

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	N393U/ N360K	Instructor's name:	Darlene Grant, Ph.D., LMSW-ACP
Unique Number:	Undergrad 96325; Grad 96205	Office Number:	SSW 3.130L
Semester:	Summer 2003	Office Phone/e-mail:	471-0532 d.grant@mail.utexas.edu
Meeting Time/Place:	1:30-4:00/TTH SSW 2.122	Office Hours:	TBA and By Appointment

WOMEN AND ADDICTION: CONTEMPORARY ISSUES

I. COURSE DESCRIPTION

This course is designed to prepare social work students for work with women with chemical dependence problems, in and outside of treatment programs and the criminal justice system, from adolescence through adulthood. Particular emphasis is paid to understanding the needs of this population, including risk and resilience factors related to family, community and societal perceptions, stigmatization, and responsibility.

Both adult and adolescent treatment approaches and criminal justice intervention are explored as well as the impact of the chemical dependence and criminal involvement on broader family and community systems. Students will examine the criminal justice involvement continuum from arrest to arraignment and sentencing, through post release and the impact of system involvement on women at various ages, socioeconomic levels, and ethnicity/race. Students will explore contemporary issues faced by incarcerated women, including drug addiction, criminal involvement, the children of these women, poverty, stigma, under-education, oppression, sexual abuse, spouse abuse, low self-esteem, inadequate interpersonal skills, inadequate independent living skills and psychological problems.

II. COURSE OBJECTIVES

By the end of the course, students should demonstrate:

1. Demonstrate an understanding of the incidence and etiology of chemical dependency in women and recognize the gender differences and treatment approach differences pertinent to addiction and incarceration.
2. Identify cultural issues pertinent to chemically dependent and incarcerated women, and utilize an awareness of diversity in rehabilitation and treatment application.
3. Develop an understanding of the impact of chemical dependence of women on their children, on individuals, families and society.
4. Compare and contrast models of chemical dependency treatment criminal rehabilitation and various theories, including therapeutic communities, half-way houses, relapse prevention, 12-step and other

self-help models.

5. Evaluate environmental, psycho social, and physiological obstacles facing women in chemical dependency recovery and post release from criminal justice facilities and evaluate service delivery systems in relation to these obstacles.

III. **Teaching Methods**

The primary means of instruction are informal lectures, video presentations, field visits (if class size permits) and guest speakers while allowing for both student presentation and discussion. Students are encouraged to ask questions and make comments during lectures. Reading assignments completed prior to class will provide the basis for discussion. In addition there will be take home assignments and in class exercises.

IV. **Required Text(s)/Course Materials**

Cohen, M. (2000). Counseling addicted women: A practical guide. Thousand Oaks, CA: SAGE.

Recommended Texts, and Materials for Students to Investigate if Interested

Straussner, S. L. A., & Attia, P. R. (2002). The handbook of addiction treatment for women: Theory and practice. San Francisco, CA: Jossey-Bass.

V. **Services for Students with Disabilities**

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

VI. **Course Requirements**

Students will be evaluated based on three written assignments, three in-class quizzes, and class participation:

Due Date	Assignment	Points
Thurs. 7/8	<u>Reaction Paper #1</u> As a client advocate and an agent of change you will need to know and articulate your position on relevant issues related to women with addiction related problems. Read the news article entitled "Program pays drug-addicted parents to be sterilized." For this assignment you are challenged to clarify who you are advocating for (unborn children, children, women, society in general, and/or the family. Write an informed response to the C.R.A.C.K. program described, being sure to cite online and course readings and other resources used (3 to 4 pages).	20/100

