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

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**Course Number:** UGS 302 DD

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

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**Semester:** Spring 2021

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**Office Hours:** Mondays after class & Wednesdays by appointment

**Meeting Times:** Mondays 11am-1pm & Wednesdays 11am-12pm **Meeting Place:** Zoom

**Course TAs:**

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- 2.
- 3.

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**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 in this class have had experiences with drugs or alcohol that have impacted their lives – if not their own, then someone close to them. The complexity of decisions about drugs and alcohol defies traditional, “Just Say No.” This course provides an interdisciplinary examination of comprehensive aspects of young people, substance use, misuse, disorders and recovery. Based in the Bio-Psycho-Social-Spiritual Model, this course explores the impact of biology, genetics, cognitions, interpersonal interactions, and belief system on behaviors, interventions, recovery mechanisms, resources and policies. This experiential course explores the impact substance use has on adolescents, families, communities and society. The course addresses cultural aspects of mood and mind-altering substances in relation to adolescents of diverse population groups, particularly those at high risk. As a student in this course, you will dive into social science research from the start. You will initiate and engage in real-world research, programs, and people with faculty and graduate students. Lecturers from social work, medicine, pharmacy, law, communications, and psychology will help students explore adolescent drug use through a variety of lenses. The course is built on the identification, analysis, and implementation of evidence-based mechanisms of prevention, intervention and recovery. The instructor’s experience as therapist, social change agent, community organizer, founder of various youth recovery agencies (including Austin’s first sober high school, University High) and researcher is utilized to spark and enhance critical discussion of the complexities of related topics. The development of skills in data collection, assessment, and problem solving are also emphasized. You will have an opportunity to use your own experiences and perspectives to examine the issue of drugs and alcohol and will consider realistic problems, responses, and interventions, “where the rubber hits the road.” As Social Scientists, all students will serve as research assistants to the professor by identifying: an area of concern, applied research, relevant findings, and creative solutions as part of the SHIFT initiative to change the UT Campus around drug and alcohol misuse and wellness. These solutions will be put into action in local aspects of the UT and surrounding communities. Students in the class will get numerous opportunities to witness both those struggling with alcohol/drug problems and those in recovery. You will witness research, interventions, cultures and treatments first hand and will learn to think critically in order to bridge research and practice issues.

Throughout the course, special attention is given to understanding, affirming, and respecting people from diverse backgrounds.

## **I. Course Participation In Campus Wide Initiative**

This course takes part in UT Austin's SHIFT initiative and incorporates protective factors to promote student wellness and mitigate the risks associated with drug and alcohol misuse, including adverse academic outcomes. In addition, you will be encouraged to participate in other prevention/intervention initiatives and education as they become relevant (e.g., UT Wellness Network, Dell Medical School Grand Rounds, Austin and Travis County substance related coalitions, International Overdose Prevention Day, Recovery Month activities, etc.)

## **II. COURSE OBJECTIVES**

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

1. Understand and have the skills to engage in difficult dialogues around stigmatized areas such as youth substance use/misuse, interpersonal relationships impacting choices, engaging in discussion of power differentials and vulnerable populations;
2. Demonstrate an understanding of the incidence of adolescent substance use and substance use disorders and its impact on youth, families, and communities;
3. Compare and critically evaluate major models and theories of substance misuse and chemical dependence including the bio-psycho-social-spiritual impact of ecological factors on development, incidence, maintenance, and treatment of substance abuse and dependence;
4. Discuss the physiological and psychological effects of drugs and alcohol on youth, particularly considering developmental frameworks;
5. Be grounded in the ethical decision-making process, identify, utilize, and understand the rationale behind empirically-supported prevention, harm reduction and intervention approaches;
6. Demonstrate an understanding of assessment and treatment of substance use disorders and the concept of multiple diagnoses;
7. Identify and describe the effects of substance use, misuse, and addiction on families and communities with an understanding of the role of social and economic justice including strategies to address discrimination, oppression, stigma and economic deprivation for individuals and families with special attention to characteristics including but not limited to involvement with the criminal justice system, gender, age, culture, socioeconomic status, sexual orientation, and ability;
8. Discuss and evaluate methods designed to motivate adolescents using substances in risky ways and/or struggling with substance use and related disorders to use available treatment programs and community resources to help alleviate related social problems and to promote well-being;
9. Understand the macro aspects of substance use and misuse, i.e., policies, national and international issues, etc.;
10. Impact the problem of youth and young adult substance misuse and the related opioid epidemic with creative and evidence-based solutions;
11. Comfortably have a discussion with a person you are concerned about related to substance misuse;
12. Become a part of the UT SHIFT initiative in meaningful ways to shift the culture of drug and alcohol use on and around UT.

