

Course Information

Semester & Year: Summer 2024

Course ID & Section #: ADCT-10-V8378

Course units: 3

Instructor's name: Carolyn Perkins

Day/Time of required meetings: 8-week Virtual Synchronous

*(*Meaning that we have no live or virtual classroom sessions, but work week by week together as a class.)*

Instructor Contact Information

Office location: AT-135 (*appointments should be made in advance*)

Office hours: Flexible and made available on request (*these can occur in person or via Zoom*)

Phone number: 707-476-4354 (*during summer sessions, email is a more reliable method of reaching me*)

Email address: The best way to email me is through Canvas Inbox (*these are checked every 24-48 hours*)

Catalog Description

This course provides a historical and sociological perspective on the use, abuse, and social control of drugs associated with substance use disorder. Included are overviews of the biopsychosocial nature of addiction; the impact of addiction on children, families, and society; contemporary treatment and prevention approaches; and the addiction counseling profession.

Throughout this course students will engage in an examination of use, abuse and addiction with alcohol and other psychoactive drugs. Over the course of the semester students will come to understand the classifications of substances, as well as the mental and physical effects of these substances on individuals, families, and society at large. Material in this course will include physiology, pharmacology, treatment, prevention, social work, and enforcement.

Prerequisites/Co-Requisites/Recommended Preparation

None

Required Materials

Inaba, D., & Cohen, W. E. (2014). *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs* 8th Edition. CNS Publications, Inc.

ISBN: 9780926544390

Course Format

This course is an online course that will be completed **synchronously one week at a time**. **There are no required live/virtual sessions**. Students are expected to engage through the use of Discussion Boards, Assignments, Worksheets and Quizzes on Canvas. The instructor will use Canvas Analytics to ensure that students are engaged with the course material each week. Completion of assignments & engagement with Canvas material is how attendance will be taken each week. The topics of these will be assigned each week. **Before posting/interacting in this format, be sure to familiarize yourself with the Course Resources & Assignment In-Box pages on this course's Canvas page.**

Course Student Learning Outcomes *(from course outline of record)*

Upon successful completion of this course, students will be able to:

1. Recognize the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) criteria for substance use disorder.
2. Discuss the history of legislative efforts to regulate and control drug availability and their impact.
3. Describe the physical/chemical reactions of the human body to various substances.
4. Describe economic factors, such as, the cost of various legal and illegal drugs, the profit resulting from the sale of drugs, the expense of the law enforcement, education, prevention, treatment programs, set the parameters that impact the formulation of policy and helps to determine the actions, reactions, and attitudes to drug abuse.
5. Identify the different modalities used in education, prevention, treatment, intervention, recovery, and relapse.
6. Identify the dynamics and interaction of family life, work life, social life and recreational activities resulting in the use of drugs.
7. Define the different types of tolerance and dependence.
8. Explain the risk and protective factors associated with substance use disorder.
9. Discuss current drugs of abuse and the impact of common administration methods.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(DSPS\)](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

Eureka: 707-476-4280, student services building, 1st floor

Del Norte: 707-465-2324, main building near library

Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Instructor's Style

Classes will include a mixture of videotaped lectures, student engagement, information gathering, listening to other lived experiences/points of view, and undertaking individual self-reflection. Students are strongly encouraged to ask questions of the instructor, as well as other students. This allows each of us to learn and grow in our understanding of ourselves and of this field of study. Each of us comes to this course and this career path with different lived experiences. Rather than expecting others to accept one viewpoint, *students will be encouraged to allow space for the experiences of others from differing backgrounds to exist simultaneously*. Through this understanding of ourselves and those around us, students will begin to develop an ecological approach to understanding of this important field of study.

Inclusivity Statement

Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, ability and neurodiversity, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. You will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel our classroom community isolates you in any way because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. As outlined in our Classroom Agreements, in this class we are committed to equalizing our space, checking our assumptions, accepting each other's right to make mistakes, practice giving and receiving forgiveness, and recognizing consensual dialogue. It is expected that some of the material in this course may evoke strong emotions, cause discomfort, or call for us to examine our privilege, power, and/or individual lens. In the field of social work, this process of sitting in discomfort, unpacking our own lived experiences, and creating a space where others can also do these things, allows each of us to grow in our understanding of the human experience. That said, please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes offense. While our intention may not be to cause offense, the impact of what happens throughout the course is not to be ignored. It is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt that you may experience:

1. *Discuss the situation privately with me.* I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. *Discuss the situation with the class.* Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. *Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.* If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue that you trust.

(Adapted from CSU Chico, Winona State University, and Brown University)

Admissions Deadlines & Enrollment Policies

You can find a rundown of important dates regarding the beginning of classes, add/drop deadlines, breaks, finals and more, by clicking [this link](#). This includes **the deadline to add/drop/withdraw from courses**. Be sure that you are familiar with these dates and how they impact your individual situation.

Learning During A Time of Change Due to A Global Pandemic

A sense of humor, patience and honesty are going to be key as we work through the semester filled with so many unknowns related to this pandemic. The main thing that I ask is that we all come to this class with the best intentions to learn, share and grow in our understanding of Addiction Studies. I imagine that there will be times when we face technical difficulties and unexpected interruptions from our work. That is okay. We are all juggling something. So long as we give each other space for these incidents, do our best to create an environment where we can learn from one another and allow for the flexibility as needed, *we are going to be successful!*

Office Hours

During the summer I will not hold formal office hours. However, I am available to meet with any student who requests a time to connect. These can be set up either in person at my office (AT-135 on the main Eureka campus) or via a private Zoom link. These opportunities can be a good time to check in with me about questions, discuss upcoming assignments, alert me to anything that I should know about your personal situation, or simply check-in and chat.

Assignment Format

Most of the assignments for this course will involve quizzes or written materials (to include Discussions, the Addiction Paper, and the Extra Credit opportunity). When submitting a any written assignment for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a *digestion* of that material in *your own words*. **Submissions should not be filled with your personal and anecdotal stories alone. Instead, they should be dominated with your *interpretation, thoughts and understanding* of the material, rather than quotations you have picked up elsewhere.**

If using quotations, be sure to cite them using APA format. There is a full page dedicated to helping your learn about, gain comfort with, and remind you how these should look (and why we use them).

All submissions for this course are to be double-spaced, using Times New Roman in a font of 12. All assignments must be submitted in **MS Word or PDF format**.

Free For Students - Office 365 Education

Office 365 Education is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. You can access that through [this link](#).

Due Dates and Late Assignments

No late submissions will be accepted. With all assignments known *well in advance*, students must work to create a schedule of completion on their own that meets the timeline laid out below. Each

student is expected to create a buffer for yourself, accounting for any unexpected events (personal, academic and technology related) that may occur near the due dates. When submitting assignments to Canvas, technical issues can arise. Be sure that you are allowing time to seek assistance from the Canvas Support folks, should something prevent you from submitting the assignment. ***This is great practice for the pressures and deadlines that are a key part of your future career as a Social Worker.*** Late assignments/work in our field means that individuals go without something that they need to be successful/healthy/whole.

If you are experiencing an unexpected crisis, please reach out to me BEFORE assignments are due. When we communicate ahead of time, it allows us to develop ways for you to remain successful in this course. Students who reach after the fact should know that it will be too late to create strategies for success.

Before Asking for Help from Your Instructor

Be sure to check your syllabus for the information that you are seeking. In the field of Social Work, professionals are often asked to find answers to complex laws, policies, and regulations. Often, we are working in agencies that are fast paced and require us to be on the move. This can mean that we are on our own to find the answers that our clients need. Your ability to find and interpret those answers on your own is key to your success. This course is a great opportunity to hone your skills.

When Reaching Out to Your Instructor

When reaching out, **please allow at least 24-48 business hours for a response.** If your matter is urgent, feel free to add that to the subject line so that I am aware of this. Please know that in order to facilitate self-care in my own life (a key component to longevity in the field of social work and addiction studies), I do not work 7 days a week. This means that I rarely respond to emails over the weekend or on holidays. When mapping out your semester, be sure to leave yourself plenty of time to ask questions and obtain answers before your assignment is due.

CR Student Support Services

Information on any of the following campus programs, can be found through this link:

<https://www.redwoods.edu/services>

- Academic Support
- Admissions and Records
- Adult Education, Advising
- CalWorks
- Career Center
- Business Center
- Child Development Center
- Counseling Services
- Disability Services and Programs for Student (DSPS)
- EOPS
- Financial Aid
- Library/Learning Resources Center
- Multicultural and Diversity Center
- Online Course Support
- Parking and Transportation
- Student Health Center and Mental Health Counseling
- The Basic Needs Center (& Food Pantry)
- Farm Shares
- Veterans Resource Center or Workforce and Community Education
- Trio
- Upward Bound
- Residence Halls/Housing

Assignments and Points Available this Semester

There are 5 ways to obtain points in this course. The details of these are broken down below. Information about these assignments can also be found under the “Assignment Drop Box” page on our Canvas course home page. The rubric that will be used to grade each assignment can be found directly under the spot to submit each assignment in the “Assignment Drop Box” tab. All assignments will be discussed in class prior to their due dates.

1. DISCUSSION POSTS: **There are FIVE of these over the course of the semester.**

As we move through the semester, there will be two Discussion Posts for students to engage in. To get full points for this assignment students must first post their own response to the discussion prompt listed in Canvas. **This initial post must contain at least 400 words. Once that is done, students should then post a response to at least two of your classmates’ posts, using at least 100 words for each of those.**

Completion of the initial post = 1/3 of the assignment’s points; commenting on/responding to one classmate’s post = 1/3 of the assignment’s points; commenting on/responding to a second classmate’s post = 1/1 of the assignment’s points. Failure to complete all three steps of this process will result in a reduced score for that week’s assignment. Students completing all three steps, while meeting the minimum word count are eligible to receive up to full credit for the assignment.

When engaging in classroom discussions, students are expected to maintain strict confidentiality and abide by the Classroom Agreements laid out for this course (available on the “Home” page of our Canvas course). Failure to do so will result in the instructor reaching out to the student to discuss professionalism and reviewing the requirements of this course. Repeated failure to do so will result in the student being referred to the college for disciplinary action. It will also result in the student being assigned alternative assignments in lieu of the assigned classroom discussions.

STEP IN THE PROCESS	DATE DUE	POINTS AVAILABLE
First Discussion	End of Week One	25 points
Second Discussion	End of Week Two	25 points
Third Discussion	End of Week Four	25 points
Fourth Discussion	End of Week Six	25 points
Fifth Discussion	End of Week Eight	25 points
		TOTAL OF 125 POINTS

2. EXAMS tied to the course book: **There will be THREE of these over the semester.**

Students will be required to complete three exams regarding the assigned reading for this course. These are designed to provide an opportunity for students to demonstrate their completion and understanding of this material. Exams will take place on Canvas. Students are expected to complete these individually.

These exams are open for a full week, and are not time limited, students must complete them within the assigned week. Arrangements cannot be made to retake or make-up a missed exam. Be sure that you are carving out the time well in advance, to ensure that you can get these done during the assigned

week.

QUIZ	DUE	POINTS AVAILABLE
Exam #1	End of Week One	75 points
Exam #2	End of Week Six	75 points
Exam #3	End of Week Eight	75 points
		TOTAL OF 175 POINTS

3. WORKSHEET QUIZZES: There are THREE of these over the course of the semester.

In an effort to demonstrate what you have learned about the layout of our Canvas classroom, the way in which psychoactive substances are classified, and your awareness of the principles of prevention and treatment for addiction, students will each complete a worksheet around these topic areas. In an effort to create a way for students to immediately know their grade on them, these worksheets have been set up to run as “quizzes”.

WORKSHEET QUIZZEZ	DUE	POINTS AVAILABLE
Course Layout & Expectations	End of Week One	15 points
Drug Classification	End of Week Two	12 points
Principles of Prevention & Treatment	End of Week Eight	13 points
		TOTAL OF 40 POINTS

4. PAPER: There is 1 paper due over the course of the semester.

Each student is required to submit a research paper covering one particular type of drugs covered in this course. In an effort to help students have all of the necessary tools available to them to find success with this assignment, the following pages are available to each student in Canvas:

- *“All Things Addiction Studies Paper”*
 - Contains full directions for the assignment
 - Breaks down the research requirements (ex: 4 individual sources)
 - Provides samples of past student papers
 - Provides the rubric that will be used when grading this paper
- *“APA Citations: What they look like & why we use them”*
 - Background on why we must tell the reader of our work where we got our information from
 - Online resources explaining how these look & why
 - Free online resource that auto-generates the in-text and reference list citations that you will need for your paper **Know that CR’s library also has a free tool to assist you with this process*

Each paper must address: (a) the Class of this drug (or type of compulsion), (b) its history and prevalence in the United States, (c) the short & long-term effect that it has on the human body, (d) the way this particular substance is seen by the larger society, (e) how special populations are impacted by this substance, (f) prevention methods, and (g) at least one treatment modality. Students are encouraged to use headers as a way of breaking of their paper/orienting the reader.

Papers must be between 6-8 pages in total. That page count includes a Title Page (page 1), 4-6 pages of content (pages 2 – 5, 6, or 7), and a one-page reference page (the final page of your submission). Students are required to include at least 4 individual citations (using APA format), attaching a list of references to the back of their paper.

While there is a lot to say on each type of addiction you can select from. students are discouraged from going over the page limit. Often in this line of work, individuals are pressed for time. It is important that we learn how to say several important things in a clear and concise manner.

STEP IN THE PROCESS	DATE DUE	POINTS AVAILABLE
Addiction Studies Paper	End of Week Eight	150 points
		TOTAL OF 150 POINTS

5. EXTRA CREDIT (OPTIONAL): There is one opportunity for extra credit points.

Students who wish to gain extra credit in this course may write a formal letter to a governing body, elected official, or news outlet regarding a particular issue that you would like to see changed/supported in the field of addiction, recovery, prevention, treatment, and/or legislation. Letters should include the name/address of the party contacted, the date written, less than one page of content, and the student's name/signature (following the salutation at the end of the letter). Letters should be written using Times New Roman Font of 12 and should be single spaced. Letters should NOT exceed one page. While students do not need to show proof of mailing these letters, you are encouraged to

OPTIONAL ASSIGNMENT	DATE DUE	POINTS AVAILABLE
Extra Credit Opportunity	End of Week 7	25 points
		TOTAL OF 25 POINTS

TOTAL CLASS AVAILABLE FOR THE SEMESTER 490 POINTS

**These points do not include the 25 points that students can gain from the Extra Credit option*

Attendance Policy and Grading Standards

The Instructor recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment. Students are expected to communicate with instructors regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.

If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all course requirements to pass this class on time.

Grading Standards

The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The

department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- A (94-100%)** - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.
- A- (90-94%)** – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- B+ (87-89%)** – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- C (70-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- D (64-69%)** – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.
- F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

Canvas Issues/Technology Help

It is crucial to seek help when you can't access Canvas, or you have difficulty with your computer settings or browser. If you run in to issues with technology throughout the semester, contact the Student Tech Support office via [this link](#).

Academic Dishonesty

In the academic community, the high value placed on truth implies corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [Course Catalogue](#) and on the College of the Redwoods [website](#).

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated.

Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to the instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located on the College of the Redwoods [website](#).

Public Safety Power Shutoffs (PSPS) Or Loss Of Electricity Due To California Wild Fires

In the event of a PSPS electricity may be turned off to the county, or your area loses power due to fires, know that I will work with you to stay on track with this course. Students experiencing this are encouraged to reach out to me as soon as possible when this occurs. It is anticipated that any PSPS will be smaller in size, and shorter in length than we experienced in 2019, if they occur at all. Yet, all students should know that if we experience a PSPS during our semester we will need to adjust the material/due dates. This also goes for loss of power due to wildfires. Students will not be penalized for outages that prevent them from submitting assignments or attending class.

Expectations of the Student

- Come to class prepared with *readings and assignments completed by the end of the assigned week*.
- Expect to spend about 3 hours of “class time”, plus 3-4 hours per week working on homework for this course.
- *Prepare to the best of your ability* for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this with a digestion of *your own thoughts/interpretation* on the subject is critical.
- Find ways to *engage in class* (by speaking, asking questions, sharing observations, ...) in our classroom discussions so that you can demonstrate and expand on your awareness of subject material. This is a great way to demonstrate your learning while also building community/networking.
- Work to *maintain a sense of flexibility and humor* as we work our way through this semester. With the ever-shifting sands of life following a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- *Engage in timely communication with the instructor* if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- *Take the time to learn about campus services*. Then take steps to utilize them as needed.
- *Create the opportunities for self-care* that you need in order to maintain your mental health and overall success in this course.

Expectations that You Can Have of the Instructor

- I will *come to class prepared*.
- I will prepare and refresh *course materials which are as current* and accurate as possible.
- I will fix broken links on Canvas as soon as I am alerted to them.
- I will be *available to answer questions or issues that may arise for you* during this course, whether that is during my set office hours, or at another time that is more convenient.
- I will *check my Canvas Inbox and return messages within a 24–48-hour turnaround* time. If something is URGENT, please indicate that in the subject line.
- I will *prepare you* for the quizzes and other assessments in this course to the best of my ability.
- I will utilize *fair and honest evaluation* techniques for each assignment required for this course.
- To the best of my ability, make this a *valid and worthwhile learning experience*.
- I will do my best to *address the needs of a diverse range of learning styles* in this course.
- I will *only* share your student information per FERPA guidelines.
- I will remain flexible regarding unexpected events impacting *all of us* over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.

Course Outline, Readings and Due Dates Subject to Change at Instructors Discretion