1. **CATALOG COURSE DESCRIPTION**
Presentation of social, legal, political, and ethical considerations surrounding the use and abuse of alcohol and psychotropic drugs in the U.S.

2. **COURSE OVERVIEW**
This course offers an overview of social, economic, political, legal, and ethical considerations surrounding the use of tobacco, alcohol, and other drugs in the United States. This lecture will discuss and evaluate varying philosophies and perspectives on substance use, emphasizing a comprehensive bio-psycho-social framework; encourage discussion about the patterns, causes, and effects of substance use disorders in the United States; give attention to the impact of cultural factors on alcohol and other drug use; and highlight the presence of stigma and discrimination against persons who struggle with substance use.

3. **COURSE OBJECTIVES**
Upon completion of the course, students will be able to:

1. Define basic terminology used in the field and differentiate between substance use, misuse, abuse, and dependence.
2. Identify and evaluate common conceptual models used to understand problematic substance use.
3. Recognize and understand the interplay between neurobiology and substance use.
4. Demonstrate an understanding of how and why some people use substances without problems, whereas others develop significant problems as a result of their use.
5. Recognize the biological, psychological, and social effects resulting from the use of specific substance categories.
7. Discuss and evaluate various approaches to treating alcohol and other drug abuse.
8. Recognize the importance of socio-cultural factors with respect to all aspects of substance use and abuse.
9. Demonstrate familiarity with strategies aimed at preventing the development of problematic substance use.
10. Describe and evaluate historical and current legal/policy responses to alcohol and other drug use.
11. Identify areas of stigma and discrimination against people who struggle with alcohol or other drug abuse.
### 4. COURSE CONTENT

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>Terminology, Cultural And Historical Perspectives</td>
</tr>
<tr>
<td>3</td>
<td>1/24</td>
<td>Alcohol: Submit Alcohol eCHECKUP</td>
</tr>
<tr>
<td>4</td>
<td>1/26</td>
<td>Alcohol</td>
</tr>
<tr>
<td>5</td>
<td>1/31</td>
<td>Cannabis: Submit Marijuana eCHECKUP</td>
</tr>
<tr>
<td>6</td>
<td>2/2</td>
<td>Cannabis</td>
</tr>
<tr>
<td>7</td>
<td>2/7</td>
<td>Other Drugs</td>
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<tr>
<td>8</td>
<td>2/9</td>
<td>Other Drugs</td>
</tr>
<tr>
<td>9</td>
<td>2/14</td>
<td>Neurobiological, Genetic Theories Of Addiction, How Drugs Work</td>
</tr>
<tr>
<td>10</td>
<td>2/16</td>
<td>Culture of SUDs, Impact on Families, Societal Issues</td>
</tr>
<tr>
<td>11</td>
<td>2/21</td>
<td>Culture of SUDs, Impact on Families, Societal Issues</td>
</tr>
<tr>
<td>12</td>
<td>2/23</td>
<td>Substance Use Disorders and Mental Health</td>
</tr>
<tr>
<td>13</td>
<td>2/28</td>
<td>Exam 1</td>
</tr>
<tr>
<td>14</td>
<td>3/2</td>
<td>Aging and SUD</td>
</tr>
<tr>
<td>15</td>
<td>3/7</td>
<td>Public Health</td>
</tr>
<tr>
<td>16</td>
<td>3/9</td>
<td>ACEs and Trauma</td>
</tr>
<tr>
<td>17</td>
<td>3/14</td>
<td>Disparities: Race/Ethnicity, LGTBTQ+</td>
</tr>
<tr>
<td>18</td>
<td>3/16</td>
<td>Disparities: Socioeconomic Status and Urban/Rural</td>
</tr>
<tr>
<td>19</td>
<td>3/28</td>
<td>Spring Break</td>
</tr>
<tr>
<td>20</td>
<td>3/28</td>
<td>Spring Break</td>
</tr>
<tr>
<td>21</td>
<td>3/28</td>
<td>US Drug Policy</td>
</tr>
<tr>
<td>22</td>
<td>3/30</td>
<td>Criminal Justice, PAPER DUE</td>
</tr>
<tr>
<td>23</td>
<td>4/4</td>
<td>Exam 2</td>
</tr>
<tr>
<td>24</td>
<td>4/6</td>
<td>Recovery Oriented Systems of Care (ROSC)</td>
</tr>
<tr>
<td>25</td>
<td>4/11</td>
<td>Prevention</td>
</tr>
<tr>
<td>26</td>
<td>4/13</td>
<td>Assessment And Screening, Planning For Treatment</td>
</tr>
<tr>
<td>27</td>
<td>4/18</td>
<td>Treatment Approaches: CBT</td>
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<tr>
<td>28</td>
<td>4/20</td>
<td>Treatment Approaches: MI</td>
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<tr>
<td>29</td>
<td>4/25</td>
<td>Treatment Approaches: Medical And Harm Reduction</td>
</tr>
<tr>
<td>30</td>
<td>5/2</td>
<td>Recovery</td>
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<tr>
<td>31</td>
<td>5/4</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Session 1, Tuesday, January 17th**: Course Introduction

**Required Readings**

Course Syllabus

**Session 2, Thursday, January 19th**: Terminology, Cultural and Historical Perspectives

**Required Readings**


Session 3, Tuesday, January 24th: Alcohol (Submit Alcohol eCHECKUP)

**Required module:**
Alcohol eCHECKUP
https://interwork.sdsu.edu/echug2/?id=UW-Madison&hfs=true

*Submit certificate to Dropbox on Learn@UW by 11:59pm
*Save a copy of the results for yourself to help you study for the exam

**Recommended Readings:**

Session 4, Thursday, January 26th: Alcohol

**Required Readings:**

Session 5, Tuesday, January 31st: Cannabis (Submit Marijuana eCHECKUP)

**Required Module:**
Marijuana eCHECKUP
https://interwork.sdsu.edu/echeckup/usa/mj/coll/?id=UW-Madison&hfs=true

*Submit certificate to Dropbox on Learn@UW by 11:59pm
*Save a copy of the results for yourself to help you study for the exam

Session 6, Thursday, February 2nd: Cannabis

**Required Readings:**

**Begin Reading State Council on Alcohol and Other Drug Abuse Marijuana Report for paper.**

Session 7, Tuesday, February 7th: Other Drugs

**Required Readings:**

Session 8, Thursday, February 9th: Other Drugs

Required Readings:


Recommended Readings:

Session 9, Tuesday, February 14th: Neurobiological, Genetic Theories of Addiction, How Drugs Work

Required Reading:


Required interactive learning modules:
Complete the following modules from the Genetic Science Learning Center, sponsored by the National Institute on Drug Abuse:
1) *The reward pathway influences behavior*
   http://learn.genetics.utah.edu/content/addiction/rewardbehavior/

Optional Learning Modules:
1) *Crossing the divide: How neurons talk to each other*
   http://learn.genetics.utah.edu/content/addiction/crossingdivide/
2) *Mouse party*
   http://learn.genetics.utah.edu/content/addiction/mouse/

The following modules from the Genetic Science Learning Center, sponsored by the National Institute on Drug Abuse:
1) *Things you may not know about DNA* (required for those without coursework in genetics; optional otherwise)
   http://learn.genetics.utah.edu/content/molecules/dnathings/
2) *Genetic risk*
   http://learn.genetics.utah.edu/content/history/geneticrisk/
3) *Genes and addiction*
   http://learn.genetics.utah.edu/content/addiction/genes/

Session 10, Thursday, February 16th: Culture of SUDs, Impact on Families, Societal Issues

Required Readings:
Session 11, Tuesday, February 21st: Culture of SUDs, Impact on Families, Societal Issues

**Required Readings:**

**Recommended Readings:**

Session 12, Thursday, February 23rd: Substance Use Disorders and Mental Health

**Required Readings:**

Session 13, Tuesday, February 28th: 1st Exam

Session 14, Thursday, March 2nd: Aging and SUD

**Required Readings:**

Session 15, Tuesday, March 7th: Public Health

**Required Readings:**

- Read Ch. 2, *Drug Use as a Social Problem*

Session 16, Thursday, March 9th: ACEs and Trauma

**Required Readings:**
None, citations provided in lecture

Session 17, Tuesday, March 14th: Disparities

**Required Readings:**
Session 18, Thursday, March 16th: Disparities

**Required Readings:**

SPRING BREAK
Tuesday, March 21st
Thursday, March 23rd

Session 19, Tuesday, March 28th: US Drug Policy

**Required Readings:**

Session 20, Thursday, March 30th: Criminal Justice

**PAPER DUE**

**Required Readings:**
None, citations provided in lecture

Session 21, Tuesday, April 4th: 2nd Exam (not cumulative)

Session 22, Thursday, April 6th: Recovery Oriented Systems of Care (ROSC)

