## **ADDS 4275, Section 900 (8307): ALCOHOL, DRUGS & DISABILITY**

## Instructor Information

* Instructor: Dalia Chowdhury, PhD, CRC, CADC, LPC (IL)
* Pronouns: *She/Her*
* Office hours: Wednesday 1.30-3.30 pm
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* Class: Online, on CANVAS

### Course Description, Structure, and Objectives

This course examines the biological, psychological, and systemic nature of substance abuse and addiction, their overlap with other mental and physical disabilities and relationship to the process of rehabilitation. This is a 3-credit hour online class with no prerequisites.

Course Structure

This course takes place 100% online. We will have a couple synchronous video conferences using Zoom throughout the semester. Other than that, your interaction with me and with your fellow students will take place in Canvas. I will have online office hours through zoom every week. There are 16 weeks of content that you will move through. All modules will be open from the beginning, however, quizzes in each module will open weekly.

Objective

*Upon completion of this course, the students will:*

* Identify issues related to screening and assessing for substance use disorders among people

with disabilities.

* Determine how physical, emotional, and psychiatric disabilities may contribute to

substance use.

* Recognize co-occurring psychiatric and substance use disorders treatment issues.
* Identify barriers that affect accessibility to substance use treatment services for people with

disabilities.

* Practice identifying and eliminating barriers in order to increase accessibility to substance

use treatment services for people with disabilities*.*

## Required/Recommended Materials

As you all know by now, this topic of "co-occurring disorders" does not have a textbook yet that meets the standard of this class (unless I write one in the future). So, for every week, I have curated a group of readings. Some of them are old, and some are newer. However, all of them are important for creating an understanding of the subject area. Some of the readings will be extra-long....however, the idea is not to punish you by making you read all these pages and statistics, but to list and showcase some of the best work on the topic. For the extra-long readings, I suggest that you focus on the main points and not the minutiae for the purposes of the quiz. .... however, for your interest, the sky is the limit!!

***List of Readings (All readings are provided on CANVAS).***

Brucker, D. (2008). Prescription drug abuse among persons with disabilities. *Journal of Vocational Rehabilitation, 29*(2), 105-115.

Brucker, D.L. (2008). Social construction of disability and substance abuse within public disability benefit systems. *International Journal of Drug Policy, 20*, 418-423. doi: 10.1016/j.drugpo.2008.09.008.

Department of Health (Alcohol and Drug Abuse Division). (2013). *Twelve core functions of the alcohol and other drug abuse counselor. Honolulu, Hawaii: DOH*. Retrieved from: http://health.hawaii.gov/substance-abuse/files/2013/05/csac-corefunctions1.pdf

Ditre, J. W., & Radnitz, C. L. (2005). Pre- and postinjury substance misuse among veterans with spinal cord injury. *Rehabilitation Psychology, 50*(2), 142-148. doi:10.1037/0090-5550.50.2.142

Donnell, C. M., Mizelle, N. D., & Yan, Z. (2009). Consumers of vocational rehabilitation services diagnosed with psychiatric and substance use disorders. *Journal of Rehabilitation, 75*(3), 41-49.

Higgins, K., McCrystal, P., & Percy, A. (2007). Substance use behaviors of young people with a moderate learning disability: A longitudinal analysis. *American Journal of Drug and Alcohol Abuse, 33*, 155-161. doi: 10.1080/00952990601091143

Janikowski, T. P., Lawrence, J. C., & Donnelly, J. P. (2007). The functional limitations of clients with coexisting disabilities. *Journal of Rehabilitation, 73*(4), 15-22.

Krahn, G., Farrell, N., Gabriel, R., Deck, D. (2006). Access barriers to substance abuse treatment for persons with disabilities: An exploratory study. *Journal of Substance Abuse Treatment, 31,* 375-384.

Koch, D. S., Nelipovich, M., & Sneed, Z. (2002). Alcohol and other drug abuse as coexisting disabilities: Considerations for counselors serving individuals who are blind or visually impaired. *Re:View, 33*(4), 151-159.

Moore, D., & Li, L (1998). Prevalence and risk factors of illicit drug use by people with disabilities. American *Journal on Addictions, 7*(2). 93-102

Sizoo, B., van den Brink, W., Koeter, M., van Eenige, M. G, van Wijngaarden-Cremers, P., & van der Gaag, R. J. (2010). Treatment seeking adults with autism or ADHD and co-morbid Substance Use Disorder: Prevalence, risk factors and functional disability. *Drug and Alcohol Dependence, 107*, 44-50.

Slayter, E. M. (2010). Disparities in access to substance abuse treatment among people with intellectual disabilities and serious mental illness. *Health & Social Work, 35*(1), 49-59.

Smart, J. F., & Smart, D. W. (2006). Models of Disability: Implications for the counseling profession. *Journal of Counseling & Development, 84,* 29-40.

Substance Abuse and Mental Health Services Administration (SAMHSA). (2008). *Treatment improvement protocol (TIP) series: Substance Use Disorder Treatment for People with Physical and Cognitive Disabilities*. Publication No. 29. Rockville, MD: SAMHSA.

Taggart, L., McLaughln, D., McFarlane, C. (2007) Listening to people with intellectual disabilities who misuse alcohol and drugs. *Health and Social Care in the Community, 15*(4), 360-368. doi: 10.1111/j.1365-2524.2007.00691.x

Taylor, L. A., Kreutzer, J. S., Demm, S. R., & Meade, M. A. (2003). Traumatic brain injury and substance abuse: A review and analysis of the literature. *Neuropsychological Rehabilitation, 13*(1/2), 165-188.

Titus, J. C., & Guthmann, D. (2010). Addressing the black hole in substance abuse treatment for deaf and hard of hearing individuals: Technology to the rescue. *Journal of The American Deafness & Rehabilitation Association (JADARA), 43*(2), 92-100.

Walls, R. T., Moore, L. C., Batiste, L. C., & Loy, B. (2009). Vocational rehabilitation and job accommodations for individuals with substance abuse disorders. *Journal of Rehabilitation, 75*(4), 25-44.

West, S. (2008). The utilization of vocational rehabilitation services in substance abuse treatment facilities in the US. *Journal of Vocational Rehabilitation, 29*(2), 71-75.

***Additional readings will be assigned and made available via the Blackboard course website.***

Technology Requirement

* Technology requirements for courses with digital materials: This course has digital components.  To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. For online meetings, you will need zoom access, webcam, and microphone access. If circumstances change, you will be informed of other technical needs to access course content.  Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (https://online.unt.edu/learn).

## How to Succeed in this Course

* While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I prefer to be contacted within office hours (9 am to 5 pm), Monday through Friday. I also reply to emails during weekends; however, if it is some emergency consultation that you need for an upcoming paper or other issues, then mention the word "Important" in the subject area during weekends. Other than that, all general emails received during weekends will be answered on Monday.
* During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated. **Please include ADDS 4275 in the subject area of the email.**
* If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend. Please use my phone number as a last resort - but, also, please use it if you need to!
* Normally, you will receive feedback on all written assignments within 10 days of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an Announcement to let everyone know when it can be expected. You can expect to see me participate in the discussion board after all student original posts have been posted - usually on the Friday of the first week of the module.

## Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Furthermore, Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (<https://deanofstudents.unt.edu/conduct>)

**Well-Being Statement:** Students often experience stressors that can impact both their academic experience and personal well-being. We recognize that students are more than just someone in a class. Students are encouraged to learn about and utilize UNT’s mental health services and/or other resources as needed. Resources can be found on [UNT’s student counseling services website.](https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/index.html)

* **ADA Accommodation Statement:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Activities

**A. Weekly quizzes:**

* Students will have the opportunity to submit 14 weekly quizzes. One quiz for each module. They are worth 10 points each and coincide with assigned readings and course lectures of the concurrent week.
* Quizzes will contain true/false, multiple-choice questions covering readings listed in that module.
* Quizzes will open at 9.00 am on Monday and will close at 11.59 pm on the following Sunday.

