



WINTER 2015

**COURSE TITLE:** DRUGS, SOCIETY, AND HUMAN BEHAVIOR  
**SUBJECT:** HB-Human Behavior  
**COURSE NUMBER:** HB 615  
**INSTRUCTOR:** Tammie B. Glenn, M.S.W.,A.C.S.W.  
**ROOM:** SSW 2816  
**OFFICE:** SSW 2764  
**PHONE:** 810 919 9009  
**E-MAIL:** tglenn@comcast.net  
**OFFICE HOURS:** Scheduled  
**TIME:** Wednesday 9:00 AM-12:00PM

---

## **I. COURSE DESCRIPTION**

Whether they work directly in chemical dependency treatment or in general social service settings, social workers interact regularly with substance-using clients and colleagues. Substance use disorders are ubiquitous within the United States in general and clinical populations and are associated with significant personal, familial, social and economic costs. Disadvantaged groups are especially likely to experience the pernicious consequences of alcohol and drug use, which further complicate their efforts to cope with stressful and discouraging life circumstances.

Although substance use disorders are prevalent and disabling, numerous studies suggest that social workers and other health care professionals fail to identify and intervene with most of the substance-using clients they serve. As a result, opportunities to reduce the suffering of these persons and their families and the deleterious social consequences of their use are lost. This course is designed to provide social work students with a comprehensive introduction to the epidemiology, etiology, prevention and treatment of alcohol and drug use problems. One-half of the courses will address alcohol abuse, since this disorder is, by far, the most commonly encountered and clinically significant psychoactive substance use problem addressed in clinical settings. However, cocaine, marijuana, opioid, hallucinogen, ecstasy, inhalant and other substance use disorders, and related problems such as gambling, food, and sexual addiction, will also be discussed.

## **II. COURSE CONTENT**

Introductory sessions will examine historical issues pertaining to alcohol and drug use, including significant social policies and legislation, and the prevalence of substance use internationally and within specific subpopulations of the United States. The scope, nature, treatment, and prevention of alcohol and drug use disorders within gay and lesbian, ethnic and racial minority, women, aged, and other diverse groups including those of different cultures, classes, religions and with physical and mental disabilities, will be specifically addressed. Medical and social consequences of alcohol and drug use will then be examined in detail. Definitional and theoretical issues, particularly those associated with the diagnosis and presumed etiology of substance abuse problems will be the focus of later classroom sessions. Genetic, psychological, and social factors important to the genesis of substance dependence will be identified. Evidence-based approaches to the treatment of alcohol- and drug-use disorders will be a major focus of this course. Students will develop the capacity to apply a range of scientifically-tested treatment modalities and will

develop screening, assessment, and treatment skills they can use to evaluate and intervene with substance users. Promising approaches to the prevention of substance abuse and policy maneuvers designed to reduce the social costs associated with such abuse are examined. Controversial issues in the addictions will also be addressed. At the conclusion of this course, students will be aware of current issues and treatment approaches in the addictions and be able to apply this learning in practice or other service settings. Ethical and social justice issues affecting social work practice in the addictions will be examined throughout the course, including the proper role of "recovering" persons in addictions treatment, controlled drinking versus abstinence-only treatment goals, and the relative roles of criminal justice and treatment interventions in drug policy. Professional use of self in addictions treatment will be addressed. Skills taught will include training in the use of: (1) numerous alcohol and drug abuse screening and assessment instruments, including the Michigan Alcoholism Screening Test, Drug Abuse Screening Test, CAGE, AUDIT, and TWEAK, (2) various assessment instruments evaluating mental health conditions commonly occurring in conjunction with substance abuse (e.g., Beck Depression Inventory), (3) treatment plans incorporating evidence-based interventions such as brief motivational therapy and relapse prevention, and (4) practice guidelines, treatment manuals, and systematic reviews as evidence-based treatment planning resources.

### **III. COURSE OBJECTIVES**

1. To introduce students to the international epidemiology of substance use disorders and to the prevalence and characteristics of substance use problems within different subpopulations of the United States, including gay and lesbian, ethnic and racial minority, women, aged, and other diverse groups including people from different cultures and classes and those with physical and mental disabilities or holding different religious views.
2. To provide students with an awareness of different conceptual accounts of substance abuse and an understanding of important factors in the etiology of substance use problems.
3. To examine important genetic, psychological, and socioeconomic factors in the etiology of substance abuse.
4. To provide students with a detailed account of the social, economic, and personal (i.e., biomedical and psychological) costs of alcohol and drug use.
5. To examine useful instruments for screening, assessing, and diagnosing substance-abusing clients and to develop screening, assessment, and treatment skills through practice.
6. To increase students' awareness of new developments in (e.g., motivational interviewing, brief interventive therapy, etc.), and capacities to apply evidenced-based approaches to, treatment of substance dependent clients.
7. To introduce students to important issues or concerns (e.g., psychiatric comorbidity, polysubstance abuse, special populations considerations) relevant to the success of substance abuse prevention and treatment approaches and policy issues pertinent to social justice considerations.
8. To introduce students to international and national policy and legislative measures aiming to reduce the supply of, and demand for, licit and illicit substances.

