



Syllabus:

SSE 121-1 Introduction to Substance Abuse

Course Information

Course Title: Introduction to Substance Abuse
Course Prefix/Number: SSE 121-1
Semester: Fall 2020
Class Days/Times: Online/asynchronous
Credit Hours: 3

Instructor Information

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Office location: online
Office hours: virtual office hours are arranged between student and instructor

Course Description

Course Description:

Introduction to the history of drug abuse, including alcohol in the United States. Includes classification of drugs, historical review of drug laws, prohibition, and theories of addiction, treatment, strategies, cultural perspectives, and treatment interventions. Also includes special populations, education, and available resources to addicts, alcoholics and their families.

Goal Area: Understanding Substance Abuse and Addictions Within A Systems Perspective

Student Learning Outcomes

1. Identify the history and classification of psychoactive drugs, the use of drugs across the life span, the impact of heredity and environment on drug use, the development of substance use disorders, community capacities and strength-based principles in addressing substance use disorders.

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2. Identify other drugs and addictions, the impact of drug use on mental health, including dual diagnoses or co-occurring disorders, and the impact of decriminalization or legalization of marijuana in addressing substance use disorders.
3. Identify the prevalence of substance use and substance use disorders, health care reforms and integrated care, and the competencies of addiction counseling.
4. Describe psychoactive substances by category (stimulants, depressants, opiates, opioids & sedative-hypnotics, psychedelics, hallucinogens, cannabinoids, etc.) and describe their actions on the brain and body, including the mechanisms of tolerance, tissue dependence, withdrawal and craving, as well as other physical and emotional effects.

Course Structure

This Course is divided into 6 modules, covering 13 chapters in your textbook. You will have weekly readings, assignments, discussions, and videos used to deepen your knowledge and learning. Read on for more details.

Course Learning Materials and Textbook Information

Text: Richard Fields. *Drugs in Perspective – Causes, Assessment, Family, Prevention, Intervention and Treatment*. 9th ed. McGraw-Hill Higher Education
ISBN-13: 978-0078028656

Courses Outline

Assignments: The purpose of written assignments is for the student to think critically and analytically about issues and ideas related to the subject area. The assignments are meant to validate that you are doing the work, reading the course materials, researching and learning. They are not meant to be a burden or busy work. How well and thorough you respond to the assignments indicates to me whether or not you understand the subject areas.

Six modules will have assignments to demonstrate you understand the week's main concepts. All assignments have a due date and deadline time.

Discussions: You will benefit greatly by leveraging the vast and diverse experience everyone has in this course by fully participating in the discussions. As you interact with each other in the discussions you will build relationships which may be helpful for you in the course as well as after the course. In an online course, often students are working alone without interaction with others. But I believe that online discussions foster a sense of community and connection between the teachers and the students and each other. As a result, everyone talks to each other and students don't feel alone. Online discussion fosters collaboration and higher order thinking skills that better prepare students for the type of work they'll find in college and career. A grading rubric will help you craft your discussion post and responses.

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Journal Entry: You will have four self-reflection/self-assessment journal entries to complete in this course. Check out this site for an overview of journaling tools, uses and techniques:

<https://www.goodtherapy.org/learn-about-therapy/types/journal-therapy>

Quizzes: Yes, you will have quizzes in each chapter. They will consist of short answer, true/false and multiple-choice questions. The questions are designed to help you apply the course materials and they are not easy. You will need to know the chapter materials well in order to pass the tests. You will not be able to access the quiz after the due date and quizzes are time limited.

Course Expectations and Assignments

1. Your final course grade is determined using the above full letter grades.
2. Learning assessment for this course consists of class discussions/activities; asynchronous learning integration written assignments, reflection preparation/discussions, presentations, and a final knowledge examination.
3. Additional assignments may be added at the discretion of the instructor to allow an opportunity for students' mastery demonstration during the semester.
4. Students that receive below 70% must repeat the course for transfer credit.
5. All work must be submitted online as directed in each specific assignment. It is important to read the directions before submitting your work. Please do not e-mail an assignment to me, as it will not be graded.

Evaluations and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

- You can earn up to 40 points per week for a total of 600 points.
- Your final grade is determined using the above letter grade.
- Additional assignments may be added to the course at the discretion of the instructor and based upon the students' learning and acquisition of knowledge.
- Students who receive below 70% must repeat the course for transfer credit.
- All work must be submitted on time, unless you make prior arrangements with your instructor.
- All submissions must follow proper English grammar, spelling, punctuation and organization.

Grading Guide:

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- A=90-100%** Excellent and consistent attendance and participation
Extensive knowledge and understanding of concepts and processes
Integrative links between readings, discussions, assignments and quizzes
Regular contributions in discussions and posts.
- B=80-89%** Good attendance and participation.
Adequate knowledge and understanding of course contents, concepts and processes
Linkage in tests, class discussions, assignments to information gained outside of class
Frequent contributions to discussions and class posts
- C=70-79%** Inconsistent attendance and participation
Basic knowledge and understanding of concepts and processes.
Summarizes and paraphrases assigned material accurately in assignments, discussions and quizzes
Inconsistent contribution to discussions and class posts
Some late work and/or missing assignments
- D=60-69%** Limited attendance and participation.
Marginal knowledge and understanding of concepts and processes
Limited ability to summarize and paraphrase assigned materials in discussions, quizzes and written assignments
Frequent late and/or incomplete assignments
- F=59%** Frequent lack of attendance and participation
Inability to demonstrate knowledge
Significant absence and/or missing assignments

Himdag Cultural Component

Human behavior, mental processes, and indeed our interpretation of such things always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each social work concept is viewed through the lens of the *Himdag* and Tohono O'odham's way of life and experience.

