

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
UGS SIGNATURE COURSE: YOUNG PEOPLE AND DRUGS  
SPRING, 2017

**Course Number:** UGS 303

**Instructor:** Lori K. Holleran Steiker, Ph.D

**Meeting Time:** T/TH 2:00-3:00 (and Friday Discussion Sections)

**Professor's Office:** SSW 3.122A (Social Work bldg.)

**Class Meeting Place:** SSW Utopia Theatre, 2.106 (Friday Discussion Sections below)

**Discussion Sections: Time, Unique Number, and Room:**

9-10am 63395 • 10-11am 63405 • 11-noon 63415 (room SSW 2.112)

9-10am 63400 • 10-11am 63410 • 11-noon 63420 (room SSW 2.118)

9-10am 63421 • 10-11am 63422 • 11-noon 63423 (room SSW 2.122)

**Professor's Office Hours:** Office SSW 3.122A Tuesday/Thursday or by appointment

**Professor's E-mail:** [lorikay@mail.utexas.edu](mailto:lorikay@mail.utexas.edu)

**TAs:** (office hours by appointment)

### **COURSE DESCRIPTION**

In our society, drug experimentation has become normative for many adolescents. It is likely that most of the students sitting in this classroom have had experiences with drugs or alcohol that have impacted their lives – if not their own, then someone close to them. The complexity of decisions about drugs and alcohol defies traditional, “Just Say No.” This course provides an interdisciplinary examination of comprehensive aspects of young people and substance use. Based in the Bio-Psycho-Social-Spiritual Model, this course explores the impact of biology, genetics, cognitions, interpersonal interactions, and belief system on behaviors, interventions, and policies. It will explore the impact substance use has on adolescents, families, communities and society. The course addresses cultural aspects of mood and mind altering substances in relation to adolescents of diverse population groups, particularly those at high risk. Lecturers from social work, medicine, pharmacy, law, communications, and psychology will help students explore adolescent drug use through a variety of lenses. The course is built on the identification, analysis, and implementation of evidence-based mechanisms of prevention, intervention and recovery. The instructor's experience as therapist, social change agent, community organizing, and researcher is utilized to spark and enhance critical discussion of the complexities of related topics. The development of skills in data collection, assessment, and problem solving is also emphasized. Students will have an opportunity to use their own experiences and perspectives to examine the issue of drugs and alcohol and will consider realistic problems, responses, and interventions, “where the rubber hits the road.” As Social Scientists, students will serve as research assistants to the professor by identifying: an area of concern, applied research, relevant findings, and creative solutions. These solutions will be put into action in local communities. Students in the class will get numerous opportunities to witness both those struggling with alcohol/drug problems and those in recovery. They will think critically in order to bridge research and practice issues. Throughout the course, special attention is given to understanding, affirming, and respecting people from diverse backgrounds.

### **II. COURSE OBJECTIVES**

By the end of the semester, students should be able to:

1. Demonstrate an understanding of the incidence of adolescent substance use and substance use disorders and its impact on youth, families, and communities;
2. Compare and critically evaluate major models and theories of chemical dependence including the **bio-psycho-social-spiritual** impact of ecological factors on development, incidence, maintenance, and treatment of substance abuse and dependence;
3. Discuss the physiological and psychological effects of drugs and alcohol on youth, particularly considering developmental frameworks;
4. Grounded in the ethical decision-making process, identify, utilize, and understand the rationale behind empirically-supported prevention and intervention approaches.
5. Demonstrate an understanding of assessment and treatment of substance use disorders and the concept of multiple diagnoses;
6. Identify and describe the effects of substance use disorders on families and communities with an understanding of the pursuit of social and economic justice including strategies to address discrimination, oppression, stigma and economic deprivation for individuals and families with special attention to characteristics including but not limited to involvement with the criminal justice system, gender, age, culture, socioeconomic status, sexual orientation, and ability;
7. Discuss and evaluate methods designed to motivate adolescents and their families struggling with substance use and related disorders to use available treatment programs and community resources in order to help alleviate social problems related to adolescent chemical dependency and to promote client well-being.
8. Understand the macro aspects of substance use and misuse, i.e., policies, national and international issues, etc.
9. Impact the problem of youth substance misuse and the related opioid epidemic with creative and evidence-based solutions.
10. Comfortably have a discussion with a person they are concerned about related to substance misuse.

