
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: UGS 302

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Semester: Fall, 2015

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Meeting Times: Mondays 11am-12pm & Wednesdays 11am-1pm **Meeting Place:** MAI 220E

TA:

Peer Mentor:

**UT SIGNATURE COURSE
YOUNG PEOPLE AND DRUGS (YPAD)**

I. 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” mantras. This course provides an interdisciplinary examination of the choice to use. It will explore incidence and etiology of chemical use and dependence and its impact on adolescents, families, and society. The course addresses physiological, psychosocial, and cultural aspects of psychoactive substances in relation to adolescents, adolescent assessment techniques and classification of substance use disorders, and special characteristics of adolescents of diverse population groups, particularly those at high risk. Lecturers from social work, nursing, pharmacy, and psychology will help students explore adolescent drug use through a variety of lenses. The course is organized using a bio-psycho-social-spiritual framework with aspects of the trans-theoretical model. The course is built on the identification, analysis, and implementation of empirically based prevention and treatment interventions designed to achieve adolescent client/family goals. The instructor’s history as an adolescent therapist and present research with adolescents is utilized to spark discussion of issues that have been studied and research yet to be done. The development of skills in data collection, assessment, and problem identification 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.” 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. *The course has a substantial writing component.* 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 chemical dependence 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 classification of adolescent psychoactive substance dependence and abuse and the concept of multiple diagnoses;
6. Identify and describe the effects of chemical dependence on families and communities with an understanding of the pursuit of social and economic justice including strategies to address discrimination, oppression, 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 chemically dependent adolescents and their families to use available treatment programs, multiple roads to harm reduction and recovery, and community self-help resources in order to help alleviate social problems related to adolescent chemical dependency and to promote client well-being.

III. METHODS OF INSTRUCTION

The primary means of instruction are informal lectures (students are encouraged to ask questions and make comments during lectures) 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.

IV. TEXTS

REQUIRED 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.

Holleran Steiker, L. (2016). *Youth and Substance Use: Prevention, Intervention & Recovery*. Lyceum Books, Inc.

OTHER VALUABLE RECOMMENDED TEXTS FOR CONSIDERATION:

Kuhn, C., Swartzwelder, S., Wilson, W. (2008). *Buzzed: The Straight Facts about the Most Used and Abused Drugs from Alcohol to Ecstasy*. New York: Norton & Company.

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

V. COURSE AGENDA

Date	Description	Text / Readings “read by date shown”
Aug. 26 W	Introductions and review of syllabus	Read Chapter 1 of <i>Youth and Substance Use</i> (Holleran Steiker, 2016)
Sept. 2 W	Theories and models of chemical dependence: Moral, Bio-psycho-social-spiritual, developmental model	Visit the website of the National Institute on Drug Abuse at www.nida.nih.gov/DrugAbuse.html
Sept. 7 M	LABOR DAY	
Sept. 9 W	Discussion of drug and alcohol perspectives, experiences, and impressions Movie: The Anonymous People	Read Chaps. 2 & 3 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)
Sept. 14 M	The brain and the neurobiology of chemical dependence: Understanding the pathways to addiction <i>Carlton Erickson</i>	Chapters 1 & 2 in Erickson, C. K. (2007). <i>The Science of Addiction</i> Explore drug myths on http://www.utexas.edu/research/asrec/ Be prepared to take notes . . .

Sept. 16 W	<p>Nexus of Development and Drug Cultures: Intro to diversity (i.e., cultural, age, class, gender, spirituality, and sexual orientation considerations.)</p>	<p>Choose an article from the bibliography in this syllabus or on your own (preferably within the last 10 years) that addresses some aspect of adolescent substance abuse and a unique population – read before class.</p> <p>Article to be handed out: Holleran, L., & MacMaster, S.A. (2005). Applying a Cultural Competency Framework to Twelve Step Programs. <i>Alcoholism Treatment Quarterly</i>, 23, (4), 107-120.</p>
Sept. 21 M	<p>Treatment –Systems of Care</p> <ul style="list-style-type: none"> • Motivating adolescents for change • What works? Does treatment matter? • Community Approaches <p>Treatment and recovery support:</p> <ul style="list-style-type: none"> • 12 Step Programs • Other groups and recovery mechanisms • Spiritual/Religious approaches • Recovery Month events • <i>Speaker on 12-Step program attendance</i> 	<p>Read Chap. 8 in <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</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.</p> <p>Also See: http://www.alcoholics-anonymous.org/ http://www.na.org/</p>
Sept. 23 W	<p>Understanding the chemically dependent Adolescent: An Ecological Perspective (case studies)</p>	

