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 and abuse of tobacco, alcohol, and other drugs in the United States. Competing philosophies and perspectives on problematic substance use are discussed and evaluated, and emphasis is placed on a comprehensive bio-psycho-social framework. Information regarding the epidemiology and effects of the use of specific drug categories is offered. Methods of screening, assessment, and treatment are presented, as are prevention strategies and policy approaches. Throughout, attention is given to the impact of cultural factors on all facets of alcohol and other drug use. Finally, the presence of stigma and discrimination against persons who struggle with problematic substance use is highlighted.

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

Session 1: Introduction to the Course (Jan. 20)

Topics:

1. Instructor and course introduction
2. Review of syllabus and assignments
3. Class expectations
4. General discussion about substance use and abuse

SECTION ONE: CONCEPTS and GENERAL OVERVIEW

Session 2 and 3: Exploring the concept of problem usage (Jan. 22 & 27)

Topics:

1. Understanding drug use
2. Principals of psychoactive drug use
3. Differences between misuse, abuse, and dependence
4. Trends in usage
5. Adolescent usage
6. Risk and protective factors related to use
7. Motives for using

Required readings:


**Session 4 and 5: Conceptualizing the Social Impact of Alcohol and Substance abuse (Jan. 29 & Feb. 3)**

**Topics:**

1. Discuss overview government regulatory practices
2. Define and discuss concept of dependence and abuse
3. Discuss drugs and crime

**Required Readings:**


**Session 6 and 7: Historical considerations (Feb. 5 & 10)**

**Topics:**

1. Policy and social impact
2. Drug screening
3. Drug enforcement
4. Cultural Issues, Community Issues, and Substance Abuse policy
   a. Guest Lecturer: James Crawford- Founder-Jessie Crawford Recovery Center
   b. Aspects of an Alternative sentencing program
   c. Attitudes about treatment and recovery.
   d. Racial disparity in the criminal justice system related to substance abuse
   e. Impact of substance abuse on various aspects of the community

**Required Readings:**

SECTION TWO: DRUG TYPES AND THEIR EFFECTS

Session 8: How Drugs Work? (Feb. 12)

Topics:

1. Psychophysiology of drug impact
2. Discussion of specific drug activity and impact

Required Readings:


Session 9: Uppers and Downers (Feb. 17)

Topics:

1. Stimulants
   a. Cocaine and amphetamine usage
2. Depressants and Inhalants
   a. Sedatives, barbiturates, and benzodiazepines
   b. Substances abused as inhalants
3. Psychotropic medications
   a. Mental illness and drug abuse

Required Readings:


Recommended Readings:


Session 10: Alcohol (Feb. 19)

Topics:

1. Alcohol use and abuse
   a. Historical information
   b. Current trends
   c. Alcohol and behavior
   d. Disease model of dependence

Required Readings:


Recommended Readings:


Session 11: Exam One (Feb. 24) – Will focus on Material from Sessions 1-10.

Session 12: Familiar drugs (Feb. 26)

Topics:

1. Tobacco use and effects
2. Caffeine use and effects
3. Dietary supplements and OTC Drugs

Required Readings:

TBD

Session 13: Restricted drugs (March 3)

Topics:

1. Opioids (Narcotics)
2. Hallucinogens
3. Marijuana
4. Performance-Enhancing Drugs
Required Readings:


**SECTION THREE: SUBSTANCE USE DISORDERS and ASSESSMENT**

**Session 14 and 15: Addiction – Individual (March 5) and Family Issues (March 10)**

Topics:

1. Explore the concept of dependence (addiction) and abuse
2. Identify and discuss family issues related to addiction
3. Explore various theories of addiction

Required Readings:


**Session 16: Addiction - Co-Occurring Disorders; Drug use/abuse and Stigma (March 12)**

Topics:

1. Identify and discuss mental health disorders that often co-occur with substance use disorders
2. Discuss and examine the process of stigmatization associated with substance abuse and individuals with substance use disorder

Required Readings:


**Session 17: Addiction - Substance Use and the Criminal Justice System (March 17)**
Topics:

1. Explore the relationship of substance use and the criminal justice system
2. Explore punishment v. treatment perspectives; disparities in prosecution
3. Discuss alternative sentencing options

Required Readings:

TBD

Session 18 and 19: Assessment and Screening (March 19 and 24)

Topics:

1. Discuss various methods of screening for substance use disorders
2. Examine specific assessment and screening tools
3. Discuss aspects of conducting an assessment interview
4. Discuss the process of “Initial Intervention”

Required Readings:


Session 20: Exam Two (March 26) – Will focus on Material from Sessions 12-19.