### **III. METHODS OF INSTRUCTION**

The primary means of instruction are interactive lectures (students are encouraged to ask questions and make comments) and class discussions. Students will be encouraged to share their experiences and perspectives (without incriminating themselves or putting their privacy at risk). Films and exercises will also be used. Guest speakers will augment class sessions with their expertise. Experiential exercises will be utilized readily to practice learned skills. Papers will demonstrate understanding of course concepts as they pertain to personal experience. Student's research projects will be conducted throughout the semester and shared as presentations. Students will be expected to change the world.

**Use of E-mail for Official Correspondence to Students:** All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html> .

**University of Texas Honor Code:** “As a student of the University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

#### IV. TEXTS

**REQUIRED TEXT: (and varied assigned readings on Canvas)**

Holleran-Steiker, Lori (2015). *Youth and Substance Use: Prevention, Intervention, Recovery*. Chicago, IL: Lyceum Books.

**RECOMMENDED TEXTS:**

Erickson, C. K. (2007). *The Science of Addiction: From Neurobiology to Treatment*. New York: W.W. Norton and Company, Inc.

Sheff, D. (2008). *Beautiful Boy: A Father's Journey Through His Son's Addiction*. Boston: Houghton Mifflin Harcourt.

Leukefeld, C. G., Gullotta, T. P., & Staton-Tindall, M. (2009). *Adolescent substance abuse: Evidence-based approaches to prevention and treatment*. New York, NY: Springer.

#### **COURSE AGENDA**

Date	Description	Text / Readings “read by date shown”
T 1/17	Setting the stage for your YPAD experience. Intro to <b>Bio-psycho-social-spiritual</b>	Visit the website of the National Institute on Drug Abuse at <a href="http://www.nida.nih.gov/DrugAbuse.html">www.nida.nih.gov/DrugAbuse.html</a>  Be prepared to take notes on this model – the whole course revolves around it!!!
TH 1/19	Defining terms and facing myths: Adolescent chemical use, misuse, abuse, addiction, trends & consequences, and dependence  The brain and the neurobiology of chemical dependence: Understanding the pathways to addiction <b>SPEAKER: CARLTON ERICKSON</b>	Read Chapter 1 of <i>Youth and Substance Use</i> (Holleran Steiker, 2016)  Explore drug myths on <a href="http://www.utexas.edu/research/asrec/">http://www.utexas.edu/research/asrec/</a>

<p><b>F 1/20</b></p>	<p>Introductions (including high school setting – i.e., rural/urban, large/small, SES, etc.)</p> <p>Discussion of drug culture in high school/college</p>	<p>Read Chaps. 2 &amp; 3 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</p>
<p><b>T 1/24</b></p>	<p>Video: Understanding how biology intersects with psychosocial aspects of substance dependence</p>	<p>College student intro: Kuhn, C., Swartzwelder, S., Wilson, W. (2008). <u>Buzzed: The Straight Facts about the Most Used and Abused Drugs</u> (posted) Prepare for video by exploring this website:  <a href="https://www.hbo.com/addiction/understanding-addiction/12-pleasure-pathway.html">https://www.hbo.com/addiction/understanding-addiction/12-pleasure-pathway.html</a></p>
<p><b>TH 1/26</b></p>	<p>Adolescent Development</p>	<p><b>Read</b> <i>Adolescent Substance Use: Developmental Considerations</i> Staci Leon Morris, Psy.D., and Eric F. Wagner, Ph.D.  <a href="http://www.attcnetwork.org/regcenters/productDocs/14/Adolescent_Monograph_1.pdf">http://www.attcnetwork.org/regcenters/productDocs/14/Adolescent_Monograph_1.pdf</a></p>
<p><b>F 1/27</b></p>	<p>Discussion of Applied research project (the team semester long project – paper and presentation)</p>	
<p><b>T 1/31</b></p>	<p>Screening, Diagnosis &amp; Assessment</p>	<p>Read Chap. 6 in <i>Youth and Substance Use</i>, (Holleran Steiker, 2016)</p> <p>SAMHSA/CSAT: <i>Screening and Assessing Adolescents for Substance Use Disorders</i> See  <a href="http://store.samhsa.gov/home">http://store.samhsa.gov/home</a>  For other free publications</p>

