Course Format: You are enrolled in an online RPSE 660 Special Topics – Substance Abuse course. The session has been developed with a rigid structure that will require you to pace yourself accordingly throughout each week and each learning activity. Please note that the format of the session has been designed in order for certain tasks and assignments to be completed prior to accessing more advanced course components. All coursework must be submitted electronically.

Course Description: This is an introductory course designed to provide an overview of potential physical, psychological, and socio-cultural effects of psychoactive substance use and abuse. Topics that will be covered throughout the semester include physiology of addiction; use, regulation, and the law; societal reactions and responses to use; patterns of use, and diagnostic and treatment information.

Learning Outcomes: The major course objectives focus on the development and refinement of skills in the following areas:
1. Identify and classify major categories of licit and illicit drugs
2. Gain an understanding of the multi-faceted nature and controversy related to substance use and abuse
3. Describe the physical effects of substance use on various body systems (including tolerance, addiction, and withdrawal symptoms)
4. Develop an understanding of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across an individual’s lifespan.
5. Increase understanding of social and cultural issues in regard to decisions about substance use, prevention, public policy, and law.
6. Expand knowledge and understanding of current research findings related to substance use, abuse, and current laws.
7. Analyze controversial issues surrounding drug use and abuse

**Textbook and Readings**

**Course Materials:** Readings will be assigned for each week. Please make sure to use UW library resources and Canvas to locate articles. You are expected to read all readings as discussions and summaries will be based on the readings.


**Writing Center Resources**

The UW-Madison Writing Center is a valuable resource for writing tips, individual appointments and classes to improve writing skills. Online access is available at http://writing.wisc.edu/.

**Accommodations**

The University of Wisconsin-Madison supports the right of all 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 are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Students may initiate contact regarding accommodation either by email or a face-to-face office appointment. I will then work either directly with the student 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.

**Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

**Diversity & Inclusion**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background,
experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/

**Self-Disclosure Policy**

The content of this course is sensitive in nature and involves discussion of the use and abuse of psychoactive substances. This may include the possible use of illegal substances and/or the practice of underage drinking. For your protection, it is strongly recommended that you do not self-disclose personal information that could be harmful to your well-being. Please be advised that through online learning and the format of this course, any written content can be viewable by others. Although the intent of this course is to maintain confidentiality and to create an environment in which you are comfortable expressing your thoughts and opinions, we cannot guarantee that personal information will be handled with complete confidentiality by others. With that said, out of respect for fellow classmates, we do ask that all students refrain from disclosing personal information obtained within this course to others, recognizing the potential risks of doing so.

**Use of Canvas**

This seminar uses Canvas to distribute course materials, and to communicate and collaborate online. Students can use their NetID and password to log on the Canvas course site (https://canvas.wisc.edu). Students will be responsible for checking the Canvas course site regularly for class assignments and materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or http://www.doit.wisc.edu/students. As with all computer systems, there are occasional disruptions to the Canvas system. Scheduled downtimes are not an excuse for late work.

**Late Assignments**

ALL assignments must be completed and turned in when DUE. Whenever possible, I will remind students of upcoming deadlines. However, it is entirely the student’s responsibility to ensure timely completion and submission of course requirements and assignments. Assignments turned in late are subject to a penalty of a 10% reduction for each day they are late (discussion posts will not be accepted late). Exceptions due to illness or other extenuating circumstances will be made on an individual basis and will require you to notify me in writing prior to the assignment deadline.

**Changes to Syllabus**

The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

<table>
<thead>
<tr>
<th>Week Due</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Weekly Discussion Posts</td>
</tr>
<tr>
<td>Week 7 &amp; 13</td>
<td>Reflection Papers</td>
</tr>
<tr>
<td>Week 13</td>
<td>Case Presentation</td>
</tr>
</tbody>
</table>
**Grading Criteria**
In determining course grades, all work should be submitted in APA style. Please refer to grading rubrics for each assignment.

**Discussion Posts** (30 Points): I will post discussion questions on Canvas each week. Each discussion post will be worth two points each and will be due on Fridays by 11:59 p.m. (no late submissions will be accepted).

**Reflection Papers** (40 Points): You will complete two different activities throughout the semester, with each reflection paper for the activity being worth 20 points. The assignment for each activity and expectation for reflection papers will be posted on Canvas with due dates listed in the schedule at the bottom of the syllabus.

**Case Presentation** (10 points): You will be provided with a case in which you will research and identify the possible substance being abused and provide a sample of case management/treatment for the case.

**Final Assignment** (20 points): The final assignment should be prepared according to APA style; specific information regarding format and a grading rubric will be provided in class and on Canvas.

