

## SW 384 – Drugs of Abuse

### Syllabus

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## Course Information

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### Instructor Information

See the online course in Blackboard for instructor contact information and availability.

### Textbook and Course Materials

Inaba, Daryl, Pharm. D., & Cohen, William. (2014). *Uppers, Downers, All Arounders* (8<sup>th</sup> Edition), CNS Productions.  
ISBN-13: 978-0926544390  
ISBN-10: 092654439X

Contact the [Scribner Bookstore](#) for ordering information.

### Course Description

**Catalog Description:** An introduction to the complex issues surrounding both licit and illicit drugs. The most widely used/abused drugs are studied in some depth to include an overview of their pharmacology and the neurophysiology of the brain. The major classifications of drugs of abuse, their addictive potential and the continuum of use, misuse, abuse and addiction are addressed. The short- and long-term consequences of drug use are studied in addition to the dangers of drug interactions.

**Detailed Course Description:** This course acquaints students with the complex issues surrounding both licit and illicit drugs. It will examine the widely used/abused drugs – to include alcohol, opiates, marijuana, cocaine, amphetamines, sedatives, and hallucinogens. The in-depth examination of these substances of abuse will include an overview of their pharmacology, the physical and mental effects of these psychoactive substances on the brain, and the neurophysiology of the brain.

The course will discuss the historical context of psychoactive drug use through modern day understanding of drugs of abuse as related to the major classifications both in legal and neurochemical regards. The addictive potential and the continuum of use, misuse, abuse and addiction will be discussed in detail. Short and long-term consequences of drug use to the body will be studied in addition to the dangers of drug interaction.

This course will focus on the impact of drug use/ abuse on the individual. The interaction between mental health and substance abuse, often referred to as a co-occurring disorder (previously dual diagnosis), will be explored in detail. Diagnostic criteria from the DSM V will be incorporated to augment student understanding of implications mental health diagnoses have on substance abuse.

### Credit Hours

3

### Prerequisites and/or Co-requisites

None

## Learning Outcomes

Students who successfully complete this course will be able to:

- Understand and explain the historical and modern contexts and reasons for drug use and abuse.
- Understand and explain the classification of psychoactive drugs, how they reach and act on the Central Nervous System, and the physiological response of the user.
- Understand and explain the classification of stimulants, depressants, and hallucinogens and how these substances impact the Central Nervous System of the user.
- Understand and explain the interaction between mental health and substance abuse, often referred to as a co-occurring disorder.

## Course Format and Design

This course is offered fully online in modular format. The course is designed to provide students with a variety of learning experiences and equip students with learning resources and activities that enable learning outcomes.

This course will enhance and assess student learning through assigned readings, assigned videos, community support group attendance and reflection, case analyses, and online tests.

## Mission of Social Work Program

The mission of the baccalaureate Social Work Program at Virginia Wesleyan University is to prepare students for generalist social work practice and graduate study based on a strong foundation in the liberal arts.

## Goals of Social Work Program

1. To prepare generalist practitioners with a strong social work identity, as critical thinkers who can use their knowledge and skills to effect change in consumer systems at the micro, mezzo and macro levels.
2. To prepare students through the study of the liberal arts with a knowledge of how history, diversity, oppression, injustice and difference are applied to develop research based interventions in the pursuit of social work goals.
3. To prepare generalist social workers to understand how human behavior is impacted by and impacts physical and mental health in the context of the social and physical environment.
4. To prepare generalist social workers with the skills to shape policy, planning, legislation and access as they strive for equality for all people.
5. To prepare students with a commitment to personal and professional growth and development, as a component of social work practice.
6. To prepare students for ethical and value directed practice guided by the NASW Code of Ethics, using self-reflection and self-correction. Students' educational experience will be guided by the Virginia Wesleyan University Honor Code and departmental policies.

# University Information and Policies

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## University Mission Statement

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*Prepare each student for a meaningful life and career*

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The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the university employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

## Special Needs and Accommodations

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to your instructor about your accommodations letter and specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with a disability support specialist to coordinate reasonable accommodations. Visit [Virginia Wesleyan University Disability Support Services](#) on the Web.

## Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data, or commit plagiarism or academic theft. Refer to the [Virginia Wesleyan Honor Code](#) for definitions, rights, responsibilities, and procedures.

## Student Handbook

All students are expected to uphold the university's mission statement and abide by the university's honor code, the Virginia Wesleyan Creed, and all other standards that govern the conduct and behavior of students. For more information, refer to the [student handbook](#).