<p><b>TH 2/2</b></p>	<p>Understanding the chemically dependent Adolescent: An Ecological Perspective (case studies) – Practicing assessing and diagnosing</p>	
<p><b>F 2/3</b></p>	<p>Further discussion re drug and alcohol perspectives, experiences, and impressions</p>	<p>HAND IN YPAD IP (Integrative Portfolio) PROPOSAL:          -Topic          -Ideas for gathering information          -Possible lectures to attend          -Possible interviews to conduct          -Possible agencies to visit</p>
<p><b>T 2/7</b></p>	<p>Recovery Movement &amp; Support:          12 Step Programs and other groups          Spiritual/Religious approaches</p> <p><i>Speaker: On 12-Step program attendance [important info for upcoming paper]</i></p>	<p><a href="http://www.austinaa.org/">http://www.austinaa.org/</a>          Explore Intergroup website and become familiar with local resources.          *****</p> <p>Also See:  <a href="http://www.alcoholics-anonymous.org/">http://www.alcoholics-anonymous.org/</a>  <a href="http://www.na.org/">http://www.na.org/</a></p> <p>Kelly, J.F.; Myers, M.G.; Brown, S.A. (2002). Do adolescents affiliate with 12-step groups? A multivariate process model of effects. <i>Journal of Studies on Alcohol</i>, 63(3), 293-304.          Article controversy:  <a href="http://www.time.com/time/health/article/0,8599,2003160,00.html">http://www.time.com/time/health/article/0,8599,2003160,00.html</a></p> <p>Holleran, L., &amp; MacMaster, S.A. (2005). Applying a Cultural Competency Framework to Twelve Step Programs. <i>Alcoholism Treatment Quarterly</i>, 23, (4), 107-120.</p>
<p><b>TH 2/9</b></p>	<p><b>Guest Panel of recovering young people</b></p> <p><b>Submit Paper 1 by the end of class</b></p>	<p>Come to class with at least 3 questions (on index card) informed by class up to this point for the young people in recovery who are coming to class today.</p>

<p><b>F 2/10</b></p>	<p>Discussion re details of 12-step meetings in preparation for Paper #2. <b>Details re lab visits next week</b></p>	<p>Read Chap. 8 in Youth and Substance Use (Holleran Steiker, 2016)</p>
<p><b>T 2/14</b></p>	<p>Recovery Models</p> <p>Person centered roads to recovery: 12 step SMART M &amp; M Celebrate Recovery</p>	<p>Kelly, J. &amp; White, W. (2012) Broadening the base of addiction recovery mutual aid. Journal of Groups in Addiction &amp; Recovery, 7(2-4), 82-101. <a href="http://www.williamwhitepapers.com/pr/2012%20Broadening%20the%20Base%20of%20Addiction%20Mutual%20Help.pdf">http://www.williamwhitepapers.com/pr/2012%20Broadening%20the%20Base%20of%20Addiction%20Mutual%20Help.pdf</a></p>
<p><b>TH 2/16</b></p>	<p>Drug and Alcohol Research – understanding the basics of research in this field in preparation for lab visits tomorrow.</p>	<p>Review The National Advisory Council on Drug Abuse (NACDA) Guidelines for Substance Abuse Research Involving Children and Adolescents <a href="https://www.drugabuse.gov/sites/default/files/pdf/nacdaguidelines.pdf">https://www.drugabuse.gov/sites/default/files/pdf/nacdaguidelines.pdf</a></p>
<p><b>F 2/17</b></p>	<p>LAB VISITS: You will be signed up for one of the following UT Addictions Research Labs (confirm which first): <a href="#">Juan Dominguez</a> Neural and endocrine mechanisms that regulate motivated behaviors; rat brains <a href="#">Jeff Luci</a> Facilities Manager for the Imaging Research Center (MRI studies) <a href="#">S. John Mihic</a> Molecular sites of action of drugs of abuse on ligand-gated ion channels (molecular, biochemical and electrophysiological techniques to elucidate the underlying processes) <a href="#">Kim Fromme</a> Studies young adult behaviors under the influence in her SAHARA “Bar Lab” <a href="#">Adron Harris &amp; Sean Ferris</a> Biological and Genetic bases of addiction; Waggoner Center <a href="#">Michaela Marinelli</a></p>	<p><b>Read and review</b> information on lab website. <b>Bring to lab visit</b> note card with one well informed question to ask the presenter</p>

