COURSE DESCRIPTION: An in-depth review of prevention, intervention and treatment, recovery and relapse issues, and public policies regarding adolescents with substance abuse problems.

COURSE LEARNING OBJECTIVES:
By the end of the course, students should be able to:
1. Describe clinical practice with adolescent substance abusers and their families.
2. Identify the types of drugs and other substances typically used by adolescents.
3. Specify the symptoms and the major physical/psychosocial consequences of selected types of substance use and abuse.
4. Discuss prominent theories concerning the etiology of adolescent substance issues.
5. Describe procedures used to screen for the presence of alcohol or drugs.
6. Describe major public and private substance abuse prevention, education and treatment programs and services.
7. Discuss the strengths of the social worker’s role in providing preventive, developmental, supportive and remedial services to adolescent substance abusers and their families.
8. Apply selected clinical theories, strategies and techniques when intervening with adolescent substance abusers and their families, in given case situations.
9. Describe ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of services for adolescent substance abusers and their families.
10. Demonstrate professional attitudes, behaviors and values associated with ethical social work practice with adolescent substance abusers and their families, within given course assignments.
11. Discuss the relative effectiveness of selected treatment and rehabilitation services and programs for improving the social functioning and reducing the stress experienced by adolescent substance abusers and their families from a systems perspective.
12. Identify the role of self-help, peer group, and other types of groups in providing social support to and empowering substance abusers and their families.
13. Utilize knowledge about diversity to effectively work with and on the behalf of adolescent substance abusers and their families.
14. Analyze the relevance of course content for intervention with females, people of color, violent, poor, and other special populations of adolescents.
15. Demonstrate and ability to critically assess and improve services for adolescent substance abusers and their families.
EVALUATION OF LEARNING AND GRADING:
Achievement of learning objectives will be measured by:

1. **Adolescent Treatment Center visits (2)** 35 points
2. **Juvenile Drug Court Analysis Paper** 35 points
3. **Paper- Assessment, Treatment Planning, and Aftercare** 30 points

**TOTAL**: 100 points

A final course grade will be based upon the total number of points accumulated by a student on the above assignments.

A = 94>; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 64-66; D- = 60-63; F = below 60

**Attendance policy:** Attendance is expected at a class sessions. There will be a one letter grade reduction on your final grade for 3 or more absences (excused or unexcused).

1. **Treatment Center Visits:** You are to visit a inpatient/and or residential and an outpatient adolescent substance abuse treatment facility. Compare and contrast the facilities, the treatment milieu, and the clientele of each. You should learn about the philosophy, population served, fees and other information you consider relevant. Conclude the write-up of your visits with your impressions of each facility. If you have experience at an adolescent facility, select other programs than the one you work(ed) at. Due Week 6 (35 points).

2. **Juvenile Drug Court:** The Honorable Judge Jose Rodriguez, Circuit Judge of the Ninth Judicial Court in Orange County invites you to attend a session of juvenile drug court. It is located at the Juvenile Justice Center, 2000 E Michigan Street, Orlando. You need to phone Annmarie Karayianes, Orange County Juvenile Drug Court Coordinator at 407-836-8968. She will give you the time when drug court is in session. If you go to a Juvenile Drug Court in a county other than Orange County you must make your own arrangements and you must get the approval of the instructor. Before you attend a Drug Court session you must research the philosophy and concepts behind this type of court. After you have attended Drug Court (you can attend more than one session) develop an analysis paper on the use of Juvenile Drug Court in deterring substance abuse among adolescent offenders. Your paper should be 10-12 pages and must include at least 10 citations from the literature on Drug Courts. Due Week 12 (30 points).

3. **Adolescent assessment and treatment plan.** Your paper should explicitly use course content to develop an assessment, treatment and follow-up plan for an adolescent with a substance abuse disorder. In your paper: (A) describe and critically analysis the assessment process, tools, and results of an adolescent assessment in your field agency or other agency; and (B) critically analyze your application of course content to an adolescent client treatment plan that you personally completed. (C) Design, describe and analyze an aftercare plan for this adolescent. At the end of your paper, attach tools or instruments and other measurement items designed and/or used. Cite research sources for critically analyzing each section. Due Week 14 (30 points)

**REQUIRED TEXTS:**

**RECOMMENDED**

**COURSE OUTLINE AND SCHEDULE:**

**Unit 1: An overview of adolescent substance abuse and prevention.**

**Session 1**
Introduction and orientation to the course, review syllabus and assignments - Video “Traffic”.

**Session 2: Alcohol, Tobacco and Marijuana: Gateway Drugs of Adolescent Abuse**
**Required reading:**
- Estroff text. Ch. 1 Epidemiology; Ch. 2 Predisposing factors

**Session 3: Prevention of Adolescent Substance Abuse**
**Required reading:**
- Wager and Waldron text – Ch. 2 Life skills training: Theory, methods and effectiveness of a drug abuse prevention approach;

