

**THE UNIVERSITY OF TEXAS AT AUSTIN**

**SCHOOL OF SOCIAL WORK**

**DYNAMICS OF CHEMICAL DEPENDENCY**

<b>Course Number:</b>	SW 360K/ SW 387R20	<b>Instructor's Name:</b>	Diana DiNitto
<b>Unique Number:</b>	61195/61435	<b>Office Number:</b>	SSW 3.130B
<b>Semester:</b>	Spring 2002	<b>Office Phone:</b>	471-9227
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<b>Meeting Time/Place:</b>	R, 2:30-5:30 SSW 2.122	<b>Office Hours:</b>	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 use the class Blackboard web site.

## 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. The *Big Book* of Alcoholics Anonymous is on reserve in the Learning Resource Center (LRC) located on the bottom (first) floor of the School of Social Work. Some readings are available on the Internet. Students will select other readings.

## COURSE AGENDA

DATE	TOPICS and ASSIGNMENTS	READINGS and ACTIVITIES
Week 1 R, Jan. 22	Introduction to course  Defining terms: Chemical use, misuse, abuse, and dependence  Your assignment is to learn about the drugs of concern and abuse by studying the handout provided and visiting the website of the Drug Enforcement Administration at <a href="http://www.usdoj.gov/dea/concern/concern.htm">www.usdoj.gov/dea/concern/concern.htm</a> and the National Institute on Drug Abuse at <a href="http://www.nida.nih.gov/DrugPages">www.nida.nih.gov/DrugPages</a> and <a href="http://www.nida.nih.gov/Infobox/Infoboxindex.htm">www.nida.nih.gov/Infobox/Infoboxindex.htm</a>	McNeece & DiNitto, Ch. 1: Definitions and epidemiology of alcoholism and drug addiction  Handout from the Drug Enforcement Administration on drugs of abuse  Learn how to use the Blackboard web site if you are not familiar with it  Film: <i>Uppers, Downers, and all Arounders</i>

<p>Week 2 R, Jan. 29</p>	<p>The brain and the neurobiology of chemical dependence: Understanding the pathways to addiction Guest speaker: Dr. Carlton Erickson, College of Pharmacy</p>	<p>McNeece &amp; DiNitto, Ch. 3: Becoming addicted &amp; Ch. 4: The Physiological and Behavioral consequences of Alcohol and Drug Abuse</p> <p>View information on the brain and the neurobiology of addiction at NIDA's website: <a href="http://www.nida.nih.gov/Teaching.html">www.nida.nih.gov/Teaching.html</a> Also see NIDA's home page: <a href="http://www.nida.nih.gov">www.nida.nih.gov</a> and view material at the "NIDA Goes to School" link Also see website of the Addiction Source Research and Education Center at UT Austin: <a href="http://www.utexas.edu/research/asrec">www.utexas.edu/research/asrec</a></p>
<p>Week 3 R, Feb. 5</p>	<p>Is there a best way to describe chemical abuse and dependence? Theories of chemical dependence Jellinek's work Challenges to the disease model <b>Assignment due this week</b></p>	<p>McNeece &amp; DiNitto, Ch. 2: The etiology of addiction (by D. Valentine)</p>
<p>Week 4 R, Feb. 12 <b>Self-paced class period</b></p>	<p>Screening, diagnosis, assessment, and referral: Tools of the trade <b>Assignment due this week</b></p>	<p>McNeece &amp; DiNitto, Ch. 5: Screening, diagnosis, assessment, and referral</p>
<p>Week 5 R, Feb. 19</p>	<p>In-class exercise on diagnosis and discussion of Week 4 material Understanding the chemically dependent person Guest speaker <b>Assignment due this week</b></p>	<p>Read a book of your choice (autobiography or biography) about a chemically dependent person</p>