	Biological bases of addiction using models that are associated with increased addiction liability, such as that associated with age (i.e. adolescence), naturally-occurring within outbred populations (i.e. inter-individual differences), or induced by exposure to drugs and to stress.	
<b>T 2/21</b>	Therapeutic Techniques: Stages of Change and Motivational Enhancement/Interviewing	Handout will be posted on Canvas.  Read Chap. 7 (Holleran Steiker, 2016)  DiClemente, C. C., Schlundt, D. and Gemmell, L.(2004) Readiness and Stages of Change in Addiction Treatment. <i>American Journal on Addictions</i> , 13:2, 103-119.  <a href="http://pdfserve.informaworld.com/811736_731196266_714111001.pdf">http://pdfserve.informaworld.com/811736_731196266_714111001.pdf</a>
<b>TH 2/23</b>	Continuum of Care: Treatment & Interventions  <b>Panel of addictions clinicians</b>	See Laitman & Lederman chapter, “The Need for a Continuum of Care” in Roth, J. & Finch, A. J. (2013). <i>Approaches to Substance Abuse and Addiction in Education Communities: A Guide to Practices that Support Recovery in Adolescents and Young Adults</i> . Routledge Publication.  Read and highlight bullets from: <a href="http://well.blogs.nytimes.com/2013/02/04/effective-addiction-treatment/?_r=0">http://well.blogs.nytimes.com/2013/02/04/effective-addiction-treatment/?_r=0</a>
<b>F 2/24</b>	Touch base re any final questions re Paper 2 and update re: progress on YPAD IP	

<p><b>T 2/28</b></p>	<p><b>SPEAKER: Mark Kinzley, Opiates and Overdose Prevention</b></p>	<p><b>Read:</b>  <a href="http://pubs.niaaa.nih.gov/publications/arh334/350-355.htm">http://pubs.niaaa.nih.gov/publications/arh334/350-355.htm</a></p>
<p><b>TH 3/2</b></p>	<p>Harm reduction and Non-Abstinence based models of intervention</p> <p>Speakers: Kim Comstock, Medication Assisted Recovery, Methadone Maintenance Clinic (MARS) and Robert Love, Austin Harm Reduction Coalition</p> <p><b>Submit Paper 2 by the end of class</b></p>	<p>Review Chap. 7 (Holleran Steiker, 2016) Marlatt, G.A. &amp; Witkiewitz, K. (2002). Harm reduction approaches to alcohol use: Health promotion, prevention, and treatment. <i>Addictive Behaviors</i>, 27(6), 867-886.</p> <p>Medication Assisted Treatment (MAT): A Dialogue With a Multidisciplinary Treatment Team and Their Patients. Interview Conducted by Lori Holleran Steiker, With Kim Comstock, Steve Arechiga, Jade Mena, Melissa Hutchins-Jackson, Katrina Kelly, and Members of the MARS Relapse Prevention Group. <i>Journal of Social Work Practice in the Addictions</i>, 13:1–10, 2013</p>
<p><b>F 3/3</b></p>	<p>Small group activity and class discussion re lecture material (addiction clinicians and youth panel).</p> <p>Time will be given to answering questions about YPAD IP.</p>	<p>Hand in list of resources utilized (interviews, lectures, agency visits, research articles, etc) and draft for YPAD IP presentation</p>
<p><b>T 3/7</b></p>	<p><b>Prevention:</b>  “Primary, Secondary, Tertiary”</p> <p>Culturally grounded prevention interventions: Dr. Holleran’s research presentation</p>	<p>Read Chap. 4 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</p>
<p><b>TH 3/9</b></p>	<p>College Alcohol Prevention Program: Matt Olson, UHS CMHC</p> <p>[QUIZ 1 IN SMALL SECTIONS FRIDAY]</p>	<p>Holleran, L.K., Reeves, L., Marsiglia, F. F., &amp; Dustman, P. (2002). Creating culturally grounded videos for substance abuse prevention: A dual perspective on process. <i>Journal of Social Work Practice in the Addictions</i>, 2(1), 55-78.</p>

