

OGLALA LAKOTA COLLEGE

Department of Social Work
Syllabus: CD 113 Introduction to Drug Abuse

Course Number and Title: CD 113 Introduction to Drug Abuse

Credit Hours: 3

Course Location and Time:

Instructor and Contact Information:

Course Description: This material in this course will introduces you to the fascinating study of a wide range of mood-altering chemicals, both legal and illegal. You will learn about the symptoms that drugs produce, and about their effects on individuals. You will also explore various approaches to treating and preventing drug abuse and will consider their applicability to the Lakota community.

Prerequisites

STSK 093 or higher and Engl 093 or higher

Required Texts and Materials

Charles Ksir, Carl L. Hart, Oakley Ray, 2009, *Drugs, Society, and Human Behavior*, McGraw Hill, New York, New York

Supplementary Materials

Articles and audio-visual materials relevant to the subject as assigned by instructor

Descriptive Reading Load

Approx. 20 to 30 pages a week from text
2 to 3 pages from handouts
Research material for writing assignments

Types and Amount of Writing Expected

Weekly homework assignments and research paper

Lakota Perspective Provided Through

Examination of the effect drug abuse has on the Lakota Social System and values.

Applicable Policies:

Policies apply as per Student Handbook 2008-2009, including those covering tardiness, absenteeism, grievances, and more. Students are encouraged to refer to their copy of the Student Handbook for reference.

Guidelines and Expectations for student behavior

1. Regular class attendance and participation are expected. The class is based on lecture, class discussion and group activities. (POINTS MISSED THROUGH ABSENCES CANNOT BE MADE UP)
2. You should plan to complete the assigned readings prior to each class. Be sure to look up words that are unfamiliar to you but realize that some terms have specialized meanings in the field of psychology. Ask in class if you have not understood a term or idea. *Classroom etiquette: Come to class on time and be prepared.*
3. In class assignments and homework must be turned in on time
4. Take all quizzes
5. Take responsibility for your coursework

Intended Learning Outcomes

1. To learn how to identify the different classes of illicit drugs and their actions.
2. To understand the continuum of use and abuse, including the warning signs and symptoms of developing a drug problem.
3. To gain knowledge of the history of drug use and of drug regulation.
4. To learn how drugs affect the individual, the family, and the society
5. To understand cultural differences in consumption of drug.
6. Gain an understanding the terminology associated with drug use, abuse, and addiction
7. To learn the current DSM categories and other diagnostic standards associated with drug use
8. Understand drug metabolism and physiology
9. Become familiar with a base of knowledge on which to make informed decisions about the personal use of drugs.

Assessment Methods

For each week's topic, students should be able to demonstrate knowledge relating to the learning outcomes for the course either in writing or orally.

An "A" grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an "A" grade a student must go above and beyond the basic expectations for the course.

A "B" grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in the entire course assignments and demonstrates (at the very least) a strong grasp of the material.

A "C" grade at the undergraduate level means that a student is doing at least satisfactory work, and meets the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A "D" or "F" at the undergraduate level means that a student has missed more than 4 classes, did not complete the homework assignments, and received less than 65% on quizzes and exams.

Evaluation and Markings

Participation and attendance 10X15.....	150pts
Homework 10pts x 18.....	180pts
Quizzes 4 x 30pts each.....	120pts
Mid-term test.....	100pts
Final Exam.....	100pts
Presentation on a Drug.....	50pts
	total points 700pts

A=627 to 700

B=587 to 626

C=487 to 486

D=420 to 486

Suggestions to the Student

1. Keep up on your reading and homework assignments
2. Attend all classes and participate in class activities
3. Be willing and ready to share your ideas and knowledge with others
4. Ask for help if needed
5. Start early on writing assignments

Communication:

Students are encouraged to communicate freely with each other and with the instructor: in person, by phone, or e-mail; e-mail will be used for group mailings and all students are expected to have an OLC e-mail account.

Plagiarism:

Plagiarism is the term used when individuals “steal” other people’s intellectual productions. Copying other people’s written and spoken word and presenting it as your own fall under the heading of “plagiarism,” The minimum penalty for this is a grade of F in the work submitted without possibility of redoing the assignment. You must give credit to the author of an idea or piece of writing by appropriate references as footnotes and/or in your bibliography.

Incomplete Grades: Incomplete grades (I) may be granted under extraordinary circumstances.

