

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 622**

**Group Treatment with Addictions**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This advanced-level course will focus on the many applications of group work to serve substance use disorder (SUD) affected clients. Groups are the primary, evidence-based modality of treatment for SUD-affected clients. Self-help, outpatient psychotherapy, psychoeducational, and inpatient intensive groups will all be considered, along with the various settings in which group work is conducted with this population.

Through a combination of assigned readings, attendance at group meetings, and hands-on participation in small groups within the class, students will gain a working knowledge of how groups function to assist those recovering from SUDs. While the primary focus is on the treatment of SUDs, consideration will also be given to behavioral/process addictions such as sex and gambling. Etiological and legal issues will also be discussed.

Principles of group dynamics and SUD treatment will be synthesized into the group work approach presented in the class. Students will learn the widely accepted Stages of Change Theory, Motivational Interviewing, and how they can be applied to working with groups. Also, theory concerning how groups evolve will be adapted to working specifically with SUD-affected populations.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Module 3 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 2: Engage in Diversity and Difference in Practice**

| **Assignment** | Module 4, 5, 7 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Presentations | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Module 4, 6, 7 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 4: Engage in Practice-Informed Research and Research-informed practice**

| **Assignment** | Mock support group  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Presentations | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Module 7, 8  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 7: Assess Individuals, Families, and Communities**

| **Assignment** | Module 8, 14 | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 8: Intervene with Individuals, Families, and Communities**

| **Assignment** | Mock support groupPresentations | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Presentations | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 9: Evaluate Practice with Individuals, Families, and Communities**

| **Assignment** | Non-AA support group  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Mock group presentations | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade**  | **Percentage (%)**  |
| **A**  | 96 – 100  |
| **A-**  | 92 – 95  |
| **B +**  | 88 – 91  |
| **B**  | 84 – 87  |
| **B-**  | 80 – 83  |
| **C+**  | 76 – 79  |
| **C**  | 72 – 75  |
| **C-**  | 68 – 71  |
| **D+**  | 64 – 67  |
| **D**  | 60 – 63  |
| **F**  | Below 60  |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Group Work Plan and Demonstration** (\_ pages, 45 points)

First, students will be assigned into groups and each group will be assigned a particular SUD type of group (Skills, Processing, CBT, Psychoeducational, Support). Then, students will be responsible for presenting a 30-minute session based the type of group they are assigned. The groups are to plan, but not write or read from a script. The group process become more authentic when it is allowed to naturally flow. The group is also to present a problem that might arise in the group setting. (Anger issues, someone appears to be under the influence, resistant client, withdrawn client, perils of being online, disrespect for group members, overtalk and others)

This assignment has two major purposes:

1. To give you an opportunity to demonstrate a session from the group work plan you have developed throughout the semester.
2. To refine your skills in doing trainings as most of you will have an opportunity to do them in the future. It’s important to begin experimenting with presentation styles, to receive feedback from your peers, and to observe others in their process.

You will have 40 minutes for your demonstration. Plan on a 5-10-minute presentation where you will explain the type of group that you will demonstrate and then use the remaining minutes to demonstrate the group, leaving a few minutes for discussion. In terms of implementation, I encourage you to take this assignment seriously and to conduct your presentation professionally.

**Assignment of Choice** (­\_ pages, 10 points)

Student will make a choice from the list below and decide which assignment they would like to complete.

1. Ethical Dilemma Presentation. (unlimited available)
2. LGBTQ and Addictions Presentation (1 available group of two students)
3. Process Addictions Presentation (1 available group of two students)
4. Diverse Population paper (unlimited available)
5. Co-occurring diagnosis and addiction (1 presentation with two students available, unlimited papers available)

Ethical Dilemma Presentation: Students are to identify an ethical dilemma that they have experienced or their supervisor at their internship has experienced through an interview process. They are to present details of the dilemma and have the class interject their solution. They are to present a deep look into the ethics of the dilemma and present the ICB Code of ethics that corresponds with the situation as well as the NASW code of ethics. They are to discuss with the class how this dilemma relates to diversity issues, biases, and human right advocacy. The student should also present the actual solution and gain feedback from their colleagues.