SPRING BREAK: March 30-April 5

SECTION FOUR: TREATMENT AND PREVENTION

Session 21 and 22: Cultural factors and Treatment Planning (April 7 & 9)

Topics:

1. Identify and discuss cultural implications for treatment of substance use disorder
2. Discuss and examine the process of treatment planning and using assessment and screening results in treatment planning

Required Readings:


**Session 23: Treatment Interventions: CBT and Motivational Interviewing (April 14)**

**Topics:**

1. Introduction to two empirically-supported intervention models utilized with substance abuse treatment interventions

**Required Readings:**


**Session 24: Treatment Interventions: Medical and Harm Reduction (April 16)**


**Session 25: Recovery Movement (April 21)**

Topics:

1. Explore the recovery movement and the impact of peer support
2. Discuss community-based support groups

**Required Readings:**


**Session 26: Recovery – Guest Panel (April 23)**

Focus: Session will involve a panel of individuals who are in various stages of recovery from substance use disorders

**Session 27: Contemporary Issues and Concerns (April 28)**

Topics:

1. Explore the current topics of concern that are at the forefront of the substance abuse discussion
2. Headlines to classroom: Local and contemporary issues

**Required Readings:**

TBD

**Session 28 and 29: Prevention Policy and Strategies (April 30 & May 5)**

Topics:

1. Explore the process and policies involved with prevention
2. Critical review of various prevention models

**Required Readings:**


Session 30: Exam Three (May 7) – Will focus on Material from Sessions 21-29.

5. Readings

Required Readings
There is no required text to purchase. All required readings are linked through the Learn@UW course website. These are the readings you will be most intently held accountable for reading and content.

Recommended Readings
These readings will also be available online at Learn@UW. This material will help supplement what we discuss throughout the course and can enhance your understanding of the material.

Required i>clicker
To facilitate active learning, students are required to purchase an i>clicker remote for in-class participation (available at the University Bookstore, 711 State Street). I>clicker is a response system that allows you to respond to questions posed during class. Points will be awarded for attendance and participation accuracy. When submitting responses in class with the i>clicker, I recommend that you watch the indicator light on the remote that confirms your response was received. Each clicker has a unique serial number on the back of the remote. Place a piece of tape over the bar code and ID to preserve it.

The i>clicker will be used on the second day of class. The i>clicker will be used in all subsequent lectures and students are responsible for bringing their functioning remote to each class. Register your i>clicker on time. Late registrations will result in a delayed ability to earn class participation points.

Registering the i>clicker: To receive credit for i>clicker responses, students must register their i>clicker through the “Register your i>clicker” link on the Learn@UW site. The registration page requires your “remote ID” (the series of numbers and letters on the bottom of the back of your i>clicker remote).

6. EXPECTATIONS, GRADING and ASSIGNMENTS

Course expectations
This is a large class, but students are not a small part of it. 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 as well as the responsibility not to deprive others of their right to learn
• The climate of the classroom is extremely important to learning and is the shared responsibility of the students, professor and TA
• Every student is accountable for his or her actions and is responsible for his or her learning

Students are expected to:
• Attend and actively participate in weekly class lectures and discussion sections
• Arrive on time; late arrivals and early departures are very disruptive 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

The TA is expected to:
• Be the first line of communication for students about the course
• Be available to students to answer questions and hear concerns
• Provide expert assistance with assignment and exam preparation
• Grade the written assignments in consultation with instructor
• Grade the exams in a timely manner in consultation with instructor

Summary of the graded components for SW 453

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Attendance and i&gt;clicker activities throughout course</td>
<td>25%</td>
</tr>
<tr>
<td>Exam One</td>
<td>Multiple-Choice exam</td>
<td>25%</td>
</tr>
<tr>
<td>Exam Two</td>
<td>Multiple-Choice exam</td>
<td>25%</td>
</tr>
<tr>
<td>Exam Three</td>
<td>Multiple-Choice exam</td>
<td>25%</td>
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</tbody>
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Description of the graded course components

**Professionalism.** This is more than just participation, but involves the way you conduct yourself in class and interpersonally with others. It includes attendance and the accuracy of your responses to the i>clicker exercises.

**3-Examinations.** The examinations contain multiple-choice questions that cover the lecture and readings. A study guide will be provided in advance and brief review sessions will be conducted. Exams are not cumulative. Each exam is worth 30% of the final 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>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
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<tr>
<td>70-75</td>
<td>C</td>
</tr>
<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. Attendance will be recorded through i>clicker responses. If a student has problems with the i>clicker or forgets to bring the i>clicker to class, attendance can be recorded via a sign-in sheet managed by the TA. It is the student’s responsibility to record attendance through these mechanisms.

In order for you and your classmates to benefit from this course, class attendance and active participation are mandatory; therefore, after missing two classes you will be dropped one-half of a letter grade for each new unexcused class absence. Prompt arrival to all classes is required. Consistent tardiness, significantly late arrivals or early departures, lack of i>clicker use, and other disruptions may be counted as an unexcused absence and contribute to the one-half letter grade drop.

Students are responsible for completing any class requirements and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

Students who must be absent due to inclement weather, illness, or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence. It is up to the TA and the instructor to determine whether an absence will be excused.

