

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706**

**Social Work 453: Alcohol and Other Drugs Spring 2019**

**Lecture: Tuesday and Thursday 4:00pm – 5:15pm  
Location: Social Sciences 5206**

**Instructor: Lucas Moore, Lecturer, LCSW, SUD, CS-IT**

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Office Hours: By appointment

Office location: SW Building

Credits: 3

Instructional Mode: Face-to-Face

Canvas Course URL:

<https://canvas.wisc.edu/courses/117004>

**Teaching Assistant: Michelle Turner, MSW**

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Office hours: By appointment

Office: SW 131

## **I. COURSE DESCRIPTION**

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

**Attributes and Designations:** (S-I) Counts as Liberal Arts and Sciences credit in L&S.

**Requisites:** Jr. standing

**How Credit Hours are Met:** This class meets for two 75-minute class periods each week over the spring semester and carries the expectation that students will work on course learning activities (readings, studying, writing) for about 3 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

## **II. 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.

## **III. LEARNING OUTCOMES**

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.
6. Demonstrate knowledge of screening and assessment methods for problematic substance use.
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. SEP

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 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments, and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. Social work students will find that this course contributes to their understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the core competencies highlighted in Appendix A.

#### IV. COURSE CONTENT

Session	Date	Topic
1	1/22	Course Introduction
2	1/24	Terminology, Cultural and Historical Perspectives
3	1/29	Neurobiology, Genetics, and Substance Use Disorders; How Drugs Work
<b>4</b>	<b>1/31</b>	<b>Alcohol: Submit Alcohol eCHECKUP</b>
5	2/5	Alcohol
<b>6</b>	<b>2/7</b>	<b>Cannabis: Submit Marijuana eCHECKUP</b>
7	2/12	Cannabis
	<b>2/14</b>	<b>NO CLASS</b>
8	2/19	Other Drugs
9	2/21	Other Drugs, Exam Q/A
<b>10</b>	<b>2/26</b>	<b>Exam 1</b>
11	2/28	Culture of SUDs, Impact on Families, Societal Issues
12	3/5	Culture of SUDs, Impact on Families, Societal Issues
13	3/7	Substance Use Disorders and Mental Health
14	3/12	Public Health
15	3/14	ACEs and Trauma
	3/19	SPRING BREAK
	3/21	SPRING BREAK
16	3/26	Disparities: Race/Ethnicity, LGBTQ+
17	3/28	Disparities: Socioeconomic Status and Urban/Rural, Exam Q/A
<b>18</b>	<b>4/2</b>	<b>Exam 2</b>
19	4/4	US Drug Policy
20	4/9	Criminal Justice
21	4/11	Recovery Oriented Systems of Care (ROSC)
22	4/16	Prevention
<b>23</b>	<b>4/18</b>	<b>Assessment And Screening, Planning For Treatment, PAPER DUE</b>
24	4/23	Treatment Approaches: Cognitive Behavioral Therapy/Motivational Interviewing
25	4/25	Treatment Approaches: Medical Treatment and Harm Reduction
26	4/30	Recovery, Exam Q/A
<b>27</b>	<b>5/2</b>	<b>Final Exam</b>

## Session 1, Tuesday, January 22: Course Introduction

### **Required Learning**

Course Syllabus

## Session 2, Thursday, January 24: Terminology, Cultural and Historical Perspectives

### **Required Learning:**

Rafaeli, J. (2018, August 13). The War on Drugs Is Inseparable from US Imperialism. Retrieved from [https://www.vice.com/en\\_uk/article/594j8b/the-war-on-drugs-is-inseparable-from-us-imperialism](https://www.vice.com/en_uk/article/594j8b/the-war-on-drugs-is-inseparable-from-us-imperialism)

Szalavitz, M. (2018, April 25). Just Because You Can't Stop Taking Antidepressants Doesn't Mean You're Addicted. Retrieved from [https://www.vice.com/en\\_us/article/qvx95p/does-needing-drugs-antidepressants-make-me-an-addict-addicted](https://www.vice.com/en_us/article/qvx95p/does-needing-drugs-antidepressants-make-me-an-addict-addicted)

### **Recommended Learning:**

Carlson, R. (2006). Ethnography and applied substance misuse research. In W.R. Miller & K. Carroll, *Rethinking substance abuse* (pp. 201-219). New York: Guilford Press.