LGBTQ and Addictions Presentation: Students are to present to the class an overall view of the LGBTQ population and addictions. This presentation should include but should not be limited to common themes, resistance to treatment as well as barriers to treatment, biases that counselors may have, countertransference and transference issues, and or important information about this population and the addiction field that the student finds relative and helpful to their colleagues. Human rights advocacy, changes needed in the field, diversity issues and ethical consideration also need to be present (this presentation should seem as if it is an Inservice and not include statistics only)

Process Addiction Presentation: A student should identify a process addiction that is not substance use related and does not include gambling (food, sex, love, gaming, internet, porn) They are to present, but not limited to: an overall view of the addiction, common themes, treatment issues and barriers, countertransference and well as transference issues, evidenced based practice information for treatment and other important ideals related to the treatment of that addiction. Human rights advocacy, changes needed in the field, diversity issues and ethical consideration also need to be presented. (This presentation should seem as if it is an Inservice and not include statistics only)

**Non-AA Support Group Visit** (\_ pages, 40 points)

Select a self-help recovery fellowship that is not identified at Alcoholics Anonymous. (e.g., Narcotics Anonymous, Gamblers Anonymous, Overeaters Anonymous, SMART recovery, Rational Recovery). Attend 2 consecutive open meetings of the same group within the fellowship at some point during the semester. Make observations related to your experience. Write an 8-10 page, APA formatted paper analyzing and reflecting on your experience, more specifically considering the role of a home group in the recovery process and how it would be both helpful and nonhelpful to a client new to recovery.

Due to the covid-19 limitations, you can attend an online group. Please reflect this in your paper.

**Reflection guidelines:**

Describe the group:

* Name of group, dates attended, time and length of meeting
* Describe the group’s size and demographics, including age, race/ethnicity, gender, sexual orientation, social/economic class, ability, etc.
* Summarize the type of group and the content and procedures
* Describe the elements of service and fellowship you observed within the group
* Also describe how this group may differ from the traditional AA support group.
* Assess the properties of the group, including atmosphere, cohesion, leadership, participation patterns, communication patterns, and decision-making processes, how diverse the group is and reflect on problems that might occur if there is a lack of diversity for diverse attendees.
* Reflect on the process you went through to find the group; difficult? Easy? Getting there? Finding it online? How might this process feel for a client just beginning his recovery?
* Reflect upon the potential value of this group as a SUD professional and its potential value for the clients you will serve.

Consider and respond to the following:

* How did you feel as an attendee of the group? Discuss how you were treated, how members responded to you, and what that might suggest about the group, its members, and how they treat newcomers.
* Discuss what aspects of the meeting you liked/disliked and why. In addition, note what suggestions for improvement you would make and why.
* If you attended an online group, reflect on ways the group was different from in person, what were the limitations you observed, what were some positive attributes you noticed, what were some struggles for attendees. How might someone new in recovery benefit or not benefit from this format?
* Include other information you deem important.

**Attendance and Active Participation** **and Integration** (15 points)

Throughout the semester students will have in-class activities to complete. These will include case studies discussions, and or activities related to SUD, and overall participation in the class structure.

In class participation is required. Students are to come to class prepared from the readings and or assignments required for that day.

**DUE:** Throughout the semester

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

All required articles and many recommended articles for this course are available on the Loyola web page, Libraries, under Full text online. There are no e-reserves for this course. The link to information on accessing the E reserves is in the student handbook and on the student link on the school of social work home page. The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.