9. To examine the attributes and effectiveness of current approaches to the primary, secondary, and tertiary prevention of substance use disorders.
10. To examine epidemiological, etiological, treatment and prevention considerations as they apply to tobacco, marijuana, cocaine, opioid, hallucinogen, and other substance use problems.
11. To examine social and economic justice perspectives on alcohol and drug issues as they impact social work practice in the addictions.
12. To examine professional use of self in substance abuse treatment and to foster commitment to the social work profession in relation to substance use disorder interventions.
13. To provide students with the skills they need to conduct comprehensive substance use assessments, assign diagnoses consistent with the DSM-IV and other nosological systems, and the skills necessary to select and apply leading evidence-based interventions.

#### **IV. COURSE DESIGN**

Lectures, films, guest lecturers and discussions will constitute the principal didactic formats. Course requirements will consist of four 3-5 page book reviews.

Book reviews should summarize the content of the book in 1-2 pages and then include 3- pages critiquing the book vis-à-vis its stylistic merits and usefulness to students and practitioners in the addictions. Each student should be prepared to discuss their critique of each book. Classroom practice sessions will also be part of course expectations

See outline for expectations for Group presentation.

Attendance is expected and assignments should be completed consistent with the schedule indicated unless otherwise approved by the instructor. Two or more unexplained absences or repeatedly being late to classes will result in the loss of 9 points (i.e., one grade).

If you have a learning disability, sensory, or physical disability or other impairment or if English is your second language and you may need special assistance in lecture, reading assignments, and/or testing, please contact the instructor.

There are a total of 100 possible points for the class.

4 book reports at 10 points each	=	40 points
Group presentation	=	50 points (5 points per bullet point)
Attendance/Discussion	=	10 points
		100 points

## **V. RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

- *Multiculturalism and Diversity* will be addressed through examining the prevalence, causes, and consequences of substance abuse in a wide variety of oppressed and at-risk populations and the impact that chemical dependency and substance abuse have on individual members of these groups and on the efforts of these populations as a whole to overcome their disadvantaged circumstances.
- *Social Justice and Social Change* will be addressed by evaluating the empirical literature pertaining to the differential impact of contemporary drug laws and policies on oppressed and at-risk populations and the differential criminal justice response to drug-using members of oppressed groups.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through a comprehensive and systematic examination of prevention and treatment interventions aimed at reducing the social toll taken by substance use disorders on our society. Risk and resiliency factors and evidence-based prevention and treatment approaches will be a major component of the course.
- *Behavioral and Social Sciences Research* will be reflected in a number of the evidence-based approaches to substance abuse prevention and treatment we will study in this class and in many of the course readings.

## **VI. RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES**

Chemical dependency and its treatment within the human services and criminal and juvenile justice systems raise a host of ethical issues relevant to social work practice. We will examine the NASW Code of Ethics in relation to practice in this area and a set of specific issues including the appropriate role of criminal sanctions for substance users, the effective use of national and local policy to promote greater health on the part of citizens vis-à-vis substance abuse, and issues specific to chemical dependency treatment including confidentiality and effective professional communication.

## **VII. SOURCE MATERIALS**

The following books are the texts for the class and a book review will be written on each book. The first book review will be written on a book of your own choosing describing an individual's personal experience with active chemical dependency or recovery. I would recommend, "Dry," by Augusten Burroughs, "Drinking: A Love Story," by Carolyn Knapp, "A Million Little Pieces," by James Frey, or another book that looks personally interesting to you. The purpose of the first book review is to whet your appetite for further reading and study in this area and I will be flexible in allowing you to select a book of your own choosing for this first assignment.

Required:

**1. Streissguth, Ann (2012). Fetal Alcohol Syndrome; A guide for families and Communitites. (10%)**

Compelling and easy to understand, this book explains the medical and social issues surrounding fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE).

