

**Bryn Mawr College
Graduate Social Work Department
Social Work with Substance Use Disorders**

Summer 2022, Session II

I. COURSE NUMBER:

bmc.SOWK.B567.001.4W1.S21

II. COURSE TITLE: Social Work with Substance Use Disorders
June 20, 2022 – July 21, 2022

**Mondays and Thursdays 6:30-9:30pm remote
Synchronous time 6:30pm-8:30pm**

****Monday June 20 and Monday July 4 are holidays; on those weeks we will meet Tuesday instead of Monday****

III. INSTRUCTOR: Christina E.J. Belknap, MSW, LCSW
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IV. CREDIT HOURS: 3 Graduate Credit Hours

V. BMC, MSS PROGRAM MISSION STATEMENT AND GOALS

Mission Statement

The Graduate Social Work Department provides a quality, affordable and accessible Master of Social Work Degree in preparation for a career in an evolving, complex, technological, and global society. It prepares graduates who can think critically, communicate effectively, embrace diversity, practice ethically, respond to the needs of vulnerable and oppressed populations, are committed to social justice, and are competent to practice with individuals, families, and communities.

Program Goals

1. Provide a quality Master of Social Work Program in accord with the standards of the Council on Social Work Education and the PA State System of Higher Education.
2. Prepare graduates to practice competently and ethically with individuals, families, and communities.

3. Prepare graduates to think critically, communicate effectively, and engage in research in the practice of social work.
4. Prepare graduates to practice social work with a commitment to social justice.

VI. COURSE DESCRIPTION:

Catalog Description:

This course reviews the major theoretical approaches to understanding substance use disorders and to assessment and treatment with individuals, families, groups and communities. The pharmacology of drugs and alcohol and the nature of addiction are included, as are the influence of culture, ethnicity, gender, the peer group, and social deviance. The principles of self-help and therapeutic communities are applied.

VII. THEORETICAL FRAMEWORK

The Bryn Mawr College MSS program strives to be on the cutting edge of theory-driven and research-informed practice. To this end, the program takes an integrative approach to Social work practice with individuals, families and communities. This approach incorporates a number of theories, perspectives and models for practice with the various levels of social systems, depending on mutually identified strengths, needs and goals. What is central to this approach is the importance of a collaborative relationship between the social worker and those served, building on strengths and working together to affect meaningful and socially just change. The theories and models incorporated include, but are not limited to: attachment theory, a developmental perspective, the ecological perspective, conflict theory, the empowerment perspective, feminist theory, crisis theory, the risk/resiliency model, the social justice perspective, the social action model, social constructivist theory, social exchange theory, social learning theory, social systems theory, theories of social change and the strengths perspective.

Course in the MSS Curriculum:

As a professional degree program, the MSS curriculum is designed as progressive, building on foundation and moving to more advanced material. Additionally, there are several core areas, consistent with the values and objectives of the profession, integrated in the graduate curriculum. The paragraphs below are descriptions of how this course is related to others in the curriculum.

Place in the curriculum. SWG 570: Social Work with Substance Use Disorders is an advanced elective usually given after students have completed at least their first year of coursework. Alternatively, they may have achieved advanced standing through completion of an appropriate bachelor's of social work program. Therefore, students are in position to apply knowledge of a broad range of practice approaches and client groups, human behavior theories and skills of behavioral research to their study of substance use disorders. They can apply concepts from

major program themes such as the strengths perspective, influence of oppression and the importance of diversity and culture. They should understand the interrelationships of mezzo, macro and micro theory in application to this client group. They learn more specific practice skills than in the first year foundation curriculum.

Relationship to social justice, an orientation to client diversity, oppression, women's issues and social work values and ethics. Students learn principles of social justice, through the study of how advertising policy and policy regarding issues such as availability of alcohol and drugs, and drunk driving affect the use and abuse of substances. The inadequate provision for the homeless also emphasizes issues of social justice. There is a particular unit on diversity and students learn about the differential effects of substance abuse and treatment regarding women, ethnic and racial groups and special populations. Social work values and ethics are emphasized throughout and include issues such as beginning where the client is, maintaining client dignity, and fostering self-actualization.

