



COURSE TITLE/SECTION: SOCW 7377 (20865 & 21031) Drugs in Society

TIME: Arranged

FACULTY: Susan P. Robbins

OFFICE HOURS:

Wednesday 4:00 – 5:30 PM by appt.

Thursday 4:00 – 5:30 PM by appt.

Other hours by appointment

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I. Course

Catalog Description

Examines current bio-psychosocial problems of alcohol and drug use, abuse, and addiction with focus on historical antecedents pharmacological action, and factors associated with alcohol and drug taking behavior. Implications for policy and social work practice are emphasized.

II. Course Objectives

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

1. Trace the societal measures historically used for control of drugs and alcohol.
2. Discuss the pharmacological action of alcohol and commonly abused drugs in America today.
3. Delineate physiobiological, psychological, and sociocultural factors associated with alcohol and drug taking behavior over the life span.
4. Discuss theoretical perspectives of abuse and addiction.
5. Critically analyze the drug/alcohol literature and assess its relevance for social work practice.
6. Discuss the present and future implications of drug and alcohol policies and the efficacy of treatment.

III. Course Content

Societal control of drugs and alcohol; pharmacological action of drugs of abuse; physiobiological, psychological, sociocultural, economic, and political factors in drug use and abuse; treatment efficacy; and policy implications. Issues of human diversity are addressed throughout. Additional information about specific course content is listed on the class schedule below.

IV. Course Structure

This is a distance education course that is delivered on Blackboard via streaming video of the lectures and PowerPoint slides. Blackboard has been set up to facilitate online class discussion about the lectures and readings. Lecture material is intended to supplement, not review, the assigned readings. Because the readings are a major source of your learning, you are encouraged to study the materials carefully as they are assigned and to view the lectures on the weeks indicated in the class schedule below.

V. Textbooks

Required

Kuhn, C. Swartzwelder, S. & Wilson, W. (2014). *Buzzed: The straight facts About the most used and abused drugs* (4rd ed.). New York: Norton.

McNeece, C.A. & DiNitto, D.M. (2012). *Chemical dependency: A systems approach* (4th ed.). (2012). Boston: Allyn & Bacon.

Robinson, M.B. & Scherlen, R.G. (2013). *Lies, damned lies, and drug war statistics* (.2nd ed.). New York: SUNY Press.

Recommended

Lewis, J.A., Dana, R.Q. and Blevins, G.A. (2014). *Substance abuse counseling: (5th ed.)*. Pacific Grove, CA: Cengage.

Earleywine, M. J. (2005). *Understanding marijuana: A new look at the scientific evidence*. New York: Oxford University Press.

Becker, D. (2014). *To end the war on drugs: A guide for politicians, the press and public*. Houston, TX: DTN Media.

Additional required and recommended readings will be posted to Blackboard.

VI. Course Requirements

A. Reading Assignments:

Readings listed on the class outline are to be completed prior to the scheduled lecture. Due dates for reading assignments are listed on the class schedule below.

B. Exams:

There will be two objective exams in this class, one midterm and one final exam. The questions on the pre-test will serve as a basis for part of the mid-term and final exam. Both exams will be administered on Blackboard. **These exams are based on a rotating bank of questions so that no two students will have the same exam questions.** In addition, for the final exam, students will be able to write and answer 15 questions that they will submit individually. Please see below for complete directions.

C. I will be using Blackboard for exams in this class and **all class members are REQUIRED to sign onto Blackboard by August 31st and check it weekly (at a minimum).** This allows me to have instant communication with everyone in the class. **Students will also be required to post a brief introduction and picture of themselves and reply to one ungraded discussion board by August 31st.** Although these assignments are ungraded, **they are required.**

D. Participation in 4 online class discussions will be required. In addition, for each discussion, students must also respond to at least 2 other students. A grading rubric for all discussion boards is posted on Blackboard.

E. You can also earn extra credit towards your final grade if you participate in a meaningful way and contribute to more than the 4 required discussions. We will discuss this more fully at the class orientation and the credit granted for extra posts is posted on Blackboard.

VII. Evaluation and Grading

Your final grade will be based on:

Discussions	20%	(4 discussions @ 5% each)
Midterm	30%	
Final exam	50%	

Missed due dates for the required discussion boards will result in a grade of 0 (zero) for the missed board. Late submission or missed due dates for the exams or the self-written questions will incur a penalty of 5 points subtracted from the grade for each day late. Failure to post to the two required ungraded boards by the due date will result in a formal action plan.

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

Please refer to the UH Graduate and Professional Studies catalogue for the university policy regarding a grade of “incomplete.” Incompletes will be given only in accordance with this policy.