* Substance abuse treatment: Group therapy. A Treatment Improvement Protocol, TIP 41, U.S.
* Services Public Health Service. SAMHSA Center for
* Velasquez. (2016). Group treatment for substance abuse: a stages-of-change therapy manual (Second edition.). The Guilford Press.
* Numerous Tip Readings from: <https://www.samhsa.gov>
* Cases and additional articles will be offered throughout the semester

**RECOMMENDED TEXT(S)**

* Wagner, C. C., & Ingersoll, K. S. (Eds). (2013). *Motivational interviewing in groups*. New York, New York: The Guilford Press. Available as an e-book through the LUC library system.
* Flores, P. (2007) Group Psychotherapy with Addicted Populations: An Integration of Twelve-Steps and Psychodynamic Theory, Third Edition. In Routledge. https://doi.org/10.4324/978024825
* Eliason, Michelle J. (2007) Improving substance abuse treatment: An Introduction to evidence-based practice. Los Angeles: Sage Publications
* Levounis, Petros and Arnaout, Bachaar (2010) Handbook of Motivation and Change: A practical guide for clinicians. Washington DC: American Psychiatric Publishing, Inc.
* Rotgers, Fredderick and Walters, Scott (2006) Treating Substance Abuse: Theory and Technique. 2nd Ed New York: The Guilford Press

**COURSE SCHEDULE**

#### Module 1 - Class expectation, Syllabus Review and Group Work

**Date**

**Description**

This module presents class expectations, syllabus review, and discussion of assignment requirements. Also, group work and substance use will be explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

# Identify at least five or more reasons that group work in substance use treatment works

1. Examine the overall role of group work in substance abuse treatment

**Required Resources**

* Tip 41: Chapter 1
* Rettie, H. C., Hogan, L. M. & Cox, W. M. (2021). Identifying the Main Components of Substance-Related Addiction Recovery Groups. *Substance Use & Misuse, 56*(6), 840-847. DOI:10.1080/10826084.2021.1899228
* Nyhuis, P. W., Niederhofer, E., Scherbaum, N., Schifano, F., Bonnet, U., Dembski, N., Niederhofer, A., Specka, M., & Tenbergen, M. (2018). Effectiveness of Psychoanalytic-Interactional Group Therapy vs. Behavioral Group Therapy in Routine Outpatient Treatment of Alcohol-Dependent Patients. *Substance Use & Misuse, 53*(3), 426-431. DOI:10.1080/10826084.2017.1334065
* Lo Coco, G., Melchiori, F., Oieni, V., Infurna, M. R., Strauss, B., Schwartze, D., Rosendahl, J., & Gullo, S. (2019). Group treatment for substance use disorder in adults: A systematic review and meta-analysis of randomized-controlled trials. *Journal of Substance Abuse Treatment, 99*, 104-116. https://doi.org/10.1016/j.jsat.2019.01.016.

**Module 2 - Types of Groups for SUD**

**Date**

**Description**

This module presents the five different types of groups used for treatment of substance use.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. List the types of groups in substance use treatment and describe the characteristics of each
2. Identify reasons individuals might struggle in the group setting
3. Discuss how diversity impacts group rules and norms
4. Explore the need for assessment for group work placement

**Required Resources**

* Tip 41 Chapter 2
* Pro, G., Camplain, R., Sabo, S., Baldwin, J., & Gilbert, P. A. (2019). Substance abuse treatment in correctional versus non-correctional settings: Analysis of racial/ethnic and gender differences. *Journal of health disparities research and practice*, *12*(3), 1–20. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7587467/
* Zemore, S. E., Kaskutas, L. A., Mericle, A., Hemberg, J. (2017). Comparison of 12-step groups to mutual help alternatives for AUD in a large, national study: Differences in membership
* characteristics and group participation, cohesion, and satisfaction. *Journal of Substance Abuse Treatment, 73*, 16-26. https://doi.org/10.1016/j.jsat.2016.10.004.

