##

**The Ohio State University**

# **College of Social Work**

**SWK 5805: Theories and Biological Basis of Substance Misuse**

Instructor: Semester: Spring, 2020

“Office” Hours: Class schedule: “Weeks” **begin on Sundays**, 12:01 am

 or by appointment “Weeks” **end on Saturdays,** 11:59 pm

Office Location: Class location: Carmen.osu.edu

Phone: e-mail:  @osu.edu

**Course Level of Instruction and Credit Hours:** UG/Grad, 3 credit hours

**Prerequisites:** Sophomore/Junior/Senior/Grad or permission of instructor. Open to students of all disciplines. Satisfactory completion of introductory psychology and introductory biology course content is preferable/recommended, but not required. \*\*\*Not available for credit to students who successfully completed SWK 3805.

# **Course Description**

This course is an elective open to “5000 level” undergraduate and graduate students. The course explores traditional and contemporary theories, and their supporting evidence, related to substance misuse and substance use disorders. The course addresses the pharmacology of a wide range of psychoactive substances, including alcohol, sedative/hypnotic and central nervous system (CNS) depressants, cannabis and other hallucinogenic/dissociative drugs, stimulants (including amphetamines, methamphetamine, cocaine, tobacco/nicotine, caffeine), opioids, inhalants, steroids, commonly misused over-the-counter substances, as well as prescription drug misuse. Students are exposed to course content addressing effects on individuals of substance misuse, applying a biopsychosocial perspective: biological, psychological (cognitive and affective), and social context (family, peers, communities, and larger social/policy) dimensions, acting individually and in interaction. Psychoactive medications and their use in combination with behavioral interventions to help manage substance use disorders are introduced, as are problems that commonly co-occur with substance misuse and how prevention strategies are informed by the theories discussed. Throughout the course we practice the ethical and professional use of language related to substance misuse, as well individuals engaged in addictive behavior and experiencing substance use disorders. The course serves as both a free-standing introduction to understand substance misuse and foundation for advanced courses about screening, diagnosis, and intervention.

**Course Competencies and Practice Behaviors**

In the context of “*Embrace Difference. Seek Justice. Be the Change.”* as stated in the College Mission Statement, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors.

1. Demonstrate ethical and professional behavior:

a. Demonstrate professional demeanor in written and electronic communication.

4. Engage in Practice-Informed Research and Research-Informed Practice:

a. Use and translate research evidence [in preparing] to inform and improve practice, policy, and service delivery.

6. Engage with Individuals, Families, Groups, Organizations, and Communities:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks [in preparing] to engage with clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities:

1. Apply critical thinking to interpret information [about] clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data [about] clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities:

1. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in [the analysis of] interventions with clients and constituencies.

**Specific Course Objectives**

In order to master the above competencies and practice behaviors, students in this course will:

1. Identify as member of a learning community focused on the topic of substance misuse;
2. Practice respectful, ethical, professional use of language in discussing and analyzing issues related to substance misuse and the individuals who experience substance-related problems *(Competency 1)*;
3. Interpret the epidemiology, actions, and effects on individuals’ experiences, behavior, physical and mental health, development, and life functioning of using/misusing common psychoactive substances *(Competencies 4, 6, 7 & 8)*;
4. Identify contemporary biological, psychological, social context, and transtheoretical theories/models, evidence, and trending topics used to describe, explain, assess, prevent, and intervene around substance use, substance misuse, and substance use disorders *(Competencies 4, 6, 7 & 8)*;
5. Differentiate between substance use, substance misuse, and substance use disorders, as well as differentiate between substance use disorders and other medical or psychological conditions *(Competencies 1, 6, 7 & 8)*;
6. Identify key pharmacokinetic and psychopharmacology principles related to substance use and the use of medications to treat or manage substance use disorders *(Competencies 4, 6, 7 & 8)*
7. Explain how substance misuse intersects with commonly co-occurring problems *(Competencies 4, 6, 7 & 8)*;
8. Satisfy and stimulate curiosity about the topic of substance misuse.