VIII. Consultation

My office is on the third floor of the Social Work Building, room 311, and my office phone number is (713) 743-8103. Scheduled office hours are listed at the top of this syllabus and are also posted outside my office door. Other hours can be arranged by appointment. My E-mail address is srobbins@uh.edu

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Americans with Disabilities Statement:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

Class Schedule and Assignments

Aug. 23 Required Class Orientation 2-5 PM SW auditorium 101
A pre-test will be distributed at this orientation. In addition, Blackboard participation, and the mid-term and final exams will be discussed in detail. **All students who are registered for this class must attend this mandatory orientation.** Students who do not attend will be dropped from the class.

Recommended Viewing Week

Aug. 25 Lecture 1: Drugs of abuse and motivations for use: Dr. Susan Robbins Kuhn, et al. Introduction; Just Say Know; Drug Quiz; Alcohol; Robinson & Scherlen, Ch. 1

Aug. 31 **Last date to sign on to Blackboard and post a picture and introduction and post to Ungraded Board #1**

Sept. 1 Lecture 2: Pharmacology and drugs of abuse: Dr. Susan Robbins Kuhn, et al. Caffeine, Ecstasy; Hallucinogens; Robinson & Scherlen, Ch. 2; McNeece & DiNitto Ch. 1

Sept. 8 Lecture 3: History of Drug and Alcohol Control: Professor Buford Terrell Kuhn, et al. Herbal Drugs, Inhalants, Marijuana; Robinson & Scherlen, Ch. 3; McNeece & DiNitto Ch. 2

Sept. 15 Lecture 4: Economic and Legal Issues: Dr. Malcolm Skolnick Kuhn, et al. Nicotine, Opiates; Sedatives and Legal Issues; Robinson & Scherlen, Ch. 4

Sept. 22 Lecture 5: Cultural Factors in Drug Use & Abuse: Dr. Luis Torres Kuhn, et al. pp. Steroids, Stimulants; McNeece & DiNitto Ch. 11

Sept. 29 Lecture 6: Drug Use, Misuse, Abuse and Addiction: Dr. Susan Robbins Dual Diagnosis: Professor Sheree' Ahart

Kuhn, et al. Drug Basics. Addiction; McNeece & DiNitto Ch. 3 & 13
Robbins, chapter on Blackboard in the readings folder

- Oct. 5-6 **MIDTERM EXAM on Blackboard will be available from 5 AM on Sunday, October 5th through 11:30 PM, Monday, October 6th. It will cover the pretest questions, all lectures and all readings in Kuhn et al., through October 6th.**
- Oct. 6 Lecture 7: Appropriate Medical Use of Drugs vs. Abuse; Use of Opiates for Pain Management: Dr. C. Stratton Hill
McNeece & DiNitto Ch. 5; Robinson & Scherlen, Ch. 5
- Oct. 13 Lecture 8: Drug Use & HIV/AIDS/STIs; Prevention and Treatment Issues with Gay Men and Lesbian Women: Professor Mende Snodgrass
McNeece & DiNitto Ch. 12; Robinson & Scherlen, Ch. 6
- Oct. 20 Lecture 9: Legal and Judicial Perspectives on Illegal Drugs: Judge John Delaney and Russ Jones (retired police officer and undercover narcotics agent)
McNeece & DiNitto Ch. 14-15; Robinson & Scherlen, Ch. 7; Earlywine, chapter on Blackboard in the readings folder
- Oct. 27 Lecture 10: Adolescent Drug Use and Abuse: Dr. Susan Robbins
McNeece & DiNitto Ch. 9 & 10
- Nov. 3 Lecture 11: Drug policy reform: National and International Perspectives: Drug Policy Forum of Texas
McNeece & DiNitto Ch. 8
- Nov. 10 Lecture 12: Current Policy & Treatment Issues: Dr. Malcolm Skolnick
Robinson & Scherlen, Ch. 8
- Nov. 17 Lecture 13: Prevention, Treatment, Relapse Prevention & Aftercare: Dr. Susan Robbins
McNeece & DiNitto Ch. 6, 7 & 16
- Nov. 26-29 **Thanksgiving Break**
- Dec. 1 Lecture 14: Prenatal and Neonatal Effects/Treatment with Women - Dr. Ronith Elk
- Dec. 5 Self-written questions due (see instructions below). Submit your 15 self-written questions for the final exam by 11:30 PM on Friday, Dec.**

5th via email as an MS Word .doc or .docx ATTACHMENT to
srobbins@uh.edu
DO NOT submit this to me on Blackboard

Dec. 6 **Optional in-class meeting for course evaluations and exam preparation 12:30-2:30 PM and 3–5 PM Room TBA**

Dec. 9-10 **FINAL EXAM on Blackboard will be available from 5 AM on Tuesday, Dec. 9th through 11:30 PM on Wednesday, Dec. 10th**

INSTRUCTIONS FOR SELF-WRITTEN QUESTIONS FOR THE FINAL EXAM

Here are some explicit guidelines for the questions that each of you will write for your own final exam and **students are expected to follow all of these guidelines** to receive full credit:

Each student should submit 15 questions with answers and sources (i.e. taken from the class lectures, required textbooks and readings) for the final exam. The questions must be numbered, typed and use double spacing between the questions and answers. Please use an Arial 12 point font and insert numbers on the pages. The questions can be short answer (fill in the blank), multiple choice, or true/false. **At least eight (8) questions must be multiple choice.** You MUST include the question, the answer and the source (including page # or lecture # including the time stamp and/or PowerPoint slide #. If using Kindle, include the location # on the bottom of the page.) **Use the exact format shown below.** (Points will be subtracted if this format is not followed).