**Module 3 - Professional identity and personal biases**

**Date**

**Description**

This module presents the professional identity challenges for social workers in the addiction field. Also, explores the concept of substance use problems being a disease or a personal choice.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Research the models of addiction and its influence in group work for SUD
2. Discuss how social theory places a role in group with for SUD (attachment)
3. Cite examples of behaviors (positive or negative) when developmental issues arise in the group setting
4. Identify how psychodynamic assessment outcomes impact the group work in SUD
5. Examine cultural dynamics that could impede recovery if not respected

**Required Resources**

* Marshall, S. W., Albery, I. P., & Frings, D. (2018). Who stays in addiction treatment groups? Anxiety and avoidant attachment styles predict treatment retention and relapse. *Clinical Psychology and Psychotherapy, 25*(4), 525-531. https://doi.org/10.1002/cpp.2187
* Jordan, J. A. (2019). Alcoholics Anonymous: A Vehicle for Achieving Capacity for Secure Attachment Relationships and Adaptive Affect Regulation. *Journal of Social Work Practice in the Addictions, 19*(3), 201-222. DOI:10.1080/1533256X.2019.1638180
* Alvarez-Monjaras, M., Mayes, L. C., Potenza, M. N. & Rutherford, H. J. V. (2019). A developmental model of addictions: integrating neurobiological and psychodynamic theories through the lens of attachment. *Attachment & Human Development, 21*(6), 616-637. DOI:10.1080/14616734.2018.1498113
* Baurer, F. M. (2021). Psychodynamic Treatment with the Addicted Person. *Psychodynamic Psychiatry, 49*(3). https://doi.org/10.1521/pdps.2021.49.3.404

**Module 4 - Cultural, Diversity, and Ethical Considerations in SUB Treatment**

**Date**

**Description**

The modules explore the cultural, diversity, and ethical considerations related to substance use treatment. Human rights and economic justice are also explored.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Summarize the ICB and the NASW code of ethics
2. Demonstrate sensitivity to interpersonal dynamics and cultural concepts that both strengthen and potentially threatened the therapeutic alliance in the group setting
3. Identify cultural and diverse considerations in the substance treatment group setting
4. Discuss ways in which there is a need for advocacy as it relates to policies and oppression

**Required Resources**

* Tip 41 Chapter 3
* Greenfield, B. L., Roos, C., Hagler, K. J., Stein, E., Bowen, S., & Witkiewitz, K. A. (2018). Race/ethnicity and racial group composition moderate the effectiveness of mindfulness-based relapse prevention for substance use disorder. *Addictive Behaviors*, 96-103. https://doi.org/10.1016/j.addbeh.2018.02.010.
* Dale, E., Kelly, P. J., Lee, K. S. K., Conigrave, J. H., Ivers, R., & Clapham, K. (2019). Systematic review of addiction recovery mutual support groups and Indigenous people of Australia, New Zealand, Canada, the United States of America and Hawaii. *Addictive Behaviors, 98,* 106038. https://doi.org/10.1016/j.addbeh.2019.106038.
* Dyson, Y. D., Davis, S. K., Counts-Spriggs, M., & Smith-Bankhead, N. (2017). Gender, Race, Class, and Health: Interrogating the Intersection of Substance Abuse and HIV Through a Cultural Lens. *Affilia*, *32*(4), 531–542. https://doi.org/10.1177/0886109917713975
* Steinka-Fry, K. T., Tanner-Smith, E. E., Dakof, G. A., & Henderson, C. (2017). Culturally sensitive substance use treatment for racial/ethnic minority youth: A meta-analytic review. *Journal of Substance Abuse Treatment, 75*, 22-37. https://doi.org/10.1016/j.jsat.2017.01.006.