<b>F 3/10</b>	QUIZ 1	
<b>3/13-3/17</b>	SPRING BREAK	
<b>T 3/21</b>	A glimpse into an adolescent residential treatment setting: Visit from Phoenix House Counselors and youth	MacMaster, S.; Holleran Steiker, L., Chaffin, C. (2005). Empirical and Theoretical Support for the Inclusion of Non-Abstinence Based Perspectives in Prevention Services for Substance Using Adolescents. <i>Journal of Evidence Based Social Work</i> 2(1/2), 91-111.
<b>TH 3/23</b>	AUSTIN'S FIRST RECOVERY HIGH SCHOOL -- UNIVERSITY HIGH SCHOOL Panel and discussion	TBA
<b>F 3/24</b>	YPAD 1P PRESENTATIONS	
<b>T 3/28</b>	Group work with adolescent addicts and families	Read Chapter 5 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)

<p><b>TH 3/30</b></p>	<p>Other interventions, holistic therapies:  <b>EXPERIENTIAL</b>  (e.g., acupuncture, equine therapy, biofeedback, mindfulness exercises, music therapy, etc.)</p>	<p>TBA</p>
<p><b>F 3/31</b></p>	<p>YPAD IP PRESENTATIONS</p>	
<p><b>T 4/4</b></p>	<p>Opioid Epidemic and Operation Naloxone  (Dr. Hill, Pharmacy)</p>	<p>Bring in an index card with a unique fact that has direct implications for youth from the Surgeon General’s Report:  <a href="https://addiction.surgeongeneral.gov/surgeon-generals-report.pdf">https://addiction.surgeongeneral.gov/surgeon-generals-report.pdf</a></p> <p>Read: Holleran Steiker, L. K. (2016). Opioid Overdose Prevention Initiatives on the College Campus: Critical Partnerships between Academe and Community Experts. J Drug Abuse, 2:2.</p>
<p><b>TH 4/6</b></p>	<p>Depictions of Drugs, Alcohol, Recovery in the Media</p>	<p>Find a youtube or ad with drug or alcohol messages</p>
<p><b>F 4/7</b></p>	<p>YPAD IP PRESENTATIONS</p>	

<p><b>T 4/11</b></p>	<p>SMITS and Health Promotion Messaging: Mike Mackert, Ph.D, Communications</p>	
<p><b>TH 4/13</b></p>	<p>Youth Recovery Networks: View Generation Found</p>	<p>Listen to Social Work podcast: <a href="http://socialworkpodcast.blogspot.com/2016/08/RecoveryHS.html">http://socialworkpodcast.blogspot.com/2016/08/RecoveryHS.html</a></p> <p>Read: Holleran Steiker, L. K.; Nash, A.; Counihan, C.; White, W., Harper, K. &amp; Nash, A. (2015). Transforming Austin: Augmenting the System of Care for Adolescents in Recovery from Substance Use Disorders. <i>The Journal of Alcoholism and Drug Dependence</i>, 3:203-210.</p>
<p><b>F 4/14</b></p>	<p>UHS and community services for youth in recovery</p>	
<p><b>T 4/18</b></p>	<p>Young People, Drugs and the Law</p>	<p>Readings/prep TBA</p>
<p><b>TH 4/20</b></p>	<p>Policy and Legal Issues –Russ Jones (retired Narcotics Officer, Speaker for the Law Enforcement Against Prohibition LEAP and Drug Policy Forum of Texas)</p>	<p>Read Chap. 10 &amp; 11 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</p>

<b>F 4/21</b>	Further discussion re Policy and Legal Issues	
<b>T 4/25</b>	Dual Diagnosis and Concurrent Process issues	TBA
<b>TH 4/27</b>	YOUNG PEOPLE AND DRUGS JEOPARDY – QUIZ REVIEW [QUIZ 2 IN SMALL SECTIONS FRIDAY]	QUIZ REVIEW
<b>F 4/28</b>	QUIZ 2	
<b>T 5/2</b>		Read Holleran Steiker Epilogue and hand in Addendum for course credit
<b>TH 5/4</b>	<b>WRAP-UP:</b> LAST CLASS WRAP-UP, CELEBRATION, EVALUATION	[HAND IN ADDENDA]
<b>F 5/5</b>		

## VI. ASSIGNMENTS AND STUDENT EVALUATION

Your grade in this course will be based on 3 graded papers (the learning assessment is not graded, but will result in a 10-point penalty on the final course grade if it is not submitted.)