## Session 3, Tuesday, January 29: Neurobiology, Genetics, How Drugs Work

### **Required Learning:**

Chapman, G. (2017, June 20). Addiction Is the Worst Kind of Inheritance. Retrieved from [https://www.vice.com/en\\_us/article/xw8p9q/addiction-is-the-worst-kind-of-inheritance](https://www.vice.com/en_us/article/xw8p9q/addiction-is-the-worst-kind-of-inheritance)

Love, S. (2018, August 10). What Cocaine and Weed Do to Memory. Retrieved from [https://www.vice.com/en\\_uk/article/bjbypd/what-cocaine-and-weed-do-to-memory](https://www.vice.com/en_uk/article/bjbypd/what-cocaine-and-weed-do-to-memory)

National Institute on Drug Abuse (2015). *Genetics and addiction*. Rockville, MD: National Institutes of Health.

### **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/>

### **Recommended Learning:**

Childress, A.R. (2006). What can human brain imaging tell us about vulnerability to addiction and relapse? (Chapter 4). In W.R. Miller & K.M. Carroll (Eds.) *Rethinking substance abuse: What the science shows, and what we should do about it* (pp. 46-60). New York: Guilford Press.

### **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 4, Thursday, January 31: Alcohol (**Submit Alcohol eCHECKUP**)

##### **Required module:**

Alcohol eCHECKUP

<https://interwork.sdsu.edu/echug2/?id=UW-Madison&hfs=true>

\*Submit certificate to Dropbox on Canvas by 11:59pm, save a copy of the results for yourself

##### **Recommended Learning:**

McNeese, C. A. & DiNitto, D.M. (2012). Chapter 4: The Physiological and Behavioral Consequences of Alcohol and Drug Abuse. In Chemical Dependency: A Systems Approach, 4<sup>th</sup> Edition, Boston: Pearson, pp.56-63.

#### Session 5, Tuesday, February 5: Alcohol (Continued)

##### **Required Learning:**

National Institute on Alcohol Abuse and Alcoholism. (2010). *Beyond hangovers: Understanding alcohol's impact on your health* (No. 13-7604). Rockville, MD: National Institutes of Health.

\*Slides continued from previous lecture, will be on Canvas under session 4

#### Session 6, Thursday, February 7: Cannabis (**Submit Marijuana eCHECKUP**)

##### **Required Learning:**

Carey, B. (2019, January 17). Does Marijuana Use Cause Schizophrenia? Retrieved from <https://www.nytimes.com/2019/01/17/health/cannabis-marijuana-schizophrenia.html>

Gilbert, B. (2017, July 26). The future of cannabis is vaping - here's how it works. Retrieved from <http://www.businessinsider.com/how-vaping-works-2017-7/#how-do-you-vape-cannabis-1>

Lewis, A. C., & Lewis, A. C. (2019, January 08). Why 2019 Will Be the Year of Weed. Retrieved from <https://www.rollingstone.com/culture/culture-features/2019-weed-marijuana-cannabis-what-to-expect-774035/>

##### **Required Module:**

Marijuana eCHECKUP

<https://interwork.sdsu.edu/echeckup/usa/mj/coll/?id=UW-Madison&hfs=true>

\*Submit certificate to Dropbox on Canvas by 11:59pm, save a copy of the results for yourself