Week 6 R, Feb 26 <b>Self-paced class period</b>	Policy as a practice tool: Can politics prevent substance abuse? <b>Assignment due this week (submit electronically or leave at mail drop by Student Services desk by 5:00 P.M. today)</b>	McNeece & DiNitto, Ch. 7: Preventing alcohol and drug problems & Ch. 8: Regulating drugs and their consequences
Week 7 R, Mar. 4 <b>Self-paced class period</b>	Are gender and sexual orientation issues in chemical dependence? Myths and realities <b>Mid-term evaluation of course</b>	McNeece & DiNitto, Ch. 12: Gay men, lesbians, bisexuals and chemical dependency & Ch. 15: Gender and drugs: Fact, fiction, and unanswered questions (by D. Davis and D. DiNitto)
Week 8 R, Mar. 11	Are gender and sexual orientation issues in chemical dependence? Myths and realities cont'd. <b>Assignment due this week</b>	McNeece & DiNitto, Ch. 12 & Ch.15 cont'd.
Week 9 R, Mar. 25	Family dynamics and treatment Child maltreatment Guest speaker <b>Midterm Evaluation of Course</b>	McNeece & DiNitto, Ch. 10: Family systems and chemical dependency (by C. Hawkins)
Week 10 R, Apr. 1	From childhood to old age: Chemical abuse and dependence throughout the life cycle <b>Assignment due this week</b>	McNeece & DiNitto, Ch. 9: Treating chemically dependent children and adolescents (by T. Smith & D. Springer) & Ch. 14: Alcohol and drug use among the elderly (by L. Vinton & K. Wambach)
R, Mar. 18	<b>SPRING BREAK</b>	<b>HAVE FUN!</b>
Week 11 R, Apr. 8	Ethnicity: The cultural implications for prevention and treatment	McNeece & DiNitto, Ch. 11

Week 12 R, Apr. 15	Treatment: Components of the continuum of care Motivating clients for treatment Does treatment matter? Harm reduction and other alternatives to traditional treatment Objective Structured Clinical Examination (OSCE) <b>Assignment due this week</b>	McNeece & DiNitto, Ch. 6: Treatment—The system of care
Week 13 R, Apr. 22	Comorbidity: Mental and physical disabilities in conjunction with chemical dependence and practical interventions for those affected Guest speaker	McNeece & DiNitto, Ch. 7 & 8
Week 14 R, Apr. 29 <b>Self-paced class period</b>	The self-help movement: Better than treatment? Community approaches through drug courts	Review section on self-help groups in McNeece & DiNitto, Ch. 6, pp.151-156. On reserve in LRC: Alcoholics Anonymous. (1976). <i>Alcoholics Anonymous</i> (3 <sup>rd</sup> ed.). New York: A. A. World Services.
Week 15 R, May 6	Discussion of Community Week The future of prevention and treatment <b>Assignments due this week</b> <b>Course Instructor Survey</b>	McNeece & DiNitto, Ch.16: Chemical dependency: Current issues and future prospects

## STUDENT EVALUATION

Your grade in this course will be based on 8 short, graded papers and some additional work for self-paced class sessions 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).

### Writing the 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 from scholarly journals and graduate students are usually required to read **at least** two

articles from scholarly journals for each of these assignments, except for the learning assessment assignment, which does not require additional reading. Attach at least the first page or the abstract of each reading to your paper (make sure that the full citation to the work is included on the abstract **and** in the reference list at the end of your paper; for journal articles include author(s), year, title of the article, journal name, volume, number, and page numbers; for books include author(s), title, city, publisher and date; for book chapters include the chapter author(s), chapter title, and page numbers, as well as the citation information for the book (author or editor, date, title, city, and publisher). Each paper must provide a synthesis of your reading of the assigned material for that class session with the additional reading you have chosen. Be sure to refer specifically to the assigned reading as well as to your chosen reading(s) in your papers. These papers should be a **critical analysis** of the material. You are expected to do more than summarize the material (and of course, do not copy the abstract). Discuss questions that the material raises for you; address the usefulness of the material; appraise what the writer is saying, etc. You do not have to describe the entire reading. You may find it more advantageous to focus on a few points since the papers are short.