### Papers

Unless a length is stated below, papers should be about 3-5 pages. Papers should be typed in 12-point Times Roman font and double-spaced. References (primarily current journal articles published since 2000 expected, books/chapters acceptable, websites only if they are “.edu” or “.gov” to enhance the prior to sources) should be clearly cited. Make sure that the full citation to the work is included in the reference list at the end of your paper; for journal articles include author(s), title of the article, journal name, volume, number, and page numbers; for books include author(s), title, city, publisher and date; for book chapters include the chapter author(s), chapter title, and page numbers, as well as the citation information for the book. These papers should be a **critical analysis** of the material. You are expected to **do more than summarize the material**. Discuss questions that the material raises for you; address the usefulness of the material; appraise what the writer is saying, etc.

### Paper 1: [choose one of the following two choices]

With permission, interview an adolescent who has at least experimented with drugs. The paper should begin with sections of the transcript which best illustrate the adolescents’ perspective on drugs/alcohol, prevention, addiction, treatment, etc. The bulk of the paper should address impressions of the interview data. You must have at least 10 references with information cited in your paper, which relate to your impressions of the interview. As above, **please take the utmost care in writing this paper to ensure that you do not reveal anyone’s identity. It is not appropriate to retell detailed “stories” that the interviewee may have relayed during the interview in your paper. If you are going to audio-tape the interview for paper-writing purposes, please see the instructor for a contract that the interviewee must sign.**

OR

Write about your own alcohol and drug experiences. The paper should begin with experiences that best illustrate your perspective on drugs/alcohol, prevention, addiction, treatment, etc. The bulk of the paper should critically examine your experiences in light of the research on adolescents and drugs. You must have at least 10 references with information cited in your paper. As above, **please take the utmost care in writing this paper to ensure that you do not reveal more than you are comfortable with. If this is a problematic area of your life and you have never addressed it, please see the professor before tackling this assignment.**

### Paper 2:

Attend three meetings of a 12-Step program for addiction recovery [i.e., Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) or Cocaine Anonymous (CA)]. Meeting schedules for self-help groups will be made available and preparation for the assignment will be discussed in class in order to help you select an appropriate meeting (e.g., non-alcoholics should attend an *open* meeting of AA). The 6-10 page paper should begin with a brief, general summary of the meeting. The bulk of the paper should contain your impressions of the meeting including thoughts on topics such as whether or not you would make adolescent referrals to the group based on this initial experience, the types of adolescents you think might do well in this particular group, and how you felt as an individual attending for the first time or how you think an adolescent with a chemical dependency problem might feel attending for the first time. You must have at least 5 references with information cited in your paper which relate to your impressions of the meeting. **Please take the utmost care in writing this paper to ensure that you do not reveal anyone's identity. It is not appropriate to retell "stories" that speakers may have relayed during the meeting in your paper. Do not bring a tape recorder or take notes during the meeting. We will discuss other protocol issues in class. Attendance at these meetings is voluntary and is entirely at your own risk.**

**Addendum:** Write a two-page assessment of what you have learned during the semester. You might organize the paper in terms of the 3 or 4 things you learned that you feel will be most important for social work practice or your chosen field and why you believe this is so. (This section of your assignment is your personal learning assessment; it is not intended to be a critique of the course.) **There is no grade for this assignment, but failure to submit it will result in ten points being subtracted from your final grade.**

#### **YPAD-IP (Integrative Project) Group Presentations:**

Each student will get the opportunity to collaborate with a small group within the small sections of the course and present one controversial or complex area of drugs and adolescents in the following format:

The student will present an outline of the research in this area and arguments on both (or numerous) sides of related controversy or debate. If a student is more interested in clinical intervention, he/she is welcome to present a certain intervention with the pros and cons of the intervention.

