

# Bemidji State University

## **SOWK 3330: Chemical Dependency: Prevention and Intervention**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires the following prerequisite

SOWK 2030 - Chemical Dependency Theories and Assessment

Corequisites: None

MnTC Goals: None

Addresses the continuum of care in chemical dependency: prevention, intervention, treatment, and recovery. Attention given to the twelve core functions in relationship to the treatment planning process, case management, and intervention strategies. Covers ethical and legal considerations, such as involuntary commitment, patient rights, and professional licensures, as well as issues related to practice sensitivity and responsiveness to culture, gender, and age.

Prerequisite: PSY 1100 and SOWK 2030, or consent of instructor.

**B. COURSE EFFECTIVE DATES:** 08/25/1997 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Biology of Addiction
2. CD Prevention
3. Co-occurring Disorders
4. Ethical Issues and CD Practice
5. Family Risks & Resiliencies
6. Motivational Interviewing & CBT
7. Nature of Addiction
8. Non-chemical Addictions
9. Psychology of Addiction: Life Span
10. Role of Relapse in Treatment
11. Social Aspects of Addiction
12. Theoretical Models
13. Working with Resistance

#### **D. LEARNING OUTCOMES (General)**

1. understand various intervention approaches in relationship to cultural diversity, differing individual needs, and accessibility to prevention, intervention, and treatment resources.
2. understand the role of family and other social systems in intervention, assessment treatment and relapse prevention.
3. understand the principles and dynamics of ethical practice in the chemical dependency profession.
4. understand strengths perspective in chemical dependency prevention, intervention, and treatment.
5. understand the roles of relapse and relapse prevention in chemical dependency treatment planning, crisis management, and aftercare.
6. understand the use of 12-core functions as related to treatment planning.
7. understand best practices in intervention and prevention of substance and non-chemical addictions
8. understand the bio-psycho-social model of chemical dependency prevention, intervention, and treatment.
9. understand the role of social welfare policies and legislative decision-making with chemical dependency prevention, treatment, and service delivery systems.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted