

UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF DISABILITY & ADDICTION REHABILITATION
SYLLABUS of RHAB 4275-810: ALCOHOL, DRUGS & DISABILITY
FALL 2016

Instructor: Dalia Chowdhury MA, MA, MS, PhD, CRC, CADC, LPC

Office: Chilton 218P

Office hours: Wednesday and Thursday 10.00am-2.00pm (on Skype) or by appointment.

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I. COURSE DESCRIPTION

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.

II. COURSE OBJECTIVES

Upon completion of this course, the students will:

1. Identify issues related to screening and assessing for substance use disorders among people with disabilities.
2. Determine how physical, emotional, and psychiatric disabilities may contribute to substance use.
3. Recognize co-occurring psychiatric and substance use disorders treatment issues.
4. Identify barriers that affect accessibility to substance use treatment services for people with disabilities.
5. Practice identifying and eliminating barriers in order to increase accessibility to substance use treatment services for people with disabilities.

III. REQUIRED TEXTS (all provided online)

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., McLaughlin, 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.

IV. EXAMS & GRADES

- In the first week, "the INTRODUCTION week", you will have a 10-point quiz on the syllabus of the class. You will need to get a minimum of 8 out of 10 in this quiz. The

points that you receive in this quiz will not be added to your total points. But this quiz is mandatory. Your final grade will not be posted if you do not get 8 out of 10 in this quiz.

- After you get done with the syllabus quiz, we will have 15 timed 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 and Final Exam in this class.

Weekly Quizzes 15 @ 10 points each	150
Discussion Board 15 @ 10 points each	150
Total	300

Grading Scale: A = 270-300; B = 240-270; C = 210-240; D = 180-210, F = Below 180.

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

A. Weekly quizzes:

- Students will have the opportunity to submit 15 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 on 9.00am on Monday and will close on 11.59pm on the following Sunday.

Quiz Conditions: If you miss a quiz, you will get a “zero”, no exceptions.

- However, jury duty, military duty or any other event is qualified for excuse at the instructor's discretion. For all conditions for missing quiz the instructor should be notified one week in advance through email through relevant document attachments. The instructor will review the case and make the final decision. *Your note should also justify that you could not be present for 6 days to take the quiz.*
- In case there is a personal medical reason, students will need a note from the doctor *stating the sickness as the valid reason for missing work. Just visiting the health clinic or the doctor does not provide enough grounds to reopen quizzes or discussion boards.*

The following **will not be accepted as excuses to reopen a quiz. If a student misses a quiz due to the following reasons, they will automatically get a zero, the instructor will not entertain any excuse listed below as a valid reason to reopen a quiz.**

- Internet breakdown: Students are urged to take the from a secure Internet location (library, computer labs etc). In case there is a breakdown of the University computer, screen shots should be taken and emailed to the instructor. A note should also be taken from the computer lab attendant present at that time.
- In case Internet disconnection occurs, students need to contact the Help Desk ***immediately*** after disconnection to open up a ticket.
- Additionally, if the student is taking quiz on your smartphone or any other additional devices, the student is responsible for the action. The instructor is not responsible if the

phone screen freezes or if I-pad stops working, and will not reopen quizzes under such conditions. In other words, students are strongly encouraged to take the quiz during scheduled times on an on-campus computer, preferably with a lab attendant present.

- Not knowing Blackboard: If you are not comfortable with Blackboard then it is preferable to get training on using it. Not knowing Blackboard will not be considered a valid excuse.
- It is your responsibility to check your grades and notify the instructor or the TA promptly if you have taken a quiz, and the grade was not listed in Blackboard within 24 hours. If you report any later than 24 hours, we will not consider your report valid.
- The grades of this course will be constantly updated on Blackboard. It is your responsibility to check Blackboard and keep yourself informed about grades. Asking to reopen quizzes for not understanding grading criteria, or not checking Blackboard will not be considered valid reason to open quizzes.

B. Discussion Board

- In each weekly module students will be expected to respond to one or two discussion questions. **Discussion questions will open on 9.00am on Monday and will close on 11.59pm on the following Sunday.**
- Please make sure that you respond to all the questions and respond to your peers if required by the conditions of the weekly module.
- Formal, academic responses with detailed citations are expected in discussion board topics
- Informal discussion with heavy reliance on personal, anecdotal experience without incorporation of proper citation will receive lower points. ***Not providing any citations to reading materials or any other formal academic sources can also lead to receiving “0”, depending on the quality of the discussion.***
- The following table provides the grading criteria of the discussion board.