Disputed Grades: Students may dispute a grade by following the policy as set out in the Student Handbook.

Make-up exams: Make-up exams must be arranged BEFORE the exam date, and can be taken only once.

Disclaimer: This syllabus is not a contract with the student and is subject to change if needed by the Instructor.

WEEK BY WEEK CALENDAR FOR TOPICAL CONTENT

The following is a guide. It is subject to change if needed.

Classes are held for 15 weeks. Follow the schedule below for each week of class. If you miss a class ask another student or the instructor for other assignments that may not be listed below.

1st class:

Reading: Homework: Read Chapter 1 and 2. Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Class Activities: Introductions of all class members. Review of syllabus and textbook. Discussion of student's expectations of the course and the Instructor's expectations of the students.

Learning Objectives: Understand the objectives of the course and begin to understand the impact drug use has on all aspects of society.

2nd class:

Reading: Homework: Read Chapter 3 Drug Products and Their Regulations and page 80 to 89 of Chapter 4 The Nervous System and bring 2 questions to class for discussion. Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Class Activities: Review of Chapter 1 Drug Use an Overview and Chapter 2 Drug Use as a Social Problem. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct

Learning Objectives: Develop an analytical framework for understanding any specific drug-use issue.
Apply four general principles of psychoactive drug use to any specific drug-use issue.
Explain the differences among misuse, abuse and dependence.
Remember several correlates and antecedents of adolescent drug use.
Describe correlates and antecedents of drug use in the terminology of risk factors and protective factors.
Discuss motives that people may have for illicit and/or dangerous drug-using behavior.
Apply four general principles of psychoactive drug use to any specific drug-use issue.
"Distinguish between the federal government's regulatory approach before the early 1900s and now.
Distinguish between acute and chronic toxicity and between physiological and behavioral toxicity.
Describe the two types of data collected in the DAWN system, and know the top four drug classes for emergency room visits and for mortality.
Understand why the risks of HIV/AIDS and hepatitis are higher among injection drug users.
Define tolerance, physical dependence, and behavioral dependence.
Understand that the scientific perspective on substance dependence has changed in recent years.
Differentiate between substance abuse disorder and substance dependence disorder using diagnostic criteria.
Debate the various theories on the causes of dependence.
Describe four ways it has been proposed that drug use might cause an increase in crime.

3rd Class:

Reading: Homework: Read pages 90 to 97 of Chapter 4 and Chapter 5 Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself. Study for Quiz 1 over chapters 1-3

Class Activities: Review Chapter 3 Drug Products and Their Regulations and the first part of Chapter 4 through lecture and discussion. The class will draw from the pool of questions and present the answers to the class. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct.

Learning Objectives: Discuss the role of reformist attitudes and social concerns in moving the U.S government toward drug regulations.
Understand the major purposes and influence of the 1906 Pure Food and Drugs Act.
Understand the evolution, major purpose, and influence of the 1914 Harrison Act.
Describe the process of approval for new pharmaceuticals.
Describe drugs and dietary supplements as defined by the FDA
Describe the historical sequence of controls on opioids, cocaine, marijuana, and other controlled substances.
Understand controlled substance schedules (I-V)
Explain the impact of mandatory minimum sentencing.
Explain what makes particular drug paraphernalia illegal.
Compare and contrast the major types of drug testing.
Explain how drug control efforts affect the federal budget, international relations, and the criminal justice systems.
Understand how psychoactive drugs alter communication among the billions of cells in the human brain.
Explain the concept of homeostasis.
Know the general properties of glia and neurons.
Understand and describe the action potential.

4th Class:

Reading: Homework read Chapter 6 Stimulants Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Class Activities: Quiz 1 over chapter 1-3 Review pages 90 to 47 of Chapter 4 The Nervous System and Chapter 5 The Actions of Drugs. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Understand how psychoactive drugs alter communication among the billions of cells in the human brain.
Explain the concept of homeostasis.
Know the general properties of glia and neurons.
Understand and describe the action potential.
Describe the roles of the sympathetic and parasympathetic branches of the autonomic nervous system and associated neurotransmitters.
Be able to associate important neurotransmitters with key brain structures and chemical pathways, and describe the major functions of the neurotransmitters.
Give examples of a drug that alters neurotransmitter availability and of a drug that interacts with neurotransmitters receptors.

Chapter 5

Explain why plants produce so many of the chemicals we use as drugs.

Distinguish among generic, brand, and chemical names for a drug.