VIII. COURSE OUTCOMES

The BMC Graduate Social Work Department has adopted a competency-based, outcome performance approach to its curriculum consistent with the Educational and Policy Accreditation Standards (EPAS) of the Council on Social Work Education (2008). Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. Each course is designed to provide students the opportunity to develop and demonstrate certain core competencies through measurable practice behaviors. The following are the outcomes/competencies for this course with the related, CSWE Educational Policy Core Competency or Competencies in parentheses afterward. Expected practice behaviors are measured by the various assignments (written and oral) for this course and can be viewed on the Assignment Description and Practice Competencies Behaviors Table on Page 7.

1. **Develop effective oral and written communication in working with people with substance use disorders.** (EP 2.1.3) – Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
2. **Understand diverse populations may have unique needs for assessment and intervention with their substance use disorders.** (EP 2.1.4) – Engage diversity and difference in practice.
3. **Apply knowledge of the various theories, perspectives, and models of substance use disorders including harm reduction, psycho-pharmacology, learning theory, cognitive behavioral, as well as self help approaches.** (EP 2.1.7) – Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
4. **Demonstrate ability at assessment of substance use disorders, including a drug history and a bio/psycho/social/cultural/spiritual perspective.**

(EP 2.1.10b) – Collect, organize, and interpret client data.

5. Apply techniques at motivational interviewing and other interventions.

(EP 2.1.10c) – Help clients to resolve problems.

6. Understand the influence of prevention in the use and abuse of alcohol and drugs.

(EP 2.1.10c) – Implement prevention interventions that enhance client capacities.

7. Understand the influence of social policy in the use and abuse of alcohol and drugs.

(EP 2.1.8) – Analyze, formulate and advocate for policies that advance social well-being.

IX. TEXTS:

Required Texts:

There is no required text for this course. Materials will be provided via moodle site including articles and videos.

X. METHODOLOGY:

In addition to lectures and class discussions, there will be role-playing of client and social worker interactions. We will meet in groups and role-play client behavior and group reactions to illustrate the use of group process and structure. Guest speakers will present their expertise and perspectives on: therapeutic modalities, substance abuse with the adolescent population, recovery, and peer support. The professor will utilize PowerPoint presentations on key issues. Audio-visual material on the effects of alcohol and other drugs will be included. Students will be invited to share their process recordings of interventions with substance use clients as a means of beginning class analysis of relevant dynamics.

XI. COURSE/CLASSROOM EXPECTATIONS

- *Class attendance* – Students are expected to attend the entire class each session every week. Timeliness is expected. More than two absences or repeated lateness will result in a lower overall grade. Students are expected to notify the instructor prior to any absences or late arrivals and must get missed material from classmates.
- *Course readings* – Students are expected to complete and be prepared to discuss the assigned readings. Class discussions and lectures are designed to be an integration of course material, not a review of all required readings. Students are accountable for assigned material not covered in class.
- *Respectful interactions* – Students are expected to interact with instructors and peers in a respectful, professional manner (e.g. active listening in class, use of non-discriminatory language, use of constructive debate and feedback, appropriate and professional use of email). Please refrain from use of electronic media including mobile phones or laptops to communicate with others during class time. To create

ongoing professional and interactive class engagement, please have your videos on during zoom sessions unless otherwise communicated.

- *Timely completion of written assignments* – Students are expected to complete written assignments in a timely manner. Late assignments will only be accepted with *prior* approval from the instructor.
- *Professional quality of written assignments* – Students are expected to produce professional quality work. This includes using non-sexist and inclusive language, not engaging in plagiarism (intended or unintended), giving credit to original author(s) for concepts and ideas that are not the student's own, and using scholarly references to support one's ideas in APA format. APA manuals are available for purchase at the BMC bookstore. The following is the complete citation for the manual:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

An excellent online resource for APA style is available through the OWL (Online Writing Lab) at Purdue University: <http://owl.english.purdue.edu>.