## Technology Requirements

Online courses require that you have access to a computer with a reliable Internet connection (high-speed access recommended). A backup plan is recommended in the event of an Internet outage.

You will need to have access to and be able to use the following:

- A Web browser (Google Chrome or Mozilla Firefox is recommended.)
- Adobe Acrobat Reader ([Get Adobe Acrobat Reader free.](#))
- Microsoft Office 365 ([Get Office 365 free.](#))
- A Virginia Wesleyan e-mail account to use when submitting assignments
- This course was designed to be taken on a computer. A tablet may or may not work. A phone will not work.

For assistance with passwords and user IDs, contact the [Virginia Wesleyan Help Desk](#).

For assistance with Blackboard, please contact [the Help Center](#).

## **Instructional Technology**

For information, support, and training in the academic software of the university, refer to the university's department of [Instructional Technology](#).

## **Learning Center**

Contact the [Learning Center](#) for the following services:

- Academic advocacy and communication
- Academic planning and workshops
- Academic tutoring
- Computers and assistive technology
- Disability support services
- Individualized writing assistance
- Speech lab

## **Hofheimer Library**

The Hofheimer Library supports the Virginia Wesleyan community by providing services, resources, and facilities that advance the academic program. Visit the [Hofheimer Library](#) on the Web for information, resources, services, and hours.

## **Nondiscrimination Statement**

Virginia Wesleyan University does not discriminate against students of any race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs and facilities.

## **Diversity Statement**

Virginia Wesleyan University values the benefits of its diversity. We are committed to educating the campus community about issues of diversity. The campus promotes freedom of thought and opinion in the spirit of mutual respect. Our campus community is

enriched through programs, activities, and interactions by celebrating our uniqueness as well as our commonalities.

This commitment to diversity links programs and services that support the distinctiveness of individuals regardless of racial and ethnic backgrounds, physical and cognitive abilities, family status, sexual orientation, gender identity, socioeconomic status, age, and religious and spiritual values.

An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

## **Course Policies**

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### **Participation**

#### ***Attendance***

“Drugs of Abuse” is an asynchronous course, and therefore, attendance will not be taken. Students may review course material and work on assignments whenever able during the week. There will never be official class meeting times.

The course is formatted into Weekly Modules. Students must complete each week’s lecture, readings, and assignments within the prescribed week. Each Weekly Module begins at 0001 Monday morning (1201 a.m. EST) and ends at 2359 Sunday night (1159 p.m. EST).

#### ***Expectations***

Students will be expected to review the course syllabus and demonstrate understanding of course expectations and policies explained herein. Students will be expectation to understand the VWU Honor Code and understand how it will be applied to all assignments and discussion board posts.

Students will be expected to read all assigned materials and view all assigned videos for class. Students will be expected to share original posts and respond to posts made by peers on all assigned Discussion Boards. Posts must reflect understanding and incorporation of concepts in assigned readings and videos.

Students will be responsible for understanding reading assignments and for being prepared to be tested on them, although they will not be the basis of lectures.

Students will be expected to submit all assigned course work on time. Students are encouraged to follow the pacing guidelines for assignment completion set by the instruction in weekly course announcements.

Communication with the instructor is encouraged. It is advised to contact the instructor via email as soon as questions that cannot be answered by the course syllabus, weekly

announcements, or assignment descriptions arise. As this is a fast-paced course, the sooner students receive clarification on questions, the odds of success increase.

The instructor is available for appointments per student request only. To set up an appointment, please email.

### ***Special Note***

The study of social work, like the study of many academic subjects, will sometimes necessitate the use of materials and the discussion of subjects which an occasional student may find distressing. There is no intention on the part of the professor to embarrass students or to cause them emotional distress.

Some students enrolled in this course may personally or have family/ friends who have or currently struggle with addiction. Students are encouraged to seek support as needed.

### **Late Work**

Due to the asynchronous structure of this course, students have all week to complete the Weekly Module materials, readings, and assignments. Therefore, late work will NOT be accepted for credit.

Do not wait until Sunday evening to do the work for the week. This will NOT be enough time to adequately complete all readings and assignments.

Papers and other major assignments must be submitted electronically by the posted due date and time. Students are given all due dates at the beginning of the term, so plan the work accordingly. Assignments that are handed in late will drop one letter grade PER DAY (not class period). Weekly module assignments will not be accepted late.