Understand and describe the typical effects of drugs in each of six categories.

Understand the importance of placebo effects and the necessity of double-blind studies

Define and explain dose-response relationship, ED50, LD50, and therapeutic index.

Explain why pharmacological potency is not synonymous with effectiveness.

Compare and contrast the most important routes of drug administration.

Explain the potential influence of protein binding on interactions between different drugs.

Describe ways psychoactive drugs interact with neurons to produce effects in the brain

Explain the role of homeostatic mechanisms in pharmacodynamic tolerance and withdrawal symptoms.

5th Class:

Reading:

Homework: read Chapter 7 Depressants and Inhalants and Chapter 8 Medication for Mental Disorders Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Class Activities:

Review Chapter 6 Stimulants through discussion and lecture Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Discuss the history of cocaine and amphetamine use and how their rates of use are related.

Describe how cocaine hydrochloride and crack cocaine are processed from coca.

Describe early psychiatric uses of cocaine and its current use for local anesthesia.

Explain the concerns about the selective racial impact of federal sentencing requirements for crack vs. powder cocaine.

Compare and contrast the mechanism of action and route of administration of cocaine and amphetamine.

Discuss the dependence potential of cocaine and amphetamines.

Compare and contrast the supply sources for illicit cocaine and illicit methamphetamine.

Compare the chemical structure of amphetamine to the catecholamine neurotransmitters and to ephedrine.

Discuss the medical uses and names of new stimulant drugs.

Compare and contrast acute and chronic toxicity concerns associated with cocaine and amphetamines.

6th Class:

Reading:

Homework; read chapter 9 Alcohol Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself. Study for Quiz 2 over Chapters 4-7

Class Activities:

Review Chapter 7 Depressants and Inhalants and Chapter 8 Medication for Mental Disorders. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Give several examples of depressant drugs and describe the general set of behavioral effects common to them.
 Understand how concerns about barbiturate use led to acceptance of newer classes of sedative-hypnotics.
 Describe the differences in dose and duration of action that are appropriate for daytime anxiolytic effects as opposed to hypnotic effects of prescription depressants.
 Describe how the time of onset of a depressant drug relates to abuse potential and how duration of action relates to the risk of withdrawal symptoms.
 Describe the mechanism of action for barbiturates and benzodiazepines.
 Explain why it is not recommended that people use sleeping pills for more than a few days in a row.
 Describe several types of substances that are abused as inhalants.
 Describe GHB's typical dose range and behavioral effects, as well as its effects when combined with alcohol.

Chapter 8

Discuss the medical model of mental disorders and why many professionals oppose it.
 Describe the typical characteristics of anxiety disorders, schizophrenia, and mood disorders.
 Explain the historical context and the importance of the discovery of the phenothiazine antipsychotics.
 Recognize the names of a number of currently available antipsychotic drugs.
 Distinguish between conventional and atypical antipsychotics.
 Explain why it is simplistic to say that antidepressant drugs work by restoring serotonin activity to normal.
 Describe how lithium and anticonvulsant drugs are used in treating bipolar disorder.
 Describe arguments for and against giving prescription privileges to psychologists.

7th Class:

Reading: Discussion and lecture over reading and film: Homework read chapter 10 Tobacco and Chapter 11 Caffeine. Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself for both chapters

Class Activities: Quiz 2 over Chapters 4-7 Review Chapter 9 Alcohol. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Understand the production and approximate alcohol content of the major beverage types.
 Relate the history and effectiveness of temperance and prohibition movements in the United States.
 Describe recent alcohol consumption trends.
 Describe how alcohol is processed by the body.
 Understand how consumption rate and body size influence BAC and know the legal BAC.
 Discuss the likely role of GABA in alcohol's mechanism of action.
 Explain the role of the balanced placebo design in understanding alcohol's effects.
 Describe "alcohol myopia," acute alcohol poisoning, and alcohol's withdrawal symptoms.
 Describe the impact of alcohol on traffic fatalities.
 Discuss the role of alcohol in sexual behavior and violence.
 Discuss alcohol exposure vs. malnutrition in the effects of chronic alcohol use on the brain and liver.

Understand the role of AA in promoting the disease model of alcohol use on the brain and liver.

Discuss genetic influences on the risk of developing alcohol dependence.

