Catalog Description

This course applies the biopsychosocial perspective to the addiction field. The emphasis is on an examination of the reciprocal interaction between the individual experiencing addiction and the various systems that impact misuse, addiction, treatment, and recovery. Topics will include the nature of addiction, historical perspectives, strength-based helping strategies including harm reduction, the biology of addiction, the psychology of addiction, co-existing disorders, and social aspects of addiction including family risks and resilience, racial and ethnic issues, gender and sexual orientation, the nature of mutual help groups, and public policy issues. The content of the course will draw heavily on current research and emphasize critical thinking and analysis of the current controversies in the addiction field. The overall framework of the course rests on the foundation of the strengths perspective and client-centered practices. Although alcohol and drug problems will be emphasized, the course will also address other related disorders including eating disorders, pathological gambling, and compulsive shopping.

Course Description

This seminar is designed to help graduate students develop a biopsychosocial approach to the understanding of the problems of psychoactive substance misuse and dependency and other related disorders primarily as they are found in American culture. Biologically, the course will address recent developments in neurobiological and pharmaceutical research related to addictive behavior. From a psychological standpoint we will consider continuing treatment innovations and research on treatment effectiveness. Sociologically, the course will recognize that the individual addict does not live in a vacuum but is both shaped by and shaper of his or her social and political environment. The strengths perspective and client-centered practices are emphasized throughout.

Upon completion of the course, students will understand the reciprocal interaction between the individual addict and the various systems that impact addiction, treatment and recovery (such as biology/genetics, family, SES, ethnicity, opportunity, the treatment industry, political and social reform movements, values, and spiritual frameworks). In addition, assessment criteria and treatment modalities will be reviewed for effectiveness and effects on the client system. The content of the course will draw heavily on current research and the process
will emphasize critical thinking and analysis of the current controversies in the substance misuse field.

**Course Objectives**

Upon completion of the course, students will understand:

1. The nature of addiction; how the biopsychosocial framework can inform the complexities of addictive disorders, and the current controversies associated with various models of misuse and addiction.

2. Historical perspectives that have influenced our modern practices.

3. Help-giving models and their implications in social work practice: harm reduction, mutual-help (Alcoholics and Narcotics Anonymous), abstinence-only models, cognitive/behavioral therapies, and strength-based practices such as solution-focused and narrative therapies.

4. The biology of addiction including the effects of alcohol, drugs, and other addictive practices on the brain and body, and various medical consequences.

5. Addiction issues across the life span, from teenage to the elderly.

6. Related disorders such as eating disorders, problem gambling, and dysfunctional shopping.

7. Substance misuse with a coexisting disorder or disability.

8. Special population issues, risks and resilience in various types of groups including families, racial and ethnic groups, males, females, and people with various sexual orientations.

9. Mutual help groups that impact recovery.


**Classroom Guidelines**

This course is designed as an advanced level class. This places considerable responsibility for learning upon students to participate in the choice of content to be emphasized and explored, to join in class discussions, to be informed by the reading assignments, and to present selected material in the seminar. Basic information about substance misuse, addiction, and other disorders is covered in the *Addiction Treatment: A Strengths Perspective* text. In addition, each student will be expected to critically examine their own values, attitudes, and life experiences that may impact the student’s frame of reference to persons who are addicted and their families. Discussions in class that may involve personal experiences are considered confidential, unless it invokes reporting potential harm to self or others.
Required Readings


Recommended Readings


Covington, S. (1994). A woman’s way through the twelve steps. Center City, MN: Hazeldon

ASSIGNMENTS

Assignment 1. Critical analysis paper of a social justice issue related to addiction. The purpose of this assignment is to develop critical thinking in an area of addiction and social justice issues. Social justice issues have many faces and affect groups in different ways. In general, a social justice issue is about inequality: economic, racial, political, gender, health access, power, etc. For this assignment, your paper will focus on some current aspect of the addiction field in the United States that raises social justice issues. This could include the social justice issues that are caused by treatment practices and models, social policies, insurance policies, criminal justice policies, legal policies, media practices, etc. It could also include social justice issues that result from types or lack of community organization, prevention, or the social justice issues related to special populations, co-existing disorders, and any other topic approved by the instructor. The instructor will be available for consultation regarding the focus of your paper. The Addiction
Treatment: A Strength Perspective text has extensive current references at the end of each chapter, for your literature review. Examples of types of papers include:

1) Social justice and gambling treatment.
2) Social justice and welfare reform focused on addiction.
3) Social justice and pregnant/addicted mothers.
4) Social justice and the abstinence-only model.

