

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

DYNAMICS OF CHEMICAL DEPENDENCY

Course Number:	SW 360K/ SW 393U9	Instructor's Name:	Diana DiNitto
Unique Number:	60835/61085	Office Number:	SSW 3.130B
Semester:	Spring 2002	Office Phone:	471-9227
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Meeting Time/Place:	R, 2:30-5:30 SSW 2.122	Office Hours:	R, 10:30 a.m.-12:00 p.m., 1:30 p.m.-2:30 p.m., 5:15 p.m-5:45 p.m., and by appointment

COURSE DESCRIPTION

This course examines the incidence and etiology of chemical dependence and its impact on individuals, families, and society. 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.

COURSE OBJECTIVES

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

1. Demonstrate an understanding of the incidence of chemical dependence and its impact on individuals, families, and communities;
2. Compare and critically evaluate major models and theories of chemical dependence including the impact of social and ecological factors on development, maintenance, and treatment of substance abuse and dependence;
3. Discuss the pharmacological properties and physiological and psychological effects of drugs and alcohol;
4. Demonstrate an understanding of assessment and classification of psychoactive substance dependence and abuse and the concept of multiple diagnoses;
5. Identify and describe the effects of chemical dependence on families and communities with special attention to characteristics such as involvement with the criminal justice system, gender, age, culture, socioeconomic status, sexual orientation, and ability;
6. Discuss and evaluate methods designed to motivate chemically dependent individuals and their families to use available treatment programs and community self-help resources.

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 invited to augment class sessions. Some sessions will be conducted using distance-learning methods. We will also attempt to use Blackboard as an instructional tool.

TEXT

The primary textbook for the course is McNeece, C. A., & DiNitto, D. M. (1998). *Chemical dependency: A systems approach* (2nd ed.). Boston: Allyn and Bacon. It is 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.

COURSE AGENDA

DATE	TOPICS and ASSIGNMENTS	READINGS and ACTIVITIES
Week 1 R, Jan. 17	Introduction to course Your assignment is to learn about the drugs of concern and abuse by (1) studying the handout provided and (2) viewing the video, <i>Uppers, Downers, and All Arounders</i> , available in the School of Social Work Learning Resource Center AND/OR visiting the website of the Drug Enforcement Administration at www.usdoj.gov/dea/concern/concern.htm and the National Institute on Drug Abuse at www.nida.nih.gov/DrugAbuse.html	Handout from the Drug Enforcement Administration on drugs of abuse Learn about the use of Blackboard software as a teaching/learning aide
Week 2 R, Jan. 24	Defining terms: Chemical use, misuse, abuse, and dependence Is there a best way to describe chemical abuse and dependence? Theories of chemical dependence Jellinek's work Challenges to the disease model	McNeece & DiNitto, Chps. 1 & 2
Week 3 R, Jan. 31	The brain and the neurobiology of chemical dependence: Understanding the pathways to addiction Guest speaker: Dr. Carlton Erickson, College of Pharmacy Take Quiz 1 on Blackboard between Feb. 1 and Feb. 5	McNeece & DiNitto, Chps. 3 & 4 View information on the brain and the neurobiology of addiction at the NIDA website at www.nida.nih.gov/Teaching.html Also see the NIDA home page and view material of interest to you by clicking on the "NIDA Goes to School" link

