

**University of North Carolina at Wilmington****School of Social Work, Spring Semester 2017****SWK 595 – Individual and Group Chemical Dependency Treatment  
(King Hall, Room 203)  
Tuesday 5:45-8:30 PM**

Course Instructor – Brian Williamson MSW, LCSW, LCAS, CCS  
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Office Hours: Thursday 9:00AM - 10:30AM, or by appointment

**Catalogue Description:**

This course addresses the preparation and application of individual and group treatment for clients dealing with substance use disorders and chemical dependency. The course will explore social work practice specific to this population to include identifying and incorporating community resources, relapse prevention, and the development of long-term behavioral change necessary to clients for sustaining actualized recovery from chemical dependency and process addictions.

**Course Description:**

This course has been designed to introduce students to the variety of presentations and treatment modalities to engage the therapeutic process for individual and group settings in treating chemical dependency. This course will give the student a working understanding of the Twelve Core functions of Substance Abuse Counseling, discuss DSM-5 diagnostic tools in terms of chemical dependency and dual diagnosis, and provide exposure to therapeutic/theoretical models of clinical practice with both individual and group dynamics.

**Course Objectives:**

At the conclusion of this course, students should be prepared to:

- 1) Have an understanding of the **Screening, Intake and Orientation** process for Chemical Dependency Treatment, to include an awareness of verbal/non-verbal signs and symptoms.
- 2) Communicate an awareness of signs and symptoms related to chemical dependency, and the resulting levels of Addiction treatment (ASAM).
- 3) Understand the impact substance use has on the completion of a bio-psycho-social-spiritual **Assessment**, demonstrating knowledge of the DSM-V Diagnostic Criteria for Substance Use Disorders.
- 4) Verbalize and Integrate a Recovery Plan based on both Harm Reduction and Abstinence models of practice, depending on the individual's needs.
- 5) Demonstrate an understanding of the Twelve Core functions of Substance Abuse Counseling
- 6) Organize a person-centered **Treatment Plan** that includes awareness of physical, mental, emotional, spiritual and social aspects of Relapse Prevention.
- 7) Relay a basic understanding of evidenced-based practices used when facilitating Individual and Group Addiction **Counseling** .

## Textbook:

Perkinson, R. (2011, 4<sup>th</sup> Ed). *Chemical Dependency Counseling*. Los Angeles, CA: Sage Publications.

## Grading Policy:

Abstinence Assignment	20%
Group Facilitation Project	20%
Quizzes/Discussion Boards	20%
Motivation for Change Paper	20%
Attendance / Classroom Participation	20%

**Papers are expected to be written in APA Format.**

**ATTENDANCE...it matters. There is a certain understanding that 'life happens' and classroom attendance can be impacted, but it is expected that each student observes this course as a 'priority' at this point in time, therefore attendance and participation will be factored into each student's final grade.**

## Assignment Overview

### Abstinence Experiment:

How would you be impacted if your daily routine was altered by a need to 'take away' something that has such an integral aspect of how you cope on a day to day basis? Here is your opportunity to find out! Each student will be asked to 'give up' a Substance and/or Activity that they 'truly enjoy' and 'frequently utilize' for a period of thirty (30) days.

Each student will keep a Daily Reflection/Journal that addresses:

- Scaling Activity of 1) how they are impacted by the decision of abstinence (withdrawal - physically, emotionally, mentally, socially, spiritually), 2) their success/inability to abstain
- The feelings/emotions/observations (by self & others) surrounding abstinence from this activity/substance that has had an important role in their daily lives.

At the conclusion of the thirty (30) day period, the student will be asked to write a 3-5 page reflection as to how this assignment has impacted their overall understanding of addiction and abstinence.

### Group Facilitation Project:

The format of this assignment will be dependent on overall class size, as this project will either be worked on individually or in small groups. Each person/group will be expected to design a Chemical Dependency/Relapse Prevention Group session based on the material that is discussed in class.

1. A psycho-educational or process group of 30-45 minutes in length
2. Mastery of material/lesson being presented if a psycho-educational group, as evidenced by ability to answer questions posed by 'participants', offer tangible examples of the material being presented, and comfort/confidence with verbal/non-verbal presentation.
3. The ability to practice therapeutic skills (affective listening, rephrasing, encouragement, rolling w/resistance, seeking exceptions, etc) if conducting a process group, maintaining clear control of the group process and utilizing your co-facilitators appropriately.

4. The 'participants', i.e. the rest of the class, will play predetermined roles during the pseudo-group presentation, either identifying as "Action Stage of Change", "Contemplation Stage of Change" or "Denial of a Problem". 'Participants' (rest of class) will be asked to offer feedback after the pseudo-group to promote class discussion. You will be observed by this writer as you 'counsel', and I will ask several questions after your pseudo-group about your decisions/direction/feedback that you offered, with expectation that you will be able to articulate why you made the choices you did.

There will be a Group written 3-5 page paper as part of assignment. ALL PAPERS ARE DUE THE WEEK FOLLOWING PRESENTATION and will address:

- Factors/Research that determined your Group Design
- Why this group design was determined as beneficial for Relapse Prevention
- How this Group Design does/does not address Bio-Psycho-Social factors of promoting Recovery and preventing Relapse
- Expectation(s) of how you feel the group (participants) will respond/benefit from Group Design
- You will also be asked to complete a peer review explaining how each member of your group contributed to the process.

After facilitation there will be a 5-10 minute discussion about how the facilitator(s) felt about the outcome, and all classmates who participate as 'group members' will fill-out a Scaling survey that assesses the effectiveness of the facilitation.

Here are several suggestions for SA Group-related material, feel free to utilize these materials, but of course you are not limited to this literature in designing your group.

- John Sharry - *Solution-Focused Groupwork*
- Lisa Najavits – *Seeking Safety*
- Mary Velasquez & Gaylyn Maurer – *Group Treatment for Substance Abuse (Activities and Ideas)*
- Terrance Gorski – *Staying Sober*
- Chapter 7 of our class text, *Chemical Dependency Counseling – A Practical Guide*

## Quizzes/Discussion Boards:

Due to half-semester presentation of course, students will be responsible to create and contribute to discussion boards through Blackboard Classroom. The instructor will also implement quizzes over the course of the module through the Blackboard Classroom based on required reading and material discussed during classroom sessions.

## Motivation for Change Paper:

Chemical Dependency is a multi-faceted concern with a potential to impact a variety of areas in an individual's life. When working with an individual who is pursuing recovery a SAC must be cognizant of multiple factors that can impact that individual's level of motivation and overall success. The goal of this 4-6 page paper will be to review Case Study provided by Instructor that offers a Clinical snapshot of a Client during a Clinical Assessment at an Outpatient Facility. Taking the information provided, you will be asked to use your own clinical judgement in creating a Relapse Prevention Plan for this client, which includes identifying (and supporting) potential areas of focus and/or concern, creating four (4) treatment goals for said client, and determining most appropriate interventions to be used to engage client in treating/addressing these goals. Do to the subjective nature and individual interpretation of what you perceive as the most important focus for this client, it will be of utmost importance that you support your decisions with specificity and supportive academic research. APA style is expected.

## University Standards

### **Accommodations for Students with Disabilities:**

Students who have a disability and need accommodations should notify the instructor. In order to obtain such accommodations, the student must officially register with the Office of Disabilities Services located in DePaulo Hall (962-3746) and the instructor with a letter of accommodation which specifies the student's learning needs. Accommodations will be made based on the recommendations of Disabilities Services, and collaboration with the student, to determine how best to accommodate the student's learning concerns.

### **Academic Honor Code:**

As beginning professionals in social work, with a commitment to social work values and ethics, it is assumed that each student will comply with the University's Academic Honor Code. Failure to do so can result in a report to the Dean of Students and could result in academic dismissal from UNCW. Obviously plagiarism has no place in graduate studies and will not be accepted necessitating academic discipline according to UNCW policy. Adherence to the Academic Honor Code is consistent with adherence with the NASW *Code of Ethics*.

