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

**Course Number:** UGS 302

**Unique Number:** 63905

**Semester:** Fall, 2011

**Meeting Time:** 11:30-1:00 T/Th

**Meeting Place:** SSW 2.140

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

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UT SIGNATURE COURSE

**YOUNG PEOPLE AND DRUGS: WHO, WHAT, WHY, WHEN AND HOW?**

**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 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 TEXT:**

Keegan, K. & Moss, H. B. (2008). *Chasing the High: A Firsthand Account of One Young Person's Experience with Substance Abuse*. Oxford & New York: Oxford University Press.

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

### **RECOMMENDED TEXTS:**

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

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.

## V. COURSE AGENDA

Date	Description	Text / Readings “read by date shown”
Aug. 25	Introductions and review of syllabus	
Aug. 30	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 SPEAKER: CARLTON ERICKSON	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>  Chapters 1 & 2 in Erickson, C. K. (2007). The Science of Addiction
Sept. 1	Discussion of drug and alcohol perspectives, experiences, and impressions Video: There and Back	Explore drug myths on <a href="http://www.utexas.edu/research/asrec/">http://www.utexas.edu/research/asrec/</a>
Sept 8	Video: The Hijacked Brain	College student intro: Kuhn, C., Swartzwelder, S., Wilson, W. (2008). <u>Buzzed: The Straight Facts about the Most Used and Abused Drugs</u>  Prepare for video by exploring this website: <a href="http://www.pbs.org/wnet/closetohome/science/">http://www.pbs.org/wnet/closetohome/science/</a>
Sept. 13	Theories of chemical dependence: Moral, Bio-psycho-social-spiritual, developmental model	Be prepared to take notes on this model

Sept. 15	Drug Cultures: Intro to diversity (i.e., cultural, age, class, gender, spirituality, and sexual orientation considerations.)	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.
Sept. 20	Understanding the chemically dependent Adolescent: An Ecological Perspective (case studies)	<p>Article to be handed out:  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>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:  <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>
Sept 22	<p><b>Treatment</b> –Systems of Care</p> <ul style="list-style-type: none"> <li>• Motivating adolescents for change</li> <li>• What works? Does treatment matter?</li> <li>• Community Approaches</li> </ul> <p>Treatment and recovery support:</p> <ul style="list-style-type: none"> <li>• 12 Step Programs and other groups</li> <li>• Spiritual/Religious approaches</li> <li>• Recovery Month events</li> </ul> <p>Speaker: On 12-Step program attendance</p>	
Sept. 27	<p>Guest Panel of recovering young people.</p> <p><b>Submit Paper 1 by the end of class</b></p>	
Sept. 29	Screening, diagnosis & assessment	
Oct. 4	<p>Alcohol and Drug Research with College Students : THE BAR LAB</p> <p>Dr. Fromme is currently conducting a longitudinal study of the transition from high school throughout college for the cohort of freshmen who entered UT in 2004. This research examines individual, environmental, and social factors that influence the developmental trajectories of alcohol use and other behavioral risks (e.g., sex, aggression, drug use) among students as they progress through college.</p>	

Oct. 6	<p><b>Stages of Change and Motivational Enhancement/Interviewing</b></p> <p>Videotapes: Motivational Interviewing</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><a href="http://pdfserve.informaworld.com/811736_731196266_714111001.pdf">http://pdfserve.informaworld.com/811736_731196266_714111001.pdf</a></p>
Oct. 11	<p><b>Speaker: Mary Velasquez, Ph.D.</b></p> <p>Interventions using the Transtheoretical Model of Change and Motivational Interviewing</p>	
Oct. 13	<p>Continuum of Care: Treatment &amp; Interventions</p> <p>Panel of addictions clinicians</p> <p><b>Submit Paper 2 by the end of class</b></p>	<p><i>Chasing the High: Review Chapter 4</i></p>
Oct. 18	<p>Addiction Treatment: Visit to Phoenix House for tour and discussion of adolescent treatment</p>	<p>Erickson, C. (2007) Science of Addiction – Chapter 8</p>
Oct. 20	<p><b>Prevention:</b></p> <p>“Primary, Secondary, Tertiary”</p> <p>College Alcohol Prevention Program</p>	<p>Article to be handed out: 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>
Oct. 25	<p>Culturally grounded prevention interventions: Dr. Holleran’s research presentation</p>	
Oct. 27	<p>QUIZ 1</p>	
Nov. 1	<p><b>PRESENTATIONS</b></p>	<p>Each presentation will provide handout</p>
Nov. 3		
Nov. 8		
Nov. 10		
Nov. 15		