- *Plagiarism* – Plagiarism is a serious violation of Bryn Mawr College's [Academic Integrity Policy](#) and can result in expulsion from the University. Students admitted to Bryn Mawr College for a Master's degree in social work are expected to have a clear understanding of plagiarism, including its consequences and how to avoid it. Any student who does not feel prepared to submit graduate-level work that is properly cited must take it upon themselves to become familiar with standards of citation and documentation.
- *Support* - Students who need academic support are expected to take advantage of the University's Writing Center services, including on-line and in-person tutorials: Course instructors are also available during office hours for additional help with course assignments or content.
- *Persons with Disabilities Accommodations* - We at Bryn Mawr College wish to make accommodations for persons with disabilities. Please make your needs known by contacting your academic advisor or department chairperson and/or the Office of Services for Students with Disabilities. Sufficient notice is needed in order to make the accommodations possible.

XII. ASSIGNMENTS and DESCRIPTIONS

1. Student Session Presentation 20%
2. Case Conceptualization Paper (Based on Movie) 25%
3. Final Course Portfolio 25%
4. Class Participation 30%

Assignment # 1: Student Session Presentation (20% of grade)

1. Sign up and present in class main points, thoughts, and theory discussed in the readings/videos/or podcasts for that session ending with 2-3 questions to begin group discussion. **This should be about 30 minutes max (including discussion time).**

Use PPT, visual, or make a handout to partner with your discussion and upload to discussion board beforehand if you can

Each student presentation must at minimum address the following:

- a. Give a brief overview of the assigned materials for this class session.
- b. Main points, main take aways, what stayed with you? Impacted you?
- c. How did these materials add to or complicate your understanding of the topic for this session?
- d. What theory, if applicable (some may not have this), was used and how does it add to your understanding of social work with substance use?
- e. Please create **2-3 discussion** questions for the class to lead our full group discussion

2. **Assignment #2: Case Conceptualization, Due July 11th, 2022 (25% of grade)**

Submit Via Moodle, see Rubric below or on Moodle

8-10 pages Double Spaces, APA, include 3-5 citations

Movie Choices: Please consider some of these films are more graphic and may be more triggering than others; ask professor for recommendation if need be.

- i. Trainspotting
- ii. Flight
- iii. **Beautiful Boy**
- iv. **Ben is Back**
- v. **Gia**
- vi. **A Star is Born**
- vii. **The Way Back**
- viii. Requiem for a Dream (*Trigger warning, extremely graphic movie*)
- ix. **Walk the Line**
- x. **Wild**
- xi. **Hillbilly Elegy**
- xii. **Cherry**
- xiii. Spun
- xiv. Drugstore Cowboys

- xv. Other: If you have a movie you'd like to use that isn't here, speak to professor

****RUBRIC: Please Use these Outline Headings when completing assignment!****

8-10 pages Double Spaces, APA, include 3-5 citations

Briefly Give a Summary/ Overview of Plotline (1/2 page, 1 page max)

Identifying Information (To the best of your ability: Age, race, ethnicity, socio-economic status, employment status, religious/spiritual affiliation, region they live in). *You can say 20's, 30's etc. if not sure for age.*

Biological/Medical Factors: Medical, biological aspects

Strengths, Assets, Resources

- Internal and external/environmental resources/resilience
- coping skills
- risk and protective factors
- strengths based perspective!

Presenting Problem(s) (Include major symptoms you notice and present a case for potential mental health that you observe whether diagnosed or not). What is drug(s) of choice? Please support your observations with citations as necessary. For example, if you are going to state that you feel a person presents with symptoms in line with depression criteria, site the DSM or scholarly articles to support this.

Predisposing Factors and Developmental History

What has contributed to substance use and/or mental health? If you had to track back important factors, experiences, etc. what would they be? How does the individual show ideas around self-esteem, self-worth, or possible shame/guilt?