## **III. METHODS OF INSTRUCTION**

The primary means of instruction are mini-lectures (students are encouraged to ask questions and make comments), real-world experiences, and class discussions framed by the Difficult Dialogue methods. As a Difficult Dialogues course, this class is designed to teach you to engage in informed and respectful dialogue with people who have different beliefs, values, perspectives, or ways of communicating. As a

UGS signature course it is also designed to introduce you to University resources as well as to perspectives and issues that transcend traditional disciplines. Please visit this website to learn more about Difficult Dialogue courses at UT: <https://liberalarts.utexas.edu/humanitiesinstitute/courses/About.php>

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. Guests will augment class sessions with their expertise. Experiential exercises will be utilized readily to practice learned skills. Papers will demonstrate understanding of course concepts as they pertain to personal experience. Student's SHIFT projects will be conducted throughout the semester and shared as presentations. Students are expected to change the world (this is not a cliché!)

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

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

#### **REQUIRED TEXT:**

Holleran-Steiker, Lori (2016, or 2015 approved). *Youth and Substance Use: Prevention, Intervention, Recovery*. Chicago, IL: Lyceum Books or New York, NY: Oxford University Press.

#### **OTHER VALUABLE RECOMMENDED TEXTS FOR CONSIDERATION (not required):**

Erickson, C. K. (2011). *Addiction Essentials: The Go-To Guide for Clinicians and Patients*. New York, NY: W. W. Norton & Company, Inc.

Erickson, C. K. (2018). *The Science of Addiction: From Neurobiology to Treatment*. 2nd Edition (first edition acceptable) New York, NY: W.W. Norton and Co. Inc.

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.

Naar-King, S. & Suarez, M (2011). *Motivational Interviewing with Adolescents and Young Adults*. New York, NY: Guilford Press.

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

#### IV. COURSE AGENDA

Date	Description	Text / Readings “read by date shown”
Jan. 20 (W)	<b>Introductions and Syllabus Review</b> Setting the stage for your YPAD experience and Difficult Dialogues	Read: Chap. 1 of <i>Youth and Substance Use</i> (Holleran Steiker, 2016)  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>
Jan. 25 (M)	Overview of frames for Conducting “Difficult Dialogues”  <b>Theories and Models of Chemical Dependence:</b> Moral, Bio-psycho-social-spiritual, Adolescence and the developmental model	Choose the definition that best fits for YOU re: dialogues on this website: <a href="https://www2.clarku.edu/difficultdialogues/learn/index.cfm">https://www2.clarku.edu/difficultdialogues/learn/index.cfm</a>  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>  Read: <i>Adolescent Substance Use: Developmental Considerations</i> Staci Leon Morris, Psy.D., and Eric F. Wagner, Ph.D. <a href="https://files.eric.ed.gov/fulltext/ED521379.pdf">https://files.eric.ed.gov/fulltext/ED521379.pdf</a>  To enhance discussion, watch movie Beautiful Boy (not required)
Jan. 27 (W)	<b>Defining Terms and Facing Myths:</b> Adolescent chemical use, misuse, abuse, addiction, trends & consequences, and dependence  The brain and the neurobiology of chemical dependence: Understanding the pathways to addiction	Explore drug myths: <a href="http://sites.utexas.edu/asrec/facts-myths/exploding-drug-myths/">http://sites.utexas.edu/asrec/facts-myths/exploding-drug-myths/</a>  Watch: Teenage Brain Primed for Addiction <a href="https://www.youtube.com/watch?v=UNAbf3J31R0">https://www.youtube.com/watch?v=UNAbf3J31R0</a>  Watch: Erikson on Neurobiology <a href="https://www.youtube.com/watch?v=7kIf11jnnRs&amp;feature=youtu.be">https://www.youtube.com/watch?v=7kIf11jnnRs&amp;feature=youtu.be</a>
Feb. 1 (M)	<b>Reducing Stigma:</b> Discussion of drug and alcohol perspectives, experiences, and impressions  More about Language and Stigma  Intro to SHIFT with Director, <i>Kate Lower</i>	Read: Chaps. 2 & 3 <i>Youth and Substance Use</i> (Holleran Steiker, 2016) 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>

