TREATMENT OF CHEMICAL DEPENDENCE

I. Standardized Course Description

The course is designed to provide a basic understanding of contemporary treatment methods used in work with clients recovering from alcohol and/or drug dependence. Emphasis will be placed on integrating the use of problem solving, Gestalt therapy, Rational Emotive Therapy, Behavior Therapy, Psychotherapy, popular adjunctive techniques and medically supervised programs with the Minnesota model of recovery, the Therapeutic Community approach to treatment and Drug Court. Preliminary outcome data related to gender and racial/culture specific treatment programs and treatment of chemical dependent clients with mental disorders will also be included.

II. Pre-Requisites

This course is the second in a sequence of courses for social work students interested in generalist social work practice in the chemical dependence treatment field. Students must have previously completed SW360K: Dynamics of Chemical Dependence or receive permission from the instructor.

III. Standardized Course Objectives

By the end of the semester, students should be able to:

1. The student should be familiar with basic theoretical concepts and treatment techniques of selected contemporary counseling strategies, adjunctive methods and medically supervised programs for treatment of chemically dependent clients.

2. The student should be able to describe the concepts, procedures and preliminary outcome data related to three models for treatment of chemical dependence: the Minnesota model, the Therapeutic Community approach and Drug Court.
3. The student should be able to describe a broad range of methods for integration of the counseling methods covered in the course with the Minnesota model of recovery, the Therapeutic Community approach and the Drug Court model.

4. The student should be able to describe the treatment strategies, rationale and preliminary outcome data related to gender and racial/culture specific treatment programs.

5. The student should be familiar with the frequency, range, characteristics and treatment considerations for mental disorders commonly diagnosed in chemically dependent individuals.

IV. Teaching Methods

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials and selected guest lecturers.

V. Required and Recommended Texts, and Materials

Required:

Reading package at Longhorn Copy Center.

VI. Course Requirements (395K & 360K)

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.

Exams (395K)

There will be two exams that will count 25% each to the final grade. The exams 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.

Written Assignment (395K)

Students will integrate concepts and methods for one contemporary treatment approach covered in this class for work with clients recovering from chemical dependence. Students are expected to thoroughly research this information related to the population group selected and write a 10-15 page paper integrating treatment concepts, techniques and procedures with either the Minnesota Model program of recovery or the Therapeutic Community model. The paper and bibliography must be typed using APA guidelines. This assignment will count as 50% of the final grade.

Exams (360K)

There will be two exams that will count 25% each to the final grade. The exams will test students' knowledge related to the course objectives/content. The test formats will include short answer questions and essay questions.
Specialized assignment (360K)

Students will complete a specialized assignment including volunteer work at a local CD agency that will contribute 50% of the course grade. Assignments will be negotiated between the student and instructor on an individual basis.

Criteria For Grading Essay Questions and the Written Assignments

For an "A" Paper /Exam Question
1. The question(s) posed by the instructor or student is answered, you have analyzed, described, discussed, etc., whatever was required by the question(s).
2. The answers are complete, specific, all aspects of the questions answered.
3. The paper is well organized (i.e. one thought leads logically to the next, and there are sufficient headers throughout the paper to guide the reader through the material), the argument is supported with detailed content from readings, examples, illustrations, etc.
4. The examples have some originality or depth and are elaborated to some degree.
5. There is proper use of APA Style in citation usage and works cited.

For a "B" or "C" Paper/Exam Question
1. The question is answered, and is essentially correct.
2. The paper is less than complete, some aspects of the question(s) is not answered, the answer is general.
3. The organization is mediocre to poor, needs more detail, headings would help if missing, one thought doesn't necessarily lead to the next, not well supported by content from readings, examples, illustrations, etc.
4. The examples lack detail and originality.
5. Use of APA Style mediocre to poor.

For a "D" or "F" Paper/Exam Question
1. The questions are partially answered and partially correct.
2. The paper is incomplete and general.
3. The organization is poor.
4. There is little or no supporting material
5. Writing does not appear consistent with student's past performance (suspicion of plagiarism or use of someone else's work)

Student's work should reflect a reasonable standard of writing; that is sentences, paragraphs, decent spelling. When the meaning is unclear, you lose credit. A good way to check your sentences is to read your answer silently exactly as you wrote it. Then say the sentence to yourself as you want it to sound. Correct your written sentence to read that way. The answer should be complete, that is, it should stand alone. A good test of completeness is: could someone who had never taken a Social Work course read your answer and understand what you are talking about

Carefully select material to be included in your papers. Too much is as wrong as too little. Ask yourself: does this piece of information address the question at hand, or clarify what I have already said? A common mistake is too include too many main points and to add too little supporting detail (or vice-versa).

Excerpt from The Center for Teaching Effectiveness, The University of Texas at Austin, (No Date). Teachers and Students: A Sourcebook for UT-Austin Faculty. pp. C.8.b-7 - C.8.b-8.
VI. Class Policies
Over and above the criteria explicated above, to attain a grade of "A" in the course, students may miss no more than two class sessions. Students who miss more than three classes will receive a grade no higher than "C".