**RECOMMENDED:** Begin looking at State Council on Alcohol and Other Drug Abuse Marijuana Report

## Session 7, Tuesday, February 12: Cannabis (continued)

\*Slides continued from previous lecture, will be on Canvas under session 4

### **Required Learning:**

- Hale, T. (2018, August 10). A Staggering Number Of Americans Believe Some Wildly Unscientific Things About Weed. Retrieved from <https://www.iflscience.com/health-and-medicine/a-huge-number-of-americans-believe-unscientific-claims-about-weed/>
- Hillier, D. (2017, November 14). Weed Withdrawal Is a Real Thing and It's Hell. Retrieved January 11, 2018, from [https://www.vice.com/en\\_us/article/a37qd8/weed-withdrawal-is-a-real-thing-and-its-hell](https://www.vice.com/en_us/article/a37qd8/weed-withdrawal-is-a-real-thing-and-its-hell)
- Krishnan, M. (2018, August 21). We Fact-Checked an ER Doctor Who Said Weed Edibles Can Kill Kids. Retrieved from [https://www.vice.com/en\\_us/article/vbjnam/we-fact-checked-an-er-doctor-who-said-weed-edibles-can-kill-kids](https://www.vice.com/en_us/article/vbjnam/we-fact-checked-an-er-doctor-who-said-weed-edibles-can-kill-kids)
- Lowrey, A. (2018, August 20). America's Invisible Pot Addicts. Retrieved from <https://www.theatlantic.com/health/archive/2018/08/americas-invisible-pot-addicts/567886/>
- Teens are smoking less weed in states where it's legal. (n.d.). Retrieved January 11, 2018, from [https://news.vice.com/en\\_us/article/wjzzj9/teens-are-smoking-less-weed-in-states-where-its-legal](https://news.vice.com/en_us/article/wjzzj9/teens-are-smoking-less-weed-in-states-where-its-legal)

## Session 8, Tuesday, February 19: Other Drugs

### **Required Learning:**

- Inaba, D. & Cohen, W. (2011). *Chapter 3: Uppers*. In D. Inaba & W. Cohen, *Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs* (7<sup>th</sup> ed.). Medford, OR: CNS Productions. (pp. 3.1-3.20)
- Ghosh, I. (2018, August 04). Psychedelic science: New Canadian study sheds light on 'microdosing' hallucinogenic drugs | CBC News. Retrieved from <http://www.cbc.ca/news/health/microdosing-psychedelics-study-1.4771647>
- McKim, W. (2013). Hallucinogens, phantasticants, and club drugs. In McKim, W. *Drugs and behavior: An introduction to behavioral pharmacology* (7<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson. - 332-339 (stop after the LSD section)
- Schuppe, J. (2017, July 05), Twin Plagues: Meth Rises in Shadow of Opioids. Retrieved from <http://www.nbcnews.com/news/us-news/twin-plagues-meth-rises-shadow-opioids-n776871>

## Session 9, Thursday, February 21: Other Drugs, Exam 1 Q/A

### **Required Learning:**

- Inaba, D. & Cohen, W. (2011). *Chapter 4: Downers: Opiates/Opioids & Sedative-Hypnotics*. In D. Inaba & W. Cohen, *Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs* (7<sup>th</sup> ed.). Medford, OR: CNS Productions. (pp. 4.1-4.29)
- Center for Disease Control and Prevention (2015). *Today's heroin epidemic*. Atlanta: Department of Health and Human Services.

**Recommended Learning:**

Center for Disease Control and Prevention (2013). *Prescription painkiller overdoses: A growing epidemic, especially among women*. Atlanta: Department of Health and Human Services.

Substance Abuse and Mental Health Services Administration. (2011). *Mediation-assisted treatment for opioid addiction* (No. HHS Publication No. (SMA) 09-4443). Rockville, MD: Substance Abuse and Mental Health Services Administration.

**Session 10, Tuesday, February 26: EXAM 1**

**Session 11, Thursday, February 28: Culture of SUDs, Impact on Families, Societal Issues**

**Required Learning:**

Behnke, M., Smith, V. C., Committee on Substance Abuse, & Committee on Fetus and Newborn. (2013). Prenatal substance abuse: short- and long-term effects on the exposed fetus. *Pediatrics*, 131(3), e1009–1024.