**Course Evaluation by Students**

Students will evaluate the course using the online Student Evaluation of Instruction (SEI) mechanism.

**Statement of Academic Integrity and Academic Misconduct**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (**3335-23-04 Prohibited conduct**) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc\_12-31-07.pdf. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

**College “Attendance” Policy**

Students in the College of Social Work are expected to “attend” all classes during their social work studies. “Attendance” in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses are located here. (http://csw.osu.edu/degrees-programs/important-deadlines/)

**College Incomplete Policy**

“I” (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of “Incomplete” but will depend on situational circumstances. University policies governing the circumstances under which “I” grades are given and deadlines for completion will be adhered to.

Students should note that when an “I” grade with an alternate grade of “E” is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the “I” must be completed before the end of the second week of the next semester.

**Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately. Please also register with Student Life Disability Services (SLDS) to establish a plan for reasonable accommodations. Once registered, arrange to meet with me to discuss your accommodations so we can implement them in a timely fashion. SLDS contact information: slds@osu.ed, 614-292-3307, 092L Baker Hall, 113 W. 12th Avenue.

**Mental Health Services**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. If you find that personal challenges impact your ability to achieve your fullest potential in our program, The Ohio State University and our program offer services to assist with issues you may be experiencing. If you or someone you know is struggling and would like to talk with someone or locate resources, you can learn more about the range of confidential services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS offices are located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

**Reporting Incidents of Bias and Hate**

The Office of Student Life Bias Assessment and Response Team (BART) is an OSU resource for reporting incidents of bias. It also provides information on bias and discrimination, and how to respond. BART recieves, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is connected to many offices and resources at OSU and contacts the relevant office if a bias incident needs follow up. Please report any incident of bias or hate that you may experience to BART using its online reporting system at: <http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

**Methods of Instruction**

This course involves content presented through assigned readings, on-line lectures, web-based learning resources (including videos and interactive activities), individualized and self-directed study, active and interactive assignments, and on-line discussions, as well as multiple forms of evaluation and feedback from peers and instructor.

**Course Expectations**

We are on this learning journey together, as a team! As the course instructor, my role is to guide the learning process. Each of you is not only learning from the content presented in readings, lectures, learning activities, and course assignments, but also from each other—and I enjoy continuing to learn from you, as well. Here is what we should expect of each other as “learning mates:”

|  |
| --- |
| **From your instructor, expect:** |
| * Timely feedback to activities and email: email will be responded to within 24-48 hours (72 hours on weekends) and all grading will be completed one week from the assignment due date
 |
| * Good faith assurance that course components are working properly
 |
| * A safe learning environment for exploring new ideas and taking learning risks
 |
| * A solid knowledge base and strong enthusiasm for the course content
 |
| * A commitment to your learning
 |
| * Professionalism
 |
| * Willingness to look into/correct any errors that I might make
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| **From your classmates, expect:** |
| * To be treated with courtesy, dignity, and respect
 |
| * A safe learning environment for exploring new ideas and taking learning risks
 |
|  |
| **From yourself as a learner, expect:** |
| * To make mistakes—taking risks sometimes leads to errors, but it is an important part of the learning process
 |
| * To treat your classmates and instructor with courtesy, respect, and dignity, including how you respond to each other’s learning efforts
* **To invest an average of 6 hours per week in active coursework**
 |
| * To complete all learning activities in an engaged, responsible\*, and timely manner
* To participate fully and constructively in class discussion activities
 |

\*Unless otherwise noted, all assignments are expected to be the solo work of the individual turning in the assigned work. Working together on individual assignments is considered academic misconduct and will be treated as such. Work significantly copied from original sources (including the internet), other students’ work (past or present), or from your own work (past or present) in other classes is considered plagiarism/academic misconduct (including self-plagiarism) and will be treated as such.

**A Personal Note**

Some of you and your classmates have (challenging) personal experiences with portions of the content covered in this course. This leads to three important guidelines to participating in this course.

