

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

**Course Number:** SW 387R20

**Unique Number:** 61314

**Semester:** Spring 2021

**Meeting Time:** Tue, 2:30pm-5:30pm

**Room:** Online via Zoom

**Instructor:** Mary M. Velasquez, PhD (*she/her/hers*)

**E-mail:** velasquez@mail.utexas.edu

**Office:** All meetings will be via Zoom

**Office Phone:** 512-471-7019

**Office Hours:** By appointment

**DYNAMICS OF SUBSTANCE USE DISORDERS**

**I. COURSE DESCRIPTION**

This course examines the incidence and etiology of substance use disorders, their impact on individuals, families, and society, and the process of long term recovery. The course also addresses pharmacological properties and physiological, psychosocial, and cultural aspects of psychoactive substances, assessment and classification of substance use disorders, and special characteristics of diverse population groups. The course is organized using a biopsychosocial framework.

**II. COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the incidence of substance use disorders and their impact on individuals, families, and communities;
2. Compare and critically evaluate major models and theories of substance use disorders including the impact of social and ecological factors on development, maintenance, and treatment of substance abuse and dependence;
3. Discuss the physiological and psychological effects of drugs and alcohol;
4. Demonstrate an understanding of assessment and classification of psychoactive substance use disorders and the concept of multiple diagnoses;
5. Identify and describe the effects of substance use disorders on families and communities with special attention to diversity and inclusion.
6. Discuss and evaluate methods designed to motivate individuals with substance use disorders and their families to use available treatment programs and community self-help resources.

**III. TEACHING METHODS**

**WELCOME TO LEARNING DYNAMICS OF SUBSTANCE ABUSE DISORDERS VIA ZOOM**

Although we might prefer to meet in person, we can all strive to make this class as interactive as possible. Participation is required in order to meet the course objectives. The course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class (Zoom) group activities, and self-reflection. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

#### **ZOOM CLASSROOM CONDUCT:**

I will ask you to keep your video on throughout the class, and to stay muted unless you are speaking. We will also use the chat feature for questions. Mute and display only your name/picture when you come into a Zoom class meeting. Use the Participates key to raise your hand or to ask me to slow down. When asking a question or making a comment, please unmute. "Live Zoom" attendance is required for some classes, whereas others can be viewed via recorded classes. LIVE will be noted on class days when your online presence during class time is mandatory. These will involve class exercises and group presentations. **All assignments will be detailed on Canvas. Please check it on a regular basis as I plan for our class to co-develop some of the lesson plans as we move through the semester, depending on interests, needs, and flexibility required by Zoom. An advantage of remote learning is that this semester I will include a number of well-known experts in MI from throughout the world. These experts will be introduced at various times throughout the semester and announced via Canvas prior to class.**

The primary means of instruction are informal lectures (students are encouraged to ask questions and make comments during lectures) and class discussions. We will accomplish this by using Zoom breakout rooms. Guest speakers will be invited to augment class sessions. We will use Canvas as a course tool. Therefore, it is expected that students stay apprised of postings on Canvas for supplemental readings or announcements.

#### **IV. REQUIRED TEXT AND MATERIALS**

##### **Required Books:**

Kuhn, C., Swartzwelder, S & Wilson, W. (2014) *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy* (4<sup>th</sup> ed). New York, NY: Norton.

DiClemente, C.C. (2006) (CDC). *Addiction and Change: How Addictions Develop and Addicted People Recover*. New York: Guilford Press.

**Required Journal Articles** will be posted on Canvas in the folder labeled "Course Documents."

#### **V. COURSE REQUIREMENTS**

Your grade in this course will be based on your facilitation of one class discussion, one (midterm) exam, two short papers, a brief final presentation and a research paper. **Assignments must be turned in on time.** The mid-term exam will contain true or false and multiple-choice questions, along with some case vignettes. The exam will be administered at the beginning of class.