### **Makeup Work**

Due to the asynchronous structure of this course, students have all week to complete the Weekly Module materials, readings, and assignments. Therefore, makeup work will not be offered for credit.

If a student is experiencing extenuating circumstances, communication with the instructor is strongly encouraged. Only after student initiated communication with the instructor can the situation be assessed and addressed on a case-by-case basis.

### **Extra Credit**

Extra Credit is not guaranteed and will not be offered upon student request.

### **Netiquette Guide**

- **Ask questions.** If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.



- **Participate.** Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.** Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it while allowing everyone to contribute equally to a discussion. Remember – we all come from a place of unique experience and knowledge that can be beneficial for others' learning.
- **Be intellectually rigorous.** Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.** Be critical of ideas, but remember there are other people involved. Be tactful and *kind*. You can hurt the feelings of a person reading your post by attacking the person holding the idea or being overly critical.
- **Forgive other students' mistakes.** Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion. Remember – learning involves risk and courage from all involved.
- **Read the whole thread before posting.** Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.** Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly. Challenge yourself to contribute a new idea.
- **Reread and check your posts.** Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.** If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate. The VWU Honor Code will strictly be followed in this course.
- **Maintain confidentiality.** Respect your classmates' privacy. Do not repeat the personal information that others share. Do NOT share identifying information heard in support group meetings. Doing so will result in an honor code violation and further action as deemed necessary by the course instructor.
- **Report technical problems.** If the platform is not working properly, please let your instructor know as soon as possible.

## Strategies for Success

- Carefully review weekly announcement emailed and posted by the instructor. Use this as a guide to pace course work completion.
- Review all weekly course materials, complete all readings, and watch all assigned videos.
- All assignments must be submitted on time. Late work is not accepted for credit.
- All written work should be college-level, typed, proofread, properly formatted and referenced. Double-spaced, Times New Roman 12, and normal (one inch margins). First page (title page) does not count in page count, nor does bibliography. Page count is number of pages of assigned content and text.
- Adjusting font sizes, spacing, and margins will result in point deduction.
- All references must be cited according to the newest American Psychological Association standards. Make sure that you give credit when credit is due. Failure to do so will result in an Honor Code violation.

- Ask questions early and often. Use the instructor as a resource.

## Course Grades and Assignments

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### Grade Allocation

Assignment	Point Values
Weekly Quizzes (7 total)	525 (75 points each)
AA Meeting Discussion Post	50
NA Meeting Discussion Post	50
Case Study Analysis ONE	75
Case Study Analysis TWO	75
Case Study Analysis THREE	75
Case Study Analysis FOUR	75
Assigned Discussions (5 total)	75 (15 points each)
Total Points Possible	<b>1000</b>

### Grading Scale

A	93–100
A-	90–92
B+	88–89
B	83–87
B-	80–82
C+	78–79
C	73–77
C-	70–72
D+	68–69
D	63–67
D-	60–62
F	Below 60

### Assignment Descriptions

1. **Each** Weekly Module will conclude with a topical **quiz**. Quizzes will largely be a combination of multiple choice and true/ false. **There will be a total of 7 quizzes worth 75 points each. 500 total points.**
2. **Support Group Meetings.** Attend a total of two “open” support group meetings related to substance use/ abuse. Students must attend one AA meeting and one NA meeting. An original discussion board post focused on your responses to each meeting is due in the assigned module. Students must also react to a post made by a peer in order to earn full credit.

The entry must include the following: name, date and location of meeting; estimated number of people in attendance. Describe the format of the meeting (i.e. round robin method of sharing, spontaneous sharing by participants, “chairperson” calling on participants etc.). Comment on what “stood out” to you as you observed the meeting (this may be the stories of participants – please respect anonymity of the group). Discuss your observations in light of the material covered in class and address how drug use impacted the lives of participants (do not ask – simply comment in your discussion post about what participants naturally shared).

The half page, single spaced, Times New Roman, size 12 font journal entry must be posted to Blackboard discussion thread no later than Sunday at 11:59PM on the assigned module. Late work is NOT accepted for credit.

Remember to attend “Open” meetings unless you personally meet the criteria to attend as a participant. You may observe and do not have to share, although in many meeting formats you may be asked to introduce yourself by your first name. If you are asked or even “urged” to share, it is perfectly acceptable to say, “I’ll pass”. **There will be a total of 2 entries worth 50 points each. 100 total points**

3. **Case Study Analysis.** Four case studies illustrating an individual’s experience with drugs of abuse and/ or co-occurring disorder (historically known as dual diagnosis) will be posted on BlackBoard for student review and analysis. Each case study will include guided discussion questions that must be addressed in the student’s analysis. Incorporation and application of course concepts and key terms is expected. Students may also include reactions to content of the case student to include what it might be like working with the individual in the case study.