- Were there influences on development that were not human, i.e. books, music, hobbies, fantasy play, etc.
- Identify and critically analyze how **racial, cultural, ethnic, and/or gender factors** (if any) may have played a role in development across the lifespan
- Possible theories to support: Erikson's psychosocial stages, Freud's psychosexual stages, Piaget, Bronfenbrenner (Proximal processes)
- Environment goodness of fit (growing up and present)

Significant Relationships & Attachment

- Include here what attachment style you feel this person has.
 - View of self
 - View of others

- How does he/she regulate emotions, how would you describe distress tolerance/window of tolerance?
- Explore the significance of connection, belonging, vulnerability, and relationships for this individual over time. How have these factors influenced problem areas? Are they protective or enabling or both?
- Who were the older/wiser influences for your individual?
- Explore the role of relationships, connection, and belonging for your case in terms of current challenges and recovery.

Cognitive-Behavioral

- Any learned associations/paired (classical conditioning)
- Any vicarious learning/modeling (social learning theory)
- Cognitive distortions?
- Core beliefs or automatic thoughts?

Stages of Change

How does the individual move through stages of change?

Treatment Plan and Interventions

If you were working with this individual, how would you employ use of self? What approach to therapy do you feel would work best and what interventions would you explore? What form of treatment would you recommend? Be thorough and decisive here.

- Design a treatment plan for this client and present it in a succinct way, link culture, theory lens, past treatment, and current treatment to your clinical plan for the future of this client. Minimum 3 goals and how they will be achieved.
- Remember to include level of care recommended, family involvement, support groups be sure to create and present a comprehensive treatment plan.

3. Assignment 3: Final Course Portfolio, Due July 21st, 2022 (25% of grade)

Submit via Moodle 10-15 pages double spaced, APA

Portfolio: At the end of the course, registered students will prepare a portfolio that represents their learning and development through the course. This should be anywhere from 10-15 pages. I encourage you to be as creative as you like while using thoughtful and critical reflection. Use citations as necessary to support your work.

Part 1: An introduction (3-5 pages double-spaced) that offers framing for what you feel you have learned throughout the course and insight gained.

Include:

- Considering your own personal/clinical ideology, how would you define addiction and how would you define recovery?
- What does it mean to you to be a social worker serving substance use & addiction populations?
- What are the values, frameworks, theories, or beliefs that you will BRING to this work and use in practice?

What does/will this look like? ****Name at least 3 discussed in class****

- If applicable, what does it mean to you to bring your personal experience to the field?
- How will you use or consider the following. **Include:** 1. *boundaries*, 2. self-disclosure, 3. use of self, and 4. *self-care* in your direct practice.

Part II: 5 pairs of artifacts and reflections (see definitions below) minimum 300-500 words on what they say/how they inform your work with substance use and addiction populations /or represent your learning from this course. This can be a photo, snapshot of something we did in class, something you draw, piece of writing, or something you saw in your everyday life that meaningfully relates to our work and your development through this course.

- **Definitions:** There are two distinct pieces to each selection included in the portfolio: **the artifact** and the reflection on it. The artifact is a visual representation of a particular experience. A focused, precise, and **substantive reflection** should accompany each artifact. Each reflection should be at least 300 words but no more than 500 words. This reflection might include a title, a brief explanation of the context from which the artifact comes, and most importantly, a thoughtful, critical analysis of the significance of the artifact.

Part III: A conclusion (1-2 pages double-spaced) that offers a glimpse at how you see this course informing your work in education moving forward.

4. **Class Participation: Ongoing (30% of grade)**

Student should engage in each session and participate meaningfully with professor and peers both in small and large group settings.

Assignment and Competency Behaviors Table

Assignment	Program Goals Addressed	Course Outcomes/ Practice Competencies	% Grade
Class Presentations (2)	2,3	1,2,3,5	50%
Case Conceptualization	2,3,4	1,2,3,5,6,7	30%
Final Portfolio	1,2,3	1,2,3,4,6,7	20%

XIII. GRADING SCALE:

Satisfactory : 84% and above

Satisfactory - : 77% - 83%

Unsatisfactory : 77% and below

Any student who receives a S- (marginal satisfactory) 77% - 83% will be referred to CAPS. Professor will reach out individually to any students whose attendance or academic engagement may warrant concern around mid-way in the course to assess for needed support or action steps.

