

PART 1 INTRODUCTION

CHAPTER 1

THE NATURE OF ADDICTION

Learning Objectives

LO 1-01 To offer a survey of the contemporary context of addiction therapy with attention paid to social, ideological, and economic factors;

LO 1-02 To show how alcoholism and other drug addiction affect us all;

LO 1-03 To introduce definitions of key terms in the addiction field;

LO 1-04 To show how substance use disorder is diagnosed in the most widely used manual of mental disorders;

LO 1-05 To discuss addiction as a bio-psycho-social-spiritual phenomenon;

LO 1-06 To introduce the concept of harm reduction as a flexible, public health approach that is compatible with the strengths perspective;

LO 1-07 To explore the strengths in various treatment options and what evidence-based research tells us.

EPAS/CACREP/NOHS Standards Chart: Chapter 1 The Nature of Addiction

Chapter Section Competency

Chapter	EPAS	CACREP	NOHS
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<p>What is addiction?</p>	<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: a. Apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>3. HUMAN GROWTH AND DEVELOPMENT: d. Theories and etiology of addictions and addictive behaviors.</p>	<p>STANDARD 1: Human service professionals recognize and build on client and community strengths.</p>
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<p>Biopsychosocial-Spiritual Model</p>	<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (p. 363): As part of the assessment and planning process, social workers are expected to consider the professional and personal risks involved in community change efforts.</p>	<p>3. HUMAN GROWTH AND DEVELOPMENT:</p> <p>e. biological, neurological, and physiological factors that affect human development, functioning, and behavior.</p>	<p>STANDARD 26: Human service professionals seek the training, experience, education, and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.</p>
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<p>Prevalence of Substance Misuses</p>	<p>Competency 4: Engage in Practice-informed research and research-informed practice. (p.3530: It is important to research a community problem to determine the nature and seriousness of the problem, gather data, and identify causes.</p>	<p>8. RESEARCH AND PROGRAM EVALUATION: j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.</p>	<p>STANDARD16: Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.</p>
<p>The Grip of Addiction</p>	<p>Competency 5: Engage in Policy Practice c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (pp. 342, 344): Empowering vulnerable and oppressed populations can advance justice.</p>	<p>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</p>	<p>STANDARD 16: Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.</p>

<p>The Strengths Perspective</p>	<p>Competency 6- Engage with individuals, families, groups, organizations, and communities (pp 348, 354, 358): Engagement in community is the first part of the planned change process. Assessing the target system is one step to employ when affecting change. Consider community asset mapping and community capacity building.</p>	<p>5. COUNSELING AND HELPING RELATIONSHIPS k: strategies to promote client understanding of and access to a variety of community-based resources.</p>	<p>STANDARD 1: Human service professionals recognize and build on client and community strengths.</p>
<p>Themes in Recovery</p>	<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: c. Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges with clients and constituencies (pp. 356, 360, 367).</p>	<p>5. COUNSELING AND HELPING RELATIONSHIPS: h. developmentally relevant counseling treatment or intervention plans.</p>	<p>STANDARD 15: Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.</p>

<p>Finding the Strengths in Divergent Models</p>	<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities:</p> <p>d. Select appropriate intervention strategies based on the assessment, knowledge, and values of clients (p. 368)</p>	<p>3. HUMAN GROWTH AND DEVELOPMENT:</p> <p>h. a general framework for understanding differing abilities and strategies for differentiated interventions</p>	<p>STANDARD 15: Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.</p>
<p>Harm Reduction and the Strengths Approach</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <p>b. Apply knowledge of human behavior, person-in-environment, and other theoretical frameworks in interventions with clients and constituencies (p. 346).</p>	<p>5. COUNSELING AND HELPING RELATIONSHIPS:</p> <p>j. evidence-based counseling strategies and techniques for prevention and intervention</p>	<p>STANDARD 15: Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.</p>

<p>Empirical Research</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <p>e. Use inter-professional collaboration to achieve beneficial practice outcomes (p.365).</p>	<p>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:</p> <p>k. strategies for personal and professional self-evaluation and implications for practice</p>	<p>STANDARD 18: Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately supported by data whenever possible.</p>
<p>Treatment Trends</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <p>e. Facilitate effective transitions and endings that advance mutually agreed-on goals (p.374).</p>	<p>5. COUNSELING AND HELPING RELATIONSHIPS:</p> <p>f. counselor characteristics and behaviors that influence the counseling process</p>	<p>STANDARD 1: Human service professionals recognize and build on client and community strengths.</p>

