X

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

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| **Course Number:** | X | **Instructor:** | X |
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| **Unique Number:** | X  | **E-mail:** X |  |
|  |  |  |  |
| **Semester:** X |  | **Phone:** X |  |

**Meeting Time:** X **Office Room:** X

**Meeting Place:** X **Office Hours:** X

**ADOLESCENT SUBSTANCE USE DISORDERS:**

**PREVENTION AND INTERVENTION**

**I. COURSE DESCRIPTION**

This course examines the incidence and etiology of chemical dependence and its impact on adolescents, families, and society. The course also 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. The course is organized using a bio-psycho-social-spiritual framework with aspects of the transtheoretical 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 development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course,

special attention is given to understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, sex/gender, sexual orientation, religion, physical or mental ability, age, and national origin.

**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 social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics, 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, sex/gender, age, culture, socioeconomic status, sexual orientation, and ability;

7. Discuss and evaluate methods designed to motivate adolescents with substance use disorders and their families to use available treatment programs and community self-help

resources in order to help alleviate social problems related to adolescent substance use disorders 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. Films and exercises will also be used. Guest speakers will be augment class sessions. Experiential exercises will be utilized readily to practice learned skills.

**IV. TEXTS**

**REQUIRED TEXT:**

The primary textbook for the course is:

Monti, P.M., Colby, S.M., & O’Leary, T.A. (2001). Adolescents, Alcohol, and

Substance Abuse: Reaching Teens Through Brief Interventions. New York, NY: The Guilford Press.

**RECOMMENDED TEXTS**:

Botvin, G.J., Schinke, S., Orlandi, M.A. (1995). Drug Abuse Prevention with

Multiethnic Youth. Thousand Oaks, CA; London, UK; New Delhi, India: Sage. Hogan, J.A., Gabrielsen, K.R., Luna, N., and Grothaus, D. (2003). Substance Abuse

Prevention: The Intersection of Science and Practice. Boston, MA: Allyn & Bacon, Pearson Education Inc.

Lawson, G.W. & Lawson, A.W. (1992). Adolescent Substance Abuse: Etiology, Treatment, and Prevention. Gaithersburg, MD: Aspen Publications.

Texts are available at the campus-area bookstores. Other readings listed on the syllabus are on reserve in the Learning Resource Center (LRC) located on the bottom (first) floor of the School of Social Work.

**V. COURSE AGENDA**

**DATE TOPICS and ASSIGNMENTS READINGS and ACTIVITIES**

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| **Date** | **Description** | **Text / Readings****“read by date shown”** |
| Week 1Wed., June4 | Introduction to course: Background &ContextVideo: There and BackDefining terms and facing myths: Adolescent substance use, unhealthy use, addiction and dependenceTheories of substance use: Moral, Bio-psycho-social-spiritual, developmental modelThe brain and the neurobiology of substance use: Understanding the pathways to addictionVideo: The Hijacked Brain | visit the website of the National Institute on Drug Abuse at [www.nida.nih.gov/DrugAbuse.html](http://www.nida.nih.gov/DrugAbuse.html)Monti, Colby & O’Leary, Chapter 1 |
| Week 2Monday, June 9Wed., June11 | Screening, diagnosis, assessment, and referralIntro to diversity and diagnosis: cultural, age, class, sex/gender, spirituality, and sexual orientation considerations.Understanding the Adolescent with a Substance Use Disorder: **Guest speaker****Treatment** –Systems of Care• Motivating clients for treatment• What works? Does treatment matter?• Community Approaches• College settings | Monti, Colby & O’Leary, Chapters 3 & 4Monti, Colby & O’Leary, Chapter 2 &6 |

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| Week 3Mon., June16 (time given to work on Paper 1)Wed., June18 | Treatment and recovery support (continued):• 12 Step Programs and other groups• Spiritual/Religious approachesSex/Gender and Sexuality issues:GLBT adolescent issues and gay affirmative practiceSpeaker, Dr. Catherine Crisp | Kelly, J.F.; Myers, M.G.; Brown, S.A.(2002). Do adolescents affiliate with 12-step groups? A multivariate process model of effects. Journal of Studies on Alcohol, 63(3), 293-304.Also See:<http://www.alcoholics-anonymous.org/><http://www.na.org/> |
| Week 4Mon., June23Wed., June25 | **Stages of Change and Motivational****Enhancement/Interviewing** Videotapes: Motivational Interviewing Experiential | Monti, Colby & O’Leary, Chapter 5See Handouts**Submit Paper 1 by the end of class on****June 25.** |
| Week 5Mon., June30Wed., July2 | Family Dynamics and TreatmentGuest speaker**TEST 1** | Monti, Colby & O’Leary, Chapter 7 |
| Week 6Mon., July7Wed., July9 | **Prevention:**“Primary, Secondary, Tertiary”Culturally grounded prevention interventions: Dr. Holleran’s research presentationEthics of PreventionHarm reduction and other alternatives to traditional treatmentMedia campaigns: The Anti-Drug, really? | Monti, Colby & O’Leary, Chapters 2 & 8Book on reserve:Hogan, Gabrielsen, Luna & Grothaus, Chapters 3 & 5Hogan, Gabrielsen, Luna & Grothaus, Chapter 7 |

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| Week 7Mon., July14Wed., July16 | **Special Considerations:**Comorbidity: Mental and physical disabilities in conjunction with chemical dependenceGuest speaker: Debbie Webb on DualDiagnoses | Monti, Colby & O’Leary, Chapter 9**Submit Paper 2 by end of class on****July 16** |
| Week 8Mon., July21Wed., July23 | **Special Considerations, continued**Culture, loosely defined . . .Ethnicity, Region, Religion, 12 Step Culture, Drug Culture, Gang Culture, Street Culture**TEST 2** |  |
| Week 9Mon., July28 | Current Issues and Course Wrap-UpEvaluation | Monti, Colby & O’Leary,Chapter 10 & 11 |

**VI. STUDENT EVALUATION**

Your grade in this course will be based on 2 tests and 2 graded papers (the final one including a learning assessment that is not graded, but will result in a 10-point penalty on the final course grade if it is not submitted and you do not attend class on the day it is due (the last class period).

**Tests**

Each test will contain 25 true/false and multiple-choice questions. Each item on a

25-question test is worth 4 points. The test grades will be averaged together and will result in 50% of the final grade in the course.

**Papers**

Unless a length is stated below, papers should be about 10 pages for each of these assignments. Both 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. You do not have to describe the entire reading.

**Paper 1**: **Select one of the following (2) assignments:**

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 substance use disorder 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.**

OR

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 5 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.**

**Paper 2: Select one of the following (2) assignments**

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.**

**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.

**Grading Scale and Calculation of Final Grades**

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

**Student Performance Evaluation**

**Course Requirement % of grade Grading Scale**

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| --- | --- |
|  | A= 92 - 100 |
| Tests (2) | 50% | B = 82 - 91 |
| Papers (2) | 50% | C = 72 - 81 |

Attendance/Participation (expected)

D = 62 - 71

TOTAL 100% F = 61 and below

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

**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 groupwork 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 groupwork as treatment of a specific problem area for a specific population. In addition, students will demonstrate

their level of applied knowledge of groupwork 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. 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. XXXXX).

**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.

**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.