**Weighting:** Assignments, exams and presentation will be weighted as follows:

Midterm	25% of final grade
Assignment #1: Facilitation of Class Discussion	5% of final grade
Assignment #2: Short paper 1	15% of final grade
Assignment #3: Short paper 2	15% of final grade
Assignment #4: Class Presentation	15% of final grade
Assignment #5	25 % of final grade

## VI. GRADES

The grading scale for your final grade is:

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

## VII. CLASS POLICIES

1. **Diversity, Equity and Inclusion:** Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.
2. **Attendance:** Attendance is expected at all sessions for the entire class period. You must take all quizzes and exams and turn in all assignments. Because this class is very interactive and experiential, you must attend every class to acquire the necessary MI skills. Be aware that more than one unexcused absence could result in a lower overall grade.
3. **Student responsibilities:** Students are expected to be prepared for each session and to participate in class discussions, exercises, etc. Failure to submit a paper or being unprepared to discuss your paper or reading for the week will result in a grade of zero being recorded for that week's work.

4. **Please do not use cell phones, text messaging or send or read emails during class.**
5. **Timely submission of assignments:** Each assignment is due at the start of class. **Late assignments will not be accepted unless you have a legitimate and documented emergency.** If this is the case, please discuss the situation with Dr. Velasquez or the TA. These will be evaluated on a case-by-case basis. We understand that the Covid-19 pandemic can create issues that we might not anticipate. There is no guarantee that we will extend a due date, please talk with us and we will be as flexible as possible. Other than emergencies created by the pandemic (and approved by the instructor and TA), late assignments will be assessed point penalties at the rate of five (5) points each day late.

## **VIII. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also 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. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the

specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

**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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

## IX. COURSE SCHEDULE

This schedule is intended as a guide. Please be sure to check Canvas on a regular basis of specifics of each class. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester, and **watch Canvas for additional details as they are announced. This is especially important as some lectures will be asynchronous and others will be synchronous. The student is responsible for all readings whether the material is covered as lecture material or not.**

	<b>Class Agenda</b>	<b>Readings/Activity</b>	<b>Assignments</b>
Week 1: 1/19/21	<u>Introduction to Course</u> <ul style="list-style-type: none"> <li>• Review of class syllabus, assignments, and expectations</li> <li>• Introduction to Models and Theories of Substance Abuse Disorders</li> <li>• Introduction to the Stages and Processes of Change for Behavior Change</li> </ul>	Watch recorded course introduction by Dr. Velasquez prior to the start of class.  Read:  <b>Join LIVE on Zoom at 11:30 pm for class discussion of readings and lecture.</b>	1. Post the following information on Canvas for the instructor and TA. Example: "SUD 2020. Statement of Goals - Jayne Smith". Any professional experience with substance use disorder assessment, prevention or treatment.  Professional goals (e.g., what would you like to do with your degree?) What you hope to learn/accomplish by taking this course, or what interests you about the field.  2. Learn how to use the Canvas website if you are not familiar with it. You can access Canvas at <a href="http://canvas.utexas.edu/">http://canvas.utexas.edu/</a> . If you are

