THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work
(8/8/2020)

Semester/Year: Fall 2020

Course Title: Introduction to Substance Use Disorders

Course Prefix/Number/Section: SOCW 3315 Sections 001, 002, and 003

Instructor Name: Donald Schuman, Ph.D., LCSW-S, LCDC

Faculty Position: Assistant Professor of Practice

Faculty Profile: https://www.uta.edu/profiles/donald-schuman

Office Location: Virtual / Online / Email

Phone Number: 817-272-3181 (School of Social Work Main Office Number)

Email Address: donald.schuman@uta.edu

Office Hours: Teams Chat, Call, Video / UTA Email / Canvas Email

Day and Time of Class (if applicable): Online

Class Location: Online

Equipment: all SSW classes require you to have access to a laptop computer with Internet, webcam, and microphone.

A. Description of Course Content.

This course provides an entry-level examination of Substance Use Disorders (SUD) and the addictive process. Students will examine the prevalence and characteristics of substance use disorders and the impact these disorders have on the individual, family, and community. Students will have an opportunity to explore theories of addiction and the application of these theories to the addictive process. Students will develop conceptual knowledge and self-awareness concerning the etiology of addiction, assessment strategies, and wellness strategies for facilitating optimal development and prevention of SUD. The course will cover the prevalence of SUD among ethnic and cultural groups, between men and women, across the life span, and throughout different socio-economic levels.

B. Student Learning Outcomes.

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

While this course addresses all nine competencies, the main foci are competencies 2, 6, and 7:

EPAS core competencies and related advanced practice behaviors addressed in this course:

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are recognized as the intersectionality of multiple factors including but not limited to 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. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also recognize the forms and mechanisms of oppression and discrimination and understand the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- present themselves as learners and engage clients and constituencies as experts of their own experience.
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to engage with diverse clients and constituencies effectively. Social workers value the principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with various clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the broader practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients.

C. Required Textbooks and Other Course Materials.

There is no formal textbook required for this course.

1. I will provide reading and other course material via Canvas as needed.
2. You may be required to buy "chart making" material. The cost is nominal (< $25.00).
3. You may also be required to download material from the Internet. I will give you instructions on where to find some of this material.
4. Other material, you will be required to locate and download on your own (given some guidance and parameters).
5. Clinical Evidence and Best Practice e-databases: The developing evidentiary base on group interventions contained in the Central Library e-databases Clinical Evidence and Best Practice will serve as another set of required "texts" in this course.

To access the Clinical Evidence and Best Practice e-database:

1. Login to the UTA library.
2. On the navigation pane (left side of screen) select Databases A-Z.
3. In the "Search for Databases" box, enter: Clinical Evidence and Best Practice.
4. Your search should result in one database found: "1 Databases found for Clinical Evidence and Best Practice."
5. The name of the database is: "BMJ Best Practice."
6. This should give you access to the "Clinical Evidence and Best Practice Database."
Additional instructional materials and readings as assigned (follow Canvas).

D. **Additional Recommended Textbooks and Other Course Materials.**


E. **Assignments / Expectations.**

1. **Update Profile Picture and Biography.**

   Among other reasons, this is an online course and we do not have the luxury of meeting face-to-face in the classroom, therefore, updating your biography and profile picture is a requirement for this course.

   Picture Requirements: You need to make sure that you are providing a "headshot" of yourself (shoulders and above). This means that we want to see a close-up of your face. I know that you love your pets, significant others, and other loved ones, but there is not a place in this picture for them.

   Think of a passport photo. If you have never seen a passport photo, it is easy to Google and get an idea of what I am looking for.

   (This assignment is worth a possible 10 points toward your final participation score.)

2. **Introduction/Icebreaker.**

   Introduce Yourself!

   If you have not updated your profile picture and biography--please go back and do that 1st.

   Once you have updated your profile picture and biography, enter the discussion forum, create a thread with your name in the Subject line (i.e., Jane Doe's Introduction) and answer (at least) these 6 questions:

   1. Introduce yourself.
   2. Tell us a little about your personal and professional aspirations.
   3. Tell us about your expectations for this course.
   4. Tell us something fun about yourself and something serious about yourself.
   5. Tell us what you want us to know about you.
   6. Respond to fellow classmates.

   Feel free to say more!

   (This assignment is worth a possible 10 points toward your final participation score.)
3. **Course Participation Discussion Board.**
The course participation discussion board will be available throughout the course. This is where you come to seek information and clarification about anything pertaining to this course. It is your 1st stop when you are not sure about something.

When posting, make your subject line as descriptive as possible. As the discussion grows, this will help you (and others) find answers without searching through every post.

If you email me with a question that pertains to everyone, I may refer you back to this discussion board. I do not do this to minimize or discourage your questions. I want everyone to be involved and interacting with one another.

Chances are, if you have a question, so does someone else. I encourage you to help one another throughout the semester. I will respond as needed.

Note: You must subscribe to the Course Participation discussion board. In the bottom right corner of the discussion board you should see a "Subscribe" button. Select it and it will turn green. If the "Subscribe" button is green, you should receive an email when someone posts to the discussion board. If you do not receive emails, check your notification settings.

You need to monitor and participate in this discussion board. Think of it as a classmate asking a question in class that you know the answer to (or maybe you have a question you need to ask).

Note: If your question is related to a grade you have received or other personal matter, do not post it here. Instead, contact me directly.

Your involvement on the Course Participation discussion board will count as a possible 50 points toward your course Participation Score.

4. **Quizzes.**
There will be 10 online quizzes. The quizzes will not be comprehensive. They will cover material from the preceding modules. Quizzes will consist of 10 questions (multiple choice, true/false, perhaps some essay questions). There will be no time limit on the quizzes. Quizzes will normally be available for the length of a module. You may take a quiz anytime during the module's start and end dates and times. Addresses competencies 1,6,7,8, and 9.

(10 quizzes worth 10 points each = a possible 100 points toward your final course score.)

5. **Discussions and Reaction Posts.**
There will be 5 discussion and 5 reaction posts offered during the course. Each discussion and reaction post are worth a possible 10 points for a total of 100 points.

**A few words about your reaction posts:** Your reaction post comes directly to me. **No one else sees it.** It might be helpful for you to view the reaction post
as a vehicle for us to communicate.

If something is bothering you and/or interfering with your learning experience, this is a place to discuss it. You may reinforce what resonates with you; you may vent; you may use the reaction post as a journal; you may let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions.

The reaction post is not an assignment where you tell me what you learned from the module's activities. It is an assignment where you relate your "reaction" to what you are learning and/or how things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me (and the course content). Your reaction post should be at least one double-spaced Word document.

Addresses competencies 1, 6, 8 and 9.

6. **Book Review (Signature Assignment).**
The book review has an individual component and a group component. While you will be working in a group, you will submit an individual book review and your book review will be scored individually.

*Then why am I in a group?* You can read the book as a group. You can discuss the book as a group. You can bounce ideas off of one another in your group. You can ask group members for their interpretation of instructions, book material (what did the author mean when she/he said this? etc.) You have group members to reach out to in the middle of the night when you are panicked. You have group members that will, hopefully, keep you on track and on pace to turn in your assignment by the due date.

So, while this is an individual assignment, if you work with your group, I think you will achieve much better results than if you work alone in a vacuum.

7. **Participation.**
Your course participation score consists of several different items:

- The Update Profile Picture and Biography assignment is worth a possible 10 points.
- The Introductions/Icebreaker assignment is worth a possible 10 points.
- The Teams chat assignment is worth a possible 10 points.
- Your participation on the Course Participation Discussion Board is worth a possible 50 points.
- I will award the additional 20 participation points at my discretion.

I may post additional tasks or assignments as current events and other issues arise during the course. Any points awarded for these additional tasks or assignments (if they are assigned) will reduce the number of discretionary points I award.
**Graded Components** | **Points**
--- | ---
Quizzes (10 x 10 points each) | 100
Discussions (5 x 10 points each) | 50
Reaction Posts (5 x 10 points each) | 50
Book Review | 100
Course Participation | 100
Final Exam | 100
Total: | 500

**F. Attendance.**
At the University of Texas at Arlington, taking attendance is not required, but attendance is a critical indicator of student success. Each faculty member is free to develop his or her methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the US Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student an F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project, presentation, or engagement online via Canvas. The faculty report this date to the Department of Education for federal financial aid recipients.

**G. Grading.**
You are responsible for keeping track of your performance throughout the semester and seek guidance from available sources (including the instructor) if your performance drops below satisfactory levels; see "Student Support Services," below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% – 100%</td>
<td>A</td>
</tr>
<tr>
<td>89.9 – 80</td>
<td>B</td>
</tr>
<tr>
<td>79.9 – 70</td>
<td>C</td>
</tr>
<tr>
<td>69.9 – 60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or</td>
<td>F</td>
</tr>
</tbody>
</table>

**H. Make-Up Assignments / Discussions/ Reaction Posts/ Quizzes.**
 Definitions
a. **Makeup Work**: Makeup Research Projects, Papers, Quizzes, Reaction Posts, etc., will only be considered for those students who meet the criteria for an excused absence as outlined in the Student Handbook. Students who miss exams or other graded projects with an unexcused absence will not be able to make up the graded assignment. It is your responsibility to inform me of an absence (preferably in advance). Makeup work is work that students may submit after a deadline that counts as if it were submitted on time (because of excused absences, etc.).
b. **Late/Missing Assignments:** Late or missing Research Projects, Papers, Quizzes, Reaction Posts, etc., considered for those students who do not meet the criteria for an excused absence as outlined in the Student Handbook.

I will accept late or missing assignments for partial credit. Credit received will depend on the quality of work and the amount of time past the deadline you submit the assignment. So, missing a deadline does not mean you will automatically receive a zero. If you miss a deadline, submit the assignment as soon as you are able. At some point, an assignment will reach a point of diminishing return (too much time has passed since the deadline. When that happens, the assignment is worth zero points regardless of when submitted. In most cases, however, you will be able to recoup some credit for the late or missing assignment.

Course participation and discussions are difficult, if not impossible, to re-create. This course uses an online format. For the most part, each module is open for a week (7 days). You either participate during that time, or you don't. Students may receive makeup participation or discussion credit only under extreme or unusual circumstances. Plan accordingly. Do not wait until the deadline to submit your assignments.

I. **Course Schedule.**
The course schedule is attached to this syllabus.

J. **Expectations for Out-of-Class Study.**
For every hour of class or lecture, expect to spend approximately three hours of additional time working on other course-related activities. These activities may include further reading, completing additional assignments, preparing for exams, reviewing online content, etc.

K. **Grade Grievances.**

L. **Student Support Services.**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, individual counseling, and federally funded programs. For referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans, and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor, email IDEAS@uta.edu or call 817-272-6593.
The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, or is thinking about suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK 817-272-8255. For campus resources, contact Counseling and Psychological Services 817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services 817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact.
The Social Sciences/Social Work Resource Librarian's office is in the Central Library. You may contact the librarian by phone at 817-272-5352. Below are some commonly used resources you may find helpful during this course: http://www.uta.edu/library/services/distance.php.

The following is a list, with links, of commonly used library resources:

- Library Home Page: http://www.uta.edu/library
- Subject Guides: http://libguides.uta.edu
- Subject Librarians: http://library.uta.edu/subject-librarians
- Course Reserves: http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Tutorials: http://library.uta.edu/how-to
- Connecting from Off-Campus: http://libguides.uta.edu/offcampus
- Ask a Librarian: http://ask.uta.edu

N. Emergency Exit Procedures.
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, you should never take an elevator but should use the staircases. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy.
You may drop, or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, you must see your academic advisor. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is your responsibility to officially withdraw if you do not plan to attend after registering. The University will not automatically drop you for non-attendance. You may have to repay certain types of financial aid administered through the University if you drop or withdraw from a course. For more information, contact the Office of Financial Aid and Scholarships ( http://www.uta.edu/aao/fao/).
P. Disability Accommodations.
UT Arlington is committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities. You are responsible for providing your instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only if you have officially documented a need for accommodation will your request honored. If you are experiencing a condition that may diminish your academic performance, you may seek services or accommodations by contacting The Office for Students with Disabilities (OSD) online at www.uta.edu/disability or by phone 817-272-3364. You may find further information about diagnostic criteria and policies for obtaining disability-based academic accommodations at www.uta.edu/disability.

Counseling and Psychological Services (CAPS), www.uta.edu/caps/ or 817-272-3671, is also available to help increase your understanding of personal issues, address mental and behavioral health problems, and make positive changes in your life.

Q. Non-Discrimination Policy.
The University of Texas at Arlington does not discriminate based on race, color, national origin, religion, age, gender, sexual orientation, disability, genetic information, or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos.

R. Title IX Policy.
The University of Texas at Arlington is committed to maintaining a learning and working environment free from discrimination based on sex per Title IX of the Higher Education Amendments of 1972. Title IX prohibits discrimination in educational programs or activities based on sex. Title VII of the Civil Rights Act of 1964 and the Campus Sexual Violence Elimination Act (SAVE Act) prohibits sex discrimination in employment. The University of Texas at Arlington will not tolerate sexual misconduct. For more information regarding Title IX, visit www.uta.edu/titleIX or contact the Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

S. Academic Integrity.
UT Arlington expects you to adhere to the UT Arlington Honor Code: "I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code."

UT Arlington faculty may employ the Honor Code in courses by having you acknowledge the honor code as part of an examination or requiring you to incorporate the honor code into any work submitted. Instructors will refer suspected violations of the University's standards of academic integrity (including the Honor Code) to the Office of Student Conduct per the UT System Regents' Rule 50101, §2.2. Discipline may result in your suspension or expulsion from
the University. Additional information is available at https://www.uta.edu/conduct/. The University encourages faculty to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/.

T. Electronic Communication.
MavMail is UT Arlington's official means of communication about important deadlines and events, as well as University-related business regarding financial aid, tuition, grades, graduation, etc. You have a MavMail account. You are responsible for checking your MavMail inbox daily. There is no additional charge for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php

U. Campus Carry.
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, you may not openly carry a handgun on campus. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey.
Students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Approximately 10 days before the end of the term you will receive a MavMail email with instructions for accessing the SFS. Your feedback via the SFS database is aggregated with other students enrolled in your course(s). To the extent allowed by law, your anonymity is protected. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs

W. Final Review Week.
For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
# Topic / Readings / Assignments

<table>
<thead>
<tr>
<th>Module 01 (Aug 26—Aug 30) Getting Started</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Day of Classes</strong> (August 26th)</td>
</tr>
<tr>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>Participation Assignment #1: <em>Biography and Profile Picture</em> (Due Aug 30, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Participation Assignment #2: <em>Introductions/Icebreaker</em> (Due Aug 30, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Participation Assignment #3: <em>Introduction to Canvas/Teams</em> (Due Aug 30, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td><em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 02 (Aug 31—Sep 6) Addiction or Disease? / The Therapeutic Alliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction or Disease? / What is the Therapeutic Alliance?</td>
</tr>
<tr>
<td>Quiz #1: (Due Sep 6, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Book Review Small Group Sign-up (Due Sep 6, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td><em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 03 (Sep 7—Sep 13) Historical Perspective of Drugs and Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Perspective of Drugs and Treatment</td>
</tr>
<tr>
<td>Census date: (Sep 11th)</td>
</tr>
<tr>
<td>Reaction Post #1: (Due Sep 13, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Quiz #2: (Due Sep 13, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td><em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 04 (Sep 14—Sep 20) Alcohol and Legal Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and Legal Drugs, and Interview with Tim</td>
</tr>
<tr>
<td>Discussion #1: <em>Interview with Tim</em> (Due by Sep 20, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Lecture: The Doctor's Opinion</td>
</tr>
<tr>
<td><em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 05 (Sep 21—Sep 27) Tobacco, Nicotine, Hookahs, E-cigs, Caffeine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco, Nicotine, Hookahs, E-cigs, Caffeine</td>
</tr>
<tr>
<td>Discussion #2: <em>Tobacco, Nicotine, Hookahs, E-cigs, Caffeine</em> (Due Sep 27, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Quiz #3: (Due Sep 27, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td><em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em></td>
</tr>
</tbody>
</table>
### Module 06 (Sep 28—Oct 4) Legal vs. Prescription Drugs

**Legal vs. Prescription Drugs**

- **Quiz #4:** (Due Oct 4, 2020 @ 11:59 PM)
- **Reaction Post #2:** (Due Oct 4, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 07 (Oct 5—Oct 11) The Legalization of Marijuana

**The Legalization of Marijuana**

- **Quiz #5:** (Due Oct 11, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 08 (Oct 12—Oct 18) Opioids, Heroin, and Fentanyl

**Opioids, Heroin, and Fentanyl**

- **Screening and Diagnostic Instruments**
- **Discussion #3:** *Screening and Diagnostic Instruments* (Due Oct 18, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 09 (Oct 19—Oct 25) Methamphetamines and Cocaine

**Methamphetamines and Cocaine**

- **Quiz #6:** (Due Oct 25, 2020 @ 11:59 PM)
- **Reaction Post #3:** (Due Oct 25, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 10 (Oct 26—Nov 1) LSD and Other Hallucinogens

**LSD and Other Hallucinogens**

- **Discussion #4:** LSD and Other Hallucinogens (Due Nov 1, 2020 @ 11:59 PM)
- **Quiz #7:** (Due Nov 1, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 11 (Nov 2—Nov 8) Performance Enhancing Drugs and Drug Testing

**Performance Enhancing Drugs and Drug Testing**

- **Quiz #8:** (Due Nov 8, 2020 @ 11:59 PM)
- **Last Day to Drop Classes:** Nov 6th

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 12 (Nov 9—Nov 15) Inhalants, Bath Salts, Synthetic Drugs, and Other...

**Inhalants, Bath Salts, Synthetic Drugs, and Other “Non-Classified” Substances**

- **Quiz #9:** (Due Nov 15, 2020 @ 11:59 PM)
- **Reaction Post #4:** (Due Nov 15, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*

### Module 13 (Nov 16—Nov 22) Screening and Diagnostic Instruments

**Screening and Diagnostic Instruments**

- **Discussion #5:** Screening and Diagnostic Instruments (Due Nov 22, 2020 @ 11:59 PM)

*(Study the Instructions & Submit All Materials/Assignments thru Canvas)*
<table>
<thead>
<tr>
<th>Module 14 (Nov 23—Nov 29)</th>
<th>HAPPY THANKSGIVING!</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Classes Scheduled:</td>
<td>Nov 25&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Thanksgiving Holidays:</td>
<td>(Nov 26&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Thanksgiving Holidays:</td>
<td>(Nov 27&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>(<em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 15 (Nov 30—Dec 06)</th>
<th>Book Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #10:</td>
<td>(Due Dec 6, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Last day to turn in late or missing assignments</td>
<td>(Dec 6, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Book Review:</td>
<td>(Due Dec 6, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>(<em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 16 (Dec 07—Dec 13)</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam:</td>
<td>(Dec 2—Dec 8, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>Last Day of Classes:</td>
<td>(Dec 8&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Reaction Post #5:</td>
<td>(Due Dec 8, 2020 @ 11:59 PM)</td>
</tr>
<tr>
<td>(<em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 17 (Dec 14—Dec 20)</th>
<th>Finals Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finals Week:</td>
<td>(Dec 14—Dec 20)</td>
</tr>
<tr>
<td>(<em>Study the Instructions &amp; Submit All Materials/Assignments thru Canvas</em>)</td>
<td></td>
</tr>
</tbody>
</table>

I may adjust this schedule if doing so would better serve the educational needs of the students enrolled in this course.