Week 4 R, Feb. 7 Self-paced class period	Screening, diagnosis, assessment, and referral: Tools of the trade Understanding the chemically dependent person Guest speaker Take Quiz 2 on Blackboard between Feb. 15 and Feb. 19	McNeece & DiNitto, Chp. 5 Instructions for self-paced learning will be provided
Week 5 R, Feb. 14	In-class exercise on diagnosis and discussion of Week 4 material Understanding the chemically dependent person Guest speaker Take Quiz 2 on Blackboard between Feb. 15 and Feb. 19	Read a book of your choice (autobiography or biography) about a chemically dependent person
Week 6 R, Feb. 21	Family Dynamics and Treatment Guest speaker Midterm Evaluation of Course Submit Paper 1 by start of class	McNeece & DiNitto, Chp. 10
Week 7 R, Feb. 28	From childhood to old age: Chemical abuse and dependence throughout the life cycle Submit Paper 2 by start of class	McNeece & DiNitto, Chps. 9 & 14
Week 8 R, Mar. 7 Self-paced class period	Policy as a practice tool: Can politics prevent substance abuse? Submit Paper 3 electronically or leave it at the mail drop by Student Services desk by 5:00 today	McNeece & DiNitto, Chps. 7 & 8 Instructions for self-paced learning will be provided
R, Mar. 14	SPRING BREAK	HAVE FUN!
Week 9 R, Mar. 21 Self-paced class period	Are gender and sexual orientation issues in chemical dependence? Myths and realities Submit Paper 4 electronically or leave it at the mail drop by Student Services desk by 5:00 today	McNeece & DiNitto, Chps. 12 & 15 Instructions for self-paced learning will be provided
Week 10 R, Mar. 28	Are gender and sexual orientation issues in chemical dependence? Myths and realities cont'd.	McNeece & DiNitto, Chps. 12 & 15 cont'd.
Week 11 R, Apr. 4	Ethnicity: The cultural implications for prevention and treatment	McNeece & DiNitto, Chp. 11

Week 12 R, Apr. 11	Treatment: Components of the continuum of care Motivating clients for treatment Does treatment matter? Harm reduction and other alternatives to traditional treatment Take Quiz 3 on Blackboard between Apr. 12 and Apr. 16	McNeece & DiNitto, Chp. 6
Week 13 R, Apr. 18	Comorbidity: Mental and physical disabilities in conjunction with chemical dependence and practical interventions for those affected Guest speaker	McNeece & DiNitto, Chps. 7 & 8
Week 14 R, Apr. 25 Self-paced class period	The self-help movement: Better than treatment? Community approaches through drug courts Submit Paper 5 electronically or leave it at the mail drop by Student Services desk by 5:00 today	Review section on self-help groups in McNeece & DiNitto, Chp. 6, pp.151-156. On reserve in LRC: A. A. World Services. (1976). <i>Alcoholics Anonymous</i> (3 rd ed.). New York: A. A. World Services.
Week 15 R, May 2	Discussion of Community Week The future of prevention and treatment Submit Papers 6 and 7 at start of class Course Instructor Survey	McNeece & DiNitto, Chp. 16

STUDENT EVALUATION

Your grade in this course will be based on 3 quizzes and 6 short, graded papers and one additional short paper (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).

Quizzes

Each quiz will contain 20 or 25 true/false and multiple-choice questions. Each item on a 20-question quiz is worth 5 points, and each item on a 25-question quiz is worth 4 points. A study guide or suggestions on how to focus your review of the material will be provided for each quiz. The quizzes will be taken on Blackboard and will be timed. Initially, 40 minutes will be allowed for a 20-question quiz and 50 minutes for a 25-question quiz. You can take the quiz a second time if you want to improve your grade. Testing procedures may be modified after the first quiz. A practice quiz will be available before the first quiz so everyone can get to know the system.

Quiz 1 will cover readings, lectures, etc. from Weeks 1, 2, and 3 of class.

Quiz 2 will cover readings, lectures, etc. from Weeks 4 and 5 of class.

Quiz 3 will cover readings, lectures, etc. from Weeks 9, 10, 11, and 12 of class.

Short Papers

Undergraduate students' papers should be about two pages and graduate students' papers should be about 3 pages for each of these assignments. Sample papers will be available in the Learning Resource Center for you to review before you begin these assignments. All papers should be typed in 12-point Times font and double-spaced. In addition to the assigned reading, undergraduate students are usually required to read **at least** one article and graduate students are usually required to read **at least** two articles 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), 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. 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. 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. You may find it more advantageous to focus on a few points since the papers are short.

Paper 1 due February 21: Select a book that is a biography or autobiography chronicling the life of a person(s) with a chemical dependency problem. Briefly describe the story(ies) presented, compare and/or contrast the biography or autobiography with the assigned readings you have done for the class in the past few weeks (e.g., do the experiences of the person(s) in the reading you selected coincide with what you have read in the assigned reading and with the information that class speakers have provided?), and suggest implications for social work practice or other professional practice from your reading.

Paper 2 due February 28: Select an article(s) published in 1999 or later on family dynamics, family treatment techniques, or family treatment outcome studies. Compare and contrast your selected reading(s) with the material in the text, and comment on the utility of the information for social work or other professional practice.