			unable to log into the course on Canvas, check to be sure that you are registered for the course first, then call the ITS Help Desk at 475-9400.
Week 2: 1/26/21	<u>Models and Theories of Addiction</u> <ul style="list-style-type: none"> <li>Defining terms</li> <li>Etiology of substance abuse problems</li> <li>Overview of treatments: How do they stack up?</li> </ul>	DiClemente, Chapter 1: Models of addiction and change  Kuhn, Swartzwelder & Wilson: Intro-page 26	<b>View websites:</b>  NIDA Drug Facts: <a href="https://www.drugabuse.gov/publications/finder/t/160/DrugFacts">https://www.drugabuse.gov/publications/finder/t/160/DrugFacts</a>  NIDA Science of Addiction: <a href="https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface">https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface</a>
Week 3: 2/2/21	<u>Alcohol: Use and Misuse</u>	Kuhn, Swartzwelder & Wilson: Chapter 1 (pgs. 33-67.)  TBA	Go to <a href="http://www.alcoholscreening.org">www.alcoholscreening.org</a> and take the screening test. You may base it on your own drinking or someone else's. Read guidelines on moderate drinking at the end of the test.
Week 4: 2/9/21	<u>The Brain and the Neurobiology of Addiction</u> <ul style="list-style-type: none"> <li>Understanding the pathways to addiction</li> <li>Integrated model of addictions and their treatment based on brain anatomy and brain chemistry</li> </ul> Guest speaker: Carlton Erickson, PhD Associate Dean College of Pharmacy	Erickson, Carlton, Chapter 1: The Science of Addiction,	View website: The Addiction Research and Education Center at UT Austin: <a href="http://www.utexas.edu/research/asrec">www.utexas.edu/research/asrec</a>
Week 5: 2/16/21	<u>Opiates</u>  The Opioid Crisis	Kuhn, Swartzwelder & Wilson: Chapter 9 (pgs. 221-242)	Look at this NIDA website on opioids <a href="https://www.drugabuse.gov/about-nida/legislative-activities/testimony-to-congress/2016/what-science-tells-us-about-opioid-abuse-and-addiction">https://www.drugabuse.gov/about-nida/legislative-activities/testimony-to-congress/2016/what-science-tells-us-about-opioid-abuse-and-addiction</a>
Week 6: 2/23/21			<b>Assignment #1: First short paper due</b>
Week 7: 3/2/21	Initiation of Addictive Behaviors: Developmental issues, Risk and Protective Factors, and initiation  Guest Speaker: Carlo DiClemente, PhD. APBB	DiClemente, Chapter 3. "The Well Maintained Addiction."	
Week 8:	<b>Midterm Exam</b>		<b>Midterm Exam</b>



3/9/21			Covers readings through Week 7
Week 9: 3/16/21	<b><u>Spring Break</u></b>		
Week 10: 3/23/21	Diversity Issues in Addiction and Treatment Research	Readings from M. Kopala & M. A. Keitel (Eds.), <i>Handbook of Counseling Women</i> . Part V: The Implications for Multicultural Counseling	
Week 11: 3/30/21	Women and Alcohol	<b>Velasquez, M. M.,</b> Sirrianni, L., & Stotts, A. (2016). Substance Use Disorders in Women, In M. Kopala & M. A. Keitel (Eds.), <i>Handbook of Counseling Women</i> . (2 <sup>nd</sup> edition; pp.470-488). Thousand Oaks, CA: Sage Publications, Inc.	<b>Assignment #2: Second short paper due</b> (See Appendix)
Week 12: 4/6/21	<u>Recovery</u>  Guest Speaker: John Moore, MSW, PhD Candidate	Readings TBA	
Week13: 4/13/21	<u>Marijuana</u>	Readings TBA	
Week 14: 4/20/21	<u>Brief Presentations</u>		<b>Assignment #3: Presentations</b> (See Appendix)
Week 15: 4/27/21	<u>Brief Presentations</u>		<b>Assignment #3: Presentations</b>
Week 16: 5/4/21	Last day of class Final papers due today		<b>Assignment #4: Final papers</b>

## X. BIBLIOGRAPHY

Kuhn, C., Swartzwelder, S & Wilson, W. (2014) *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy* (4<sup>th</sup> ed). New York, NY: Norton.

In M. Kopala & M. A. Keitel (Eds.), *Handbook of Counseling Women* (pp. 482-505). Thousand Oaks, CA: Sage Publications, Inc.

Helms, J.L. Counseling Black Women: Understanding the Effects of Multilevel Invisibility

Cerezo, A., Espin, O.M., & Puig, K., Counseling Latinas in the United States

Reynolds, A. & Singh, A. Counseling Issues for Lesbian, Bisexual, Transgender, and Queer Women.

Velasquez, M.M. & Stotts, A. (2003). Substance abuse and dependence disorders in women.