<p>The Unique Context of U.S. Substance Abuse Treatment</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <p>b. Apply knowledge of human behavior and the social environment, and other multidisciplinary frameworks in interventions with clients and constituencies (pp. 346; 374)</p>	<p>5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>j. evidence-based counseling strategies and techniques for prevention and intervention</p>	<p>STANDARD 26: Human service professionals seek the training, experience, education, and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.</p>
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Social Determinants of Health	<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</p> <p>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (pp. 365, 374)</p>	<p>8. RESEARCH AND PROGRAM EVALUATION:</p> <p>e. evaluation of counseling interventions and programs</p>	<p>STANDARD 18: Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately supported by data whenever possible.</p>
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Chapter Outline

What Is Addiction?

Substance Use Disorder

Biopsychosocial-Spiritual Model

Prevalence of Substance Misuse

The Grip of Addiction

The Strengths Perspective

Themes in Recovery

Addiction Recovery Management

Finding the Strengths in Divergent Models

Harm Reduction and the Strengths Approach

Empirical Research

Earlier Studies of Note

More Recent Research Findings

Treatment Trends

New Substances of Misuse

Calls for a Paradigm Shift

Resistance to Change

Changes at the Government Level

The Unique Context of U.S. Substance Abuse Treatment

Less Reliance on Imprisonment

Other Promising Initiatives

Social Determinants of Health

Summary and Conclusion

Chapter Summary

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The dual purpose of chapter 1 may seem contradictory; one purpose is definitional, to present the terminology and theoretical framework of the book. The second is to excite the reader's interest in the drama that is the tragedy associated with addiction. The most interesting part of the chapter is easily the social work major's description of her working environment, the casino. Students can consider the ethics of the situation - - encouraging people, many of them with addictive tendencies - - to take serious economic risks so the casino can reap profits.

In this chapter, substance dependence and pathological gambling are defined conventionally in terms of criteria from the American Psychiatric Association (APA). These definitions were chosen for their specificity and wide applicability. The term addiction which earlier was thought to be unscientific by the APA is now the acceptable term to describe the process of losing control over a mood-altering substance. Addiction will be the term of choice in the next edition of the DSM—DSM-5 in place of the confusing term dependence. The term addiction is widely used in the harm reduction literature and has been our choice since the first edition of this text was published. As we argued previously, addiction is a readily identifiable term, especially in the context of addiction treatment. It has the flexibility to refer to a wide range of compulsive and irrational behavior that accompanies loss of control over such activities as gambling, shopping, eating, and/or drug use.

The strengths perspective, the guiding framework for the book, is introduced in this chapter. This framework, which is ideally suited to the counseling enterprise, is defined in a nutshell in the six recovery themes enunciated by Charles Rapp and Richard Goscha:

- Identity as a competent human being;

- The need for personal control or choice;
- The need to find hope;
- The need for purpose;
- The need for sense of achievement, and
- The presence of at least one key person.

Uniquely, this chapter and this textbook apply the perspective of appreciation and seeking after strengths not only to people but to treatment modalities as well. In the interests of harm reduction, there are several roads that can be taken; there are religious approaches, Twelve Step approaches, and motivational-directed approaches. Sincere counselors of various persuasions have offered relief to large numbers of people. Casting narrow ideology aside, we argue that reducing the harm to people and to the society is what counts. From a strengths perspective, we ask what is right about a certain treatments rather than how they are wrong. Students' attention can be drawn to the empirical research findings of the National Institute on Alcohol Abuse and Alcoholism (NIAAA) which in Project MATCH compared the three most popular treatment designs and showed that there was equal success with all three. Success was measured, not in terms of total abstinence, but in terms of general improvement. (Gauging recovery in terms of improvement rather than total abstinence is a recent trend that offers a realistic measure of positive outcomes.) These treatment results reinforce our strengths perspective.

Classroom Activities

1. **Reading:** Have students select an article or book chronicling the life of a person with an addiction problem. Show how the person's life and that of his or her family has been affected by the grip of addiction.