Paper 3 due March 7: Select an article(s) on an aspect of chemical dependency published in 1999 or later that relates to people in a particular age group. Compare and contrast the article with information in the assigned readings, emphasizing the implications for social work or other professional practice at the micro, mezzo, or macro practice level(s).

Paper 4 due March 21: Select a bill introduced during this session of the Texas legislature related to substance use or abuse, and select an article(s) related to this proposed policy. Based on the information from the assigned reading and your selected reading(s), make a case for enacting the proposed legislation, rejecting it, or modifying it. Prepare this assignment in the format of a **letter** to a state senator or representative, but **be sure to include references to the literature in your paper.** The letter should be the same length as other papers for this course.

Paper 5 due April 25: Select an article(s) published in 1999 or later on some aspect of dual diagnoses (for purposes of this assignment, dual diagnoses 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 reading, 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.

Paper 6 due May 2: Select a reading(s) on twelve-step or other self-help groups and compare and contrast this material with the reading on self-help groups from Chapter 6 or one of the chapters on particular populations such as women; ethnic groups; gay men, lesbians, and bisexuals; families; youth; or people with dual diagnoses. You may wish to address the utility of these groups for a particular population.

OR

Attend a meeting (s) of Alcoholics Anonymous or Narcotics Anonymous and/or a meeting of the local drug court (you may do this in lieu of or in addition to readings you select). 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. 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). 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. If you wish to attend a session of the drug court, meeting times will be discussed in class as well as etiquette for attending. Your paper should discuss your reaction to the drug court approach. Your paper can also combine your experiences at a self-help meeting and drug court, perhaps by comparing and contrasting the approaches. 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 and is entirely at your own risk.**

Paper 7 due May 2: 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. You may also include a consideration of what else you feel would be necessary for beginning practice in the chemical dependency field. (This assignment is your personal learning assessment; it is not intended to be a critique of the course. You

will have an opportunity to critique the course anonymously on the Course Instructor Survey.) **There is no grade for this assignment, but failure to submit it in lieu of a final exam will result in ten points being subtracted from your final grade. You must be in class to get credit for this paper.**

Criteria for Grading Papers

Each paper will be graded on the following criteria:

1. Adherence to the instructions for the assignment (see pages 5–7 of syllabus), including class attendance.
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 of the ideas presented.
6. Originality of the ideas presented.

Grading Scale and Calculation of Final Grades

The grading scale for all quizzes and papers and the final grade is:

90–100 = A
80–89 = B
70–79 = C
60–69 = D
59 and below = F

Your final grade will be computed by summing your grades for all 3 quizzes and all 6 graded papers and dividing by 9.

COURSE POLICIES

1. Attendance is expected at all in-class sessions. Although attendance will not add to your grade, **each absence in excess of one will result in a 5-point penalty to your final course grade.** At the end of the term, I will ask you to report on your attendance.
2. 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.
3. Each assignment is due at the start of class. **Late assignments will not be accepted, barring bona fide emergencies.**
4. While scholastic dishonesty is not anticipated, students should be familiar with The University of Texas at Austin's policy on this subject found in *General Information 2000–2001*. You should not receive assistance from others on the quizzes. Be especially careful about giving due credit to other authors in writing your papers. Be sure to indent direct quotes of 5 lines or more; use quotation marks for shorter, direct quotes; and also give due credit for indirect quotes. Failure to do so will result in a grade of zero for the assignment. Scholastic dishonesty in this class may result in a

grade of F for the course and reporting to the Undergraduate or Master's Program Director, Dean of the School of Social Work or your own Dean, and Dean of Students or Dean of Graduate Studies.

5. Web-based, password-protected class sites using Blackboard software are now available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:
<http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>.
6. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

EVALUATION OF INSTRUCTOR

Students will have two opportunities to evaluate the instructor. At mid-term, I will use my own form for obtaining your views on the course to date, and at the end of the term, I will use the official Course Instructor Survey (CIS) of the University of Texas at Austin, School of Social Work. Completion of these evaluations is, of course, voluntary, but they are helpful to the instructor. I am also available during office hours and at other mutually agreeable times to discuss the course with you.

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.

I look forward to a productive term.