Exceeds Expectations (10 pts)	Meets Expectation (7 pts)	Does not meet Expectation (4 pt)
Posting responds directly to the discussion question and includes pertinent, connected or applicable information.	Posting responds directly to the discussion question	Posting does not respond directly to the discussion question
Provides <i>at least 2 references</i> in APA.	Posting <i>includes at least one reference</i> to readings in APA.	Posting <i>include no references.</i>

Posting offers critical analysis of a key theme or existing post(s) which deepens or extends the conversation

Posting has a coherent structure and the flow of the writing is easily understood. Posting is grammatically correct with no spelling errors

Posting engages with ideas from the session or the perspectives of fellow participants and makes a positive contribution to the conversation

Posting has a coherent structure and the flow of the writing is easily understood. Posting has only one or two grammatical or spelling errors

Posting does not critically engage with key ideas from the session or the perspectives of fellow participants

Posting does not have a coherent structure and the flow of the writing is hard to follow. Posting has multiple grammatical or spelling errors

V. COURSE POLICIES

- **Late Work:** All late work will receive an **automatic zero** grade. Quizzes and Discussion boards once closed will not be reopened. Midterms and Finals are going to be opened for 24 hours. Students should make sure that they get done with the exams on time.
- **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
- **Academic Dishonesty:** Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy: http://www.unt.edu/csrr/student_conduct/misconduct.html, misconduct for which students are subject to discipline falls into the following categories:

Acts of Dishonesty, including but not limited to:

1. *Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:*
 - a. *use of any unauthorized assistance in taking quizzes, tests, or examinations;*
 - b. *dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;*
 - c. *the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;*
 - d. *dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the*

- instructor(s);*
- e. *any other act designed to give a student an unfair advantage.*
2. *Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:*
- a. *the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or*
- b. *the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.*

Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit: http://www.unt.edu/csrr/student_conduct/index.html

- **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, (b) has completed 75% of the course requirement, (c) has very compelling special circumstances, and (d) 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.

- **Disability Statement:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. ***You may request accommodations at any time, however, ODA notices of***

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 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 in a timely manner during faculty office hours or by appointment or through email in web based courses. 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 see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

- **Student Conduct and Discipline:** The primary concern of the University of North Texas is the student. The university attempts to provide for all students a campus environment that is conducive to academic endeavor and social and individual growth. To that end, rules, regulations and guidelines governing student behavior and the student's relationship with the university have been formulated into a student code of conduct and discipline. Enrollment at the University of North Texas is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. Additional information can be found in the Code of Student Conduct.
- **Class Participation:** Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.
- **Virtual Classroom Citizenship:** The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.
- **Copyright Notice:** Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.
- **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 or your TA.

- **Statement of Confidentiality:** An integral component of all drug and alcohol abuse courses is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to disclosure issues. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure others in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

- **University of North Texas Compliance:** To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following: (a) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (b) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

- **Resources:** Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the "Academic Support" tab.
 1. Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>
 2. UNT Blackboard Student Resources: Technical Support: https://ecampusupport.unt.edu/index.cfm?M=Student_Resources
 3. UNT Library: <http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users>
 4. UNT Computing: <http://citc.unt.edu/services-solutions/students>

VI. This is a TENTATIVE SCHEDULE, subject to change according to class needs.

Week	Date Range	Topic	Assignments
1	8/29-9/4	Introduction	Quiz (Get 8/10, otherwise modules will not open).
2	9/5-9/11	Overview of ATOD Use	Discussion Board Weekly Quiz
3	9/12-9/18	Models of Addiction	Discussion Board Weekly Quiz
4	9/19-9/25	Physical Disabilities and Substance Use	Discussion Board Weekly Quiz
5	9/26-10/2	Sensory Disabilities and Substance use	Discussion Board Weekly Quiz
6	10/3-10/9	Developmental and Cognitive Disabilities	Discussion Board Weekly Quiz
7	10/10-10/16	Co-occurring Psychiatric and Substance use Disabilities	Discussion Board Weekly Quiz
8	10/17-10/23	Co-occurring Psychiatric and Substance use Disabilities (continued)	Discussion Board Weekly Quiz
9	10/24-10/30	ADA, Accessibility & Services	Discussion Board Weekly Quiz
10	10/31-11/6	Screening and Assessment	Discussion Board Weekly Quiz

Week	Date Range	Topic	Assignments
11	11/7-11/13	Treatment Planning and Service Delivery	Discussion Board Weekly Quiz
12	11/14-11/20	Employment/VR and Substance Use Services	Discussion Board Weekly Quiz
13	11/21-11/27	Thanksgiving Break!	Eat a lot of Turkey or Tofurkey!
14	11/28-12/4	Medication Dependence and Misuse	Discussion Board Weekly Quiz
15	12/5-12/11	Special Populations	Discussion Board Weekly Quiz
16	12/12-12/18	ROSC	Discussion Board Weekly Quiz