Feb. 3 (W)	The Adolescent Brain and Addiction	<p>Watch:  <a href="https://www.youtube.com/watch?v=7kIf11jnnRs&amp;feature=youtu.be">https://www.youtube.com/watch?v=7kIf11jnnRs&amp;feature=youtu.be</a></p> <p>Watch:  <a href="https://www.youtube.com/watch?v=UNAbf3J3lR0">https://www.youtube.com/watch?v=UNAbf3J3lR0</a></p> <p>Explore drug myths on  <a href="http://www.utexas.edu/research/asrec/">http://www.utexas.edu/research/asrec/</a></p> <p>Watch: Feature researcher bio of Dr. Nora Volkow  <a href="https://www.worldsciencefestival.com/videos/meet-pioneer-in-science-dr-nora-volkow/">https://www.worldsciencefestival.com/videos/meet-pioneer-in-science-dr-nora-volkow/</a></p>
Feb. 8 (M)	<p><b>Culture:</b>  Intro to diversity (i.e., cultural, age, class, gender, spirituality, and sexual orientation considerations.)</p> <p><b>Drug and Alcohol Research:</b>  understanding the basics of research in this field</p> <p>Lecture and Discussion - <i>Katie McCormick, LMSW</i></p>	<p>Read: 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>Review The National Advisory Council on Drug Abuse (NACDA) Guidelines for Substance Abuse Research Involving Children and Adolescents:  <a href="https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/pdf/nacdaguidelines.pdf">https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/pdf/nacdaguidelines.pdf</a></p> <p>Also, choose an article (within the last 10 years) that addresses some aspect of adolescent substance abuse and a unique population – read before class and be prepared to share.</p>
Feb. 10 (W)	<p><b>Treatment and Systems of Care:</b></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:  Person Centered Roads to Recovery</p> <ul style="list-style-type: none"> <li>● 12-Step</li> <li>● SMART</li> <li>● MM</li> <li>● Celebrate Recovery</li> <li>● JACS</li> <li>● Alternative Peer Groups (APG)</li> <li>● Peer Coaching</li> </ul>	<p>Read: Kelly, J.F., Myers, M.G. &amp; 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>Read: Chapter 7 (Holleran Steiker, 2016)</p> <p>Read: Kelly, J. &amp; White, W. (2012) Broadening the base of addiction recovery mutual aid. <i>Journal of Groups in Addiction &amp; Recovery</i>, 7(2-4), 82-101.</p>

	<ul style="list-style-type: none"> <li>Medication Assisted Therapy modes</li> </ul>	
Feb. 15 (M)	<p><b>An Ecological Perspective:</b> Understanding the Chemically Dependent Adolescent</p> <p>Families and Addiction – Genograms and Case Studies</p> <p>Generation Found</p>	<p>View sample Genogram on p. 179 of Holleran Steiker text (for more detail and ideas, see <a href="http://stanfield.pbworks.com/f/explaining_genograms.pdf">http://stanfield.pbworks.com/f/explaining_genograms.pdf</a> and create your family genogram for discussion)</p>
Feb. 17 (W)	<p><i>Guest Panel of recovering young people</i></p> <p><b>Submit Paper 1 by midnight</b></p>	<p>Come to class with at least 3 questions informed by class up to this point for the young people in recovery who are coming to class today.</p> <p>Explore Intergroup website and become familiar w local resources.  <a href="http://www.austinaa.org">www.austinaa.org</a>  <a href="https://www.aa.org">https://www.aa.org</a>  <a href="http://www.na.org">www.na.org</a>  <a href="https://www.smartrecoverytest.org">https://www.smartrecoverytest.org</a>  <a href="https://al-anon.org">https://al-anon.org</a>  <a href="https://oa.org">https://oa.org</a>  <a href="https://refugerecovery.org">https://refugerecovery.org</a>  <a href="https://www.celebraterecovery.com">https://www.celebraterecovery.com</a>  etc.</p>
Feb. 22 (M)	<p><b>Screening, Diagnosis &amp; Assessment</b></p>	<p>Watch:  <a href="https://www.youtube.com/watch?v=_K4KD4aOUa0&amp;feature=youtu.be">https://www.youtube.com/watch?v=_K4KD4aOUa0&amp;feature=youtu.be</a></p> <p>Read: Chap. 6 in <i>Youth and Substance Use</i>, (Holleran Steiker, 2016)</p> <p>Read: SAMHSA/CSAT: <i>Screening and Assessing Adolescents for Substance Use Disorders</i>  <a href="https://www.ncbi.nlm.nih.gov/books/NBK64364/">https://www.ncbi.nlm.nih.gov/books/NBK64364/</a>  (See <a href="http://store.samhsa.gov/home">http://store.samhsa.gov/home</a> For other free publications)</p>

Feb. 24 (W)	<p>Visit with one of the following UT Addictions Research experts (to be determined):</p> <p><b>Juan Dominquez</b> Neural and endocrine mechanisms that regulate motivated behaviors</p> <p><b>Michela Marinelli</b> Biological basis of addiction lab</p> <p><b>S. John Mihic</b> Molecular sites of action of drugs of abuse on ligand-gated ion channels</p>	<p><b>Turn in question about lab visit before class</b></p>
Mar. 1 (M)	<p><b>Stages of Change and Motivational Interviewing:</b> Interventions using the Transtheoretical Model of Change and Motivational Interviewing</p> <p><b>Allyship:</b> Practicing drug and alcohol conversations <b>Winston Chapman and/or Larkin Cummings</b></p>	<p>Read: Chap. 8 in Youth and Substance Use (Holleran Steiker, 2016)</p> <p>Read: 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>
Mar. 3 (W)	<p><b>Continuum of Care:</b> Treatment, Support &amp; Interventions</p> <p><b>Panel of addictions clinicians</b></p> <p><b>Submit Paper 2 by midnight</b></p>	<p>See Laitman &amp; Lederman chapter, “The Need for a Continuum of Care” in Roth, J. &amp; Finch, A. J. (2013). <i>Approaches to Substance Abuse and Addiction in Education Communities: A Guide to Practices that Support Recovery in Adolescents and Young Adults</i>. Routledge Publication.</p> <p>Read and highlight bullets from: <a href="https://www.nytimes.com/2018/05/19/opinion/sunday/addiction-cancer-treatment.html">https://www.nytimes.com/2018/05/19/opinion/sunday/addiction-cancer-treatment.html</a></p>
Mar. 8 (M)	<p><b>Addiction Treatment:</b> Discussion of adolescent treatment</p> <p><b>Phoenix House Staff and Youth</b> (Familiarize yourself with this treatment at <a href="https://www.phoenixhouse.org/">https://www.phoenixhouse.org/</a>)</p>	<p>Delve into the website for the UT Youth Substance Misuse, Addiction and Recovery POP-UP INSTITUTE and watch the 4 research videos linked to the Participant List (<a href="http://sites.utexas.edu/youthsubstancemisuse/">http://sites.utexas.edu/youthsubstancemisuse/</a>)</p> <p>*Hint: Look for links to ‘Coffee Talks’ at the bottom of each profile.</p>
Mar. 10 (W)	<b>QUIZ 1</b>	Email list of resources utilized (interviews, lectures, agency visits, research articles, etc.) and draft for YPAD IP presentation
Mar. 15-20	<b>SPRING BREAK</b>	

Mar. 22 (M)	<b>Prevention:</b> “Primary, Secondary, Tertiary” College Alcohol Prevention Programs & Culturally grounded prevention interventions: Dr. Holleran’s research presentation	Read: Chap. 4 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)  Read: 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.
Mar. 24 (W)	<b>Advertising:</b> Youth, Drugs, Alcohol, Music, & Media <i>Mike Mackert on SMITs</i>	Consider the alcohol and medication ads you know and see – think critically about their goals, impact, target audience . . . come to class prepared to share an example.
Mar. 29 (M)	<b>IP PRESENTATIONS</b>	Each presentation will provide handout
Mar. 31 (W)		
Apr. 5 (M)		
Apr. 7 (W)	<b>Substance Use &amp; Trauma</b> Lecture and Discussion - <i>Katie McCormick, LMSW</i>	Read: <i>The role of adverse childhood experiences in substance abuse and related behavioral health problems</i> (SAMHSA, 2018). Available on canvas.  Read: <i>Building your resilience</i> (American Psychological Association, 2012). Available here: <a href="http://www.apa.org/topics/resilience">http://www.apa.org/topics/resilience</a>  Watch: Nadine Burke Harris’ talk, “How childhood trauma affects health across a lifetime.” Available here: <a href="http://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime">www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime</a>
Apr. 12 (M)	<b>Harm Reduction:</b> And other alternatives to traditional treatment  Other current social issues: HIV/AIDS, needle exchange, FASD, methamphetamine epidemic, media campaigns etc.  <i>Local Opioid Response/ harm reduction speakers (TBD)</i>	Read: 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.  Read: 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>Read: Medication Assisted Treatment (MAT): A Dialogue With a Multidisciplinary Treatment Team and Their Patients. Interview Conducted by Lori Holleran Steiker, with Kim Comstock, Steve Arechiga, Jade Mena, Melissa Hutchins-Jackson, Katrina Kelly, and Members of the MARS Relapse Prevention Group. <i>Journal of Social Work Practice in the Addictions</i>, 13:1–10, 2013</p> <p>Explore: <a href="http://www.OperationNaloxone.Org">www.OperationNaloxone.Org</a> and complete the third training (“Opioid Overdose Prevention and Response”).</p> <p>Read: Holleran Steiker, L. K. (2016). Opioid Overdose Prevention Initiatives on the College Campus: Critical Partnerships between Academe and Community Experts. <i>J Drug Abuse</i>, 2:2.</p>
Apr. 14 (W)	<p><b>Recovery High Schools: Life Saving Innovations</b></p> <p><i>University High School Staff and students</i></p> <p><b>Submit Paper 3 by midnight</b></p>	<p>Listen to Social Work Podcast: <a href="http://socialworkpodcast.blogspot.com/2016/08/RyHS.html">http://socialworkpodcast.blogspot.com/2016/08/RyHS.html</a></p> <p>Read: Holleran Steiker LK*, Nash A, Counihan C, White W and Harper K (2015) Transforming Austin: Augmenting the System of Care for Adolescents in Recovery from Substance Use Disorders, <i>Alcoholism and Drug Dependence</i>.</p>
Apr. 19 (M)	<p><b>Policy &amp; Legal Issues</b></p> <p>QUIZ REVIEW</p>	<p>Read: Chap. 10 &amp; 11 <i>Youth and Substance Use</i> (Holleran Steiker, 2016)</p> <p><a href="https://www.nytimes.com/2018/05/29/opinion/addiction-relapse-prosecutions.html">https://www.nytimes.com/2018/05/29/opinion/addiction-relapse-prosecutions.html</a></p>
Apr. 21 (W)	<b>QUIZ 2</b>	
Apr. 26 (M)	<p><b>Current Issues:</b></p> <p>Applying learning to your lives, community, and campus</p>	<p>Read: Holleran Steiker Epilogue and submit Addendum for course credit</p>
Apr. 28 (W)	TBD - based on class interest	<b>ULS Lecture Series responses due</b>

May 3 (M)	<b>Celebration and Course Wrap-Up Evaluation</b>	
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## **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) and 2 quizzes, and 1 final project.

### **Papers**

Unless a length is stated below, papers should be 5 pages. Papers should be typed in 12-point Times New Roman font and double-spaced. The American Psychological Association (APA) - 7th edition format should be used. References (majority should be journal articles published since 2010, books/chapters are acceptable, and websites only if they are ".edu" or ".gov" to enhance the prior to sources) should be clearly cited. Make sure that the full citation to the work is included in the reference list at the end of your paper. 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. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

#### **Paper 1** [choose **ONE** of the following three choices]

1. With permission, interview an adolescent or young adult 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 the interview data and how the research either supports it or how it contrasts with scientific findings. You must have at least 5 references with information cited in your paper, which relate to your impressions of the interview. 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 audiotape the interview for paper-writing purposes, please see the instructor for a contract that the interviewee must sign.
2. 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 5 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. If this is a problematic area of your life and you have never addressed it, please see the professor before tackling this assignment.
3. Combine the two previous options and write about your own experiences as if it were an interview and assign your story a pseudonym.

#### **Paper 2**

This paper gives you the opportunity to research some of the ongoing controversial topics related to alcohol, drugs, and addiction. You will identify a topic related to social, cultural, or ethical issues of substance use. The issue you choose should be complex. These issues are often complex because of conflicting values concerning drug use, which are influenced by multiple factors, including social, religious, ethical, or political views. In this paper, you must provide both sides of the controversy for the topic you choose to research. Be sure to explain the history/background of the debate, significance, and articulate the scientific evidence of each side and cite your sources. You will conclude the paper describing your personal stance on this topic. You must provide solid evidence justifying your stance. An example of a topic might be the

following: “The age for alcohol consumption should be 18 years instead of 21 years which coincides when a person can vote and join the military.” This is a controversial topic that can be argued from both sides and evidence can be found to support both sides of the argument.

Possible format:

- Intro: Brief history of the debate and why it’s significant to talk about it
- Argument 1 justification
- Argument 2 justification
- Conclusion w/ personal stance
- 6 references minimum with at least 3 peer-reviewed journal articles.

### **Paper 3**

Addendum: Write a two-page assessment of HOW YOU ARE DIFFERENT AS A RESULT OF TAKING THIS CLASS – please reference what you have learned during the semester but focus more on the impact of the learning. (This section of your assignment is your personal experience of the course; it is not intended to be a formal critique of the course but your reflections are important!) There is no grade for this assignment, but failure to submit it will result in ten points being subtracted from your final grade.

### **Integrative Project (IP) and Group Presentations**

This group project is a compilation of research, critical thinking, and new ideas beyond regurgitation of information. Students will be grouped into 3-4 groups based on their shared interests. Group topics may include (but are not limited to): the role of trauma in adolescent substance use, the culture of drug use on campus, harm reduction policy change and legal issues, treatment/mental health interventions. Students should envision a project that can actually be implemented. For example, in past semesters, students have designed a music intervention that was actually implemented with local young people in recovery. Students will work on the presentation throughout the semester. Communication and participation are key to success. A general process for the project is as follows:

- Students will present an outline of the research in their chosen area for feedback from the professor/TA.
- Students will be expected to go beyond the literature. Students will hand in a creative strategic plan to gather real-life information about the topic (i.e., interviews, lectures, agency visits, etc.) and add to the knowledge base in that area.
- Students will work on this IP throughout the semester and will share their experience during designated presentation times.
- Students should meet outside of class time to augment, discuss, process, and complete the final presentation of the IP.
- Students will submit materials in Canvas and share a hand out/infographic that summarizes the issue, along with a reference list.
- Groups will present to the entire class and facilitate 10 minutes of class discussion on their topic, being sure to elicit questions, critical thinking, and challenges to the audience.

### **Participation**

At the end of the semester students will be evaluated on their overall contribution to class. Some students will choose to share in the larger class, others in smaller groups, and still others in 1:1 or emails with the professor or TA. This portion of the participation grade will be based on: (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; finding resources and journal articles that enhance the course, and (h) ability to use Socratic questioning. Because a significant portion of the overall grade is based on class participation, it is obvious that attendance is crucial; students cannot participate if they are not present in class. Missed classes will be addressed on a case-by-

case basis. If students have to miss a class and have a legitimate excuse, please let the professor and/or TA know as soon as possible.

### **Attendance**

This course is synchronous. Professor pre-approved absences which can necessitate students watching recorded session(s). As such, students are expected to attend Monday and Wednesday lectures. Failure to do so will result in points deducted from final grades.

#### **University Lecture Series**

All students must attend one ULS or university lecture on a subject related to this course to satisfy the expectations for this course (professor must approve lecture prior to attendance). A paragraph of impressions and any connections made between the course and the lectures will be collected to document attendance.

Spring 2021 University Lecture Series events being held via Zoom (TBA):

#### **How Self-Compassion Can Help Us to Thrive in the Midst of Challenge**

*Kristin Neff, Ph.D., Educational Psychology*

March 2, 8-9 p.m.

#### **Personal Responsibility vs. Public Health During COVID-19**

*Harold W. (Bill) Kohl III, Ph.D., Kinesiology and Health Education*

April 21, 8-9 p.m.

**\*Third lecture to be announced soon!**

More detailed information about the lectures can be found below and on the web site at <http://www.utexas.edu/ugs/uls>.

### **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 sometimes acceptable; websites other than federal agencies based in research are variable and must be viewed critically – see instructor to assess viability of website references). Must be research from the last 10 years and no older unless it is a historic or classic reference
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 (rubric will be posted on Canvas):

- Adherence to the instructions for the assignment.
- Quality of the synopsis and research (i.e., breadth, depth, relevance and timeliness of citations, etc.)

- Quality of material chosen for review (journal articles are the best references, due to their peer-reviewed status; books are acceptable; websites other than federal agencies based in research are variable and must be viewed critically - see instructor to assess viability of website references).
- Appropriate referencing.
- Quality and articulation of ideas presented.
- Consideration of various perspectives.
- Facilitation of class input.

#### Grading Scale and Calculation of Final Grades

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

Papers (2)	40%
IP/Presentation	20%
Quizzes (2)	20%
Participation, Professionalism	20 %
TOTAL 100%	

#### Grading Scale

100-94=A  
 93-90= A-  
 89-87=B+  
 86-84=B  
 83-80=B-  
 79-77=C+  
 76-74=C  
 73-70=C-  
 69-67=D+  
 66-64=D  
 63-60=D-  
 59 and below=F

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) - 7th 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.
5. Students are responsible for any material missed due to absences. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty.