**Minimize self-disclosure.** What you or anyone else shares within the structure of this course SHOULD be kept between us, but there is no way to assure this. Also, when you share information about yourself, you also are sharing information about others, as well—your family, friends, and others in your community. You probably do not have their permission to share their very personal information with the larger world. Learning how to respect confidentiality, a critical professional skill, begins here…we are going to work to minimize the amount that we tell others about ourselves and those whose lives intersect with ours, and to respect their confidentiality.

 **Know yourself, part 1.** Anyone in recovery has developed tools, resources, and strategies that work for them. Recognize that what we explore in this course may or may not apply to what works for you or someone that you know. Persons in recovery *SHOULD STICK WITH WHAT WORKS FOR THEM*. What you are learning in this course is about what works for a lot of people but is not guaranteed to be the best choice for particular individuals. Persons in recovery should explore ideas with their support system before making changes.

 **Know Yourself, Part 2.** The instructional team has made concerted efforts to minimize the relapse cues and triggers that might be present in our course content. Unfortunately, triggers are not universal and what is “safe” for one person may be a personal trigger for someone else. One reason for there being multiple assignment options is to help someone avoid a particular assignment that may become *PERSONALLY* challenging rather than *ACADEMICALLY* challenging. We all want to be supportive of the recovery process.

**Graded Assignments**

|  |  |
| --- | --- |
| Assignment Title  | Grade % |
| 1. Introductory Course Survey (pass/fail with unlimited attempts)
 | 1% |
| 1. Mini-quizzes (“best” 4 out of 5 mini-quiz scores; 10% of course grade each)
 | 40% |
| 1. Participation in assigned graded discussion activities (“best” 8 out of 9 graded discussions, 3% of course grade each—Modules 3, 4, 5, 7, 8, 10, 11, 12 & 13)
 | 24% |
| 1. Pick Your Project (pick **one**):

A. Biopsychosocial “Case Analysis” ReportB. Self-Change ReportC. Burning Questions Report **NOTE:** *Options may require “up front” time recording real-world observations, collecting “data,” or completing outside reading. You should become familiar with the expectations presented in the detailed description files before committing to* ***one*** *option.* | 25% |
| 1. Final Integrative Quiz
 | 10% |
| TOTAL  | 100% |

The course grading scale follows the OSU standard grading scheme:

 B+ = 87-89% C+= 77-79% D+= 67-69%

A = 93-100% B = 83-86% C = 73-76% D = 60-66%

A- = 90-92% B- = 80-82% C- = 70-72% E = 0-59%

**Required Texts and Reading Sources**

There are no required texts to purchase or rent for this course. Instead, the instructional team has developed a free, online, interactive coursebook with assigned article/chapter access links located in each course module. The e-coursebook provides a great deal of course content, as well as a context for assigned readings and assignments; links to external readings (web sites or .pdf files) are provided in the Module section of our course site. Coursebook contents may be reviewed interactively (online) or downloaded for offline review and printing. Interactive “applied” reading activities require online, interactive web access, but may be downloaded for non-interactive off-line review (PDF download option). The e-coursebook can be viewed in most desktop/laptop, tablet, and smartphone formats (EPUB or MOBI options).

**Course Schedule**

NOTE: In the online environment, each week **begins at 12:01 AM Sunday** and **ends at 11:59 PM Saturday**. Unless otherwise noted, assignments are **due by 11:59 PM Saturday** and new content becomes available weekly beginning at 12:01AM on Sunday, remaining open and available through the remainder of the semester.

**Date Topics & Assignments**

**Module 1 Course Introduction, Orientation to Theories of Substance Misuse, & Ethical/Professional Language Use**

1/5/20-1/11/20 **[week 1]**

**Required Readings:**

* Module 1 of the online coursebook.

**Learning Assignments & Activities:**

* Review Start Here: Welcome to the Course section in our Carmen course site
* Review each of the assignment details files
* Review the “Meet Your Instructor” presentation
* Participate in the ungraded self-introduction class discussion “My Avatar” posting before 11:59PM end of Module 1—but preferably sooner [1/11/20]
* Review recorded lecture content for Module 1
* Complete assigned readings for Module 1, including the article: Begun, A.L. (2016). Considering the language we use: Well worth the effort. *Journal of Social Work Practice in the Addictions, 16*, 332-336.