2. **Videos:** Have students view videos of relevant movies with a substance abuse theme such as those mentioned in this chapter - - Traffic, 28 Days, Walk the Line, Ray, etc. or a recently released movie on substance misuse and write a reaction paper on it. The video Addiction which was broadcast in 2007 on HBO is a series that was played over several nights and that includes 4 disks. This film consists mainly of interviews, but also a live taping of an active session of the Boston drug court. Addiction is a documentary that breaks through the myths of addiction; interviews are conducted with top researchers in the field such as Nora Volkow, the director of NIDA who describes recent brain research findings. Students respond well to Volkow's description of addiction as a brain disease. Topics covered in the video include the addicted adolescent, parents of opiate-addicted children, lobbying for increased funding, and family intervention. When viewed in its entirety, this program is somewhat slow moving, so our recommendation is to play excerpts on various relevant topics. Film segments can be accessed

and played in class from: <http://www.hbo.com/addiction/thefilm/index.html>. The film may be purchased from this website as well.

The Bill Moyers series, Moyers on Addiction: Close to Home, produced in 1998 and shown on PBS over several nights does more with treatment issues by taking the viewer into the heart of the treatment experience which this newer DVD does not do. However, this product is difficult to now order at a reasonable price but can be ordered at www.hazelden.com, www.amazon.com or PBS. For more information call PBS at 800-424-7963. The segment on Project Safe is truly outstanding because it takes the viewer directly into group therapy sessions and shows how a program that is highly flexible regarding relapse can work with low income mothers who are at risk of losing custody of their children.

3. **Survey:** Have each student indicate anonymously on a sheet of paper a list of all the substances or behaviors to which he or she is addicted, related problems such as obsessiveness, anorexia, arrest records and so on. Have students state which of their family members have addiction problems. An option is to have students include their gender for comparison purposes. Collect the papers and read them to the class. This works best with large classes because of greater anonymity. The point is to reveal how widespread substance use is in the society.

4. **Debate:** Divide the class into small groups to brainstorm in preparation for a debate on whether alcoholism is a disease or a moral weakness/bad habit. Put up the best arguments for each position on the chalkboard as students debate the matter. Then refer to the dictionary definition of disease.

5. **Critical thinking:** Have the students explore in classroom discussion the strengths of the Twelve-Steps approach and of the motivational enhancement approach.

6. **Tours:** Have students visit treatment centers, interview substance abuse counselors, visit self-help groups and report back to the class about their experiences. Drug courts are open to the public; students can benefit greatly from attending these sessions.

7. **Class discussion:** Show or have students view two videos that take opposite positions. Have the students watch them both and compare them in terms of the message sent. Can we reconcile the opposing viewpoints? Can we separate fact from ideology? Inside Alcoholics Anonymous, 2000, produced by Crisman Films, A&E Television Networks. It is available for \$19.99 at <http://shop.history.com/inside-alcoholics-anonymous-dvd/detail.php?p=66804>. This video takes you inside AA meetings for a positive look. Drinking, Are You in Control? This aired May 7, 2000 on 20/20, 50 minutes, on the other hand, is much more critical of American treatment rigidity. It is available at amazon.com for just over \$19. This controversial program stirred up a great deal of discussion on the controlled drinking issue when it was shown. Students can view both films and determine if there a middle ground.

8. **Research:** Select an article from the reference list provided at the end of the chapter. Read this article; summarize the main points and write a brief reaction paper from the information provided.

Go to the website www.dsm-5.com to read a full discussion of the rationale for changes the American Psychiatric Association is making to the Diagnosis and Statistical Manual of Mental Disorders (DSM). These changes are controversial and should lead to interesting class discussion on a number of issues that range from addiction as a continuum to changes in eating disorders and the inclusion of hypersexual disorder.

Key Terms and Concepts

Addiction	Biopsychosocial-spiritual model
DSM-IV-TR; DSM-5	Interactionism
Disease	Strengths perspective
Illness	Natural recovery
Level of tolerance	Addiction recovery management
Withdrawal	Project MATCH
AMA	Restorative justice
Substance misuse	Drug court movement
	Holistic Approach

Additional Resources

Two websites that are very useful are <http://www.drugfree.org/join-together> which has a comprehensive search engine and sends weekly lists of latest news reports and journal articles relevant to addiction. For more advanced research, an amazing British resource that summarizes empirically-based studies and sends weekly summaries, go to Effectiveness Bank alerts which are provided by Drug and Alcohol Findings (<http://findings.org.uk>) to alert you to site updates and recent UK-relevant evaluation studies and reviews of drug/alcohol interventions. This website is managed by DrugScope, Alcohol Concern and the National Addiction Centre. The Effectiveness Bank is supported by Alcohol Research UK.

At www.atforum.com the researcher can be alerted to studies related to opiates and methadone maintenance. Social workers who are members of NASW have the option of joining the ATOD section (alcohol, tobacco and other drugs) See www.socialworkers.org for information.