Lopez. (2019, January 03). The simple idea that could help end America's opioid epidemic. Retrieved from <https://www.vox.com/future-perfect/2018/12/26/18146336/opioid-epidemic-solutions-health-care-stigma>

**Session 12, Tuesday, March 5: Culture of SUDs, Impact on Families, Societal Issues**

**Required Learning:**

Staff, H. (2017, December 31). America On Opioids: The Many Faces Of The Country's Addiction Crisis. Retrieved January 11, 2018, from [https://www.huffingtonpost.com/entry/america-on-opioids-dispatches\\_us\\_59dbe9d9e4b0208970cf222a](https://www.huffingtonpost.com/entry/america-on-opioids-dispatches_us_59dbe9d9e4b0208970cf222a)

**Session 13, Thursday, March 7: Substance Use Disorders and Mental Health**

**Required Learning:**

Schomerus, G. (2013). *Bad behavior or serious illness: the challenging stigma of alcoholism*. In P. W. Corrigan (Ed.), *The stigma of disease and disability: Understanding causes and overcoming injustices*. American Psychological Association: Washington, DC.

**Session 14, Tuesday, March 12: Public Health**

**Required Learning:**

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. Guilford Press.

- Read Ch. 2, *What is addiction?* pp. 23-28 starting under “ETIOLOGIES OF ADDICTION”

**Session 15, Thursday, March 14: ACEs and Trauma**

**Required Learning:**

Coyle, S. (2014, May). Intergenerational Trauma - Legacies of Loss. Retrieved from <http://www.socialworktoday.com/archive/051214p18.shtml>

**Tuesday, March 19: SPRING BREAK**

**Thursday, March 21: SPRING BREAK**

## Session 16, Tuesday, March 26: Disparities

### **Required Learning:**

Implicit Bias Test: <https://implicit.harvard.edu/implicit/takeatest.html>

Boeskool, C. (2017, December 07). When You're Accustomed To Privilege, Equality Feels Like Oppression. Retrieved from [https://www.huffingtonpost.com/chris-boeskool/when-youre-accustomed-to-privilege\\_b\\_9460662.html](https://www.huffingtonpost.com/chris-boeskool/when-youre-accustomed-to-privilege_b_9460662.html)

Bostwick, W. B., Boyd, C. J., Hughes, T. L., West, B. T., & McCabe, S. E. (2014). Discrimination and mental health among lesbian, gay, and bisexual adults in the United States. *American Journal of Orthopsychiatry*, 84(1), 35–45.

McCroy Calarco, J. (2018, June 01). Why Rich Kids Are So Good at the Marshmallow Test. Retrieved from <https://www.theatlantic.com/amp/article/561779/>

### **Recommended Learning:**

Cultural Appropriation... It's Not Just a White Thing. (n.d.). Retrieved from <http://latinousa.org/episode/cultural-appropriation-not-just-white-thing/>

Human Rights Campaign. (2017). Preventing Substance Abuse Among #LGBTQ Teens. Retrieved August 15, 2017, from [http://assets.hrc.org/files/assets/resources/YouthSubstanceAbuse-IssueBrief.pdf?\\_ga=2.245981314.726292298.1504466446-1378259898.1477529484](http://assets.hrc.org/files/assets/resources/YouthSubstanceAbuse-IssueBrief.pdf?_ga=2.245981314.726292298.1504466446-1378259898.1477529484)

## Session 17, Thursday, March 28: Disparities, Exam Q/A

### **Required Learning:**

Goldberg, E. (2018, June 18). Rural Areas Have The Highest Suicide Rates And Fewest Mental Health Workers. Retrieved from [https://www.huffingtonpost.com/entry/rural-suicide-rates-mental-health\\_us\\_5b22dd28e4b0d4fc01fcc098](https://www.huffingtonpost.com/entry/rural-suicide-rates-mental-health_us_5b22dd28e4b0d4fc01fcc098)

Rosin, H., & Spiegel, A. (2017, June 9). The Culture Inside. Retrieved from <http://www.npr.org/programs/invisibilia/532950995/the-culture-inside>

### **Recommended Learning:**

Justified Anger & the Nehemiah Center for Urban Leadership Development (2015). Our Madison Plan., from <http://nehemiah.org/wp-content/uploads/JA-Our-Madison-Plan-052915.pdf>

YWCA Madison. (2013). Race to Equity Toolkit. Retrieved from [http://www.ywcamadison.org/site/c.cuIWLjO0JqI8E/b.9208687/k.6E74/Race\\_to\\_Equity\\_Toolkit.htm](http://www.ywcamadison.org/site/c.cuIWLjO0JqI8E/b.9208687/k.6E74/Race_to_Equity_Toolkit.htm)

## Session 18, Tuesday, April 2: 2<sup>nd</sup> EXAM (not cumulative)

## Session 19, Thursday, April 4: US Drug Policy

### **Required Learning:**

Strang, J., Babor, T., Caulkins, J., Fischer, B., Foxcroft, D., & Humphreys, K. (2012). *Drug policy and the public good: evidence for effective interventions*. *The Lancet*, 379 (9810), 71–83.