8th Class:

Reading: Homework: read Chapter 12 Dietary Supplements and Over-the-Counter-Drugs and bring in examples for discussion. The examples could be personal, articles from newspapers or magazines, or TV shows or movies. Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself. Study for Midterm over chapters 1 through 9

Class Activities: Review Chapter 10 Tobacco and Chapter 11 Caffeine. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Describe how Europeans spread tobacco to America.
Explain the historical importance of tobacco to America.
Describe the history of anti-tobacco efforts and the tobacco companies' responses.
Explain the difficulties in marketing "safer" cigarettes as related to FDA regulation.
Describe the most important adverse health consequences of smoking and the total annual smoking attributable mortality in the U.S.
Understand the controversy over secondhand smoke as both a social issue and a public health issue.
Describe the effects of cigarette smoking on the developing fetus and the newborn.
Explain why smoking is not immediately lethal, in spite of nicotine's powerful toxicity
Describe how nicotine affects cholinergic receptors in the brain and throughout the body.
Describe the most common physiological and behavioral effects of nicotine.
Describe the roles of counseling, nicotine replacement therapy, and bupropion in smoking cessation.

Chapter 11
Describe the early history of coffee, tea, and chocolate.
Name the xanthines found in coffee, tea, and chocolate.
Describe the methods for removing caffeine from coffee.
Name the one plant from which hundreds of varieties of teas are produced.
Distinguish among the terms cacao, cocoa, and coca.
Describe the origin of Coca-Cola in relation to cocaine, caffeine, and FDA regulations.
Explain the caffeine content of "energy drinks" in relation to colas and coffee.
Describe the caffeine content of drugs like NoDoz and Vivarin.
Explain how caffeine exerts its actions on the brain.
Describe the time course of caffeine's effects after ingestion.
Describe caffeine's withdrawal symptoms
Discuss the circumstances in which caffeine appears to enhance mental performance and those in which it does not.
Describe the concerns about high caffeine consumption during pregnancy.

9th Class:

Reading: Homework; read chapter 13 Opioids Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Activities: Take mid-term over Chapters 1 through 9. Review Chapter 12 Dietary Supplements and Over-the-Counter Drugs. Have the students present their examples. Assign each

student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Explain the legal distinction between drugs and dietary supplements, particularly with regard to health related claims.
Understand the implications of the 1994 Dietary Supplement Health and Education Act.
Recognize Saint John's Wort, SAMe, and ginkgo biloba as dietary supplements intended to have psychoactive effects.
Explain the concepts behind the terms GRAS and GRAE.
Name the only active ingredient allowed in OTC stimulants.
Explain the risks of PPA and ephedra, and describe how their removal from the market impacted OTC products promoted for weight loss.
Name the primary ingredient in OTC sleep aids.
Describe the benefits and dangers of aspirin.
Explain what is meant by NSAID and give some examples.
Name the four types of ingredients found in many OTC cold and allergy drugs and give a common example of each type.

10th Class:

Reading: Homework; read chapter 14 Hallucinogens Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself. Study for Quiz 3 over Chapters 10-13. Students are to choose a drug of choice or a addicted behavior and abstain from it for a week and journal the experience.

Activities: Review Chapter 13 Opioids. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Describe how opium is obtained from poppies.
List several historical uses for opium and describe early recreational uses of opium and its derivatives.
Explain the role of the opium trade in the wars between Great Britain and China in the 1800's.
Describe the relationship of morphine and codeine to opium and the relationship of heroin to morphine.
Explain how the "typical" opioid abuser has changed from the early 1900s to the present.
Describe how sources of supply for heroin have changed over the past 30 years and list the current major source countries.
Explain how opioid antagonists block the effects of opioid drugs.
Recognize that endorphins and enkephalins are endogenous opioids (and explain what is meant by "endogenous").
Describe three current medical uses for opioids.
Describe the typical opioid withdrawal syndrome.
Explain how people die from opioid overdose.
Describe the typical method of preparing and injecting illicit heroin.

11th Class:

Reading: Homework read Chapter 15 Marijuana Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Activities: Take Quiz 3 over Chapters 10 to 13. Review Chapter 14 Hallucinogens. Assign each student one of the learning objectives below and have them present their answer. In \$groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Explain why plants with psychoactive effects have been used in religious practices all over the world.
Differentiate phantastica and delirants, and recognize several examples of indole and catechol hallucinogens.
Describe the relationship of LSD to the ergot fungus
Discuss the early research and evidence on LSD for use in interrogation and in psychotherapy.
Understand what is meant by “hallucinogen persisting perception disorder.”
Describe the major active ingredient and some history of use of psilocybe, morning glories, avahuasca, peyote, San Pedro cactus, Amanita, and Salvia diyinorum.
Understand the chemical relationship among DOM, MDA, and MDMA.
Compare and contrast PCP effects with those of LSD.
Explain how anticholinergic hallucinogens act in the brain.
Compare stories about medieval witches using belladonna to contemporary stories about people using marijuana, LSD, or cocaine.