6. 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
7. Regardless of the reason, even if excused, students that miss taking a test on the scheduled date as outlined above in the course outline will take a make-up exam that will be essay in nature. The make-up exam will be in essay form and 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.
8. Students are expected to be respectful of the professor, their fellow students and guest speakers. Students should be fully engaged for the entirety of class, silencing/eliminating any distractions that may inhibit learning (i.e., cell phones, email, homework/assignments). Lack of participation may result in lowering of grades.
9. 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.
10. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
11. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting. Student feedback is welcome. All NASW Code of Ethics values will be upheld.
12. An informal course evaluation will be conducted mid-semester, and input considered for course adjustments. Students are encouraged to provide feedback either anonymously by note under the professor's door or during office hours and by appointment if they desire.
13. PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act in a professional way 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 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 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.

Differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialogue.

Students are expected to refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and, in the context, it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

### **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 or TA. 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, the professor is happy to help with problem solving and connecting students with resource options. Students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

### **Policy on Professionalism and Social Media**

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.

Especially regarding drugs and alcohol, 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. You are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize professional image. Students should consider that they will be representing The University of Texas at Austin while in the classroom, the university community, and the broader area communities.

### **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 (<https://deanofstudents.utexas.edu/conduct/>).

### **Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Care and Confidentiality**

This course is designed to encourage difficult dialogues and honest sharing of experiences. The discussion of drugs, alcohol, and mental health will be protected to the best of the Professors ability. Please use good judgement what you share and do not put yourself in an awkward or unethical position. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics 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.

### **Use of E-Mail for Official Correspondence**

The Professor will communicate through Canvas Announcements and Canvas initiated emails. 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

### **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/>.

### **Safety**

COVID precautions will continue during this Spring 2021 semester and no one will be required to meet in person. There may be opportunities to meet outside, masked, with the professor or peers but no one should feel compelled and those meetings will not impact grades in any way. Also, as part of professional 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 inherent risks. It is the student's responsibility to be aware of and adhere to policies and practice related to health, 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. All of these resources have online resources so you are not expected to go in person. Here are a list of samples - the professor will discuss this further in class:

- Blanton Museum of Art
- Center for American History
- The Fine Arts Library
- Harry Ransom Humanities Research Center
- Lyndon Baines Johnson Library and Museum
- The Nettie Lee Benson Latin American Collection
- Texas Natural Science Center
- The Department of Astronomy Star Parties
- UT Campus Telescopes
- UT Press



- The SAHARA "Bar" Lab and the Waggoner Center for Alcohol and Addiction Research The Performing Arts Center
- Please note that in the addictions field, research centers such as Waggoner and the Bar Lab are also Gems of UT.

### **Writing Center**

Students are strongly encouraged to use the Undergraduate Writing Center, PCL 2.330, 471-6222: <http://www.uwc.utexas.edu/>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether students are writing a lab report, a resume, a term paper, a statement for an application, or their own poetry, UWC consultants will be happy to work with students. 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 students work on writing in ways that preserve the integrity of their 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 visit this site: <https://ugs.utexas.edu/core-curriculum/about> and the Signature Course syllabus checklist, <https://ugs.utexas.edu/sig/plan/syllabus-checklist>.

### **Evaluation of Instructor**

Students will have two opportunities to evaluate the instructor, at mid-term (informally) and at the end of the term. The professor is also available during office hours and at other mutually agreeable times to discuss the course with students. PLEASE share your perspective before the end of the semester so that we can attempt to accommodate your needs! Also, please think about how to word your feedback to effectively convey specific concerns rather than to just vent or emote.

### **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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

## **COVID-19 RELATED INFORMATION**

### **Policies**

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

### **Covid-19 Update and Resources**

While we will post information related to the contemporary situation on campus, you are encouraged to

stay up-to-date on the latest news as related to the student experience.

<https://coronavirus.utexas.edu/students>

### **Online Resources**

“Keep Learning” Resources. This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>. This site even has a handy “BEVOBot” to give you immediate chat access for answers to your questions!

### **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.

It is the professor’s expectations that any citation older than 10 years (i.e., before 2010) will be used when it is either the most recent research in that area OR it is a quintessential classic work in the field – please ask the Professor or your TAs if you are not sure how to cite or if you need guidance re: information literacy.