Compassionately written by the expert psychologist who conducted some of the earliest examinations of children with FAS and FAE more than 20 years ago, this guidebook explains how to identify and work with children and adults who have the disorder and how to educate prospective mothers and society at large. Photographs, illustrations, and case studies reveal the physical and behavioral manifestations of FAS and FAE, particularly in children. For parents, educators, pediatricians, psychologists, adoption workers, social workers, nurses, and child care providers, this timely book speaks to everyone seeking an understanding of the challenges faced by children who have these entirely preventable disabilities.

**2. Perkins, R.R. (4<sup>th</sup> edition). Chemical dependency counseling. Thousand Oaks, CA: Sage. (10%)**

This text is a highly useful overview of chemical dependency treatment and includes a comprehensive appendix incorporating a wealth of materials for conducting chemical dependency assessments and individual and group treatment exercises. It is a very practical and clinically-oriented text written for the student practitioner who wants to gain expertise in this area.

**3. Miller, W.R., & Rollnick, S. (2002). Motivational interviewing. New York: Guilford Press. (10%)**

Many students believe that this text should be required reading for anyone interested in interpersonal practice in the social work area. Although the motivational interviewing treatment approach was originally developed in the chemical dependency area, the methods it employs generalize to treatment of most human problems. It is a powerful and innovative clinical method that is now widely used in substance abuse and dependency treatment settings across globe. This book has achieved the status of a classic in the field.

**4. A book of your own choosing about an individual's experience with active addiction or recovery from addiction or both.**

Note: Copies of all required course materials are on reserve.

Numerous quality books addressing different aspects of substance use are available in the University of Michigan Library System, depending on need or interest. The instructor is pleased to recommend relevant books to students if asked.

## VIII. COURSE OUTLINE

**Session One:**  
January 7<sup>th</sup>

### **COURSE OVERVIEW AND HISTORICAL AND EPIDEMIOLOGICAL ISSUES IN ALCOHOL ABUSE**

This session will address basic epidemiological issues and will place alcohol use in its historical and cultural context.

Topics:

1. Overview of Course
2. History of Alcohol and Drug Use
3. Global, National, and Social Work Significance of Substance Use Disorders
4. Epidemiology of Alcohol and Other Drugs

**Session Two:**  
January 14<sup>th</sup>

### **DEFINITIONAL, CONCEPTUAL, AND ETIOLOGICAL ISSUES IN THE ADDICTIONS**

This session will overview various definitional and theoretical issues in the addictions and major etiological models.

Topics: Definitions, Conceptions and Theories of Alcohol and Drug Abuse.

1. Etiological factors in the Development of Substance Use Disorders
  - a. Genetic/Biological
  - b. Psychological
  - c. Social/Cultural

**Session Three:**  
January 21<sup>st</sup>

### **MEDICAL AND SOCIAL CONSEQUENCES OF ALCOHOL ABUSE AND ALCOHOLISM**

This session comprehensively addresses the social and physical effects of alcohol abuse and alcohol dependence from individual and societal perspectives.

Topics:

1. Medical Complications of Alcohol and Drug Abuse.
2. Social Consequences of Alcohol and Abuse
  - a. Effects on Families, Employment, Crime, etc.

**(1<sup>st</sup>)Personally-Selected Book Review Due**

**Session Four:**  
January 28<sup>th</sup>

### **SOCIAL AND ECONOMIC ISSUES IN ALCOHOLISM AND INTRODUCTION TO SCREENING FOR ALCOHOL ABUSE AND ALCOHOLISM**

This session will expose students to a number of useful screening instruments and will conclude the discussion of the social and economic consequences of alcohol abuse and alcoholism.

Topics:

1. Economic Costs of Alcohol Abuse and other Economic Issues.
  - a. Alcohol-Related Trauma; Air, Motor Vehicle and Water Safety, High-Risk Sexual Behavior, and Violence.
  - b. Economic Costs of Alcohol Abuse and Treatment of Alcohol Use Disorders.
  - c. Social and Economic Justice Concerns Related to Alcoholism
2. Screening and Assessment of Alcohol Problems: Skills Building Exercise.

**Session Five:**  
February 4th

### **TREATMENT CONSIDERATIONS, SPECIAL POPULATIONS, AND PSYCHIATRIC COMORBIDITY**

Tailoring treatment to special client groups including those with mental health problems will be the focus of this session.

Topics:

Treatment of Alcohol Abuse and Dependence: What Works in Alcoholism Treatment? Motivating Clients to Change and Assessing Readiness to Change. Matching Clients to Treatment.