**B. Final Paper**

* The final paper is due in the last week of class.
* The final paper is open from the beginning of the semester.
* Details are available on the CANVAS module.

## **Assessing Your Work:**

## You will have 15 modules with assignments each week. Each module along with the assignments will open 9.00am on Monday and will close on 11.59pm the following Sunday. There will be no Midterm but there is a Final paper in this class. ***LATE WORK IS NOT ACCEPTED AND STUDENT WILL RECEIVE AN AUTOMATIC ZERO.***

**Grading Rubric**

Weekly quizzes 14 @ 10 points each

Final Paper @ 60 point

Total 200 point

**Grading Scale:**

A = 200-180 (90-100%: Outstanding, excellent work. The student performs well above the minimum criteria.)

B = 179-160 (80-89%: Good, impressive work. The student performs above the minimum criteria.)

C = 159-140 (70-79%: Solid, college-level work. The student meets the criteria of the assignment.)

D = 139-120 (60-69%: Below average work. The student fails to meet the minimum criteria.)

F = 119 – 0 (59% and below: Sub-par work. The student fails to complete the assignment.)

**For this class exact grades are reported and they are not rounded up, or curved.**

**For your final letter grade, please access your grades at myUNT, and not depend on CANVAS.**

Course Policies

**Assignment Reopening and Late Submission Policy**: I do not reopen quizzes or short papers, nor do I extend their dates. Quizzes will remain open for a week, from Monday 9.00am-Sunday 11.59 pm. I do not accept late submissions, other than under extenuating circumstances. Any request without associating paperwork is not accepted.

**Academic Integrity:** Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

**Online class participation:** This is an online class and students are encouraged to login regularly to the online class site. I frequently use the tracking feature in CANVAS to monitor student activity. Students are also encouraged to participate in all class activities such as discussion board, chat or conference sessions and group projects. Please make sure that you complete your assignments on time. For timely completion of weekly module activities 10 points each week are assigned.

**Emergency Notifications:** students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the [Emergency Notifications and Procedures Policy (PDF)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf)

**Policy on Server Unavailability or Other Technical Difficulties:** The University is committed to providing a reliable online course system to all users. However, in the event of any recorded unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324

**Student Support Services**: Students can visit the [Student Support Services & Policies](https://clear.unt.edu/student-support-services-policies) page to know in details about the COVID-19 policies and procedures, especially in relation to wearing masks on campus.

**Add/Drop Policy:** Please refer to the Office of the Registrar regarding the Add/Drop Policy.

**Incomplete Grade:** Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given if the student is (a) passing the course, has completed 75% of the course requirement, (b) has very compelling special circumstances, and (c) provides adequate documentation. I will require that the course requirements be fulfilled by the end of the following semester.

According to UNT policy: § An Incomplete Grade ("I") is a non-punitive grade given only during the last one- fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule.

§ The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (<http://essc.unt.edu/registrar/incomplete.htm> , p. 1).

If you fail to complete the course requirements by the end of the subsequent semester the grade of Incomplete will be replaced with an “F”. I strongly urge you to complete the course. If you find you are falling behind, or not passing, I recommend you consider withdrawing from the class so that your record and GPA is not negatively affected. Please come talk to me if you find yourself having any difficulties with keeping up with the assignments or are not doing well on the quizzes.

**Instructor Rights:** The instructor reserves the right to change the schedule, assignments, and/or evaluation criteria throughout the semester. You will occasionally receive other assignments or readings as the instructor deems fit. Any changes will be announced to the class with sufficient notice to prepare for the changes. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor.