

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

Course Number: Undergrad-SW360K 3
Unique Number 87565

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Course Number: Grad-SW393R 23
Unique Number 87645

Office: 3.104A

Semester: Summer 2020

512-775-4210

Meeting Time: Tuesday & Thursday
1:30-4:00
Meeting Place: SSW Canvas/ZOOM

Office Hours: Tuesday and/or Thursday
Before/after class and by appointment

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.

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."

II. 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.

III. Teaching Methods

Teaching methods will include Zoom, the use of Canvas, lectures, group discussion, audio-visual materials and guest lecturers.

IV. 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.*

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.

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

Evidence-Based Addiction Treatment. Edited by: Peter M. Miller. Academic Press (2009).

V. 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

Goal – the goal of this assignment has two main purposes; to help you understand how SUD affects the family, and how SUD in the family can have long lasting effects on both an individual and the family. Outside of class, no later than June 23rd 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 (specifically with SUD) 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 3-5-page paper discussing your thoughts. 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 (with the exception of the self-reflection portion).

It should also be carefully edited for organization, spelling, grammar, punctuation, and clarity of thought. **Due anytime between June 16th – June 23rd, it must be posted on Canvas no later than 12pm June 23rd.**

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 work/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. **Final Exam** Exam Date: Received July 16th – Due no later than 12pm July 23rd.

A take-home final exam will be posted on Canvas July 16th. Exam questions will include multiple-choice, T/F, reflective questions and short answer questions. Graduate students will be given additional questions, specifically reflective and short answer. Exams must be turned in by 12pm July 23rd.

3. **Class Participation**

Class participation grade will include attendance to ZOOM classes, punctuality, preparedness for class, *informed* class discussion, brief assignments that may be given, and the extent to which students take part in the question and discussion class time. Class Participation forms will be posted on Canvas. 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: Posted on Canvas no later than 12pm July 28th.**

4. **Recovery Support Exploration and Discussion (RSE&D)**

Students will have the opportunity to learn more about what support looks like for an individual in recovery. Students can choose 2 of the following to participate and investigate; read a peer-reviewed article about support in recovery, interview/talk with a person in recovery, watch a video/movie of someone's story in recovery, or attend an on-line support group of any flavor. The two RSED's must be different and they must contain information regarding what support looks like for an individual in recovery/sobriety.

On July 2nd students will be assigned to Discussion Groups via ZOOM to discuss their RSE&D experience. When the discussion time is over, students will complete two Rubrics for this assignment, one will be a self-evaluation and the other will be assigned to a group member prior to the assignment. The final grade will be an average of the two rubrics. Evaluation forms are due no later than July 7th.

Due: Posted on Canvas no later than 12pm July 7th.

Graduate students will complete requirement 5, in addition to 1-4.

5. **Learning Experience Research (LER) Graduate Students ONLY**

During the semester graduate students will find learning experiences that will help increase their knowledge and the knowledge of their peers regarding Treatment of SUD. Students will choose an area that they are interested to learn more about. Students will research and investigate their chosen areas. Choices are very flexible, it might be; wanting to understand more about EMDR and how it is used in SUD, or learning more about SUD and a specific culture or age group, or what programs are available for individuals who are incarcerated. The only

requirement regarding topics is that it relates to SUD. Two dates have been set for students to break into Discussion Groups via Zoom to discuss and teach about their LER. When the discussion time is over, students will complete the Rubric for this assignment. This assignment will be evaluated on a P/F bases.

First Reflection **date – June 25th rubric due by 12pm on June 26th.**

Second Reflection **date – July 9th rubric due by 12pm on July 10th.**

COURSE GRADING CRITERIA	Undergraduate	Graduate
Family of Origin Movie Paper	25 %	25%
Class Participation Rubric	20%	20%
RSE&D Rubric	25%	25%
Final Exam	30%	30%
LER Rubric #1 (Graduate Students)		P/F
LER Rubric #2 (Graduate Students)		P/F
TOTAL	100%	100%

VI. Grading Scale

94.0 & 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

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 class and group discussions, 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, posted on Canvas. Students will fill this out

and submit it on Canvas the last day of class. If you fail to turn in the form you will receive 0 points in this area.