12th Class:

Reading: Homework read Chapter 16 Performance-Enhancing Drugs Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself.

Activities: Review Chapter 15 Marijuana. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Describe the relationship among marijuana, cannabis, and THC, and discuss different preparations of cannabis.
Describe how Europeans became exposed to the psychological effects of cannabis.
Explain how marijuana was described in the years leading up to the 1937 Marijuana Tax Act.
Discuss the legal status of marijuana in the U.S. since 1937, including current debates.
Draw parallels among the various scientific and medical studies on marijuana.
Describe the type of receptor THC acts on in the brain and compare the time course of smoked vs. oral THC.
List the two most consistent physiological effects of marijuana.
Discuss evidence for the abuse potential of marijuana and influences on the psychological effects of marijuana.
Describe the effects of marijuana use on driving ability, the lungs, sperm motility, and the immune system.
Describe the range of evidence relating to whether marijuana smoking leads to brain damage in humans.

13th Class:

Reading: Discussion and lecture over reading; Homework read Chapter 17 Preventing Substance Abuse and Chapter 18 substance Abuse and Dependence Complete the on-line quiz. Write out the vocabulary words in the boxes throughout the chapters. Complete the Check Yourself. Study for Quiz 4 over chapters 14-16

Activities: Review Chapter 16 Performance-Enhancing Drugs and Chapter 17 Preventing Substance Abuse. Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Relate historical uses of performance-enhancing drugs by athletes.
Describe the history of use stimulants to enhance performance.
Describe the development and current state of drug testing in sports.
Explain why the BALCO scandal received so much publicity.
Describe the performance-enhancing effects and primary dangers of stimulant drugs.
Distinguish between androgenic and anabolic effects of testosterone and other related steroid hormones.
Describe the desired effects and undesirable side effects of steroids in men, women, and adolescents.
Explain the effects of human growth hormone as well as its dangers.
Explain the effects of creatine.
Discuss the usefulness of dietary supplements in relation to their label claims.
Distinguish between education and propaganda programs based on their goals and approaches.
Describe two systems for classifying prevention programs: one based on stages of involvement, the other based on target populations defined by risk for drug use.
Describe the historical shifts in substance abuse prevention programs from the knowledge-attitudes-behavior model to affective education to anti-drug norms.
Explain how the social influence model for smoking prevention led to the development of DARE and similar programs.
Describe the outcome of research on DARE's effectiveness and how DARE America has responded.
List some examples of effective prevention programs that have been adopted as model programs by SAMHSA.
Give some examples of peer, family, and community approaches to prevention.
Describe the most consistent feature of workplace prevention programs.

Chapter 17

14th Class:

Reading: Homework: Study for final exam.

Activities: Review Chapter 18 Treating Substance Abuse and Dependence Assign each student one of the learning objectives below and have them present their answer. In groups of 2 have the students present the answers to the on-line quiz and explain why the answers are correct. Watch film and answer questions.

Learning Objectives: Discuss different types of treatment goals for substance abuse and how those goals relate to one's belief about the nature of substance abuse.
Describe the influence of Alcoholics Anonymous on substance abuse treatment programs for alcohol and for other substances.
Explain how motivational interviewing is used in conjunction with the notion of stages of change to better prepare people for treatment.

List the benefits and limitations of using contingency management to maintain abstinence.

Explain why drugs are sometimes used during the initial detoxification phase of treatment.

Discuss the three drugs that are available for use in treating alcohol dependence.

Describe the various forms of nicotine-replacement therapies and the use of Zyban in nicotine dependence treatment.

Explain both antagonist and substitution treatment for opioid dependence and list the most commonly used medication for substitution treatment,

Describe the status of development of medications for treating cocaine dependence and cannabis dependence.

Explain why, despite the well-known failure rates in substance abuse treatment, the book still concludes that these treatments are effective.

15th Class:

Reading:

none

Activities:

Final Exam and Film. Pot-Luck all papers are due