*We look forward to a productive term!*

## Appendix

### Assignment 1:

Facilitate Class Discussion on one addictive substance (from list to be provided), based on the readings. **Chapters from the “Buzzed” text should be used as a guide, in addition to other sources**

### Assignment 2: Short Paper #1

You have three options for completing this part of the assignment. **Your paper should be 3 pages in length.**

Option 1: Select an article(s) published in 2011 or later on an aspect of co-occurring disorders (for purposes of this assignment, co-occurring disorders are defined as a diagnosis of one or more physical or mental disabilities that a person has in addition to one or more diagnoses of substance abuse and/or dependence). Compare and contrast this material with the information in the assigned readings, and discuss implications for social work or other professional practice, including any ideas you might have for improving services to individuals with these multiple diagnoses.

Option 2: Select an article(s) on Twelve-step or other self-help groups and compare and contrast this material with the reading on self-help groups from one of the chapters on particular populations such as women, ethnic groups, sexual minorities, families, youth, or individuals with co-occurring disorders. You may wish to address the utility of these groups for a particular population, comparing and contrasting it with information from the textbook.

Option 3: Attend a meeting(s) of Alcoholics Anonymous or Narcotics Anonymous. You may wish to do additional reading on the type of group you select to attend. If you have already attended some meetings of self-help groups, you may wish to attend another self-help group for chemically dependent individuals with which you are less familiar or a group for other concerned persons such as Al-Anon or Adult Children of Alcoholics. We will discuss it in class to make sure that everyone understands the protocol for attending meetings. Note that you do not have to attend any of these meetings to complete the assignment and can choose one of the other alternatives. If you do choose to attend a Twelve-step meeting, our discussion in class will help you select an appropriate meeting (e.g., non-alcoholics should attend an *open* meeting of AA). If you choose this option, 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 referrals to the group based on this initial experience, the types of individuals 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 a “newcomer” with a chemical dependency problem might feel attending for the first time. **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.**

Regardless of which approach you take to the paper, be sure that your understanding of the text readings is reflected in the paper. **Attendance at these meetings is voluntary.**

Assignment #2. Locate an additional screening or assessment instrument (one not reproduced in the textbook, although it may be mentioned in the textbook) by conducting a literature search. You can locate an instrument using the ETOH database at <http://etoh.niaaa.nih.gov/>, searching the web, or other suitable means. Also become familiar with this instrument by reading information about it, including at least two articles.

e. Write a paper of 3 pages comparing 1) what you read about the instrument you selected in the readings you selected with 2) textbook material and the TIP you selected. For example, discuss the usefulness of the instrument for the population you selected with regard to issues such as sensitivity, specificity, and ease of administration. Be prepared to discuss your work in class. Be sure to attach the page from paragraph (c) above to the front of your paper. Readings must be cited in the paper and referenced in APA style. Also, be sure to follow the guidelines for papers as outlined in the syllabus and discussed in class.

### **Brief Presentation and Final Paper Guidelines**

1. Your presentation and final paper will be on the *same topic*. Choose your topic from **one of the four categories below**:

Specific topic areas for student presentations and final papers

- a. Concentrate on a particular addiction or addictive behavior and go in depth to discuss unique mechanisms and course of initiation and/or recovery.
- b. Describe briefly and evaluate different types of treatment programs and their efficacy

TOPICS: Recovery – Therapeutic Communities, Residential, Couples Treatment, Family Treatment, Community Reinforcement Approach, Outpatient Programs, Matrix Model, Cognitive Behavioral Therapy, Contingency Management, Twelve Step Facilitation

- c. Describe, and discuss how specific medications are being used to treat addictions

TOPICS: Zyban. Vernacline, Nicotine Replacement for smoking; Acamprosate, Naltrexone, Topamax, Antabuse for Alcohol; Methadone, Buprenorphine for Narcotic addiction; Vaccines for cocaine and nicotine

2. Each student will select a different topic and present on it as well as prepare the final paper on the same topic. *You will sign up for a presentation date and topic.*