**Module 5 - Stages of Change and Motivational Interviewing**

**Date**

**Description**

This module begins the discussion of the stages of change and motivational interviewing.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Demonstrate the ability to explain the different stages of change, their use in SUD group treatment, problems associated with each stage that could cause stagnant movement as well as techniques to move clients from stage to stage
2. Identify how these problems could arise in each stage for long-term/short-term recovery
3. Discuss different types of motivational interview techniques

**Required Resources**

* Velasquez Chapter 1
* Moeini, B., Mohammad S., Hazavehei, M., Faradmal, J., Ahmadpanah, M., Dashti, S., Hashemian, M. & Shahrabadi, R. (2020). The relationship between readiness for treatment of substance use and self-efficacy based on life skills. *Journal of Ethnicity in Substance Abuse*. DOI:10.1080/15332640.2020.1772930
* Singer, J. B. (Producer). (2009, October 17). Prochaska and DiClemente’s Stages of Change Model for Social Workers. [Audio podcast episode]. In *The Social Work Podcast*.
* Jiang, S., Wu, L., & Gao, X. (2017). Beyond face-to-face individual counseling: A systematic review on alternative modes of motivational interviewing in substance abuse treatment and prevention. *Addictive Behaviors,73,* 216-235. https://doi.org/10.1016/j.addbeh.2017.05.023.

**Module 6 - Stages of Change and Motivational Interviewing (Continued)**

**Date**

**Description**

This module continues the discussion about the stages of change and motivational interviewing by taking a deeper look at the group setting.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that will strengthen and hinder change in a client that is diverse
2. Engage in discussion of how oppression, discrimination, and privilege could hinder recovery which would lead to a change in the motivational interviewing process
3. Articulate the process of ethical decision making throughout motivational interviewing and change.

**Required Resources**

* Velasquez Chapter 2 and Part II
* Oh, H., & Lee, C. (2016). Culture and motivational interviewing. *Patient education and counseling*, *99*(11), 1914–1919. https://doi.org/10.1016/j.pec.2016.06.010
* Shorey, R. C., Martino, S., Lamb, K. E., LaRowe, S. D., & Santa Ana, E. J. (2015).
Change Talk and Relatedness in Group Motivational Interviewing: A Pilot Study.
*Journal of Substance Abuse Treatment, 51*, 75-81. https://doi.org/10.1016/j.jsat.2014.11.003.

**Module 7 - Criteria for Placement and Preparing Your Group for Treatment**

**Date**

**Description**

This module reviews the criteria for placement and preparing the client for group treatment. It also reviews challenges of group development and problems that might arise.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Evaluate the ASAM criteria for placement
2. Verbalize ways in which the criteria for placement could strengthen and hinder the psycho-social well-being of clients
3. Discuss the three phases of treatment in the group setting for SUD and the specific tasks for each phase

**Required Resources**

* Tip 41 Chapter 3-4
* Smith, R. D. & Riva, M. T. (2017). Preparing Members for Group Therapy: Pregroup Orientation in D. Viers (Eds.) *The Group Therapist’s Notebook* (pp. 19-30). Routledge. https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213593085102506&context =L&vid=01LUC\_INST:01LUC&search\_scope=MyInst\_and\_CI&tab=Everything&lang=en

**Module 8 - Leadership and Supervision**

**Date**

**Description**

This module explores the leadership characteristics needed for an effective leader. Also, this module explains training and supervision requirements for a group leader in substance use treatment

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the characteristics of good leadership in the group setting for SUD
2. Explore techniques to treat problems that arise in the group setting for SUD
3. Assess our own values, biases, and beliefs regarding the conflict of lack of self-awareness and the desire to change or not change for clients in the group setting

**Required Resources**

* Velasquez Chapter 3 and Tip 41 Chapter 6
* Wendt, D. C. & Gone, J. P. (2018). Complexities with group therapy facilitation in substance use disorder specialty treatment settings. *Journal of Substance Abuse Treatment, 88*, 9-17. https://doi.org/10.1016/j.jsat.2018.02.002.
* Wendt, D. C. & Gone, J. P. (2018). Group Psychotherapy in Specialty Clinics for Substance Use Disorder Treatment: The Challenge of Ethnoracially Diverse Clients. *International Journal of Group Psychotherapy, 68*(4), 608-628. DOI:10.1080/00207284.2018.1442225

**Module 9 - Stages of Treatment, Problems and Challenges**

This module reviews the stages of treatment in the substance use group setting, problems and challenges for each of the three stages, and how culture and diverse considerations need to be addressed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explore techniques to treat problems that arise in the group setting for SUD
2. Assess own values, biases, and beliefs regarding the conflict of lack of self-awareness and the desire to change or not change for clients in the group setting
3. Identify the three stage of treatment and engage in discussion of behaviors related to each
4. Explain of how cultural, diversity, and oppression might be displayed in the three phases of treatment

**Required Resources**

* Velasquez Part II and Tip 41 Review Chapter 3
* Burrow-Sánchez, J. J., Minami, T., & Hops, H. (2015). Cultural accommodation of group substance abuse treatment for Latino adolescents: Results of an RCT. Cultural Diversity and Ethnic Minority Psychology, 21(4), 571–583. [https://doi.org/10.1037/cdp0000023](https://psycnet.apa.org/doi/10.1037/cdp0000023)
* Manuel, J. K., Satre, D. D., Tsoh, J., Moreno-John, G., Ramos, J. S., McCance-Katz, E. F., & Satterfield, J. M. (2015). Adapting Screening, Brief Intervention, and Referral to Treatment for Alcohol and Drugs to Culturally Diverse Clinical Populations. *Journal of addiction medicine*, *9*(5), 343–351. <https://doi.org/10.1097/ADM.0000000000000150>
* Steinka-Fry, K. T., Tanner-Smith, E. E., Dakof, G. A., & Henderson, C. (2017). Culturally sensitive substance use treatment for racial/ethnic minority youth: A meta-analytic review. *Journal of Substance Abuse Treatment*, *75*, 22-37.<https://doi.org/10.1016/j.jsat.2017.01.006>.
* LaVallie, C. & Sasakamoose, J. (2021). Promoting indigenous cultural responsivity in addiction treatment work: the call for neurodecolonization policy and practice. *Journal of Ethnicity in Substance Abuse.* DOI: [10.1080/15332640.2021.1956392](https://doi.org/10.1080/15332640.2021.1956392)

**Module 10 - Beginning Stage of Treatment**

**Date**

**Description**

This module takes a deeper look at the beginning stage of treatment for substance use.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the characteristics of the beginning stage of treatment in the group setting for SUD
2. Formulate responses and techniques to allow client to become self-aware of difficulties that might challenge their recovery, as well as ways to deepen their recovery experience
3. Express ways to instill hope for clients in recovery

**Required Resources**

* Velasquez Part III and Tip 41 Chapter 3 & 5
* Wenaas, M., Bahl, N. K. H., Kiik, R., & Juberg, A. (2021). Patient Assessments of the Factors Facilitating and Impeding User Involvement During the First Phase of Substance Abuse Treatment. *Substance Abuse: Research and Treatment*. https://doi.org/10.1177/11782218211050368
* Corrigan, P., Larson, J., Smelson, D., & Andra, M. (2019) Recovery, peer support and confrontation in service of people with mental illness and/or substance use disorder. *The British Journal of Psychiatry*, 2`14(3), 30-132. Doi:10.1192/bjp.2014.242

**Module 11 - Middle Stage of Treatment**

**Date**

**Description**

This module takes a deeper look at the middle stage of substance use treatment. It includes the instillation of hope and the fight or flight model

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify characteristics of the middle stage of treatment in the group setting for SUD
2. Discover ways to identify conflict and attitudes that arise in the group setting for SUD
3. Become knowledgeable of practice procedures to combat conflict and attitudes that are harmful for the recovery of clients in the group setting for SUD
4. Describe the Byon and Yalmon group theory

**Required Resources**

* Tip 41 Chapter 3 &5
* Wnuk, M. (2017). Hope as an important factor for mental health in alcohol-dependent subjects attending Alcoholics Anonymous. *Journal of Substance Use, 22*(2), 182-186. DOI:10.1080/14659891.2016.1177612
* Gutierrez, D., Dorais, S., & Goshorn, J. R. (2020). Recovery as Life Transformation: Examining the Relationships between Recovery, Hope, and Relapse. *Substance Use & Misuse, 55*(12), 1949-1957. DOI:10.1080/10826084.2020.1781181
* Frings, D., Wood, K. V., Lionetti, N., & Albery, I. P. (2019). Tales of hope: Social identity and learning lessons from others in Alcoholics Anonymous: A test of the Social Identity Model of Cessation Maintenance. *Addictive Behaviors, 93*, 204-211. https://doi.org/10.1016/j.addbeh.2019.02.004.