**Grading Format:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts (2 points each x 15)</td>
<td>30</td>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>Two Reflection Papers (20 points each x 2)</td>
<td>40</td>
<td>AB</td>
<td>87-91%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>10</td>
<td>B</td>
<td>80-86%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>20</td>
<td>BC</td>
<td>77-79%</td>
</tr>
<tr>
<td>Total Points in Course</td>
<td>100</td>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>60-69%</td>
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<td></td>
<td></td>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
TENTATIVE SCHEDULE AND READING ASSIGNMENTS

09/04 Week 1 - Introduction to Drugs & Society
Read:
- The Destructive Capacity of Drug Abuse: An Overview Exploring the Harmful Potential of Drug Abuse Both to the Individual and to Society (Fox, Oliver & Ellis, 2013)
- Understanding the Global Problem of Drug Addiction is a Challenge for
- IDARS Scientists (Ali, Onaivi, Dodd, Cadet, Schenk, Kubar, & Koop), 2011)
Optional: Text - Chapter 1

09/12 Week 2 - Physiology of Addiction – Homeostatic Response
Read:
- Opiate dependence induces network state shifts in the limbic system C. (Dejean, T. Boraud, & Le Moine, 2013).
- The role of serotonin in drug use and addiction (Müller & Homberg, 2015)
Optional: Text - Chapters 4 & 5

09/18 Week 3 - Drug Use, Abuse, & the Law
Read:
- The prescription drug epidemic in the United States: A perfect storm (Maxwell, 2011)

09/25 Week 4 - Alcohol: Pharmacological Effects
Read:
- Identifying the neural circuitry of alcohol craving and relapse vulnerability (Heinz, Beck, Sabine, Grusser, Grace, & Wrase. 2008).
- Nicotine interactions with low-dose alcohol: Pharmacological influences on smoking and drinking motivation (Oliver, Blank, Van Rensburg, MacQueen, Brandon & Drobes, 2013).
Optional: Text - Chapter 7

10/02 Week 5 - Alcohol: Behavioral Effects
Read:
- Effects of Energy Drinks Mixed with Alcohol on Behavioral Control: Risks for College Students Consuming Trendy Cocktails (Marczinski, Bardgett, & Howard, 2011)
- Deficits in Emotion-Regulation Skills Predict Alcohol Use During and After Cognitive–Behavioral Therapy for Alcohol Dependence (Berking, Ebert, Hofmann, Margraf Wupperman, Junghanns, 2011)

Optional: Text - Chapter 8

10/09  Week 6 – Tobacco
Read:
- Failure to treat tobacco use in mental health and addiction treatment settings: A form of harm reduction? (Prochaska, 2010).
- Methods Used to Quit Smoking by People With Physical Disabilities (Borrelli, Busch, & Trotter) 2013

Optional: Text - Chapter 11

10/16  Week 7 – Marijuana
Read:
- Marijuana Neurobiology and Treatment (Elkashef, Vocci, Huestis, Haney, Budney, Gruber, & El-Guebaly, 2008)
- Neurophysiological and cognitive effects of smoked marijuana in frequent users (Hart, Ilan, Gevins, Gunderson, Foltin).

Optional: Text - Chapter 13

Reflection Paper #1 due

10/23  Week 8 – OTC & Prescription Medication
Read:
- Classes of drugs and their prevalence in multiple drug intoxication in suicides and accidents (Carson, 2008).
- Prescription Drug Abuse: Epidemiology, Regulatory Issues, Chronic Pain Management with Narcotic Analgesics (Manubay, Muchow, & Sullivan, 2011)

Optional: Text - Chapter 15

10/30  Week 9 - Narcotics
Read:
- How crack found a niche in the American ghetto: The historical epidemiology of drug-related harm (Acker, 2010).
Optional: Text - Chapter 9

11/06 Week 10 - Stimulants/Depressants
Read:
- Effects of chronic and acute stimulants on brain functional connectivity hubs. (Konova, Moeller, Tomasi & Goldstein, 2015).
- Neurobiology of opioid withdrawal: Role of the endothelin system (Bhalla, Andurkar, & Gulati, 2015).
Optional: Text - Chapters 6 & 10

11/13 Week 11 - Hallucinogens Read:
- Posttraumatic Stress Symptom Clusters Trauma History, and Substance Use among College Students, (Avant, Davis, & Cranston).
- Long-lasting subjective effects of LSD in normal subjects (Yasmin Schmid & Liechti).
Optional: Text - Chapter 12

11/20 Week 12 - Inhalants
Read:
Optional: Text - Chapter 14

11/28 Week 13 - Societal Response to Use/Abuse
Read:
- Smoking and the emergence of a stigmatized social status (Stuber, Galea, & Link, 2008).
- "Stigma Among Health Professionals Toward Patients with Substance Use Disorders and its Consequences for Healthcare Delivery: Systematic Review", Drug and Alcohol Dependence. (Van Boekel, Leonieke C., Brouwers, Van Weeghel, & Garrets, 2013.)

Reflection Paper #2 Due!
Case Presentation Due!

12/04 Week 14 - Drug Use Among Special Populations
Read:
- Methamphetamine Use in Club Subcultures. Substance Use &
Optional: Text - Chapter 16

12/11 Week 15 - Prevention & Treatment
Read:
• Computer-assisted cognitive rehabilitation for the treatment of patients with substance use disorders: A randomized clinical trial.
Optional: Chapters 17 & 18

12/13 Final Assignment Due!