### **Presentation Guidelines:**

1. Your presentation should be no less than 5 minutes and no more than 7 minutes in length. There will be a brief question & answer period at the end of each presentation in which the other students, Dr. Velasquez or Sharon may ask questions. You should be prepared for questions.
2. You are not required to use PowerPoint in your presentation, but you may do so if you wish (most students chose to do so). If you choose to use PowerPoint, please provide printed copies of the slides to both Dr. Velasquez and Sharon prior to the presentation. If you wish, you may provide copies for your classmates as well. Please **do NOT read the PowerPoint to the class**. PowerPoint should be used to post a chart or graphic or to give outline points, but you must be prepared to elaborate on each point. Please be sure to provide references! Failure to follow the guidelines will result in a penalty of up to 10 points on your grade for the presentation.
3. **Self-Evaluation:** At the time of your presentation, please submit what you think your grade should be along with a justification for that grade. These self-evaluations will be taken into account in the grading process.

Each student is required to submit the final paper. Late papers will not be accepted. The paper is due at the beginning of the last class.

### **Guidelines for final papers:**

1. You should write a paper ten pages in length not including references. You should have a minimum of 6 outside references (not including the textbook) and a maximum of 15 outside references. No more than three references may be web sites. References should be cited in the body of the paper. If you don't cite it, it isn't a reference. References should also be listed at the end of the paper. You must format citations and references according to the APA Style Manual. Failure to use APA style will result in a penalty of up to 10 points off your grade for this paper. Failure to adequately cite material is considered a form of plagiarism.

**Formatting for ALL students:** Papers must be submitted to Canvas before 2:30 on the day they are due. printed on white paper in black ink. The ink must be legible. Papers must be stapled. If you do not have a stapler, stop by an office on campus and borrow one before coming to class. You do not need a cover page Your name and topic should appear in the heading of each page. Each page must be numbered at the bottom. You must use 1.25" margins all around. Papers should be double-spaced in Times New Roman or Times 12-point font. Failure to properly

format your paper will result in a penalty of up to 10 points off your grade for this paper. **Spelling and grammar errors will result in a reduction of your grade. Do not rely on software to correct all your errors, as it will not catch them all. If you need to have someone proofread or help you with your papers, there are writing centers available to you or see DJ for assistance.**

### **Writing the Short Papers**

Papers should be no more than 3 pages for each of the assignments.

All papers should be typed in 12-point Times font and double-spaced. In addition to the assigned reading, students are usually required to read **at least** two articles from scholarly journals for each of these assignments, except for the learning assessment assignment, which does not require additional reading. Attach at least the first page or the abstract of each reading to your paper (make sure that the full citation to the work is included on the abstract **and** in the reference list at the end of your paper; for journal articles include author(s), year, 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 (author or editor, date, title, city, and publisher). A second readily accessible source is the ETOH website (<http://etoh.niaaa.nih.gov/>) sponsored by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). This database can be easily searched for articles, books, and other publications on alcohol and other drugs.

Each paper must provide a synthesis of your reading of the assigned material for that class session with the additional reading you have chosen. Be sure to refer specifically to the assigned reading as well as to your chosen reading(s) in your papers. These papers should be a **critical analysis** of the material. You are expected to do more than summarize the material (and of course, do not copy the abstract). Discuss questions that the material raises for you; address the usefulness of the material; appraise what the writer is saying, etc. You do not have to describe the entire reading

**Formatting for ALL students:** Papers must be printed on white paper in black ink. The ink must be legible. Papers must be stapled. Your name and topic should appear in the heading of each page. Each page must be numbered at the top right-hand side of the page. You must use 1” margins all around. Papers should be double-spaced in Times New Roman or Times 12-point font. Failure to properly format your paper will result in a penalty of up to 10 points off your grade for this paper. Spelling and grammar errors will result in a reduction of your grade. Do not rely on software to correct all your errors, as it will not catch them all. If you need to have someone proofread or help you with your papers, there are writing centers available to you or see the TA for assistance.

## Criteria for Grading Short Papers and Self-paced Class Assignments

Each paper will be graded on the following criteria:

1. Adherence to the instructions for the assignment, including class attendance and proper formatting.
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.
4. Appropriate referencing.
5. Quality and originality of the ideas presented.