**Required Readings:**
None, citations provided in lecture

Session 23, Thursday, April 27th: Prevention

**Required Readings:**

Session 24, Tuesday, April 13th: Screening, Assessment, and Planning for Treatment

**Required Readings:**

Session 25, Thursday, April 18th: Treatment Approaches: Cognitive Behavioral Therapy

**Required Readings:**
Session 26, Tuesday, April 20th: Treatment Approaches: Motivational Interviewing

**Required Readings:**

Session 27, Thursday, April 25th: Treatment Approaches: Medical and Harm Reduction

**Required Readings:**


Session 28, Tuesday, April 27th: Recovery

**Required Readings:**

Session 29, Tuesday, May 2nd: Contemporary Issues and Concerns

**Required Readings:**
TBD

Session 30, Thursday, May 4th: Final Exam (not cumulative)

5. TEXT, OTHER READING

Required Readings
There is no required text to purchase. All required readings are linked through the Learn@UW course website.

6. EXPECTATIONS, GRADING, AND ASSIGNMENTS

To make our time together as valuable as possible, we will need to be respectful and considerate in the class and discussion section environment and take mutual responsibility for learning. The following basic principles are important guidelines:

- Every student has a right to learn and the responsibility not to deprive others of this right
- The climate of the classroom is extremely important to learning and is the shared responsibility of the students and professor
- All persons are accountable for their actions and are responsible for their learning

Students are expected to:

- Attend and actively participate in weekly class lectures
- Arrive on time; late arrivals and early departures are disruptive to other students and should be avoided
- Read required materials prior to class
- Regularly check Learn@UW for announcements and materials
- Complete all assignments and exams
The instructor is expected to:

- Design and organize the course
- Be available to students to answer questions and to hear concerns
- Begin and end classes on time
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students
- Prepare course lectures, in-class discussion questions, assignments, and exams

Summary of the graded components for SW 453

<table>
<thead>
<tr>
<th>Graded component</th>
<th>Brief description</th>
<th>Session</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluations</td>
<td>Alcohol and cannabis eCHECKUPs</td>
<td>3 and 5</td>
<td>5%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Reflection paper on State Marijuana Report</td>
<td>Due by session 20</td>
<td>20%</td>
</tr>
<tr>
<td>First Exam</td>
<td>Exam</td>
<td>13</td>
<td>25%</td>
</tr>
<tr>
<td>Second Exam</td>
<td>Exam</td>
<td>21</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam</td>
<td>30</td>
<td>25%</td>
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</tbody>
</table>

Description of the graded course components

- **Self-evaluations.** Students will complete an electronic self-evaluation of their alcohol and cannabis use (or lack thereof). Evidence of completion must be submitted to the Learn@UW Dropbox on the scheduled due date by 11:59pm.

- **Examinations.** The examinations will contain multiple-choice questions that cover the lecture and readings. Exams are not cumulative. Each exam is worth 25% of the final grade.

- **Reflection paper.** The reflection paper will be 2-4 pages in length and will cover a contemporary topic in substance use. The paper will have 1” margins, 12-point Times New Roman Font, and will be double-spaced. Papers that are formatted incorrectly will not be able to score more than a 50% on the assignment. Papers that are under 2 full pages will not be accepted. Content beyond 4 pages will not be read.
  - The topic for this semester will be on the newly-released Marijuana Report from the State Council of Alcohol and Other Drug Abuse. Students will be asked to assess the document, form their own opinion on what was included (or not included), and support this opinion with evidence.
  - More detailed grading guidelines will be provided in lecture

Please carefully read all course policies below, several of which can affect your grade.

Grading scale for the course

The grading scale follows guidelines set by the School of Social Work

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>88-93</td>
<td>A/B</td>
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<tr>
<td>82-87</td>
<td>B</td>
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<td>76-81</td>
<td>B/C</td>
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<tr>
<td>70-75</td>
<td>C</td>
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<tr>
<td>64-69</td>
<td>D</td>
</tr>
<tr>
<td>63 and lower</td>
<td>F</td>
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</tbody>
</table>
VII. COURSE POLICIES

Attendance. Regular attendance is required to do well in this course as much of the exams draw from lecture. Students are responsible for their own attendance.

Paper Formatting. All papers submitted will be 12-point Times New Roman font, double-spaced, and have standard 1” margins. Points will be deducted if these guidelines are not met.