- a. Overview
  - i. Settings (inpatient/outpatient, etc.)
  - ii. Format (individual/group/family)
  - iii. Modalities (A.A., antabuse, cognitive-behavioral, etc.)
- b. Special Populations Considerations
- c. Psychiatric Comorbidity and Polysubstance Abuse: Skills building assessment exercise.

**Session Six:**  
February 11th

### **EVIDENCE-BASED ALCOHOLISM TREATMENTS**

This session introduces four evidence-based interventions for the treatment of alcohol abuse and alcoholism.

Topics:

1. Specific Alcoholism Treatment Modalities
  - a. Brief Intervention Approaches
  - b. Antidipsotropic Medications
  - c. Aversion Therapies
  - d. Behavioral Self-Control Training

**(2<sup>nd</sup>) FASD Book Review Due**

**Session Seven**  
February 18th

**EVIDENCE-BASED ALCOHOLISM TREATMENTS  
(CONTINUED)**

Four additional evidence-based treatments are discussed this session including those that have a cognitive-behavioral and self-help orientation.

Topics:

1. Specific Alcohol Dependence Treatment Modalities
  - a. Self-Help Groups
  - b. Relapse Prevention
  - c. Marital and Family Therapy
  - d. Coping and Social Skills Training

**Session Eight:**  
February 25th

**EVIDENCE-BASED ALCOHOLISM TREATMENTS  
(CONTINUED)**

Topics:

Final Discussion of Specific Alcohol Dependence Treatment Modalities

- a. Anxiety and Stress Management
- b. The Community Reinforcement Approach
- c. Psychotropic Medications
- d. Selecting Treatments and Matching Clients to Treatments

**(3<sup>rd</sup>) Perkins Book Review Due**

**Chapters: -The first Hours**

**-Bio-psycho-social Interview**

**-The Treatment Plan**

**-Adolescent Treatment**

**-Discharge Summary and Aftercare**

**Session Nine:**  
March 11th

**EVIDENCE-BASED ALCOHOLISM TREATMENTS  
(CONTINUED)**

Topics:

1. **Putting It All Together: Multi-modal Treatment**

**Session Ten:**  
March 18th

**EVIDENCE-BASED ALCOHOLISM TREATMENTS  
(CONTINUED)**

**(4<sup>th</sup>) Miller & Rollnick Book Review Due**



**Session Eleven:**  
March 25th

**CONTROVERSIAL ISSUES AND ETHICAL AND SOCIAL JUSTICE CONCERNS IN THE ADDICTIONS/INTRODUCTION TO PHARMACOLOGY**

Topics:

1. Controversial Issues in the Alcohol Studies and Treatment Areas
  - a. Controlled Drinking by Alcoholics vs. Abstinence-Only Treatment Goals
  - b. Consequences of the War on Drugs
  - c. The Effectiveness of Alcoholics Anonymous
  - d. Denial and Motivation in Alcoholism Treatment
  - e. Co-Dependency and Adult Children of Alcoholics
  - f. The Validity of Alcoholics' Self-Reports
  
2. General Considerations in Drug Abuse
  - a. Routes of Administration
  - b. Dosage Forms
  - c. Pharmokinetics
  - d. Metabolism
  - e. Factors that influence drug metabolism:
    - i. Age
    - ii. Circadian Rhythms
    - iii. Drug Interactions
    - iv. Purity and Potency
    - v. Set and Setting
    - vi. Tolerance
  - f. The neurochemistry of addiction
    - i. Neurotransmitter systems
    - ii. Neuroanatomical considerations

**Session Twelve:**  
April 1st

**MARIJUANA ABUSE**

Topics:

1. Marijuana Abuse and Dependence
  - a. Epidemiology
  - b. Etiology
  - c. Consequences
  - d. Assessment/Treatment: Skills Exercise
  - e. Prevention

**Session Thirteen:**  
April 8th

**STIMULANTS**

Topics:

1. Stimulants: Cocaine, Amphetamines, Caffeine, Nicotine and Other Drugs
  - a. Cocaine
  - b. Amphetamines
  - c. Caffeine
  - d. Nicotine
  - e. Other
    - i. Khat
    - ii. Betel Nuts
    - iii. Yohimbe
    - iv. Ephedra

**Session Fourteen:**  
April 15th

**OPIOIDS, SEDATIVES, ANXIOLYTICS, AND INHALANTS**

Topics:

1. Opioids
2. Sedative – Hypnotics
3. Anxiolytics
4. Inhalants

**OTHER DRUGS OF ABUSE**

Topics:

1. Hallucinogens
2. Over-the Counter Medications
3. Steroids
4. Controversial Issues: Legalization, Drug Testing, etc.
5. Methods of Treating Drug Dependence.