The paper should be a minimum of 6 and maximum of 8 pages long; double-spaced 12-point type. Paper is due May 25, 2006. On June 1, be prepared to discuss with the class the most interesting things you learned from doing your paper (5 points).


Each student will attend two meetings of a twelve-step self-help group such as Alcoholics Anonymous or Narcotics Anonymous. If you have already attended meetings of these groups, attend another self-help group related to substance abuse such as Alanon, Adult Children of Alcoholics, or Codependents Anonymous. Attend meetings that are held in the community (Spokane, not Cheney). Do not attend institutional meetings (i.e., in hospitals, mental health centers, treatment centers, etc.), and do not attend Gamblers Anonymous for the purpose of this class assignment. Attend OPEN meetings, not closed meetings, unless you consider yourself a member. 

Prepare yourself for the meeting by reading Chapter 12 in the Addiction Treatment text. Should someone ask, please be honest about your reasons for being there. People are typically appreciative of your interest in the organization. Above all, respect the anonymity of people you meet there. You may meet people you know, but did not know about their membership. Do not bring a tape recorder or take notes during the meeting. Meeting schedules of AA will be made available and preparation for the assignment will be discussed at length in class.

The discussion paper (3-4 typewritten pages) is a compilation of your “field notes” following attendance at the two meetings. Begin with a short description: name of group, place and time of meeting, brief description of the demographics of the group, physical surroundings of the meeting and atmosphere and tone. The bulk of the “field notes” should focus on

1) the meaning of attending this meeting for you. What did you learn about yourself by attending these meetings (include stereotypes and expectations that were shattered or confirmed, surprises, types of feelings experienced, level of comfort/discomfort, etc.)
2) what new learning did you acquire about the nature of self-help groups? The nature of addiction?
3) Bring your completed field papers to class for a discussion on May 11, 2006.

4. Quiz (2). Questions that pertain to the required readings are found on Blackboard. These questions will generally serve as part of the basis for the quizzes and for class discussion each week. The other part of the quiz is developed from class discussion and material presented in class.
EVALUATION

Assignment 1 (Social justice paper) 35 points
Leading class discussion of your paper 5 points
Assignment 2 (12-Step field notes) 20 points
2 quizzes 20 points each

TOTAL = 100 points

Note on Plagiarism

“Plagiarism (from the Latin word for “kidnapper”) is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or articles and pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea. Whether deliberate or accidental, plagiarism is a serious and often punishable offense (H. Ramsey Fowler, Little, Brown Handbook, 3rd edition, Boston: Little, 1986, p. 570).” Students committing academic dishonesty at EWU will be reported to the appropriate University officials and may fail this course.

Note on Student Appeal Process

If you experience problems with the class, grades, or expectations, etc., you should first discuss the situation with the instructor. If you are not satisfied with the result of this conference, you should appeal to the Graduate Director of the MSW Program. From there, the appeal follows the process outlined in the Graduate Handbook.

Schedule and Course Outline

April 6
Class 1
INTRODUCTION AND OVERVIEW:

• Course objectives
• Why a “biopsychosocial approach?”
• The question of social justice
• The impact of “self” (gender, class, personal and family stories, culture)

April 13
Class 2
THE NATURE OF ADDICTION:

• What is addiction?
• What is recovery?
• Who decides?
• The impact of history on current prevention/treatment trends
• The impact of our own stories
April 20

Class 3

STRENGTH BASED HELPING STRATEGIES

• Harm reduction vs. abstinence-only based treatment
• Solution-focused
• Narrative therapy