**Session 4: Defining Adolescent Substance Abuse**
**Required reading:**
- Estroff text. Ch. 3 Routes of abuse and specific drugs; Ch. 4 Diagnosis of adolescent substance abuse disorders

**Session 5**
**Risk and Resiliency: The Creation of Substance Abusers and Implications for Prevention and Treatment Programs**
**Required readings:**
- Estroff text – Ch. 16 Adolescent development and substance abuse.
- Wagner and Waldron text - Ch. 3 Reconnecting youth to prevent drug abuse, school dropout and suicidal behaviors among high risk youth.; Ch. 4 All stars: Problem behavior prevention programming for schools and community groups.

**Session 6: Physical and Psychological Effects of Use, Misuse, and Abuse**
*(Treatment Center Visits Paper Due)*
**Required reading:**
- Estroff text – Ch 5 Co-morbidity and adolescent substance abuse disorders; Ch. 6 Medical evaluation of substance abusing adolescents.

**Unit 2: Clinical intervention and treatment strategies for adolescents and their families.**

**Session 7: Assessment of adolescent substance abuse**
**Required reading:**
- Estroff text – Ch. 4 Diagnosis of adolescent substance abuse; Ch. 7 Psychiatric and substance abuse evaluation of adolescents.
Wagner and Waldron text – Ch. 1 Assessing adolescent substance abuse; Ch. 5 Community based intervention; Ch. 7 Motivational interviewing for alcohol-involved adolescent in the emergency room.

Winters (a), Pages vii to 26, “Screening and Assessing Adolescents for Substance Use Disorders”

Session 8 Special Needs of Adolescents
Required reading:
- Wagner and Waldron text – Ch. 8 Facilitating change for adolescent alcohol problems: A multi-options approach; Ch. 9 The teen intervention project: A school-based intervention for adolescents with substance use problems.
- Winters (a), Chapter 4, “Legal Issues in the Screening and Assessment of Adolescents”
- Winters (a), Chapter 5, “Screening and Assessment of Adolescents in Juvenile Justice Settings”

Session 9 Treatment Options: An Overview
Required reading:
- Estroff text – Ch. 8 Treatment planning and evaluation; Ch. 9 Outpatient treatment; Ch. 10 Inpatient treatment; Ch. 11 Use of medications with substance abusing adolescents.
- Wager and Waldron text – Ch. 12 Cigarette smoking treatment for substance-abusing adolescents; Ch. 13 Psychopharmacological therapy.
- Winters (b), “Executive Summary and Recommendations”
- Winters (b), “Tailoring Treatment to the adolescent’s Problem”
- Winters (b), “General Program Characteristics”

Session 10 Family Intervention and Treatment: A Necessary Part of Recovery
Required reading:
- Estroff text – Ch. 14 Family treatment.
- Wagner and Waldron text – Ch. 6 An ecological approach to family intervention for adolescent substance use; Ch. 10 Family behavior therapy; Ch. 11 Multidimensional family therapy for adolescent substance abusing adolescents.
- Winters (b), Chapter 6, “Family Therapy”

Unit 3: An Analysis of Policy, Recovery and Relapse issues for Adolescent Substance Abusers.

Session 11 & 12 Juvenile Drug Court
(Oral Presentations of Drug Court experience and paper)
Required reading:

Session 13 Twelve Step Recovery and Other Models
Required reading:
- Estroff text – Ch. 12 Adolescent psychiatry and 12 step treatment; Ch. 13 Spirituality.
- Wagner and Waldron text – Ch. 15 Twelve step based interventions for adolescents.
- Winters (b), Chapter 4, “Twelve-Step Based Programs”
- Winters (b), Chapter 5, “Therapeutic Communities”
Session 14  Relapse: An Expected Part of Recovery  
(Assessment and Treatment Plan Paper Due)  
Required reading:  
- Estroff text – Ch. 15 Relapse  
- Wagner and Waldron text – Ch. 14 The assertive aftercare protocol for adolescent substance abusers. 
Handout, “Preventing Adolescent Relapse”  
Handout, “Relapse Prevention Workbook”  

Session 15  What’s in the Future for Adolescent Substance Abuse Prevention and Treatment  
Required reading:  
- Estroff text – Ch. 17 Untreatable substance abusing adolescents.  
Handout, “Healthy People 2010, #26, Substance Abuse”  

PREVENTION AND TREATMENT OF ADOLESCENT SUBSTANCE ABUSE HANDOUTS  

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Selected Bibliography


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Wilson, Jeffrey; Rojas, Neil; Haapanen, Rudy *Substance Abuse and Criminal Recidivism: A Prospective Study of Adolescents*. Child Psychiatry and Human Development Special Issue, 31 (4), 297-312.