Students will hand in a proposal with requested info (rubric to be provided) and a creative strategic plan to gather real-life information about the topic (i.e., interviews, lectures, agency visits, etc.) Students will work on this IP throughout the semester and will share their experience during presentation times.

Students will use discussion groups and designated class time to augment, discuss, process, and complete final presentation of IP.

The student will hand out a synopsis of this issue along with a current reference list of research and commentary in this area.

The student will then facilitate 10 minutes of class discussion on this topic, being sure to elicit questions, critical thinking, and challenges to the audience.

#### **Participation:**

At the end of the semester I will judge your overall contribution to class discussion. This portion of your participation grade will be based on your: (a) familiarity with readings; (b) ability to hear and understand what others say; (c) ability to express yourself clearly; (d) ability to synthesize the thoughts of others to form new insights, conclusions, or questions; (e) ability to disagree

constructively; (f) cooperation in building a stimulating and supportive intellectual atmosphere in class; and (g) ability to use Socratic questioning. To help me make a fair assessment of your effort, at the end of the semester you will provide me with a one-page self-assessment of your participation in the class. Your assessment should include your attendance and in-class participation, response to Lecture Series events, as well as outside activities related to the course. Because a significant portion of your grade is based on class participation, it is obvious that attendance is crucial; you cannot participate if you aren't physically present. Missed classes will be addressed on a case-by-case basis. If you have to miss a class and have a good excuse, please let me know as soon as possible.

**NO-ELECTRONICS POLICY: In order to respect the course, professor, and fellow students, all electronics including cell phones and computers must be put away during class. Computers may be used ONLY with professor approval. There will be no warnings or exceptions.**

### University Lecture Series

**All students must attend one of these to satisfy the expectations for this course. A paragraph of impressions and any connections made between the course and the lectures will be collected to document attendance. If you are unable to attend, you may view the video-taped lectures or find a comparable university lecture, if approved by the professor.**

Tuesday, February 9, 2016, 7:00-8:00pm

Texas Union Theatre

Presenter: Dr. Victor B. Saenz, College of Education

Ensuring the Success of Latino Males: A National Imperative

Wednesday, March 9, 2016, 7:00-8:00pm

SAC Auditorium

Presenter: Dr. Robert W. Jensen, School of Journalism

We Are All Apocalyptic Now: Moral Responsibilities in Crisis Times

Tuesday, March 29, 2016, 7:00-8:00pm

Texas Union Theatre

Presenter: Dr. Noel B. Busch-Armendariz, School of Social Work

Are Women & Children for Sale? Yes, and it's a \$150.2 Billion Dollar Industry

### Criteria for Grading Papers

Each paper will be graded on the following criteria:

Adherence to the instructions for the assignment.

Quality of the writing: organization, clarity, syntax and grammar, and so forth. (Your ability to express a substantial amount of information succinctly is critical to these assignments.)

Quality of material chosen for review (RECENT (no older than 2000, unless they are a class citation or historic citation) journal articles are the best references, due to their peer-reviewed status; some books are acceptable (preferably with university press publishers, not text books); websites other than federal agencies based in research are rarely viable and have variable reliability and must be viewed critically).

Appropriate referencing and formatting – unless you are pre-med (in which case you may use AMA format) you should use APA formatting [see instructions attached at end of syllabus].  
Quality of the ideas presented.  
Originality of the ideas presented.

**Criteria for Grading Presentations:**

Each presentation will be graded on the following criteria:  
Adherence to the instructions for the assignment.  
Quality of the synopsis and research (i.e., breadth, depth, relevance and timeliness of citations, etc.)  
Quality of material chosen for review (journal articles are the best references, due to their peer-reviewed status; books are acceptable; websites other than federal agencies based in research are variable and must be viewed critically – see instructor to assess viability of website references).  
Appropriate referencing.  
Quality and articulation of ideas presented.  
Consideration of various perspectives.  
Facilitation of class input.