### **Electronic equipment in the classroom:**

As adult learners, the faculty assumes that each student will be respectful. Cell phones and iphones should be on vibrate mode while in the classroom if it is necessary for them to be on at all. Should a call come in that requires student attention (family), students are expected to step out of the room to handle the call. Texting, checking email, etc. are not appropriate uses of technology during classroom time. Both access to internet to facilitate class discussion or note taking are appropriate uses of laptops in the classroom.

### **UNCW Student Gender-Based/Sexual Misconduct Policy**

UNCW takes all forms of interpersonal violence very seriously. **When students disclose, first or third-hand**, to faculty or staff about sexual misconduct, domestic violence, dating violence and/or stalking, this information **must be reported to the administration** in order to ensure that student's rights are protected, appropriate resources are offered, and the need for further investigation is explored to maintain campus safety.

There are three **confidential resources who do not need to report** interpersonal violence: UNCW CARE, the Student Health Center, and the Counseling Center. If you want to speak to someone in confidence, these resources are available, including CARE's 24-hour crisis line (910-512-4821). For more information, please visit [www.uncw.edu/sexualmisconduct](http://www.uncw.edu/sexualmisconduct) or [www.uncw.edu/care](http://www.uncw.edu/care).

### **THE UNIVERSITY LEARNING CENTER**

DePaulo Hall 1056 & 1003, first floor

910.962.7857

[www.uncw.edu/ulc](http://www.uncw.edu/ulc)

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following:

- Learning Services (University Studies) <http://www.uncw.edu/ulc/learning/index.html>
  - Math Services <http://www.uncw.edu/ulc/math/index.html>
- Study Sessions <http://www.uncw.edu/ulc/includes/StudySessions.html>
- Supplemental Instruction <http://www.uncw.edu/ulc/si/index.html>
- Writing Services <http://www.uncw.edu/ulc/writing/index.html>

## **Anticipated Course Schedule**

### January 11th (In-Class)

- Introduction to Course Materials
- Review Syllabus
- Outline Three (3) Major Assignments
- Discuss Class Expectations

### (Online)

#### **READING – Chapter 1 – The First Contact**

- Disease Model vs. Moral Issue (Discussion Board)

### January 18<sup>th</sup> (In-Class)

- Progressive Nature of Addiction
- Societal & Cultural Considerations
- **READING – Chapter 3 – The First Hours of Treatment**
- Screening
- Intake
- Orientation
- Determining Level of Care/Treatment

### January 25<sup>th</sup> (In-Class)

- People, Places & Things – Cues for Chemical Dependency and Relapse
- DVD – *Cycle of Addiction*
- **READING – Chapter 4 – The Bio-Psychosocial Interview**
- Bio-Psycho-Social-Spiritual Assessment
- DSM-5 Diagnostic Criteria
- Tolerance & Withdrawal (Physical/Psychological)

### (Online)

- Quiz #1

### February 1<sup>st</sup> (In-Class)

- Chemical Dependency, Social Work, and the Legal System
- **Guest Speaker / TBD**

### (Online)

#### **READING – Chapter 9 – The Steps, 12-Step approach**

- Theoretical Approaches to Treatment (Discussion Board)
- Solution-Focused, Strengths-Based
- Motivational Interviewing, Rolling w/Resistance

**February 8<sup>th</sup> (In-Class)**

- Abstinence vs. Harm Reduction
- Pharmacological Treatment (Pros & Cons)
- HBO Series - *Addiction*

**February 15<sup>th</sup> (In-Class)****READING – Chapter 5 – The Treatment Plan**

- Relapse Prevention Model (Terence Gorski Reading)
- Crisis Intervention

**Abstinence Assignment Due****February 22<sup>nd</sup> (In-Class)**

- **Group Project Presentations**

**March 1<sup>st</sup>**

- **READING – Chapter 15 – The Good Counselor**
- Final Thoughts, Closure

**Motivation for Change Paper Due**