

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Information**

Course Title: Treatment of Substance Use Disorders

Course Number: SW360K

Unique Number: 61910

Semester: Spring 2017

Meeting Time: Monday 5:30-8:30pm

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: [lalaswann@gmail.com](mailto:lalaswann@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.

### **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**

**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 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 [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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://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, 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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>. **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.

**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.

**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.

## 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

## IX. Course Specific Information

### Course Schedule

Date	Description	Text/Readings
Jan 23	Overview & Introduction <ul style="list-style-type: none"> <li>• Names/introductions</li> <li>• Syllabus and rubrics</li> <li>• Info cards</li> </ul> Models of addiction  Treatment and Paths to Recovery (introduction)	Syllabus Rubrics  Chapter 1 - Introduction Readings-handout <ul style="list-style-type: none"> <li>• Genetics X 2</li> <li>• 4 X 4</li> </ul> Movie: Pleasure Unwoven – b/f 2/6 Movie: Saving Mr. Banks – b/f 2/27
Jan 30	Pharmacology and Pharmacotherapy  Theories applied to addiction treatment	Guest speaker – David Walsh  Readings-bibliography; Pharmacotherapy for alcohol related disorders  Chapter 2



Feb 6	<p>Assessment of SUD</p> <ul style="list-style-type: none"> <li>• DSM V</li> <li>• SASSI</li> <li>• Various assessment methods</li> </ul> <p>Mock assessment counseling session</p> <p>Pleasure Unwoven Discussion</p>	<p>Chapter 3</p> <p>Readings-handouts; SASSI, ADSI</p>
Feb 13	<p>Ethics – Personal and professional development</p> <p>Spirituality and addiction</p> <ul style="list-style-type: none"> <li>• Loss of self</li> <li>• Loss of connection with God</li> <li>• Spiritual malady</li> </ul> <p>Mock counseling sessions</p>	<p>Chapter 12 &amp; 13</p> <p>Readings-Canvas; Recovery, Spirituality and Psychotherapy (2014). Relationship of Spirituality/Religion to Recovery from Substance Abuse (2013). Spirituality Based Recovery from Drug Addiction in NA (2012).</p>
Feb 20	<p>Drug Court and Therapeutic communities</p> <p>Co-Occurring and behavior addictions</p>	<p>Guest Speaker -</p> <p>Chapter 6 pages 180-194</p> <p>Readings-link Therapeutic Communities Three Year Reincarceration for in Prison Therapeutic Community in Texas <a href="http://www.ncbi.nlm.nih.gov/books/NBK64342/">http://www.ncbi.nlm.nih.gov/books/NBK64342/</a></p> <p>Chapter 4</p>
Feb 27	<p>Finish Co-Occurring</p> <p>Family Systems and SUD</p> <p>Discussion of Saving Mr. Banks</p> <p>Mock counseling sessions</p>	<p><b>FOO Paper due</b></p> <p>Chapter 5 pages 123-137</p> <p>Readings-handout: Adult Children of Alcoholic/Addiction Inventory</p>

Mar 6	Codependency Family Sculpting	Readings; TBA
Mar 13	Spring Break – Enjoy!!!	
Mar 20	12 – Step Recovery Programs	Chapter 8 Readings-bibliology; The evidenced based.....Implications for social work practice. Alternatives to 12-step addiction recovery. Readings-handouts; various 12-step
Mar 27	Various therapies for SUD <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• MI – Stages of Change</li> <li>• Buddhist Recovery</li> <li>• Minnesota Model</li> <li>• CBT</li> <li>• RET</li> <li>• EMDR</li> <li>• 12 –Step variations</li> <li>• 12 – Steps to Wellness</li> </ul>	Chapter 2 & 9
Apr 3	Test – In class	
Apr 10	Self-help groups <ul style="list-style-type: none"> <li>• Discussion of meetings</li> </ul> Q & A discussion Review of Test	<b>Meeting paper due</b> Chapter 8
Apr 17	Panel of speakers – in recovery  Mock counseling sessions	

Apr 24	Intervention  Culturally sensitive addiction counseling	<b>Research Paper due</b>  Chapter 10
May 1	Wrapping up & Evaluations  Last day to turn in final research paper – hard copy only	

## Course Requirements

### 1. **Family of Origin (FOO) Movie Review paper**

**20 % of total grade**

Outside of class, before February 27<sup>th</sup> 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 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: February 27<sup>th</sup>.**

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 give you 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. **Research Paper** April 24<sup>th</sup> **25% of total grade**

Select one specific therapy used to treat addiction that will be the focus of your research and writing. Examples include, but are not limited to; Motivational Interviewing, the 12-Steps; Women in Sobriety, Rational Recovery, Drug Court, Therapeutic Communities, Faith Based Recovery, Pharmacological, DBT.

Include the following in your paper;

1. Discussion regarding the therapy, include (but not limited to)
  - What are the main principles?
  - How does it work?
  - How widely used is this therapy in the SUD field?
  - Is there special training needed to provide this therapy, independent of your degree?
2. Discussion regarding what the research says about the successes and challenges of this therapy.
3. Discussion about the implications regarding ethnicity, and gender with this therapy.

**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 not exceed 12 pages. You must include at least 8 references to support your content.

**Research Papers due – April 24<sup>th</sup>**

3. **In Class Exam** April 3rd **20% of total grade**

One in-class exam will be given on April 3rd. Exam questions will include multiple-choice and short answer essay questions. A review will be provided.

4. **Class Participation** May 1 **20% of total grade**

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.

5. **12-Step Meeting Paper** April 10<sup>th</sup> 15% of total grade

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 3<sup>rd</sup> 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 persons 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: April 10<sup>th</sup>.**

**COURSE GRADING CRITERIA**

Family of Origin Movie Paper	20 %
Research Paper	25%
In-class exam	20%
Class Participation	20%
12-Step Meeting Paper	15%
TOTAL	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.

### **Mixed Model & Adolescent 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](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.