1. **Assignment due Week 3 of class (February 5):** Select an article(s) published in 2000 or later on an aspect of the etiology of chemical dependency. Compare and contrast your selected reading(s) with the material that has been presented in class and in assigned readings. Focus your paper on the implications of what you learned from your readings, especially the reading(s) you selected, for the prevention and/or treatment of substance use disorders.
2. **Assignment due Week 4 of class (February 12):** This is your assignment for our first self-paced class. The urls are listed below and on the External Links section of the class Blackboard web site.
  - a. Read Chapter 5 on screening, diagnosis, assessment, and referral in the textbook.
  - b. Study the examples of screening instruments in the textbook and go to the web site of the Gulf Coast Addiction Technology Transfer Center at <http://128.83.80.200/tattc/> and click on Resources for Treatment of Substance Use Disorders on the bottom left of the screen. Then select the first armadillo icon-- Interactive Alcoholism Assessments--to view the Alcoholism Disorders Identification Test (AUDIT). The Michigan Alcoholism Screening Test (MAST) is also reproduced there as well as in your textbook. (While you are at this website, you may wish to check out the other resources available and visit the home page of the Gulf Coast Addiction Technology Transfer Center and the National Addiction Technology Transfer Center).
  - c. Go to the class blackboard website and see the urls for the Center for Substance Abuse Treatment's (CSAT) Treatment Improvement Protocol Series (TIPS). Review one of the following TIPS: #7 *Screening and Assessment for Alcohol and Other Drug Abuse Among Adults in the Criminal Justice System*; #11 *Simple Screening Instruments for Outreach for Alcohol and Other Drug Abuse and Infectious Diseases*; #16 *Alcohol*

*and Other Drug Screening of Hospitalized Trauma Patients; or #31 Screening and Assessing Adolescents for Substance Use Disorders.*

- d. Locate an additional screening or assessment instrument (one not reproduced in the textbook, although it may be mentioned in the textbook) by conducting a literature search. This instrument should be one suitable for the population that is the focus of the TIP you selected (e.g., adolescents). You can locate an instrument using Internet resources such as the ETOH database ([www.etoht.niaaa.nih.gov](http://www.etoht.niaaa.nih.gov)) sponsored by NIAAA (National Institute on Alcohol Abuse and Alcoholism), scanning the indexes of journals in the School of Social Work's Learning Resource Center, or other suitable means. Also become familiar with this instrument by reading information about it, including at least one article from the literature if you are an undergraduate student and at least two articles if you are a graduate student.
  - e. Make the instrument you selected the focus of your paper for this week. Compare what you read about it in the readings you selected with textbook material and the TIP you selected. For example, discuss the usefulness of the instrument for the population you selected with regard to issues such as sensitivity, specificity, and ease of administration.
- 3. Assignment due Week 5 of class (February 19):** 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.
- 4. Assignment due Week 6 of class (February 26):** This is the work for the second self-paced class. Read the following information and complete the following tasks. Turn these in with your paper (letter) assignment described below. All work for this week will be graded together.
- a. Go the website of the National Office of Drug Control Policy (ONDCP): <http://www.whitehousedrugpolicy.gov/publications/policy/ndcs03/index.html>. You can also find the link on the External Links section of the Blackboard site for this course. Look at the ONDCP home page and find *The President's National Drug Control Strategy* (2003). Read the introductory letter and Section I., "Stopping Use Before it Starts," Section II., "Healing American's Drug Users," and Section III., "Disrupting the Market." Also review the Budget in Appendix A. Along with the policy paper due for this week, write a 500-word paper describing your reactions to the National Drug Control Strategy. For example, what are your thoughts about each of the three sections of the report with regard to prevention, treatment, and interdiction/law enforcement. Do you agree with the

course of action described in each? Do you have other suggestions about the nation's policy approach? It is important to demonstrate that you have read and understand the *Strategy* and that you compare it with any related material in the textbook.