University Policy
The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by it's policy on scholastic dishonesty. The tradition of intellectual honesty is maintained by the cooperation of students and faculty members. School policy on this subject can be found in General Information 1994-1995. Scholastic dishonesty in this class may result in a grade of F for the course with possible reporting to the Dean of the School of Social Work and the Dean of the Graduate School.
## VII. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Text / Readings</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>Introduction</td>
<td>Waltman, Key ingredients to effective addiction treatment, pp. 429-439.</td>
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<td></td>
<td>Spontaneous Recovery</td>
<td>Klingemann, Coping and maintenance strategies of spontaneous remitters from problem use of alcohol and heroin in Switzerland, pp. 1359-1388.</td>
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<td>Prugh, Recovery without treatment, pp. 24 &amp; 27.</td>
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<td>Problem Solving</td>
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<td>and</td>
<td>Cook, The Minnesota model in the management of drug and alcohol dependency, pp. 735-748.</td>
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<td>Twelve Step Program of Recovery</td>
<td>Videos: 12 Step: The Fellowship and the Program: Front Line: Stopping Drugs - Part I-Treatment</td>
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<td>Feb. 3</td>
<td>Therapeutic Community</td>
<td>DeLeon, The therapeutic community and behavioral science, pp. 74-99.</td>
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<td>DeLeon, Melnick, Schoket &amp; Jainchill, Is the therapeutic community culturally relevant? Findings on race/ethnic differences in retention in treatment, pp. 77-86.</td>
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<td>Guydish, Werdegar, Sorensen, Clark &amp; Acampora, A day of treatment program in therapeutic community setting: Six month outcomes - the Walden House day treatment program, pp. 441-447.</td>
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<td>Date</td>
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<td>Goldkamp &amp; Weiland, Assessing the impact of Dade County’s felony drug court, pp. 1-12.</td>
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<td>Lacks &amp; Leonard, Fear of feelings: Addressing the emotional process during recovery, pp. 69-80.</td>
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<td>Ellis, McInerney, DiGiuseppe &amp; Yeager, Rational emotive therapy with alcoholics and substance abusers, pp. 22-37.</td>
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<td>Toneatto, The regulation of cognitive states: A cognitive model of psychoactive substance abuse, 93-104.</td>
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<td>Date</td>
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<td>Authors and Title</td>
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<td>March 24</td>
<td>Behavior Therapy</td>
<td>Shorkey, Use of behavioral methods with individuals recovering from substance dependence, pp. 135-158.</td>
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<td>Hypnosis</td>
<td>Calajoe, Yoga as a therapeutic component in treating chemical dependency, pp. 33-46.</td>
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<td>Biofeedback</td>
<td>Katz, Hypnosis and the addictions: A critical review, pp. 41-47.</td>
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<td>Acupuncture</td>
<td>Morrison, Dream mapping in chemical dependence recovery, pp. 113-120.</td>
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<td>Dream mapping</td>
<td>Parker, Gilbert &amp; Thoreson, Reduction of autonomic arousal in alcoholics: A comparison of relaxation and meditation techniques, pp. 879-886.</td>
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<td>April 7</td>
<td>Medically Supervised Treatment Approaches</td>
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<td>Methadone</td>
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<td>Clonidine</td>
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<td>Fuller, et al., Disulfiram treatment of alcoholism, pp. 1449-1455.</td>
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<td>Gerra, et al., Clonodine and opiate receptor antagonists in the treatment of heroin addiction, pp. 35-41.</td>
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<td>Hagman, Methadone maintenance counseling: Definition, principles, components, pp. 405-413. A review, pp. 125-130.</td>
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<td>Nigam, Ray &amp; Tripathi, Buprenorphine in opiate withdrawal: A comparison with clonidine, pp. 391-394.</td>
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<td>April 14</td>
<td>Treatment of Dual Disorders</td>
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<td>Fields &amp; Vandenbelt, Dual diagnosis: The who, what, when, and how of treating dual disorders, pp. 29-35</td>
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<td>Kaufman, The psychotherapy of dually diagnosed patients, pp. 9-18.</td>
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### April 21 & 28

**Special Populations**

Specific Treatment Programs

Papers and Project Due - Student Presentation

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**May 5**

Exam#2

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### Bibliography

#### INTRODUCTION & OVERVIEW


#### SPONTANEOUS RECOVERY


#### PROBLEM SOLVING


#### MINNESOTA MODEL


THERAPEUTIC COMMUNITIES


DRUG COURT


PSYCHOTHERAPY


GESTALT


RATIONAL EMOTIVE/COGNITIVE


BEHAVIOR THERAPY


ADJUNCTIVE TECHNIQUES


MEDICALLY SUPERVISED TREATMENT APPROACHES


**GENDER AND RACIAL/CULTURAL ISSUES**


**TREATMENT OF DUAL DISORDERS**