**Module 12 - End Stage of Treatment**

**Date**

**Description**

The module takes a deeper looks at the end stage of treatment for substance use and explore the relapse prevention upon discharge of the client

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the characteristics of the end stage of treatment in the group setting for SUD
2. Discover ways to assist client with their discharge planning and relapse prevention as related to 6 dimensions of care for the SUD client

**Required Resources**

* Tip 41 Chapter 3 & 5
* Parker, K. A., Ivanov, B., Thieneman, A., Wombacher, K., Watterson, T., Burchett, M. & Adams, E. (2019). “I used to be an addict. I’m still an addict. I’m always going to be a recovering addict”: Understanding the challenges of individuals seeking recovery. *Journal of Substance Use*, *24*(2), 147-149. DOI:10.1080/14659891.2018.1523967
* Ekendahl, M., Månsson, J., & Karlsson, P. (2020). Risk and responsibilization: resistance and compliance in Swedish treatment for youth cannabis use. *Drugs: Education, Prevention and Policy, 27*(1), 60-68. DOI:10.1080/09687637.2018.1544224
* Iovine, P. A., Drachman, D. & Kirane, H. (2020). Risk Factors for Treatment Drop-Out: Implications for Adverse Outcomes When Treating Opioid Use Disorder. *Journal of Social Work Practice in the Addictions, 20*(4), 292-301. DOI:10.1080/1533256X.2020.18388

**Module 13 - Trauma**

**Date**

**Description**

This module helps students realize that trauma is a part of substance use treatment and explores techniques of how assist clients in treating theirs.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Assess for trauma in the group setting for SUD using different approaches
2. Discuss and contrast options to treat trauma as it arises with clients in the group setting for SUD
3. Identify ways to recognize transference in the client and countertransference in the therapist
4. Discover ways to process the transference in the client and countertransference in the therapist

**Required Resources**

* Blakey, Joan Marie, and Pamela H. Bowers. “Barriers to Integrated Treatment of Substance Abuse and Trauma Among Women.” *Journal of Social Work Practice in the Addictions*, vol. 14, no. 3, Routledge, 2014, pp. 250–72, https://doi.org/10.1080/1533256X.2014.9337
* Shields, Delany, P. J., & Smith, K. E. (2015). Factors Related to the Delivery of Trauma Services in Outpatient Treatment Programs. *Journal of Social Work Practice in the Addictions*, *15*(1), 114–129. <https://doi.org/10.1080/1533256X.2014.996230>
* Ford, J. D., & Russo, E. (2006). Trauma-Focused, Present -Centered, Emotional Self-Regulation Approach to Integrated Treatment for Posttraumatic Stress and Addiction: Trauma Adaptive Recovery Group Education and Therapy (TARGET). *American Journal of Psychotherapy (Association for the Advancement of Psychotherapy), 60*(4), 335-355. [https://doi.org/10,1176/appi.psychotherapy.2006.60.4.335](https://doi.org/10%2C1176/appi.psychotherapy.2006.60.4.335)

**Module 14 - Resistant and Mandated Clients**

**Date**

**Description**

This module explores working with resistant and mandated clients and special populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss behaviors, feelings, and fears among clients who are mandated or resistant to treatment
2. Identify ways of practice to assist the mandated and resistant client with their treatment options
3. Identify ways in which special populations cause adjustments to practice techniques