Readings: Van Wormer & Davis: Chapter 3
          Diamond: Chapters 1, 2, 3

April 27

Class 4

THE BIOLOGY OF ADDICTION

• The brain and addiction
• Medical consequences of addiction
• Properties of Alcohol and other Drugs
• Pharmaceutical and other intervention

Readings: Van Wormer & Davis, Chapter 4, 5
          Diamond: Chapters 4, 5

May 4

Class 5

ADDITION ACROSS THE LIFE SPAN

Quiz 1

• Family risks and resilience
• Teenage drinking and using
• Addiction problems in the elderly

Readings: Van Wormer & Davis, Chapter 6, 9
          Diamond, Chapter 9, 10

May 11

Class 6

MUTUAL HELP GROUPS

• Reports from student field papers
• Film, "Circle of Recovery"

12-Step Paper Due

Readings: Van Wormer & Davis, Chapter 12
          Diamond, Chapter 6
May 18  
Class 7  
OTHER BEHAVIORAL ADDICTIONS, COEXISTING DISORDERS AND DISABILITIES

- Problem and pathological gambling
- Eating disorders, shopping
- Differential diagnosis
- Integrated treatment practices

Readings:  Van Wormer & Davis: Chapter 7, 8  
Diamond, Chapter 8


May 25  
Class 8  
RISKS AND RESILIENCE IN SPECIAL GROUPS

Research paper due
- Racial, ethnic, and cultural issues
- Gender
- Sexual orientation


Van Wormer & Davis: Chapter 10, 11

June 1  
Class 9  
PUBLIC POLICY AND SOCIAL JUSTICE ISSUES
Social Justice Paper Due, Discussion of Papers in Learning Groups

- Welfare reform
- War on Drugs
- The "middle road" between legalization and criminalization

Readings  Van Wormer & Davis, Chapter 13  
Reinarman and Levine: “Two women who used cocaine too much”
Resources (Most of these are on Blackboard under External Links with a direct link to these sites).

NCADI INFO LINE: 1-800-729-6686

http://www.samhsa.gov (links to NIDA, CSAT, CSAP, Alcohol Drug Clearinghouse)
http://www.health.org
http://www.mentalhealth.org
http://www.ccsa.ca   Canadian Centre of Substance Abuse
http://www.well.com/www/woa  Web of Addictions
http://www.who.ch   World Health Organization
http://www.alcoholics-anonymous.org

The following sites/articles I believe you will also find of interest:

1. HABIT SMART at www.habitsmart.com/index.html
   Web site for information on harm reduction.

2. AMERICAN ACADEMY OF FAMILY PHYSICIANS
   http://www.aafp.org
   Article topics include epidemiology, pharmacology, effects and reasons for use, potential medical uses, treatment strategies.

3. NATIONAL INSTITUTE ON DRUG ABUSE
   Diagnosis and Treatment of Drug Abuse in Family Practice

4. THERAPY MANUAL FOR DRUG ADDICTION
   http://www.athealth.com/practitioner/ceduc/cra1.html
   This NIDA manual for the treatment of cocaine dependence focuses on a community reinforcement approach (CRA) combined with an incentive program (using vouchers) wherein patients earn points that can be exchanged for rewards if the patient remains in treatment and cocaine abstinent.

5. ARCHIVES OF GENERAL PSYCHIATRY
   A National Evaluation of Treatment Outcomes
This study reports that patients with the most severe problems were more likely to enter long-term residential programs, and better outcomes were reported by those treated 90 days or longer.

9. HARM REDUCTION COALITION. At www.harmreduction.org. This is the site of the National Harm Reduction Coalition for the US. It includes harm reduction programs and trainings offered around the country, a monthly newsletter of current issues, health announcements considered critical for addicts, and a host of other resources and links to like-minded sites.

10. Online Inter-group AA online:
www.aa-intergroup.org

11. Rational Recovery:
www.rational.org/recovery

13. American Society of Addiction Medicine:
www.asam.org

14. Al-Anon On-Line Meetings:
http://www.ola-is.org/email
http://alcoholism.about.com/mphchat.htm

15. Narcotics Anonymous:
http://www.Egna.or

References