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook
* Complete UNGRADED sample mini-quiz (Carmen) to learn how graded miniquizzes and final integrative quiz are structured/function

**Instructor Evaluated Activities (Graded)**:

* Complete the “Introductory Survey” (Carmen) (graded, pass/fail), due before **11:59PM end of Module 1** [1/11/20]—but preferably sooner

**Module 2 Key Definitions, Diagnostic Criteria, Substance Classification, Trending Topics**

1/12/20-1/18/20 **[week 2]**

**Required Readings:**

* Module 2 of the online coursebook.

 **Learning Assignments & Activities:**

* Review recorded lecture content for Module 2.
* Complete assigned readings for Module 2.

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook

**Instructor Evaluated Activities (Graded)**:

* Mini-quiz #1 covering Modules 1 & 2 content, due before **11:59 PM** **on** **Saturday end of Module 2** [1/18/20]

 **Module 3 Biological Models of Substance Misuse, Pharmacokinetics &**

**Psychopharmacology Principles**

1/19/20-1/25/20 **[week 3]**

1/26/20-2/1/20  **[week 4]**  *\*\*\*Note: This module is 2 weeks long. You should not try to complete this in a short “crunch” period and note that an assignment is due in the middle of this period, as well as one due at the end.*

**Required Readings:**

* Module 3 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 3
* Complete assigned readings Module 3
* Review additional media assigned for Module 3

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook
* Receive and review feedback on Miniquiz #1

**Instructor Evaluated Activities (Graded)**:

* Participate in clad discussion: “Uncle Pete’s Salad Dressing Addiction,” due before **11:59 PM on Saturday middle of Module 3/end of week 3** [1/25/20]
* Mini-quiz #2 covering Module 3 contentdue by before **11:59 PM on Saturday end of Module 3** [2/1/20] \*Note Miniquiz #2 will open for week 4 only.

**Module 4 Psychological Models of Substance Misuse**

2/2/20-2/8/20 **[week 5]**

**Required Readings:**

* Module 4 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 4
* Complete assigned readings Module 4
* Review additional media assigned for Module 4

**Self-Evaluation Activities:**

* Receive and review feedback on Miniquiz #2
* Complete interactive learning activities in online coursebook
* Complete the Learning Theory worksheet

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion: “Angela’s Cravings”, due before **11:59 PM on Saturday end of Module 4** [2/8/20]

**Module 5 Social Context & Physical Environment Models of Substance Misuse**

2/9/20-2/15/20  **[week 6]**

**Required Readings:**

* Module 5 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 5
* Complete assigned readings Module 5
* Review additional media assigned for Module 5

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook
* Complete the Eco-map worksheet

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion: *Intervention* television show. Due before **11:59 PM on Saturday end of Module 5** [2/15/20]

**Module 6 Theory Integration, Transtheoretical Model, and Vulnerability/ Risk/Resilience/Protective Factors in Preventing Substance Misuse**

2/16/20-2/22/20 **[week 7]**

**Required Readings:**

* Module 6 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 6
* Complete assigned readings Module 6

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook

**Instructor Evaluated Activities (Graded)**:

* Mini-quiz #3 on Modules 4, 5, & 6 content, due before **11:59 PM on Saturday end of Module 6** [2/22/20]

**Module 7 Focus on Alcohol**

2/23/20-2/29/20 **[week 8]**

**Required Readings:**

* Module 7 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 7
* Complete assigned readings Module 7
* Review additional media assigned for Module 7
* Participate in ungraded “Drinking Songs” discussion—no due date

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook
* Receive and review feedback on Miniquiz #3

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion “Addicted to Love?” due before **11:59 PM on Saturday end of Module 7** [2/29/20]
* NOTE: No additional graded assignments are due, but you should be planning for your end-of-semester Pick Your Project assignment.