Communication with the TA and instructor. To manage our time efficiently, your questions and concerns about the course should be addressed directly to the course TA, Sheilah Kring. Sheilah is available before and/or after class, via email, and schedules her office hours by appointment for your convenience. She can answer your questions or work with you to resolve your issue. In the event that she cannot answer your question, she will contact the instructor or ask you to do so. Professor Glass is also very happy to meet with you to discuss course-related content, professional and academic interests, and research opportunities. If you are interested in meeting with him, please contact him directly by email or in person. In general, we strive to respond to email inquiries within one business day.

Electronic devices: No usage policy. The use of electronic devices (such as laptops, cell phones, smartphones, and other devices) is not permitted in lecture without the express written permission of the instructor. These devices must be turned off and stored before the beginning of class. The teaching assistant has been instructed to carefully monitor electronic device usage during class. Students found to be using electronic devices may be respectfully asked to leave the classroom for the day.

Participation. Participation will be gauged by contributions to in-class discussions and professionalism throughout the semester. Students will be expected to show progress and display mastery of the material
when contributing to discussions and activities. Hence, it is critical to complete the assigned readings before the class meets.

The i>clicker will also be used to actively engage students in learning. Discussion questions will be posed and a variety of instructional activities will be introduced throughout the semester with the i>clicker. Accurate i>clicker responses are dependent on completing the assigned readings. Extra credit points will be earned when students provide accurate responses to reward students for completing the assigned readings.

**Academic Misconduct**

Plagiarism and other forms of cheating will be disciplined according to University procedures. Please review the Dean of Students policy regarding the University’s policy on academic misconduct (http://students.wisc.edu/saja/misconduct/UWS14.html).

**Grading and grading appeals**

Exams will be graded electronically and the TA will grade the written assignments under the guidance of the instructor. On occasion a student may feel that an item on the exam was incorrectly graded or he or she deserved a higher grade on the written assignment. Students who have reason to believe that a grading error occurred must (1) write a concise formal claim describing the nature of the concern with clear rationale supported by reference to cited material (e.g. page and paragraph from a required reading), and (2) submit the claim to the TA in writing (by email) no sooner than 72 hours after receiving the grade. This 72-hour period allows students time to think through their written response. If students are not satisfied with the response of the TA, the student may contact the instructor in writing (by email). The instructor and TA will discuss the concern and the TA will contact the student about the decision. *There are three possible results from this process: the grade may be raised, lowered, or remain the same.*

**Learning accommodations, athletics, and religious observances**

Your success in this class is important to us. If there are circumstances that may affect your performance in this class and you would like our help, please let us know as soon as possible so that we may work together to develop strategies to help you succeed.

Students who are registered with the McBurney Disability Resource Center* must give the TA a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor and the TAs will assure that the accommodation is made for the student. If the student has not given the copy of the VISA to the TA, an accommodation cannot be made.

*The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.*

Requests for athletics-related absences will be honored if they are provided to the TA within the first two weeks of class. Please include a list of all dates of expected absences due to team travel with appropriate documentation.

There is a University policy on religious observances. In short, students must notify the TA within the first two weeks of class of the specific days or dates on which they request relief.
Make-up exams
Students are required to take exams at the scheduled time. No exams will be given before the scheduled date. Family trips are not an excuse from this responsibility.

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, feel free to discuss this with us. As you will learn in this class, substance use and other mental health problems are common so you are not alone.

The University Counseling Center has staff members 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/. Confidentiality will be respected; there are very few practical circumstances that professionals 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 and Mental Health Services Administration: http://www.samhsa.gov/
National Institute on Drug Abuse: http://www.drugabuse.gov/
National Institute on Alcohol Abuse and Alcoholism: http://www.niaaa.nih.gov/
Addiction Services, Department of Health and Family Services, State of Wisconsin: http://dhfs.wisconsin.gov/substabuse/
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/
Appendix A

Social Work Competencies and Practice Behaviors

A special note for social work students:

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences and which are derived from social work knowledge, values, and skills.

SW453 is an undergraduate survey course about alcohol and other drug abuse and is reserved for juniors and seniors. Social work student will find that this course contributes to their achievement of the core competencies as follows:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Accompanying Assignment or Course Requirement</th>
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<tbody>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments.</td>
<td>*Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  *Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>*Exam I, Exam II, &amp; Exam III</td>
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<tr>
<td>2.1.4: Engage diversity and difference in practice.</td>
<td>*Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.  *Recognize and communicate an understanding of the importance of difference in shaping life experience</td>
<td>*Exam I, Exam II, &amp; Exam III</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice.</td>
<td>*Understand the mechanisms of oppression and discrimination.</td>
<td>*Exam I &amp; Exam II, &amp; Exam III</td>
</tr>
<tr>
<td>2.1.7: Apply knowledge of human behavior and the social environment.</td>
<td>*Critique and apply knowledge to understand person and environment</td>
<td>*Exam I, Exam II, &amp; Exam III</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice.</td>
<td>*Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>*Exam I, Exam II, &amp; Exam III</td>
</tr>
</tbody>
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