Tues. 7/22

Reaction Paper #2. One of the goals of this course is to have students 20/100 compare and contrast models of chemical dependency treatment. For this assignment, you are asked to (1) attend an open AA, NA, OA, CA, or other self help group meeting, **and** (2) attend a Drug Court session, (including the 30 minute orientation), a Good Chemistry session, **or** a Methadone Maintenance Advocacy Group session (with prior confirmation from instructor and Maintenance group). After you've attended your two meetings, cogently and succinctly discuss (compare and contrast) women's issues as they present themselves in the two settings you've chosen. The issues pertinent to women may not readily present themselves, thus, you are expected to do some investigatory work! Prepare questions for the bailiff, counselor, judge, or even a client who might be invited by the agency to assist students in their educational experience. You are expected to (1) clearly describe your experience (i.e. who, what, when, where, why, (date, time, name and location, of meeting) and how at minimum) use information gleaned from the literature to complete this assignment. (3 to 5 pages).

Please observe basic courtesies when attending meetings, i.e. do not take notes in the presence of clients (take 30 minutes directly after the session to recall as much as you can in notes). Call ahead of time to get basic information re: dress code, time and place, degree you'll be expected to participate or not, etc. As a visitor to an AA meeting, for example, you will not be expected to offer more than a "Hi, my name is ___ and I'm taking a class at UT to heighten my sensitivity and understanding of the issues being discussed here. I appreciate your kindness in letting me sit in on this group." You might show up 20 minutes early or add to your introduction, "and if there's anyone hanging around for coffee afterwards I'd appreciate it if you would help me with a few questions I have to help me understand addiction more, particularly in relation to women struggling with the problem."

Tues. 7/29

Reaction Paper #3 It is often useful to have time, after a particularly 20/100 thought provoking client interaction, to clarify your thoughts before launching into a discussion of the client & her situation with the a supervisor or treatment team member, or getting into a debate about women addicts with a colleague or family member. In this final reaction paper, you are asked to write your uncensored reaction, thoughts, concerns, epiphany, etc. following a guest speaker or agency field trip. What did you learn? What surprised you? What worried you? What have your readings and other information taught you in relation to this "reaction" thus far. How might you function as an "advocate" in relation to the issues raised for you? (3 to 4 pages).

Tues. 6/17, Tues. 7/1, Tues. 7/15	In-Class Quizzes 1, 2, and 3 (10 points each). Quiz 1: Cohen Chapters 1, 2, 3 Quiz 2: Cohen Chapters 4, 6, 7 Quiz 3: Cohen Chapters 8, 9	30/100
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N/A	<p><u>Participation/Attendance</u> It is important for social workers and their interdisciplinary colleagues to be aware of group dynamics including peer groups in which they participate. It is also important to contribute to the group process. A portion of the grade for this course will depend on your level of attendance, preparation, participation, and contribution. For some, this means challenging themselves to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute. There's a lot of really neat material to cover...attendance and participation is important.</p>	10/100
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GRADING

The assignments, class participation, and final grade will be based on the following point scale:

- 90-100% = A
- 80- 89% = B
- 70- 79% = C
- 60- 69% = D
- 59% AND BELOW = F

Final Grades

A total of 100% maybe earned for the above activities/performance. Grades will be assigned as follows:

90-100 A = Significantly **exceeds assignment/performance expectations** (evidence of critical thinking and analysis that resulted in work additional to that laid out in the assignment directions);

80-89 B = Assignment/overall performance in course meets all the requirements with **evidence of critical thinking and analysis** (i.e. coherence and integration of ideas);

70-79 C = Average. Assignment/performance meets all the requirements but **lacks evidence of in depth thinking and analysis**;

69- below No Pass = There are important **gaps in the assignment** both in terms of requirements and critical thinking and analysis.

VII. Class Policies

Attendance is mandatory. There are no exams. The primary way to track whether readings are being read is class discussion and insertion of citations/considerations from readings in papers. The "practical guide" used for this course is designed to afford students ample time to read through assigned readings.

Article and other informational handouts during class sessions will provide collateral reading materials to digest at students leisure, unless otherwise specified.