XIV. COURSE OUTLINE

Session 1 *Monday is a Holiday, Meet Tuesday June 21, 2022** Introduction: Social Work Perspective on Substance Use/Abuse

Session 2 June 23, 2022: Screening and Assessment- understanding resistance to treatment

Required Readings:

American Psychiatric Association (2013). Substance-related and Addictive Disorders Fact Sheet.

Use of Self: A Primer Revised (Dewane, 2006)

West, R., Miller, P. (2011). What is the purpose of diagnosing addiction or dependence and what does this mean for establishing diagnostic criteria? *Addiction*, 106, 863-865.

Flora, K. (2012). Recovery from substance abuse: A narrative approach to understanding motivation and ambivalence about change. *Journal of Social Work Practice in the Addictions*, 12(3): 302-315.

Session 3: June 27, 2022 Neurobiology & Substance Use

Required Reading:

Buchman, D., Illes, J., & Reiner, P. (2011). The paradox of addiction neuroscience. *Neuroethics*, 4(2), 65-77.

Quit Like a Women, Ch2, Holly Whitaker

Clinical Neuroscience of Addiction: Annual Review (Ray and Grodin, 2021)

Recommended Reading:

Alexander, B.K., Coombs, R.B., and Hadaway, P.F. (1978). "The effect of housing and gender on morphine self-administration in rats," *Psychopharmacology*, Vol 58, 175–179. PMID 98787

Session 4: June 30, 2021: Opioid Epidemic

Blanken, P., Hendriks, V. M., van Ree, J. M. & van den Brink, W. 2009. Outcome of long-term heroin-assisted treatment offered to chronic, treatment-resistant heroin addicts in the Netherlands. *Addiction*, 105, 300-308.

Narrative Politics in Policy Discourse: The Debate Over Safe Injection Sites in Philadelphia, PA (Lofaro and Miller, 2021)

Videos and Podcast Episode : Please see moodle

Recommended Reading:

Macy, B. (2018). *Dopesick*. New York: Back Bay Books/ Little Brown and Company.

Karoll, B.R. (2010). Applying social work approaches, harm reduction, and practice wisdom to better serve those with alcohol and drug use disorders. *Journal of Social Work*, 10(3), 263-281.

Volkow, N. (2017) The Role of Science in Addressing the Opioid Crisis. *The New England Journal OF Medicine* 391-394.

Session 5 * Monday is a Holiday, meet Tuesday July 5, 2022 – Peer Support Models**

Kelly J, Magill M, Stout R. 2009. How do people recover from alcohol dependence? A systematic review of the research on mechanisms of behavior change in Alcoholic Anonymous. *Addiction Research & Theory*. 17, 236-259

Holly Whitaker, Quit Like A Women chapter “AA Was Created for Men”

Laura McKowen, We Are the Luckiest chapter 4

Recommended Reading:

Temme, L.J., Fenster, J., Ream, G.L. (2012). Evaluation of meditation in treatment of chemical dependency. *Journal of Social Work Practice in the Addictions*, 12(3): 264-281.

Witkiewitz, K., Marlatt, G., & Walker, D. (2005). Mindfulness-based relapse prevention for alcohol and substance use disorders. *Journal of Cognitive Psychotherapy: An International Journal*, (19)3, 211-226.

Szalavitz, M. (2017). *Unbroken brain: A revolutionary new way of understanding addiction*. New York: Picador St. Martin's Press. The 12-Step Conundrum, 209-223.

The Big Book, the Basic Text for Alcohol Anonymous The Doctors Opinion- www.alcoholics-

anonymous.org

Lee Ann K. 2009. Alcoholics Anonymous effectiveness: Faith meets science. *Journal of Addictive Diseases*. 28, 145-57.