## Session 20, Tuesday, April 9: Criminal Justice

### **Required Learning:**

Owen, T. (2018, December 19). Here's what the prison reform bill actually does - and doesn't do. Retrieved from [https://news.vice.com/en\\_us/article/mbywkb/heres-what-the-prison-reform-bill-actually-does-and-doesnt-do](https://news.vice.com/en_us/article/mbywkb/heres-what-the-prison-reform-bill-actually-does-and-doesnt-do)

Williams, T. (2017, August 04). Opioid Users Are Filling Jails. Why Don't Jails Treat Them? Retrieved from <https://www.nytimes.com/2017/08/04/us/heroin-addiction-jails-methadone-suboxone-treatment.html>

## Session 21, Thursday, April 11: Recovery Oriented Systems of Care (ROSC)

### **Required Learning:**

None, citations provided in lecture

## Session 22, Tuesday, April 16: Prevention

### **Required Learning:**

Feibel, C. (2018, June 03). With The Rise Of Legal Weed, Drug Education Moves From 'Don't' to 'Delay'. Retrieved from <https://www.npr.org/sections/health-shots/2018/06/03/615403684/with-the-rise-of-legal-weed-drug-education-moves-from-don-t-to-delay>

Ingraham, C. (2017, July 12). Analysis | A brief history of DARE, the anti-drug program Jeff Sessions wants to revive. Retrieved from [https://www.washingtonpost.com/news/wonk/wp/2017/07/12/a-brief-history-of-d-a-r-e-the-anti-drug-program-jeff-sessions-wants-to-revive/?tid=sm\\_fb&utm\\_term=.102e45465485](https://www.washingtonpost.com/news/wonk/wp/2017/07/12/a-brief-history-of-d-a-r-e-the-anti-drug-program-jeff-sessions-wants-to-revive/?tid=sm_fb&utm_term=.102e45465485)

The Opposite of D.A.R.E – DPA Launches New High School Drug Education Curriculum in a NYC School. (n.d.). Retrieved from <http://www.drugpolicy.org/blog/opposite-dare-dpa-launches-new-high-school-drug-education-curriculum-nyc-school>

### **Recommended Learning:**

McNeese, C. A. & DiNitto, D.M. (2012). Chapter 7: Preventing Alcohol and Drug Problems. In Chemical Dependency: A Systems Approach, 4<sup>th</sup> Edition, Boston: Pearson, pp.171-199.

## Session 23, Thursday, April 18: Screening, Assessment, and Planning for Treatment (**PAPER DUE**)

### **Required Learning:**

Citations provided in lecture

## Session 24, Tuesday, April 23: Treatment Approaches: Cognitive Behavioral Therapy and Motivational Interviewing

### **Required Learning:**

Carroll (1999). *Behavioral and cognitive behavioral treatments*. In McCrady & Epstein, *Addictions: A comprehensive guidebook*. New York: Oxford University Press. - Read pp. 250-267

- Stop on page 254 before “Key Interventions in Behavioral and Cognitive Behavioral Treatments”
- Begin again on Page 260 at “Empirical Data on the Effectiveness of the Models” and read through the summary.

Miller W. R. & Rollnick, S. (2013). *Motivational interviewing: helping people change* (3<sup>rd</sup> Ed.) New York: Guilford Press. - Read Chapters 2-3

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

### **Required Learning:**

Love, S. (2018, December 06). What an Addiction Doctor Wants You to Know About Treating Addiction. Retrieved from [https://www.vice.com/en\\_in/article/ev359w/what-an-addiction-doctor-wants-you-to-know-about-treating-addiction](https://www.vice.com/en_in/article/ev359w/what-an-addiction-doctor-wants-you-to-know-about-treating-addiction)

O' Malley, S.S. & Kosten, T.R. (2006). *Chapter 15: Pharmacotherapy of Addictive Disorders*. In W. R. Miller & K. Carroll, Rethinking substance abuse (pp. 240-258-219). New York: Guilford Press.

Cunningham, J. A., & McCambridge, J. (2012). Is alcohol dependence best viewed as a chronic relapsing disorder? *Addiction*, 107(1), 6– 12.

Gordon, E. (2017, July 03). Without Medical Support, DIY Detox Often Fails. Retrieved from <http://www.npr.org/sections/health-shots/2017/07/03/533793801/without-medical-support-diy-detox-often-fails>

## Session 26, Tuesday, April, 30: Recovery, Exam 3 Q/A

### **Required Learning:**

Brooks, H. (2018, July 19). Confessions of an Addict. Retrieved from [https://www.vice.com/en\\_au/article/mb4e5b/confessions-of-an-addict](https://www.vice.com/en_au/article/mb4e5b/confessions-of-an-addict)

Brooks, H. (2018, August 03). Welcome to Rehab. Retrieved from [https://www.vice.com/en\\_au/article/wjkzv5/welcome-to-rehab](https://www.vice.com/en_au/article/wjkzv5/welcome-to-rehab)

F. (2018, February 22). Flea: The Temptation of Drugs Is a Bitch. Retrieved from <http://time.com/5168435/flea-temptation-drug-addiction-opioid-crisis/>

Lopez, G. (2017, April 04). When a drug epidemic's victims are white. Retrieved January 11, 2018, from <https://www.vox.com/identities/2017/4/4/15098746/opioid-heroin-epidemic-race>

Mighty, T. (2017, December 28). What No One Tells You About Loving Someone In Recovery From Addiction. Retrieved January 11, 2018, from [https://www.huffingtonpost.com/entry/what-no-one-tells-you-about-loving-someone-in-recovery\\_us\\_5a4413f1e4b0d86c803c74bb](https://www.huffingtonpost.com/entry/what-no-one-tells-you-about-loving-someone-in-recovery_us_5a4413f1e4b0d86c803c74bb)

## Session 27, Thursday, May 2: **Final Exam (not cumulative)**

## V. TEXT, OTHER READING

### Required Readings

There is no required text to purchase. All required readings are linked through the Canvas course website.

## VI. EVALUATION: ASSIGNMENTS, GRADING, AND METHODS

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 Canvas for announcements and materials.
- Complete all assignments and exams.

The instructor and teaching assistant are 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

Graded component	Brief description	Session	% of final grade
Self-evaluations	Alcohol and cannabis eCHECKUPS	4 and 6	5%
Reflection Paper	Reflection paper on State Marijuana Report	Due by session 22	20%
First Exam	Exam	10	25%
Second Exam	Exam	19	25%
Final Exam	Exam	29	25%

### 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 Canvas Dropbox on the scheduled due date by 4:00pm (the start of lecture).
- **Examinations.** The examinations will contain multiple-choice and short answer 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. Please submit electronically in .doc or .docx format.

- The topic for this semester will be on the Marijuana Report from the State Council of Alcohol and Other Drug Abuse published in 2016. This document informs state legislature on recommendations for state statutes. Students will be asked to assess the document, form their own opinion on what was included (or not included), and support this opinion with facts.
- In the past people have had some anxiety about finding a topic. If you are struggling to decide on a topic for your paper, please see page 41 for the Summary of Recommendations. This can be a good place to start. If you are still struggling on a topic, please feel free to consult with the lecturer and/or TA.
- Grading Rubric (20 points available):
  - Cohesive and clear thesis (5 points)
  - Effective and detailed description of your point(s) of view (5 points)
  - Clear citations of ideas (5 points)
    - Citation(s) from report required to support/argue/discuss your opinion/reflection
    - May include outside citations, but not required.
  - Clarity (5 points)
    - Discretionary points for clarity in your writing.

*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

Percentage	Letter Grade	
94-100	A	Outstanding; surpasses expectations in all areas
88-93	A/B	Surpasses expectations in most areas
82-87	B	Surpasses expectations in some areas
76-81	B/C	Meets expectations in most areas; above in others
70-75	C	Meets expectations in most areas
64-69	D	Below expectations in all areas
63 and lower	F	Fails to meet minimal expectations in all areas, not acceptable work

**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 Canvas 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. Please make any grading appeals within 2 weeks of the grade being posted. Appeals made after this two-week window will not be considered. In this grievance, you must identify which question you are referring to and how you answered the question for which you were deducted points. Making an appeal does not guarantee points will be awarded.

There will be no extra credit offered.

Late assignments. Assignments must be completed in full and submitted to Canvas 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.

Disability Accommodation. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Faculty Notification Letter (FNL, formerly known as a VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; Text messaging at 608-225- 7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706.

Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students who are registered with the McBurney Disability Resource Center must give the instructor a copy of their Faculty Notification Letter (FNL, formerly known as a 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 FNL to the instructor, an accommodation cannot be made. If a FNL 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.

**Appendix A**  
**COURSE COMPETENCIES, PRACTICE BEHAVIORS & ASSIGNMENTS**

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p><b>2.1.1: Demonstrate Ethical and Professional Behavior</b>            Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice</p>	<p>Lecture, readings related to ethical and professional behavior (K, V, S, C &amp; A)</p> <p>Exams</p>	<p>All weeks</p> <p>Sessions 10, 18, and 30</p>
<p><b>2.1.2: Engage Diversity and Difference in Practice</b>            Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a</p>	<p>Lecture, reading and discussion related to dimensions of diversity and the delivery of services. (K, S, C &amp; A)</p> <p>Videos, reading and small group activities exploring structural and cultural barriers to health care services and skills required to recognize them. (K, V, S, C &amp; A)</p> <p>Assignment: Marijuana Report Reflection Paper (K, V, S, C &amp; A)</p>	<p>All weeks and specifically sessions 16, 17 (page 6)</p> <p>Sessions 16 and 17</p> <p>Due session 22</p>

<p>culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Exams</p>	<p>Sessions 10, 18, and 30</p>
<p><b>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</b>  Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, readings (K, V, S, C &amp; A)</p> <p>Assignment: Marijuana Report Reflection Paper (K, V, S, C &amp; A)</p> <p>Videos and small group discussion</p> <p>Exams</p>	<p>All weeks</p> <p>Due session 22 (page 7), rubric (page 10)</p> <p>Sessions 11, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26, 27, 28, and 29</p> <p>Sessions 10, 18, and 30</p>
<p><b>2.1.4: Engage in Practice-Informed Research and Research Informed Practice</b>  Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</p>	<p>Assignment: Marijuana Report Reflection Paper (K, V, S, C &amp; A)</p>	<p>Due session 22 (page 7), rubric (page 10)</p>
<p><b>2.1.5: Engage in Policy Practice</b>  Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize</p>	<p>Lecture and readings</p> <p>Assignment: Marijuana Report Reflection Paper (K, V, S, C &amp; A)</p>	<p>Sessions 19, 20, 21, 22, 23, 24, 25, 26, and 27 (pages 7-8)</p> <p>Due session 22 (page 7), rubric (page 10)</p>

and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.		
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\*K=Knowledge, V=Values, S=Skills, C & AP=Cognitive and Affective Processes

## 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/>. 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/>

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>

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>

Wisconsin Addiction Recovery Helpline

- Call: 211 or 833-944-4673
- Text: Your ZIP code to 898211
- Online search: [addictionhelpwi.org](http://addictionhelpwi.org)
- Link to online chat room found on this page: <https://www.dhs.wisconsin.gov/aoda/sudindex.htm>

## Student Wellness

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You

can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu). Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- Gender and Sexuality Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- <https://students.wisc.edu/doso/services/bias-reporting-process> Report:
- Bias Response and Advocacy Coordinator email: [reportbias@wisc.edu](mailto:reportbias@wisc.edu)
- [uwpd.wisc.edu](http://uwpd.wisc.edu) UW-Madison Police Department:
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents in-person to the [Dean of Students Office](#), 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.