Examples:

1. According to Kuhn et al., most smoking cessation programs help people to quit and most do not return to smoking. T or F

Answer F (Kuhn, et al. pg. 183)

2. Barbiturates fall into which category of drugs:
 - a. opiates
 - b. sedatives
 - c. steroids
 - d. hallucinogens
 - e. stimulant

Answer B (Kuhn, et al, pg. 203)

3. According to Dr. Robbins' lecture on prevention and treatment, what factors contribute to drug use and abuse? _____, _____, and _____.

Answer: predisposing influences, enabling influences, and reinforcing influences. (Dr. Robbins, lecture 13 PowerPoint slide #2)

There is no need to include a cover page. Just **be certain to put your name and email address at the top of the first page** and **email this to me as an MS Word .doc or .docx attachment**

This is a comprehensive final exam, **so I expect the questions to reflect a full range of the course lectures and books.** Points will be subtracted if all three textbooks are not reflected in your questions. It is OK to draw more heavily from some sources and/or lectures than others, but I do expect a set of questions that reflects the material that we have covered for the entire semester. I also expect the correct page numbers to be reflected on your answers and the names of the authors and lecturers to be spelled correctly. Points will be subtracted for incorrect page numbers and misspelled names.

As I told everyone at the first class, **if there are contradictions about specific drugs in the information presented in Kuhn et al., and McNeece & DiNitto, the Kuhn text is the one that contains the accurate information.** Please remember this when you are writing your questions and use only the assigned chapters from McNeece & DiNitto.

Your 15 questions will be worth 2 points apiece, for a total of 30 points on your final exam grade. **You are expected to carefully proofread your questions and answers before submitting them.** No rewrites will be permitted. Points will be subtracted for incorrect answers, partly incorrect answers and failure to follow all of the guidelines above.

References

Austin, J., Bruce, M.A., Carroll, L, McCall, P. L., and Richards, S.C. (2001). The use of incarceration in the United States: National policy white paper, American Society of Criminology National Policy Committee. *The Criminologist*, 26 (3). 14-16.

Baum, D. (1997). *Smoke and mirrors: The war on drugs and the politics of failure*. Boston: Little, Brown.

Becker, D. (2014). *To end the war on drugs: A guide for politicians, the press and public*. Houston, TX: DTN Media.

Cohn, J. (2001, May 24). Drug education: The triumph of bad science *Rolling Stone*. Retrieved July 12, 2002, from <http://www.cerd.org/press/press13.html>

Drucker, E. (1998, Jan./Feb.). Drug prohibition and public health, *Public Health Reports*. U.S. Public Health Service. Vol. 114.

Earleywine, M. (2005) *Understanding marijuana: A new look at the scientific evidence*. New York: Oxford University Press.

Friedman, M. (1998, January 11). There's no justice in the war on drugs: Can our laws be moral if they have so racist an effect? *New York Times*, p. 19.

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Goode, E. (2007). *Drugs in American society* (7th Ed.). New York: McGraw Hill.

Gray, M. (2000). *Drug crazy: How we got into this mess and how we can get out*. New York: Random House.

Halpern, J.H., Sherwood, A.R., Hudson, J.I., Gruber, S., Kozin, D., & Pope Jr., H. G. (2011). Residual neurocognitive features of long-term ecstasy users with minimal exposure to other drugs. *Addiction*, 106 (4), 777-786.

Heyman, G. M. (2009). *Addiction: A disorder of choice*. Boston: Harvard University Press.

Jaynes, R. (2010). *Methadone: Bad boy of drug treatment: What works & what doesn't*. Parker, CO: Outskirts Press.

Johnston, L.D., O'Malley, P.M., Bachman, J.G. & Schulenberg, J.E. (2013). *Monitoring the future: National results of adolescent drug use- overview of key findings, 2008*. Washington D.C.: NIDA. Retrieved from <http://www.monitoringthefuture.org/pubs/monographs/mtf-overview2012.pdf>

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Rydell, C.P. & Everingham, S.S., (1994). *Controlling Cocaine* (Prepared for the Office of National Drug Control Policy and the United States Army). Santa Monica, CA: Drug Policy Research Center, RAND Corporation, p. xvi.

White, D. and Pitts, M. (1998). Educating young people about drugs: A systematic review. *Addiction*, 93 (10), 1475-1487.

Zimmer, L. and Morgan, J. P. (1997). *Marijuana myths marijuana facts: A Review of the scientific evidence*. New York: the Lindesmith Center.