**Required Resources**

* Wild, T. C., Yuan, Y., Rush, B. R., & Urbanoski, K. A. (2016). Client Engagement in Legally Mandated Addiction Treatment: A Prospective Study Using Self-Determination Theory. *Journal of Substance Abuse Treatment*, *69*, 35-43.
* <https://doi.org/10.1016/j.jsat.2016.06.006>.
* Pickard, J. G., Sacco, P., van den Berk-Clark, C. & Cabrera-Nguyen, E. P. (2020) The effect of legal mandates on substance use disorder treatment completion among older adults. *Aging & Mental Health,* *24*(3), 497-503. DOI: [10.1080/13607863.2018.1544209](https://doi.org/10.1080/13607863.2018.1544209)
* Matsuzaka S. (2018). Transgressing gender norms in addiction treatment: Transgender rights to access within gender-segregated facilities. *Journal of Ethnicity in Substance Abuse, 17*(4), 420-433. DOI:10.1080/15332640.2016.126433

**Module 15 - Co-Occurring Disorders**

**Date**

**Description**

This module takes a look at co-occurring disorders and how they may manifest in the group setting, co-occurring disorder in the group process and curative process in group therapy

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain co-occurring disorders could strengthen or hinder the group process for SUD clients
2. Identify ways in which a variety of group work modalities are effective in helping clients who have co-occurring disorders
3. Distinguish ways in which both the content and the process of the group treatment are helpful to the client and how continued work can support their recovery

**Required Resources**

* Montague, H., & Fairholm, I. (2020). The Minnesota Model: A Clinical Assessment of Its Effectiveness in Treating Anxiety and Depression Compared to Addiction. *International Journal of Mental Health and Addiction, 18*, 1422–1436. https://doi.org/10.1007/s11469-019-00168-0
* Choi, S., Adams, S. M., Morse, S. A. & MacMaster, S. (2015). Gender Differences in Treatment Retention Among Individuals with Co-Occurring Substance Abuse and Mental Health Disorders. *Substance Use & Misuse, 50*(5), 653-663. DOI:10.3109/10826084.2014.997828
* Empson, S., Cuca, Y. P., Cocohoba, J., Dawson-Rose, C., Davis, K. & Machtinger, E. L. (2017). Seeking Safety Group Therapy for Co-Occurring Substance Use Disorder and PTSD among Transgender Women Living with HIV: A Pilot Study. *Journal of Psychoactive Drugs, 49*(4), 344-351. DOI:10.1080/02791072.2017.1320733

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester regarding your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by categories here]

**Professional Journals**

* *Journal of Psychoactive Drugs*
* *Substance Use & Misuse*
* *International Journal of Mental Health and Addiction*
* *Journal of Ethnicity in Substance Abuse*
* *Journal of Substance Abuse Treatment*
* *American Journal of Psychotherapy (Association for the Advancement of Psychotherapy*
* *Journal of Social Work Practice in the Addictions*
* *The British Journal of Psychiatry*

**Websites**

* National Institute on Drug Abuse, at: <http://www.drugabuse.gov/>
* SAMHSA Publications Ordering, at: <http://store.samhsa.gov/home>
* SAMHSA CSAT Knowledge Application Products (KAP), at: <http://kap.samhsa.gov/products/manuals/index.htm>
* National Institute on Alcohol Abuse and Alcoholism, at: <http://www.niaaa.nih.gov/>
* Substance Abuse and Mental Health Services Administration, at: <http://samhsa.gov/>
* SAMHSA Substance Abuse Treatment Facility Locator, at: <http://dasis3.samhsa.gov/>
* Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., at: <http://iaodapca.org/>
* International Certification & Reciprocity Consortium: <http://www.icrcaoda.org/>
* NAADAC, the Association for Addiction Professionals (National Association for Alcoholism and Drug Abuse Counselors), at: <http://www.naadac.org/>
* Alcoholics Anonymous (including the Big Book online), at: <http://www.aa.org/>
* Chicago Area Alcoholics Anonymous, including meeting directory, at: <http://www.chicagoaa.org/>