VIII. Course Schedule

Date	Description	Readings*
Thurs. 6/5	<p>TEXT: SOCIALIZATION OF WOMEN</p> <p>Introduction to Course Women & Drugs: An Overview</p> <p>VIDEO: Here's to You, Sister: Women & Alcoholism (25 mins.)</p> <p>VIDEO: Walking Through the Fear (25 mins.)</p>	<p>Cohen, M. (2000) Chapter 1</p> <p>Rhodes & Johnson (1996) Social Work and Substance-Abuse Treatment: A Challenge for the Profession (handout)</p> <p>Landers (1990). Addiction Treatment: What Women Need (handout).</p>
Tues. 6/10	<p>TEXT: SUBSTANCE ABUSING WOMEN IN RELATIONSHIPS</p> <p>VIDEO: The Junkie Next Door: Women and Heroin, (60 mins.) or</p> <p>VIDEO: CRANK: Made in America (60 mins.)</p>	<p>Cohen, M. (2000) Chapter 2</p> <p>Davis & DiNitto (1998) Gender & Drugs: Fact Fiction, and unanswered Questions (LRC)</p> <p>Beebe (1995). The Role of Social Worker in Substance Abuse Services (handout).</p>
Thurs. 6/12	<p>TEXT: Defining Substance Abuse, Alcoholism, and Drug Addiction: the Disease Concept</p> <p>VIDEO: The Disease Concept with Dr. Robert Booher</p>	<p>Cohen, M. (2000) Chapter 3 & 5</p> <p>Haynes (1998). Program Pays drug-addicted parents to be sterilized (handout for Reaction Paper #1 Assignment).</p> <p>Leshner, (2001) Addiction is a Brain Disease (www.nap.edu/issues/17.3/leshner.htm)</p>
Tues. 6/17	<p>Women and Gambling</p> <p>SPEAKER: TBA</p> <p>QUIZ #1</p>	<p>Deane, Barbara (1996). Women and Gambling: Risking it All. Woman's Day, January, p. 43-46 (handout).</p> <p>Jones, Tamara (1996). Gambling Their Lives Away. <u>Ladies Home Journal</u>, November, p. 162, 164, 166 (TBA).</p> <p>Lesieur, H. R. and Blume, S. B., MD (1991). When Lady Luck Loses: Women and Compulsive Gambling. In <u>Feministic Perspective on Addictions</u>. New York: Springer Publishing Company, p.181-97 (LRC).</p>

Thurs. 6/19	<p>TEXT: GUIDELINES FOR COUNSELING WOMEN& WOMEN’S CRIMINAL JUSTICE SYSTEM INVOLVEMENT</p> <p>SPEAKER: TBA</p> <p>VIDEO: Women in Prison (GSBB) or Voices from Inside (60 mins.)</p>	<p>Cohen, M. (2000) Chapter 4</p> <p>Kaldy (1995). Drug Courts More Facts About Drug Courts (handout)</p> <p>Singer, Bussey, Song, & Lunghofer (1995).The Psychosocial Issues of Women Serving Time in Jail (LRC).</p> <p>Ferguson & Kaplan (1994). Women and Drug Policy (LRC)</p> <p>Bader, (1997). Court of First Resort- Another Way to Fight the Drug War (handout).</p>
Tues. 6/24	<p>TEXT: PREGNANCY & PARENTING ISSUES & POLICY DEVELOPMENT</p> <p>VIDEO: Unborn Addicts (50 mins.)</p> <p>VIDEO: Alcohol and Pregnancy: Fetal Alcohol Syndrome and Fetal Alcohol Effects</p>	<p>Cohen, M. (2000) Chapter 6</p> <p>Following Readings in LRC:</p> <p>Alcohol Abuse During Pregnancy. Grabar (1990). Pregnancy Police</p> <p>Corse, McHugh, & Gordon (1995). Enhancing Provider Effectiveness in Treating Pregnant Women with Addictions.</p> <p>Andrews & Patterson (1995). Searching or Solutions to Alcohol and Other Drug Abuse during Pregnancy.</p> <p>Paltrow (1990). When Becoming Pregnant is a Crime.</p> <p>Priddy (1990) A Social Worker’s Agony: Working with Children Affected by Crack/Cocaine.</p>
Thurs. 6/26	<p>TEXT: HIV, AIDS, WOMEN AND ADDICTION: THE HARM REDUCTION PARADIGM</p> <p>SPEAKER: TBA</p>	<p>Cohen, M. (2000) Chapter 7</p>

Tues. 7/1	<p>TEXT: DUAL DIAGNOSIS</p> <p>SPEAKER: TBA</p> <p>VIDEO: Dual Diagnosis (27 mins.)</p> <p>QUIZ #2</p>	<p>Cohen, M. (2000) Chapter 8 Kofoed (1993). Outpatient vs. Inpatient Treatment for the Chronically Mentally Ill with Substance Use Disorders (LRC).</p> <p>Mooney (1993). Special Needs of Dually Diagnosed Adolescent Females (LRC).</p>
<p>Thurs. 7/3 No Formal Class, Opportunity to Attend a Meeting</p>		
Tues. 7/8	<p>TEXT: YOUNG WOMEN, PREVENTION, INTERVENTION, AND TREATMENT; SPIRITUALITY AND RECOVERY FROM ADDICTION</p> <p>Reaction Paper #1 Due</p>	<p>Cohen, M. (2000) Chapter 9 Kaufman (1994). Personality, Psychopathology, & Psychodynamics of Addicted Women. Nelson-Zlupko, Dore, Kauffman, & Kaltenbach (1995). Women in Recovery. Loneck, Garrett, & Banks (1997). Engaging and Retaining Women in Outpatient Alcohol and Other Drug Treatment. Barber (1995). Working with Resistant Drug Abusers.</p>
<p>Thurs. 7/10 NO CLASS (Dead Day) (1ST SUMMER SESSION EXAM DAY)</p>		
Tues. 7/15	<p>TOPIC: CULTURAL AND ETHNIC DIVERSITY IN ADDRESSING CHEMICAL DEPENDENCE IN WOMEN</p> <p>QUIZ #3</p> <p>VIDEO: Color Me Clean: Black Women in Recovery (PART I)</p>	<p>Cohen, M. (2000) Chapter 10 Finn (1994). Addressing the Needs of Cultural Minorities in Drug Treatment.</p>
Thurs. 7/17	<p>TOPIC: CULTURAL AND ETHNIC DIVERSITY IN ADDRESSING CHEMICAL DEPENDENCE IN WOMEN</p> <p>VIDEO: Color Me Clean: Black Women in Recovery (PART II)</p>	<p>Cohen, M. (2000) Chapter 11, 12</p>
Tues. 7/22	<p>TEXT: ELDERLY WOMEN AND ADDICTION</p> <p>Reaction Paper #2 Due</p>	<p>Cohen, M. (2000) Chapter 14</p>

Thurs. 7/24	TEXT: EATING DISORDERS SPEAKER: TBA VIDEO: TBA	Kuba & Hanchey (1991). Reclaiming Women's Bodies: A Feminist Perspective on Eating Disorders. Other Readings TBA
Tues. 7/29	WRAP UP INSTRUCTOR EVALUATION	Cohen, M. (2000) Chapter 16, Wellness for Women in Recovery

IX. Bibliography

Shorkey, C. T., & Grant. (Feb. 6, 2001). Indexed Bibliography of Social Work and Chemical Dependence Articles Published in Professional Social Work Journals.
<http://128.83.80.200/tattc/bib.html>.

The above citation offers an extensive bibliography on various aspects of chemical dependence including culturally specific sections (gender, race, socioeconomic status, religion, sexual orientation, and people with disabilities). A specific section on women and addiction will be referenced throughout this course.