Tohono O'odham Core Values (T-So:son)

- Our Beliefs (T-Wohocudadag,
- Our Wellbeing (T-Apedag),
- Our Deepest Respect (T-Pi:k Elida), and
- Working Together (I-We:mta)

Policies and Expectations

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

1) Students are expected to attend all scheduled online class meetings. Logging onto Canvas and submitting assignments is considered attendance. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences

2) TWO unexcused absences may result in withdrawal and a “W” or “Y” will be recorded.

3). An accepted absence may include internet problems, physical illness, school or work-related travel, ceremony/religious observances, and practices, or for personal or family emergency.

The request for a ‘self-care’ day should be confidentially discussed with the instructor.

Bottomline, communication with the instructor is critical to your success. You must show up if you wish to learn.

Communication

Appropriate written and verbal communication are essential skills for professionals in the helping profession.

You may contact me via email or via the Inbox tool within Canvas. I will ensure to respond to all questions within 24 - 48 hours. Please note that my typical reply time will be sooner, but this will be the longest that you will receive a response. I usually do not respond to emails nor do grading over the weekends nor on holidays. The most efficient method to contact me is through Canvas. Even better, set an appointment with me!

Technology

1) Learning through Canvas:

It is the student’s responsibility to be proficient in using Canvas, the required processes, and Microsoft programs to be successful in an online learning environment. Students need to be proactive in ensuring they are skilled in Canvas’ processes in order to complete all assignments on time. Technology tutorials are provided in the *Getting Started* folder for this course. *Please communicate with me immediately if you are challenged by a requirement in your Canvas portal. I cannot help you if I do not know you are having a problem.*

2) Use of Zoom office hour meetings:

Students must have access to a camera and mic (sound) from their computer in order to participate in virtual Zoom meetings if needed. Tutorial links are provided in the *Getting Started* module of your course.

3) Microsoft software:

Assignments will require you to submit uploaded attachments or post evidence of learning through Canvas. Microsoft software must be used to complete all assignments. Microsoft Word must be used to complete all written assignments (not Microsoft Works, not WordPerfect, not Works, etc). Please do not submit your paper as a PDF version. This makes it difficult for me to

give you feedback. Your document must be a DOC or DOCX. If you submit another type of file attachment (unless otherwise directed in the assignment), I will not be able to open it.

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in weekly assignments. Submitting weekly assignments in Canvas is considered class attendance. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on TOCC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for

awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

Conduct: Bias, Bullying, Discrimination and Harassment

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on 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 will not be tolerated.

Course Schedule

A detailed course schedule can be found in Canvas in the Modules link. Each module provides an overview of the module and information on what we will cover in our class. **It is very important that you access your assignments in the Module link within Canvas.**

The course outline is based upon topics which meet learning outcomes for this course. Depending upon the learning needs and interests of students, these assignments and course

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activities may be adjusted, and dates may change. I will announce all changes in the Announcement link in Canvas. It is the students' responsibility to read all announcements and beware of any changes in due dates and submission requirements.

Goal Area: Understanding Substance Abuse and Addictions Within A Systems Approach

Module 1: Building a Foundation/ Chapters 1,2, and 3 covering weeks 1-4

Learning Outcomes

- Identify the history and classification of psychoactive drugs
- Identify the prevalence of substance use
- Describe psychoactive substances by category (stimulants, depressants, opiates, opioids and sedative-hypnotics, psychedelics, hallucinogens, and cannabinoids)

Module 2: Assessment of Substance Abuse, Dependence and Addictions/Chapter 4 weeks 5-7

Learning Outcomes

- Describe psychoactive substances by category (stimulants, depressants, opiates, opioids and sedative-hypnotics, psychedelics, hallucinogens, and cannabinoids) and describe their actions on the brain and body including mechanisms of tolerance, dependence, withdrawal, cravings and other physical and emotional effects

Module 3: Family/Chapter 5,6, and 7; weeks 8-10

Learning Outcomes

- Explain theories of addiction and Family Systems
- Describe the use of drugs across the life span, the impact of heredity and environment on drug use, dependence and addiction

Module 4: Intervention and Prevention/Chapters 8,9, 10; weeks 11-13

Learning Outcomes

- Identify the development of substance abuse disorders, community capacities and strength-based principles in addressing substance abuse disorders
- Describe psychoactive substances by category (stimulants, depressants, opiates, opioids and sedative-hypnotics, psychedelics, hallucinogens, and cannabinoids) and describe their actions on the brain and body including mechanisms of tolerance, dependence, withdrawal, cravings and other physical and emotional effects

Module 5: Co-occurring Disorders with Substance Abuse/Chapter 11; week 14

Learning Outcomes

- Identify other drugs and addictions, impact of drug use on mental health, including dual diagnoses/co-occurring disorders

Module 6: Recovery and Relapse/Chapters 12 and 13; weeks 15-16

Learning Outcomes

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- Describe substance use, dependence and abuse actions on the brain and body including mechanisms of tolerance, dependence, withdrawal, cravings and other physical and emotional effects
- Identify the prevalence of substance use and substance use disorders, health care reforms and integrated care; and competencies of addiction counseling