Session 6: July 7, 2022 - Interventions and Treatment

Required Reading:

The Addicted Mind: 28: Hearing The Muse - Music Therapy with AmyLynn Dimaano (podcast)

Smith, C.B.R. (2012). Harm reduction as anarchist practice: a user's guide to capitalism and addiction in North America, *Critical Public Health*, 22(2). 209-21.

videos and other media, see moodle

Recommended Readings:

Naar-King, S., Earnshaw, P., Breckon, J. (2013). Toward a universal maintenance intervention: Integrating cognitive-behavioral treatment with motivational interviewing for maintenance of behavior change. *Journal of Cognitive Psychotherapy: An International Quarterly*, 27(2): 126-137

Szalavitz, M. (2017). *Unbroken brain: A revolutionary new way of understanding addiction*. New York: Picador St. Martin's Press. 224-242

Meier, P.S., Barrowclough, C. & Donmall, M.C. (2004.) The role of the therapeutic alliance in the treatment of substance misuse: a critical review of the literature. *Addiction*, 100, 304-316.

Session 7**July 11, 2022 – Co-occurring psychiatric & substance use disorders +**

MAT Guest Speaker Dr. Baurer

****** CASE CONCEPTUALIZATION PAPER DUE ******

Required Reading:

Psychodynamic Treatment with the Addicted Person (Baurer 2021)

Georgeson B. (2009). The Matrix Model of dual diagnosis service delivery. *Journal of Psychiatric and Mental Health Nursing*. 16, 305-310.

Kleber H. 2008. Methadone maintenance 4 decades later: Thousands of lives saved but still

controversial. *JAMA*, 19, 2303-2305.
videos and other media, see moodle

Recommended Reading:

Conrad, P.J., Stuart, S.H. (2005). Cognitive behavioral treatments for comorbid substance use and psychiatric disorders: Strengths, limitations, and future directions. *Journal of Cognitive Psychotherapy: An International Quarterly*, 19(3): 261-284

O'Hare, T., Sherrer, M. (2012). Substance use motives in people with severe mental illness: comparisons among four diagnostic groups. *Journal of Social Work Practice in the Addictions*, 12, 370-390.

Wesson, D.R. & Smith, D.E. (2010). Buprenorphine in the treatment of opiate dependence. *Journal of Psychoactive Drugs*, 42(2), 161-175.

Session 8: July 14, 2022 - The Role of the Family

Excerpt from Beautiful Boy (moodle)

Attachment, A Matter of Substance: The Potential of Attachment Theory in the Treatment of Addictions (Fletcher, Nutton, and Brend; 2015).

Relational Pathways to Substance Misuse and Drug-Related Offending in Women: The Role of Trauma, Insecure Attachment, and Shame

Clark, T.T., Nguyen, A.B. (2012). Family factors and mediators of substance use among African American adolescents. *Journal of Drug Issues*, 42(4): 358-372.

videos and other media, see moodle

Recommended Reading:

Foote, Wilkens, Kosanke & Higgs (2014). *Beyond Addiction: How science and kindness help people change*. New York: Scribner.

Waldron, H. B. & Turner, C.W. (2008). Evidence-based psychosocial treatment for adolescent substance abuse. *Journal of Clinical Child Adolescent Psychology*, 37(1), 238-261.

Smith, D.C., Hall, J.A. (2008). Strengths-oriented family therapy for adolescents with substance abuse problems. *Social Work*, 53(2), 185-188.

Substance Abuse and Mental Health Services Administration (SAMHSA) (2004). *Quick guide for Clinicians: Based on TIP 39 Substance Abuse and Family Treatment*. (pp 19-51)

Session 9 July 18, 2022 – Critical, Cultural, Feminist Lens

Required Reading:

White, W.L. & Sanders, M. (2008). Recovery management and people of color. Redesigning addiction treatment for historically disempowered groups. *Alcoholism Treatment Quarterly*, 26(3), 365-392.

Safety, Belonging, and Voice: Critical Clinical Practice with Girls and Women Struggling with Substance Use

Why Has Drug Policy Changed so Little in Over 30 years?

Recommended Readings

Tuchman, E. (2010). Women and addiction: The importance of gender issues in substance abuse research. *Journal of Addictive Diseases*, 29: 127-138.

