• Rituals <p><u>Field Visit:</u> Austin Recovery Musical Journey</p> <p><u>Guest Lecturer:</u> Maryse Saffle, LCDC</p> <p>**Personal pillow and blanket encouraged for exercise.</p> <p>Assignment #5 Due: Reaction to Phoenix Academy</p>	Dingle, Gleadhill, & Baker, Can music therapy engage patients in group cognitive behaviour therapy for substance abuse treatment? p. 190-196. Shorkey, C. (n.d.). <i>Summary of research using music to facilitate recovery from chemical dependence</i> . Unpublished manuscript, School of Social Work , University of Texas , Austin, Tx. Rhinewine & Williams, Holotropic breathwork, p. 771-776. Marcus, M. T., Fine, M., & Kouzekanai, K. (2001). Mindfulness-based meditation in a therapeutic community . <i>Journal of Substance Abuse</i> , 5(4), 305-311.
Oct 22 Class 8	<i>Therapeutic Community</i> <p><u>Field Visit:</u> Kyle Correctional Facility</p> <p>**Dress professionally & bring picture ID</p> <p><u>Handout:</u> Atkinson, J. (2001, 01). My brother, Tom <i>Texas Co-op Power</i> , 57(7), 20-21.</p> <p>Assignment #6 Due: Reaction to Musical Journey</p> <p>Begin completing midterm quiz</p>	Brown, R. (2011). Drug court effectiveness:a matched cohort study in the dane county drug treatment court . <i>Journal of Offender Rehabilitation</i> , 50(4), 2011. doi: 10.1080/10509674.2011.571347 Knight, Simpson & Hiller, Three- year reincarceration outcomes for an in-prison therapeutic community treatment in Texas, p. 337-351. Shorkey & Windsor. Inventory of Spirituality in alcohol/other drug research: Psychometric dimensions Video: The House I Live In
Oct 29 Class 9	<i>Faith-Based Programs</i> <p><u>Field visit:</u> Salvation Army</p>	Shorkey, C., Uebel, M. & Windsor, L. (2008). Measuring dimensions of spirituality in chemical dependence treatment and recovery, p. 286-305.
Oct 29	Assignment # 7 Due:	Neff, Shorkey, & Windsor, Contrasting

Con't	<p style="text-align: center;">Reaction to Kyle Correctional Facility</p> <p>Handout:</p> <ul style="list-style-type: none"> • Salvation Army – Circle of Endeavor, elements in the rehabilitation of a total person 	<p>faith-based and traditional substance abuse treatment programs, p. 49-61.</p> <p>Wolf-Branigin, M. (2009). The emergence of formalized salvation army addictions treatment . <i>Journal of Religion & Spirituality in Social Work</i> , 28(3), 328-338.</p>
Nov 5 Class 10	<p><i>Faith-Based Programs</i></p> <p>Buddhist Philosophy and Psychology, Mindful Meditation and Acceptance and Commitment Therapy (ACT)</p> <p><u>Guest Lecture:</u></p> <p style="text-align: right;">Michael Uebel, Ph.D, LCSW</p> <p>Assignment #8 Due: Reaction to Salvation Army</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Buddhism & Psychology(Venerable Master Hsing Yun) • Sutra of the Eight Realizations of Great Beings • Buddhism & the Psychotherapy of Addictions 	<p>Bowen, et al, Mindfulness meditation and substance use in an incarcerated population, p. 343-347.</p> <p>Groves, Paramabandhu & Farmer, Buddhism and addictions, P. 183-194.</p> <p>Kabat-Zinn, Mindfulness-Based Interventions in Context: Past, Present, & Future, p. 144-156.</p> <p>Recommended:</p> <ul style="list-style-type: none"> • One Breath at a Time: Buddhism and the Twelve Steps, Kevin Griffin (2004). • A Burning Desire: Dharma God & the path of recovery, Kevin Griffin (2010). • The Twelve Step Buddhist: Enhance Recovery from any addiction, Darren Littlejohn (2009).
Nov 12 Class 11 Nov 12	<p><i>Detoxification & Pharmacotherapeutic Treatment of Chemical Dependence and Coexisting Psychiatric Disorders</i></p> <p>Including: Methadone, Disulfiram/Antabuse, Buprenorphine, Naltrexone & Clonidine</p> <p><u>Guest Lecture:</u> Reid Minot, Nurse Practitioner with Prescription Authority Dr. Arlene Montgomery, Ph. D, LCSW- Neurobiology of Addiction</p> <p>Assignment #9 Due: Reaction to Michael Uebel's Presentation</p>	<p>Parran, et al., Long-term outcomes of office-based buprenorphine / naloxone maintenance therapy, p. 56-60. (2009)</p> <p>Roman, Abraham & Knudsen, Using medication-assisted treatment for substance use disorders, p. 584-589. (2011)</p> <p>Anton, R. F., O'Malley, S. S., Ciraulo, D. A., Cisler, R. A., et al. (2006). Combined pharmacotherapies and behavioral interventions for alcohol dependence: The COMBINE study. <i>JAMA</i>, 295(17), 2003-2017.</p> <p>Mariani, J., & Levin, F. (2004). Pharmacotherapy for Alcohol-Related Disorders: What Clinicians Should Know. <i>Harvard Review Of Psychiatry</i>, 12(6), 351-</p>

Con't		<p>366.</p> <p>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. <i>Tobacco Control</i> , 22(1), 32-37. doi: 10.1136/tobaccocontrol-2011-050129</p>
Nov 19 Class 12	<p><i>Empirically Supported Approaches</i></p> <ul style="list-style-type: none"> • Behavioral Couples Therapy • Contingency Management • Rational Emotive/Cognitive Therapy <p>Recommended Information:</p> <ul style="list-style-type: none"> • SAMHSA’s National Registry of Evidence-based Programs and Practices (www.nrepp.samhsa.gov) <p>Handouts: Coping with cravings and Urges to Drink</p> <p>Assignment #10 Due: Reaction to Reid Minot</p> <p>Midterm Quiz Due</p>	<p><u>Evidence Based Practice</u> SAMHSA, Reducing wait time improves treatment access, retention, p. 1-5 (Network for the Improvement of Addiction Treatment- NIATx, Strengthening Treatment Access and Retention-State Implementation- STAR-SI)</p> <p>Sindelar & Ball, Cost Evaluation of Evidence-Based Treatments, p. 44-51.</p> <p><u>Behavioral Couples Therapy</u> O’Farrell & Fals-Stewart, Behavioral couples therapy for alcoholism and drug abuse, p. 49-58.</p> <p>Powers, Vedel & Emmelkamp, Behavioral Couples Therapy: A Meta Analysis, p. 952-962.</p> <p><u>Contingency Management</u> Higgins et al., Contingent 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: www.ATTCnetwork.org/PAMI</p> <p><u>Rational Emotive / Cognitive Therapy</u> Ellis, McInerney, DiGiuseppe & Yeager, Rational emotive therapy with alcoholics and substance abusers, p. 22-37.</p> <p>McHugh et. al., Cognitive behavioral</p>

		therapy for substance use disorders, p. 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.
Nov 26 Class 13	<i>Graduate Student Assignments & Presentations</i> Make up Reaction Assignment Due to Empirically Supported Approaches	GCATTC-Post Form
Dec 3 Class 14	<i>In Class Second Quiz</i>	GCATTC-Follow-up form UT Course Evaluation

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