**Module 8** **Focus on Sedative-Hypnotics & CNS Depressants**

3/1/20-3/14/20 **[week 9 + Spring Break 2020]**

**Required Readings:**

* Module 8 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 8
* Complete assigned readings Module 8

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion “Why depressants?” due before **11:59 PM on Saturday end of Module 8** [3/14/20]
* No additional activities are graded for Module 8, but you should be planning for your end-of-semester Pick Your Project assignment.

**Module 9 Focus on Cannabis & Other Hallucinogenic/Dissociative Substances**

3/15/20-3/21/20 [**week 10]**

**Required Readings:**

* Module 9 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 9
* Complete assigned readings Module 9
* Review additional videos assigned for Module 9
* Participate in ungraded class discussion “Cannabis Legalization or Not” (no due date)

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook

**Instructor Evaluated Activities (Graded)**:

* Mini-quiz #4 on Modules 7, 8, & 9 content, due before **11:59 PM on Saturday end of Module 9** [3/21/20]

**Module 10 Focus on Stimulants (amphetamines, methamphetamine, cocaine, nicotine, & caffeine)**

3/22/20-3/28/20 **[week 11]**

**Required Readings:**

* Module 10 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lectures for Module 10
* Complete assigned readings Module 10
* Review additional media assigned for Module 10

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook
* Receive and review feedback on Miniquiz #4

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion “Stimulation Nation” due before**11:59 PM on Saturday end of Module 10** [3/28/20]
* NOTE: No graded assignments due but you should be moving along on your Pick Your Project assignment.

**Module 11 Focus on Opioids**

3/29/20-4/4/20 **[week 12]**

**Required Readings:**

* Module 11 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 11
* Complete assigned readings Module 11
* Review documentary assigned for Module 11—*Foo Foo Dust*
* Participate in ungraded debriefing discussion about *Foo Foo Dust*—no due date.
* Read biopsychosocial case analysis about *Foo Foo Dust* (Tony, the son) presented by instructional team.

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion “The Most Dangerous Drug” due before **11:59 PM on Saturday end of Module 11** [4/4/20]
* NOTE: No additional graded assignments due but you should be moving along on your Pick Your Project assignment.

**Module 12 Focus on OTC & Prescription Drugs, Inhalants, Steroids, and Pharmacotherapy Agents**

4/5/20-4/11/20 **[week 13]**

 **Required Readings:**

* Module 12 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 12
* Complete assigned readings for Module 12
* Review additional media assigned for Module 12

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook

**Instructor Evaluated Activities (Graded)**:

* Participate in class discussion “Shaggy’s Overdose” due before **11:59 PM on Saturday end of Module 12** [4/11/20]
* Complete Mini-quiz #5 covering Modules 10, 11, & 12, due before **11:59 PM on Saturday end of Module 12** [4/11/20]
* NOTE: No additional graded assignments due but you should be concluding work on the Pick Your Project assignment due at the end of Module 13.

**Module 13 Focus on Co-occurring Problems & Course Conclusions**

4/12/20-4/18/20 **[week 14]**

**Required Readings:**

* Module 13 of the online coursebook.

**Learning Assignments & Activities:**

* Review recorded lecture content for Module 13
* Complete assigned readings Module 13
* Review additional media assigned for Module 13

**Self-Evaluation Activities:**

* Complete interactive learning activities in online coursebook
* Receive and review feedback on Miniquiz #5

**Instructor Evaluated Activities (Graded)**:

* Participate in “The Best Thing I Learned…” class discussion due before **11:59 PM on Saturday end of Module 13**  [4/18/20]
* Pick Your Project assignment due before **11:59 PM on Saturday end of Module 13**  [4/18/20]

**Final Exam period:** Complete integrative, cumulative final quiz anytime **between 12:01 AM Sunday 4/19/20** when it will open, and **11:59PM Saturday 4/25/20** when it will close**.**

*November 18, 2019 version*