- b. Go to the website of the Hoover Institution: <http://www-hoover.stanford.edu/>. The link is also on the External Links section of our Blackboard website. Read about the purpose of the Institution (see the button "About Hoover"; after you click on it, see "Current brochure" and read "Our History," "Mission & Philosophy," and "Objectives"). Use the Search button at the site and enter the word "illicit drugs." Read any selection of interest to you. Next, go the website of the Drug Policy Alliance (formerly the Lindesmith Center-Drug Policy Foundation): <http://www.drugpolicy.org/homepage.cfm>. Hit the "About" button at the very top of the home page and learn about this organization. Next, choose an article or report of your choice at this website on the same topic or a similar topic to the one you read at the Hoover Institution website. In 500 words, briefly describe both selections you read and whether you agree or disagree with each selection and why. In addition, compare and contrast the viewpoints in the readings you selected. It is important to demonstrate that you have read and understand the readings you selected at these websites and that you compare it with related material in the textbook.
- c. Select a bill introduced during a recent 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 one to two page **letter** to a state senator or representative, but **be sure to include references to the literature in your paper**. The website for the Texas Legislature is <http://www.capitol.state.tx.us/capitol.htm> (it is also in the external links section of our Blackboard site). When you get to the site, look at the section called "Legislation" and click "Bill Text Search." Then put in key words such as alcohol or drugs to locate relevant bills. You may use a House or Senate bill. You may select any bill regardless of whether it was passed or not.

**5. Assignment for Week 8 of class (March 11):** This is the work for our third self-paced class. This self-paced assignment and this week's paper are designed to help you consider in greater depth information on gender and sexual orientation and their relationship to alcohol and other drug problems. All parts of the assignment will be included in your grade for this week's work. First, read Chapters 12 and 15 of the text. Then do the following:

- a. To complete your short paper for this week, select at least one article if you are an undergraduate student and at least two articles if you are a graduate student on the relationship of drinking or other drug use to either the topic of child abuse (emotional, physical, and/or sexual) or to the topic of intimate partner violence/domestic violence. **OR** Select at least one

article if you are an undergraduate student and at least two if you are a graduate student on the topic of sexual orientation and any aspect of alcohol and drug use (this can include alcohol or other drug problems) to topics such as the coming-out process, socialization, etc.). Check journals such as the *Journal of Homosexuality* as well as alcohol and drug journals for readings. In writing your paper, compare and contrast this reading(s) with the text readings and depending on your selection of readings, suggest implications for preventing and treating alcohol and drug problems and related problems such as child abuse, domestic violence, or responses to homophobia.

- b. Check the website of NIAAA, NIDA, or SAMHSA and obtain one additional source of information on gender and one on sexual orientation. (Links to these websites are under External Links on the Bb site). Provide the citations for these readings with this week's work. Based on all of your readings for this week, suggest 3 questions/items that you might use as the basis for developing a screening instrument for women and 2 for gay men and/or lesbians. These items will probably be similar in format to those we read about in Chapter 5 of the text on screening, although you are free to use a more creative approach. For each item, note the readings on which each it is based.

- 6. Assignment due Week 10 of class (March 11):** Select an article(s) published in 2000 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. **OR** Select an article(s) on an aspect of chemical dependency published in 2000 or later that relates to people in a particular age group. Compare and contrast the article(s) 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).
- 7. Assignment due Week 12 of class (April 15):** Select an article(s) published in 2000 or later that relate(s) to an aspect of treatment of substance use disorders for members of a particular ethnic or cultural group. Compare and contrast your article(s) with information in the assigned readings (Chapters 6 and 11 of the text), emphasizing the implications for substance abuse treatment for this group that would be particularly helpful to social workers.
- 8. Assignment due Week 15 of class:** All students are required to do the following work for our fourth self-paced class. It will be graded along with the assignment you select for the week. The topic of this self-paced class is the self-help movement. Please do the following:
  - a. Review the textbook section on self-help groups (pp. 151-156).
  - b. Review the book *Alcoholics Anonymous* on reserve in the LRC as noted on your syllabus for Week 14. Provide a 300-400-word reaction to the

book. Note: DO NOT summarize the book's contents; instead, describe your reactions to the stories and other content.