The two page, double spaced, Times New Roman, size 12 font assessment must be posted to Blackboard no later than Sunday at 11:59PM of the assigned week. Late work is NOT accepted for credit.

Due to BlackBoard submission, there is no need to add your name, date, or title to the Word DOC. Simply save the file with your first initial, last name, and corresponding number of the case analysis entry. For example, John Smith’s first entry would look like (jsmith1.docx). Your writing will be held in confidence and its content only used for illustration with your permission. Submissions will be graded based on content and writing.

**There will be a total of 4 case study analyses worth 75 points each. 300 total points.**

4. **Some** Weekly Modules will have a **Discussion Question** post on which students are required to submit an original post. Original posts are expected to include substance and reflect a quarter page of content. Students are further required to respond to an original post of a classmate in order to receive full credit. **100 total points.**

## Course Schedule

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Refer to the [academic calendar](#) for important university dates.

The instructor reserves the right to make necessary changes, additions, deletions, and revisions to the course schedule as needed.

Module	Readings	Assignments Due
1. Basics & Historical Context of Drug Use	<i>Uppers, Downers, All Arounders</i> Chapter 1	Module One Quiz <b>75 points.</b>  Discussion Post: "Challenging the Stigma of Addiction" <b>15 points.</b>
2. Physiology of Drug Use & Abuse	<i>Uppers, Downers, All Arounders</i> Chapter 2	Module Two Quiz <b>75 points.</b>  Discussion Post: "The Hook of Drug Use & Addiction" <b>15 points.</b>
3. Stimulants	<i>Uppers, Downers, All Arounders</i> Chapter 3	Module Three Quiz <b>75 points.</b>  Case Study Analysis One <b>75 points.</b>  Discussion Post: "Stimulants" <b>15 points.</b>
4. Depressants - Opiates	<i>Uppers, Downers, All Arounders</i> Chapter 4	Module Four Quiz <b>75 points.</b>  Case Study Analysis Two <b>75 points.</b>  NA Meeting Discussion Post <b>50 points.</b>
5. Depressants - Alcohol	<i>Uppers, Downers, All Arounders</i> Chapter 5	Module Five Quiz <b>75 points.</b>  Case Study Analysis Three <b>75 points.</b>  AA Meeting Discussion Post <b>50 points.</b>
6. Hallucinogens	<i>Uppers, Downers, All Arounders</i> Chapter 6	Module Six Quiz <b>75 points.</b>  Discussion Post: "Racist Roots & Decriminalization" <b>15 points.</b>
7. Co-Occurring Disorders	<i>Uppers, Downers, All Arounders</i> Chapter 10	Module Seven Quiz <b>75 points.</b>  Case Study Analysis Four <b>75 points.</b>  Discussion Post: "America's Largest Mental Health System" <b>15 points.</b>

## Collaborative Learning

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Collaborative learning, through engagement of other students, is a key ingredient of participatory learning. Students can expect each online course to have some degree of collaborative learning. The type of collaboration may be minimal and take the form of weekly small group discussions.

Alternatively, the type of collaboration may be a major virtual team project that requires weekly and substantive participation from all members. Regardless of the type of collaborative learning, all students are expected to participate in a timely, substantive, on-subject, professional, and complete manner.

## Hints for Success in Your Online Course

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1. Be sure you have access to proper computer equipment, Internet service, and software as listed above.
2. Designate certain times each week to work on your course. Plan ahead, avoid procrastination, even out your workload, and absorb material before moving on.
3. Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions
4. Actively participate in discussions. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.
5. If assigned to an online team or study group, work with your team members actively from the start. Thus, team members will benefit from the other group members' ideas and experiences and can depend on one another to complete assigned tasks.
6. Practice an informal but organized, concise, and clear writing style that aids online communication.
7. Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding graduate-level material.
8. Your class may occasionally use short multimedia components to enrich the learning environment. Follow the instructions provided.

## Appendix

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- Need help finding an AA meeting? Go to the link: [A.A. Near You](#)
- Need help finding a NA meeting? Go to the link: [N.A. – Find a Meeting](#)