Exams. Exams will be administered collectively. Make-up exams will not be offered, except in cases when an unforeseen emergency prevents you from showing up on the day of the exam. Appropriate documentation will be required for such a situation. Please check the timing of exams in the beginning of the semester. If you have a conflict that cannot be resolved, you must take this class a different semester. It is also offered in both the Fall and Spring.

If you need an accommodation (i.e., athletics which require travel, McBurney VISA) for exams, you must identify yourself to the instructor within the first two weeks of the semester and present your documentation. We will gladly make accommodations for your needs.

Questions. Questions and comments are welcomed at any time during the lecture. Just raise your hand in class.

Reading. The assigned reading should be completed prior to lecture. You should be prepared to answer questions and discuss the reading material. The lectures are meant to clarify and supplement the readings, rather than replace or repeat them. Exams will be based on both lecture and reading materials. To help you with your learning, I will post my PowerPoint slides on Learn@UW before every class. If it helps you follow along and take notes, feel free to print the slides or take notes on your laptop.

Email policy. We are committed to giving you personalized attention and helping you with whatever issues arise in class. Because this can be a larger class, we request that you reserve email for urgent issues that require short answers (e.g., setting up an appointment) and questions that cannot be answered by the syllabus. Please contact the TA first whenever possible. We will strive to get back to you within one business day. All other inquiries should be brought to our attention immediately before or after class. Questions regarding class material should be posed during lecture or in office hours.

Seeking assistance. I hope you never hesitate to seek assistance from either of us. We are always happy to help. It is best to seek assistance before exams and assignments, and generally as soon as you feel you are struggling.

Electronic devices policy. Out of consideration for your classmates, please silence your phones or put them in airplane mode. Please feel free to take notes on laptops, but refrain from social media and other general browsing. This is not only a disservice to yourself, but also likely distracting and disrespectful to other students.

Participation. Your attendance record, professionalism, and your active and thoughtful contribution in lecture demonstrate participation. Discussion questions and a variety of instructional activities will be introduced throughout the semester.

Academic Integrity. Plagiarism and other forms of cheating will result in automatic failure and will be forwarded to the Dean of Students. Please review the Dean of Students website on academic integrity at http://www.students.wisc.edu/doso/academic-integrity/

Grading. Exams and exam keys are created by the instructor and verified by the instructor. We will put significant effort into reviewing the results of each exam for this class.
If you feel like we have made a mistake in your grading, contact us to try to resolve the problem. You may make a direct appeal to us, and these requests must be written in concise and formal language, and must be submitted no sooner than 72 hours after receiving the grade. This 72-hour period is required to help students articulate a written response with a professional tone.

**Late assignments.** Assignments must be completed in full and submitted to Learn@UW by the due date. Late assignments will be marked down by 20% each day past the deadline.

**Learning accommodations, athletics, and religious observances.** Requests for absences related to athletic events or religious observances will be honored if they are provided to the instructor within the first two weeks of class. A list must be submitted that includes all dates of expected absences. Athletic absences require appropriate documentation.

Students who are registered with the McBurney Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure the accommodation is made for the student. If the student has not given the copy of the VISA to the instructor, an accommodation cannot be made. If a VISA is altered or newly established during the semester, it must be provided to the instructor within two days.

**Code of Ethics, Student Rights, and Responsibilities & Plagiarism**

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field, and in the preparation of course assignments.

**RESOURCES:**

Students enroll in this course for a variety of reasons ranging from vocational/intellectual interest to personal concern. If you have questions or concerns about your own substance use or about the substance use of a friend or family member, you are not alone. As you will learn in this class, these issues are common.

The University Counseling Center has licensed professionals who specialize in substance use problems and other mental health issues. Please do not hesitate to call 608-265-5600 to make an appointment to speak with a counselor or visit their web site at [http://www.uhs.wisc.edu/services/counseling/](http://www.uhs.wisc.edu/services/counseling/). Confidentiality will be respected; there are very few practical circumstances that professional are required to report, which will be made clear to you up front.

There is a wealth of relevant information on the Internet. A few useful websites include:


Substance Abuse Services - Resources, Department of Health Services, Division of Mental Health and Substance Abuse Services, State of Wisconsin: [https://www.dhs.wisconsin.gov/aoda/index.htm](https://www.dhs.wisconsin.gov/aoda/index.htm)
Official Website for Alcoholics Anonymous: http://www.aa.org

Faces and Voices of Recovery—National advocacy organization aimed at reducing stigma and enhancing services: http://www.facesandvoicesofrecovery.org/

Join Together—Disseminates recent research, treatment, and advocacy developments.
http://www.drugfree.org/join-together