Nov. 17	<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><i>Conference call with Dr. MacMaster</i></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. &amp; 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. 22	<p>Policy and Legal Issues – Visit from Diana DiNitto, Ph.D.</p> <p>Submit Paper 3 by the end of class</p>	Buzzed: Chapter 16
Nov. 24	NO CLASS – Happy Thanksgiving	
Nov. 29	**QUIZ 2**	
Dec. 1	Current Issues and Course Wrap-Up Evaluation	

## **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.[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:**

Design your own prevention program: Do NOT reinvent the wheel (there is SO much research related to what works that it is irresponsible and unethical to disregard the research!) Review the literature on prevention interventions and choose a technique, population, and model program that you feel strongly about. Do NOT waste time in your paper describing the details of the program (instead, attach the research article which describes the program). Adapt the program to a local setting (e.g., school, treatment center, community center, shelter, etc.) and explain the rationale for your recommendations. Make sure that you do at least one creative thing which you feel would enhance the program such as a video to accompany the curriculum, a public service announcement (psa), a list of current songs that capture the messages of the prevention program, etc.

**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. 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.

In order to respect the course, professor, and fellow students, cell phones must be put away during class and that 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 Lectures: September 12 and 13, in Bass Concert Hall. One event is a showcase of student talent being organized by Charles Ramirez Berg, the other will highlight faculty and student research on our campus. 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 either, you may view the video taped lectures or find a comparable university lecture, if approved by the professor, to substitute.

**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**

<b>Course Requirement</b>	<b>% of grade</b>
Papers (2)	50%
Presentation	25%
Quiz	10%
Participation (expected)	15%
<b>TOTAL</b>	<b>100%</b>

**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**

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 absence, 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 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.
7. Students are expected to both learn and demonstrate knowledge of group-work intervention theories and skills. This requires a search of the literature in a defined area (as part of the researched group role play) in order to develop specialized knowledge concerning the use of group-work as treatment of a specific problem area for a specific population. In addition, students will demonstrate their level of applied knowledge of group-work interventions and skills on tests.
8. 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.**
9. 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.
10. 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.

11. 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's Star Parties
- UT Campus Telescopes
- UT Press
- The SAHARA "Bar" Lab
- The Performing Arts Center
- Waller Creek

**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](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!

## 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> )

Aas, H. N., Leigh, B. C., Anderssen, N., & Jakobsen, R. (1998). Two-year longitudinal study of alcohol expectancies and drinking among Norwegian adolescents. *Addiction, 93*(3), 373-384.

Abderlahman, A. I., Rodriguez, G., Ryan, J. A., French, J. F., & Weinbaum, D. (1998). The epidemiology of substance use among middle school students: The impact of school, familial, community and individual risk factors. *Journal of Child and Adolescent Substance Abuse, 8*(1), 55-76.

Adalbjarnardottir, S., & Rafnsson, F. (2001). Perceived control in adolescent substance use: concurrent and longitudinal Analyses. *Psychology of Addictive Behaviors, 15* (1), 25-32.

Adalbjarnardottir, S. & Rafnsson, F. D. (2002). Adolescent anti-social behavior and substance abuse: longitudinal analyses. *Addictive Behaviors, 27* (2), 227-240.

Adlaf, E. M., & Ivis, F. J. (1996). Structure and relations: The influences of familial factors on adolescent substance use and delinquency. *Journal of Child and Adolescent Substance Abuse, 5*(3), 1-20.

Adlaf, E. M., & Smart, R. G. (1997). Party subculture or dens of doom? An epidemiological study of rave attendance and drug use patterns among adolescent students. *Journal of Psychoactive Drugs, 29*(2), 193-198.

Adlaf, E. M., & Zdanowicz, Y. M. (1999). A cluster-analytic study of substance problems and mental health among street youths. *The American Journal of Drug and Alcohol Abuse, 25*(4), 639-660.

Akers, R., & Lee, G. (1996). A longitudinal test of social learning theory: Adolescent smoking. *Journal of Drug Issues, 26*(2), 317-343.

Ammerman, R., Lynch, K., Donovan, J., Martin, C., & Maisto, S. (2001). Constructive thinking in adolescents with substance use disorders. *Psychology of Addictive Behaviors, 15* (1), 89-96.

Andrews, J. A., & Duncan, S. C. (1998). The effect of attitude on the development of adolescent cigarette use. *Journal of Substance Abuse, 10*(1), 1-8.

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