



Group and Relationship Approaches in Substance Use Treatment

SOCIAL WORK 5808

Prerequisite Course: Social Work 5805, Theories and Biological Basis of Substance Misuse

Credits Hours: 3 credit hours

Course Description

Content includes review and practice of the evidence base, models, and techniques for group, family, and relationship-based intervention concerning substance misuse. Basic group intervention models for addressing substance misuse and related problems are identified along with their supporting evidence. Implications of addictive process and individual diversity for group process are examined. The impact of substance misuse on relationships is critically analyzed, as are strategies for assessing interpersonal, couples, and family relationships when substance misuse is involved. Beginning skills for intervening with dysfunctional couples and family relationships are practiced. Legal and ethical concerns arising in practice with therapeutic groups, families, and significant others in substance abuse treatment are explored.

Course Competencies and Practice Behaviors

In the context of *“Embrace Difference. Seek Justice. Be the Change.”* as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 6: Engage With Individuals, Families, Groups, Organizations, and Communities

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene With Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Specific Course Objectives

By the end of this course, students should be able to:

1. Critically analyze models of group therapy (Competency 4);
2. Explain and recognize dynamics of therapy groups (Competencies 4 and 9);
3. Demonstrate entry-level skills in the dynamics of group facilitation, components of group process, and analysis of therapeutic groups (Competencies 6–9);
4. Identify effects of addictive processes on group therapy (Competency 4 and 8);
5. Identify, explain, and address effects of individual diversity on group processes (Competencies 2 and 8);
6. Critically analyze models and techniques for assessing relationship dysfunction involving substance misuse (Competencies 4 and 7);
7. Use and interpret evidence-informed instruments for assessing relationships involving substance misuse (Competency 4);
8. Critically analyze theories of counseling and therapy used in addressing dysfunctional relationships including those for use with families and couples or partners when substance misuse is involved (Competencies 4 and 8);
9. Demonstrate entry-level skills in techniques and strategies used to address dysfunctional relationships with families and couples or partners when substance misuse is involved (Competencies 6–9);
10. Explain and identify effects of addictive processes on relationship systems (Competencies 4, 6–9);
11. Conduct differential assessment of dysfunction resulting from codependency and other medical or psychological conditions (Competency 7);
12. Critically analyze legal and ethical concerns that arise in practice with therapeutic groups, families, and significant others in substance abuse treatment (Competency 1).

[UNIVERSITY & PROGRAM SPECIFIC POLICIES & EXPECTATIONS]

Required Readings

The required text for this class is a free publication that can be downloaded or ordered in print from <https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA15-3991> or downloaded from our Carmen class page. Additional readings will come from selected articles, reports, and chapters from texts. All other readings are available on the Carmen class page.

Course Grading

Unless otherwise noted, all assignments are expected to be the original work of the person submitting the assigned work. Working collaboratively on individual assignments is considered academic misconduct and will be treated as such. Work that is significantly copied from original sources (including the Internet), other students' work (past or present), or your own work (past or present) in other classes is considered plagiarism or academic misconduct and will be treated as such.

ASSIGNMENT OR CATEGORY	POSTS	WEIGHT %
Discussion board posts (11 posts)	4 per post	25%
Open book video quiz	10	5%
Midterm exam	30	20%
Course activity assignments		25%
• Listening and Viewivewing activity on group counselingy	10	
• Viewing and journaling activity on family process factors	10	
• Listening and viewing activity on group counseling	10	
Final examination	50	25%

Course Schedule

WEEK	DATES	CONTENT	ASSIGNMENT OR ACTIVITY DUE	REQUIRED READINGS
1		Course Introduction: Reviewing Basic Concepts of Addiction Treatment; Definition of Recovery; Common Terms Used in Treatment; Core Principles of Group Work	Discussion post	Drumm, K. (2006). The essential power of group work. <i>Social Work Within Groups</i> , 29 (2-3), pp. 17-31. ASAM Definition of Addiction handout
2		Types of Groups Commonly Used in Addiction Treatment and in Recovery Support; Theory and Supporting Evidence	Discussion post	“Essential Power of Group Work TIP 41: Group Therapy” “What is Substance Abuse Treatment” “Working Definition of Recovery” brochure
3		Criteria for Placement in Groups; Diversity Impacts	Discussion post	Chapter 2 - “TIP 35 Enhancing Motivation for Change in Substance Abuse Treatment” (SAMHSA)
4		Group Facilitation Skills	Open book video quiz Discussion post	Excerpts from Velasquez, Crouch, Stokes Stephens, and DiClemete, <i>Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual</i> , 2nd edition
5		Group Development Skills	Discussion post	Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. <i>Social Work with Groups</i> , 16 (1-2), pp. 69-81. Schiller, L.Y. (1997). Rethinking stages of development in women’s groups: Implications for practice. <i>Social Work with Groups</i> , 20 (3) 3-19. You may also reference: TIP 41: Substance Abuse Treatment: Group Therapy, Chapter 4, “Group Development and Stage-Specific Tasks.”
6		Emotional Baggage and Trauma	Discussion post	Chapters 2 and 3 of “TIP Trauma- Informed Care in Behavioral Health Services” (SAMHSA)

WEEK	DATES	CONTENT	ASSIGNMENT OR ACTIVITY DUE	REQUIRED READINGS
7		Stages of Change and MI in Group Settings	Role play experience and discussion post	Excerpts from Velasquez, Crouch, Stokes Stephens, and DiClemete, <i>Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual</i> , 2nd edition
8		Relational Dynamics: Connection and Disconnection	Listening and viewing activity	
9		Family Dynamics in Group	Discussion post; midterm quiz	Lander, L., Howsare, J., & Byrne, M. (2013). "The Impact of Substance Use Disorders on Families and Children: From Theory to Practice" <i>Social Work in Public Health</i> , 28 (3-4), 194-205.
10		Identifying and Assessing Issues for Intimate Relationships	Discussion post	
11		Intervention Considerations: Women, Adolescents, and Criminal Justice Population	Discussion post	Center for Substance Abuse Treatment. Substance Abuse Treatment: Addressing the Specific Needs of Women, Chapter 1 "Tip 39: Substance Abuse Treatment and Family Therapy" "TIP 32: Treatment of Adolescents With Substance Use Disorders" "Monitoring the Future Survey: High School and Youth Trends." National Institute on Drug Abuse
12		Family Treatment and Recovery	Viewing and journaling activity	"Celebrating Families!" curriculum and how it incorporates ACEs and trauma.
13		Relapse Prevention and Intervention in Group	Listening and viewing activity	<i>Counselor's Manual for Relapse Prevention With Chemically Dependent Criminal Offenders</i> , Technical Assistance Publication (TAP) Series 19, Part II: Relapse Prevention Treatment, Chapter 4—"What Is Relapse Prevention Treatment?"

WEEK	DATES	CONTENT	ASSIGNMENT OR ACTIVITY DUE	REQUIRED READINGS
14		Ethical Issues in Group Work and Retrospective of Weeks 1-14	Discussion post	Gumpert, J. & Black, P.N. (2006). Ethical Issues in Group Work: What are They? How are They Managed? <i>Social Work with Groups</i> , 29 (4), pp. 61-74.
15			Final exam	