TURNING IN ASSIGNMENTS AND LATE ASSIGNMENTS. Assignments are due by midnight on the date indicated on the syllabus. Assignments are to be submitted on Canvas. Late assignments will not be taken without penalty. Five points will be deducted each day the assignment is late.

RUBRICS. Students will receive rubrics the first day of class, they will be posted on Canvas. Use your rubrics as guides to the content and format of the assignment. It is a requirement that the correct rubric be included as the cover page with each assignment turned in.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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 Schedule

Date	Description	Text/Readings
June 4	Overview & Introductions Review PP - Etiology of Substance Use Disorder Watch Dr. McCauley video – before class 6/9 https://www.360north.org/video/brain-recovery-dr-kevin-mccauley/	Syllabus & rubrics Chapter 1 - Introduction Readings: Bib: Genetics – <i>New insights...</i>
June 9	Video discussion – Dr. McCauley Review PP - Pharmacology and Pharmacotherapy	Readings: Bib: Commonly Abused Drugs - <i>Pharmacotherapy for alcohol related disorders.....</i>
June 11	Review PP - Assessment of SUD – DSM V	Chapter 3
June 16	Review PP - Evidenced based treatment in SUD Explanation of Discussion Board and the 12-steps	Chapter 2 Readings: Canvas: <i>A systematic Review.....</i>
June 18	Group discussion re: topics below <ul style="list-style-type: none"> * Review PP - Refuge Recovery - Buddhist Path * Spirituality and SUD * The Power of Habit Watch Group Therapy Behind Bars video – before class 6/23 https://www.youtube.com/watch?v=s1JoTGUFHTM	Chapter 8 & 12 Readings: Bib: 1. Buddhist Philosophy – <i>Buddhist and addictions...</i> 2. Spirituality – <i>Relation of spirituality...</i> Canvas: 1. <i>Counseling Latinos with Substance....</i> 2. Chapter 3 from the Power of Habit - <i>The Golden Rule of Habit Change</i>

June 23	<p>Group discussion re: topics below</p> <ul style="list-style-type: none"> * Drug Court * Therapeutic Communities * Harm Reduction 	<p>Chapter 6 pages 180-194</p> <p>Readings: Link:http://www.ncbi.nlm.nih.gov/books/NBK64342/</p> <p>Bib: Mixed Model & Therapeutic Communities – <i>The story of CURA...</i></p> <p>Canvas: <i>The Impact of Acculturation.....</i></p> <p>*Last date to turn in FOO paper</p>
June 25	<p>Grad students Learning Experience Reflection #1 - discussion</p> <p>Watch Stigma and social support video - before class 7/2 https://www.youtube.com/watch?v=SyAfgwWZBM&t=2568s</p>	<p>Grad students LER rubric due by 12pm on June 26th</p>
June 30	<p>Review PP – Family and SUD</p>	<p>Chapter 5 p. 123-137</p> <p>Readings: Bib: Family Systems – 1. <i>Family roles in homes with.....</i> 2. <i>Partner enabling of substance.....</i> 3. <i>A critique of the codependency.....</i></p>
July 2	<p>Group Discussion re: topics below</p> <ul style="list-style-type: none"> * Stigma video * Language of SUD handouts <p>RSE&D small group discussion</p>	<p>Readings: Canvas: Language of SUD</p>
July 7	<p>Review PP – Co-occurring and SUD</p>	<p>Chapter 4</p> <p>RSE&D evaluation rubrics due by 12pm</p>
July 9	<p>Grad students Learning Experience Reflection #2 - discussion</p>	<p>Grad students LER rubric due by 12pm on July 10th</p>

July 14	Review PP – Permission to Feel and SUD	
July 16	Group Discussion re: topics below * Shame and SUD	Readings: Canvas: 1. Cultural differences and shame.... 2. Christian faith and recovery from shame.... Final Exam will be posted
July 21	Open date for working on Exam and/or any catch up needed	
July 23	Open date with hopes of visiting Phoenix House Adolescent Treatment Center	400 West Live Oak Final Exam due no later than 12pm July 23rd
July 28	Wrapping up & Evaluations	Participation Form due

X. 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.

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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, Inc.

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.

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Family Systems

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

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

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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.

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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

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Faith-Based Programs

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Drug Court

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

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