Chandler R, Fletcher B, Volkow N. 2009. Treating drug abuse and addiction in the criminal justice system: Improving public health and safety. *JAMA*. 301, 1024.

Szalavitz, M. (2017). *Unbroken brain: A revolutionary new way of understanding addiction*. New York: Picador St. Martin's Press. Chapter 10 (121-137).

Prado, G., Szapocznik, J., Maldonado-Molina, M., Schwartz, S.J., Pantin, H. (2008). Drugs use, abuse, prevalence, etiology, prevention and treatment in Hispanic adolescents: A cultural perspective. *Journal of Drug Issues*, 38(1), 5-36.

Session 10 July 21, 2022 – Hope, Victory, Wins & Wrap up, Reflection

******* FINAL PORTFOLIO DUE *******

*****DUE in class: PLEASE email to professor before this class + bring to class the following that represent hope, victory, or win in working with substance use populations/field.**

1. An image
2. A quote
3. A pre-written (BRIEF) one paragraph anecdote of a personal win or win with a client
4. A few sentences on what you hope for or want to dream up for the future with SUD/Addictions

Bibliography

- Atkins, S., Smith, C.L., & Mosher, C. (2010). Pathways to adult alcohol abuse across racial/ethnic groups: An application of the general strain and social learning theories. *Journal of Drug Issues*, Fall, 321-352.
- Brecht, M., Huang, D., Evans, E., & Hser, Y. (2008). Polydrug use and implications for longitudinal research: Ten year trajectories for heroin, cocaine, and methamphetamine users. *Drug and Alcohol Dependence*, 96, 193-201.
- Center for Substance Abuse Treatment (2008). *Substance abuse treatment for persons with co-occurring disorders inservice training*. DHHS Publication No. (SMA) 08-4262. Rockville, MD: Substance Abuse and Mental Health Service Administration.
- Center for Substance Abuse Treatment (2005). *Substance abuse treatment and family therapy*. DHHS Publication No. (SMA) 05-4006. Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Fletcher, K. (2013). Couple therapy treatments for substance use disorders: A systematic review. *Journal of Social Work Practice in the Addictions*, 13, 327-352.
- Gardner, P.D., Tapper, A.R., King, J.A., DiFranza, J.R., & Ziedonis, D.M. (2009). The neurobiology of nicotine addiction: Clinical and public policy implications. *Journal of Drug Issues*, Spring, 417-442.
- Hunter-Reel, D., McCrady, B., & Hildebrand, T. (2009). Emphasizing interpersonal factors: An extension of the Witkiewitz and Marlatt relapse model. *Addiction*, 104: 1281-1290.
- Perkins, M., Elifson, K.W., Sterk, C.E. (2010). Drug risk: A cross-sectional exploration of the influence of family-of-origin and current situational circumstances. *Journal of Drug Issues*, Fall, 353-378.

Staton-Tindall, M., Sprang, G., Clark, J., Walker, R., Craig, C.D. (2013). Caregiver substance use and child outcomes: A systematic review. *Journal of Social Work Practice in the Addictions*, 13, 6-31.

The Addiction Technology Transfer Network (2007). Toolbox training: A substance abuse educational series for mental health professionals. Retrieved on December 13, 2014 from: <http://www.healthcare.uiowa.edu/icmh/documents/ModuleIntroMHParticipantGuide09.12.07.pdf>.

Required Reading:

Dayton, T. (2014). *Relational Trauma Repair: An experiential model for working with PTSD psycho social metrics*. (2nd edition), New York: Innerlook, Inc. Introduction, (15-25).

Flores, P. J. (2004). *Addiction as an attachment disorder*. Lanham: Jason Aronson.

Szalavitz, M. (2017). *Unbroken brain: A revolutionary new way of understanding addiction*. New York: Picador St. Martin's Press. Chapters 11&12 (138-166)

Recommended Reading:

Dayton, T. (2000). *Trauma and Addiction*. Deerfield Beach, Florida: Health Communications, Inc.

Van Der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.