- c. Read *44 Questions* at the Alcoholics Anonymous website (AA site is listed under external links at the class Blackboard site or just type in Alcoholics Anonymous in a search engine like Google). Select 3 of the answers that you had misconceptions about (or did not know about). For each of the questions, provide your previous thoughts or ideas on the subject and describe how the answers differed from your previous ideas.
- d. Based on your review of the information provided in the text on pp. 151-156 on self-help programs and in other chapters, such as Chapter 12 on gay men and lesbians, 13 on dual diagnoses, or 15 on gender, select a self-help group other than AA. Locate additional material on this group through websites, books, or offices that provide information. List these resources and write 300-400 words on information about this group that is not found in the text.
- e. You have three options for completing this part of the assignment. Select an article(s) published in 2000 or later on an 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. **OR** Select an article(s) on Twelve-step or other self-help groups and compare and contrast this material with the reading on self-help groups from 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, comparing and contrasting it with information from the textbook. **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. See the External Links section of the Bb site for links to the schedule of AA, NA, and Al-Anon meetings. **BEFORE** you do this assignment, we will discuss it in class on April 11 to make sure that everyone understands the protocol for attending meetings if you wish to utilize this option. If you wish to attend the Drug Court also known as the SHORT (System of Healthy Options for Release and Transition) program, we will discuss the protocol for doing so in class. We will also discuss the possibility of your attending a Good Chemistry Group meeting for people with dual diagnoses of substance use disorders and mental illness. Note

that you do not have to attend any of these meetings to complete the assignment and can choose one of the other alternatives. If you do choose to attend a Twelve-step meeting, our discussion in class will help you select an appropriate meeting (e.g., non-alcoholics should attend an *open* meeting of AA). If you choose this option, the paper should begin with a brief, general summary of the meeting. The bulk of the paper should contain your impressions of the meeting including thoughts on topics such as whether or not you would make referrals to the group based on this initial experience, the types of individuals you think might do well in this particular group, and how you felt as an individual attending for the first time or how you think a “newcomer” with a chemical dependency problem might feel attending for the first time. **Please take the utmost care in writing this paper to ensure that you do not reveal anyone’s identity. It is not appropriate to retell “stories” that speakers may have relayed during the meeting in your paper. Do not bring a tape recorder or take notes during the meeting. We will discuss other protocol issues in class.** 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. Read the safety statement in the Policies section of this syllabus before attending.**

- f. 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 and Other Assignments

Each paper will be graded on the following criteria:

1. Adherence to the instructions for the assignment, 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 and 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

I will compute your final grade by summing your grades for all 8 graded papers/assignments and dividing by 8.

### **COURSE POLICIES**

1. **Attendance:** Attendance is expected at all in-class sessions for the entire class period. 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.** Missing part of the class is considered an absence. At the end of the term, I will ask you to report on your attendance.
2. **Student responsibilities:** Students are expected to be prepared for each session and to participate in class discussions, exercises, etc. Failure to submit a paper or being unprepared to discuss your paper or reading for the week will result in a grade of zero being recorded for that week's work.
3. **Timely submission of assignments:** Each assignment is due at the start of class. **Late assignments will not be accepted, barring bona fide emergencies.**
4. **Scholastic dishonesty:** 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 2003-2004*. If you do not know an appropriate referencing style, now is the time to learn. 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.** 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.utexas.edu/depts/dos/sjs>).

5. **Use of Blackboard web site:** Web-based, password-protected class sites using Blackboard software are 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. **Students with disabilities:** 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.
7. **Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community or attending meetings or events at off-campus locations. 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, 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. The ETOH database ([www.etoht.niaaa.nih.gov/](http://www.etoht.niaaa.nih.gov/)) is another way to locate articles on alcohol and drugs.

*I look forward to a productive term.*