Sept. 28 M	<p>SIGN UP TO PARTICIPATE IN RECOVERY CAPITAL CONFERENCE – choice of John Kelly’s opening plenary or a break-out discussion section.</p> <p>http://www.recoverycapitalconference.org/</p> <p><i>Guest Panel of recovering young people.</i></p> <p>Submit Paper 1 by the end of class</p>	
Sept. 30 W	Screening, diagnosis & assessment	<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> – to be handed out by professor</p>
Oct. 5 M	<p>Stages of Change and Motivational Enhancement/Interviewing</p> <p>Videotapes: Motivational Interviewing</p>	<p>Read Chap. 7 (Holleran Steiker, 2016)</p> <p>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.</p> <p>http://pdfserve.informaworld.com/811736_731196266_714111001.pdf</p>

Oct. 7 W	<p>Visit to one of the following UT Addictions Research Labs:</p> <p><u>Juan Dominguez</u> Neural and endocrine mechanisms that regulate motivated behaviors</p> <p><u>Jeff Luci</u> Facilities Manager for the Imaging Research Center</p> <p><u>Michela Marinelli</u> Biological basis of addiction lab</p> <p><u>S. John Mihic</u> Molecular sites of action of drugs of abuse on ligand-gated ion channels</p> <p><u>Kim Fromme</u> Studies young adult behaviors under the influence in her SAHARA “Bar Lab”</p> <p><u>Adron Harris</u> Head of Waggoner Center for Alcohol and Addiction Research. Focuses on the molecular changes in the brain and how they are related to alcohol dependence.</p>	<p>You are expected to find the researchers website and lab description online and come with an index card with a question – you will hand that in as your attendance confirmation.</p>
Oct. 12 M	<p>Interventions using the Transtheoretical Model of Change and Motivational Interviewing</p> <p>Submit Paper 2 by the end of class</p>	
Oct. 14 W	<p>Continuum of Care: Treatment & Interventions</p> <p><i>Panel of addictions clinicians</i></p>	
Oct. 19 M	<p>Addiction Treatment:</p> <p><i>Phoenix House visit for tour and discussion of adolescent treatment</i></p>	<p>Review Chap. 7 (Holleran Steiker, 2016) Erickson, C. (2007) Science of Addiction – Chapter 8</p>
Oct. 21 W	<p>Advertising: Youth, Drugs, Alcohol, Music, & Media</p> <p><i>Mike Mackert and SMITs</i></p>	<p>Consider the alcohol and medication ads you know and see – think critically about their goals, impact, target audience . . .</p>

Oct. 26 M	<p>Prevention: “Primary, Secondary, Tertiary”</p> <p>College Alcohol Prevention Programs & 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>Article to be handed out: Holleran, L.K., Reeves, L., Marsiglia, F. F., & 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>
Oct. 28 W	<p>Family and Youth Substance Use QUIZ 1</p>	<p>Read Chapter 5 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</p>
Nov. 2 M	<p>PRESENTATIONS</p>	<p>Each presentation will provide handout</p>
Nov. 4 W		
Nov. 9 M		
Nov. 11 W		
Nov. 16 M and Nov. 18 W	<p>Harm reduction and other alternatives to traditional treatment</p> <p>Other current social issues: HIV/AIDS, needle exchange, FASD, methamphetamine epidemic, Media campaigns etc.</p> <p>Local harm reduction representatives: <i>Kim Comstock (MARS, INC.), Mark Kinzley (opiate overdose prevention expert) and Robert Love, Austin Harm Reduction Coalition</i></p>	<p>Read pages on Harm Reduction in <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</p> <p>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.</p> <p>Marlatt, G.A. & Witkiewitz, K. (2002). Harm reduction approaches to alcohol use: Health promotion, prevention, and treatment. <i>Addictive Behaviors</i>, 27(6), 867-886. Find on internet or get from professor</p>

Nov. 23 M	<i>Policy and Legal Issues</i> –Russ Jones, Retired Narcotics Officer, speaker for the Law Enforcement Against Prohibition (LEAP) and Drug Policy Forum of Texas Submit Paper 3 by the end of class	Read Chap. 10 & 11 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)
Nov. 25 W	<i>Policy and Legal Issues</i> (Continued)	
Nov. 30 M	QUIZ 2	
Dec. 2 W	Current Issues and Course Wrap-Up Evaluation	Read Holleran Steiker Epilogue and hand in Addendum for course credit

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 3-6 pages. In order to satisfy the university's criteria for a substantial writing component course, these writing activities must total approximately 16 typewritten, double-spaced pages, or about 4,000 words. Papers should be typed in 12-point Times Roman font and double-spaced. References (primarily current journal articles published since 1993 expected, books/chapters acceptable, websites only 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 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.

Paper 3: Done in Dyads

Contributing to the Movement: In dyads, write a proposal for a way to change something in the world related to addiction, recovery, or substance use/abuse. Professor will give additional details on assignment sheet to be distributed in class.

Final Assignment, 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.**

Presentations:

Each student will get the opportunity to present one controversial or complex area of drugs and adolescents in the following format:

- (1) 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.
- (2) Students will practice their presentation in front of a classmate, peer mentor, or TA to be sure they are prepared adequately, organized, and clear.
- (3) The student will hand out a synopsis of this issue along with a current reference list of research and commentary in this area.
- (4) 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. 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.

In order to respect the course, professor, and fellow students, cell phones must be put away during class and computers may be used only for note-taking or for class activities. Students who use electronics for non-class related activities will be marked absent and asked to leave for the remainder of that class. There will be no warnings or exceptions.

University Lecture Series

All students must attend a Fall 2015 University Lecture Series (ULS) being held in Hogg Memorial Auditorium on September 21 and 22. An exciting enhancement this year is that our presenters will give an encore performance of their lecture each night in order to be sure to accommodate our anticipated attendance (times TBA). On Monday, September 21 we will have a unique opportunity to watch and listen to the minds behind the hit NPR radio series Two Guys on Your Head. On Tuesday, September 22, we will focus on an interdisciplinary approach to leadership. See more detailed information about the lectures <http://www.utexas.edu/ugs/uls>.

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.

Criteria for Grading Papers

Each paper will be graded on the following criteria:

1. Adherence to the instructions for the assignment.
2. 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.)
3. 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).
4. Appropriate referencing.
5. Quality of the ideas presented.
6. Originality of the ideas presented.

Criteria for Grading Presentations:

Each presentation will be graded on the following criteria:

1. Adherence to the instructions for the assignment.
2. Quality of the synopsis and research (i.e., breadth, depth, relevance and timeliness of citations, etc.)
3. 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).
4. Appropriate referencing.
5. Quality and articulation of ideas presented.
6. Consideration of various perspectives.
7. 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 (3)	50%
Presentation	25%
Quizzes (averaged together)	10%
Participation (expected)	15%
TOTAL	100%

Grading Scale

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

COURSE REQUIREMENTS: Contract of Expectations

1. Students are expected to attend class sessions promptly and regularly. Members will participate in an interactive framework between collegiate students and professor.
2. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments.
3. 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**.
4. 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 absences, students are to notify the professor. Students are responsible for any material missed due to absences.
5. 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
6. 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 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.

7. 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.**
8. 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.
9. 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.
10. 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.

Writing

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

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

UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be

exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL

COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material, which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social

work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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. 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://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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 practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Utilizing University Resources

It is an expectation that students will use this course to explore and further their knowledge and use of University resources. Our UT has a number of "Gems" that can enhance your academic, social, and holistic success at college. Here is 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's Star Parties
- UT Campus Telescopes
- UT Press
- The SAHARA "Bar" Lab
- The Performing Arts Center
- The Waggoner Center for Alcohol and Addiction Research

Writing Center:

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 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 and the Signature Course 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!

BIBLIOGRAPHY

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.

Adolescents and Chemical Dependency Reference Bibliography

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

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