**Grading Scale and Calculation of Final Grades**

The grading scale for all tests and papers and the final grade is as follows:

**Student Performance Evaluation**

**Course Requirement % of grade**

Papers (2)	25%
IP/Presentation	25%
Quizzes (2)	25%
Participation, Professionalism	<u>25%</u>

TOTAL 100%

**Grading Scale**

100-94=A

93-90= A-

89-87=B+

86-84=B

83-80=B-

79-77=C+

76-74=C

73-70=C-

69-67=D+

66-64=D

63-60=D-

59 and below=F

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 4<sup>th</sup> edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

### **COURSE REQUIREMENTS: Contract of Expectations**

Students are expected to attend class sessions promptly and regularly. Members will participate in an interactive framework between collegiate students and professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments.

Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed **two unexcused absences**.

In cases where a student missed more than the allotted two absences, the professor reserves the right to lower that student's final grade. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **3 points each day late**. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance. Regardless of the reason, even if excused, students that miss taking a test on the scheduled date as outlined below in the course outline will take a make-up exam that will be essay in nature. The essay make-up exam will be taken by the student as soon as possible following the administration of the regularly scheduled test. The reason for this is that once the multiple-choice test has been administered to the class, the integrity of that test is then jeopardized.

Students are expected to be respectful of the professor and their fellow students. Cell phones and lap tops without specific approval by the professor/TAs, will be grounds to ask a student to leave the learning environment and may result in lowering of grades.

If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*.

### **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**

Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.

Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting. Student feedback is welcome. All NASW Code of Ethics values will be upheld.

A mid-semester course evaluation will be conducted and input considered for course adjustments. Students are encouraged to provide feedback during office hours and by appointment if they desire.

### **Special Accommodations for Students with a Disability**

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; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Plagiarism of any sort will not be overlooked and serious consequences can occur for such behaviors. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

### **Utilizing University Resources**

It is an expectation that students will use this course to explore and further their knowledge of and use of University resources. Our UT has a number of "Gems" that can enhance your academic, social, and holistic success at college. Here are a list of samples – the professor will discuss this further in class:

Blanton Museum of Art

Center for American History

The Fine Arts Library

Harry Ransom Humanities Research Center

Lyndon Baines Johnson Library and Museum

The Nettie Lee Benson Latin American Collection

Texas Natural Science Center

The Department of Astronomy Star Parties

UT Campus Telescopes

UT Press

The SAHARA "Bar" Lab and the Waggoner Center for Alcohol and Addiction Research

The Performing Arts Center

Waller Creek

Please note that in the addictions field, research centers such as Waggoner and the Bar Lab are also Gems of UT.

### **Writing Center:**

I strongly encourage you to use the Undergraduate Writing Center, PCL 2.330, 471-6222: (<http://www.uwc.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop

strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

### **Religious Holidays:**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

### **Details about Signature Courses:**

For more information about the design and rationale for Signature Courses, please feel free to see the memo from the vice-provost about the legal requirements, [http://www.utexas.edu/provost/policies/Course\\_Syllabus\\_Mem\\_2CDD6E.pdf](http://www.utexas.edu/provost/policies/Course_Syllabus_Mem_2CDD6E.pdf) and the Signature Course syllabus checklist, [http://www.utexas.edu/ugs/sig/faculty/resources/syllabus\\_checklist](http://www.utexas.edu/ugs/sig/faculty/resources/syllabus_checklist)

### **EVALUATION OF INSTRUCTOR**

Students will have two opportunities to evaluate the instructor, at mid-term and at the end of the term. I am also available during office hours and at other mutually agreeable times to discuss the course with you. PLEASE share your perspective before the end of the semester so I can attempt to accommodate your needs!

### **Paper Formats:**

Each of your disciplines may have a specific preferred style and we ask that you find it out and designate it at the top of your paper so TAs can check for accuracy and consistency. If your department does not designate a specific style, please utilize APA, designated for social sciences, and refer to handouts and PPT examples posted on Canvas (or see Purdue OWL).

### **Adolescents and Chemical Dependency Reference Bibliography -- To be provided**

An extensive collection of alcohol and drug journals is available in the Learning Resource Center of the School of Social Work. Alcohol and drug journals are also found on campus in the Life Science Library, the Chemistry Library, the Public Affairs Library, the Law Library, and the Perry Casteñada Library.

**(For more references, see the Gulf Coast Addiction Technology Transfer Center GCATTC site: <http://wnt.cc.utexas.edu/~spence/attc.htm> )**