



Course 413 Drugs of Abuse

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Course Description

This course serves as an overview of the chemicals that are commonly being abused in our current society. It will address the classes of drug and the effect of each class of drug. It will discuss the common methods of administration, the speed of transmission to the brain and the neurological impact on the brain. There will also be a brief look at the treatment continuum of care.

Degree Program Outcomes

At the conclusion of this degree program, the student will be able to:

1. Understand and apply the history, philosophical and theological basis of movements of Christians serving the poor, the oppressed and urban communities.
2. Use spiritual care skills such as preaching, counseling, evangelism and discipleship in the urban context.
3. Lead others to accomplish the missions of the organizations with which they are affiliated.
4. Understand and apply principles from the various programs that are offered to people in the urban context including addiction recovery, community development, services to the homeless, women, youth work and family ministries.

Course Goal

The student will have an enhanced understanding what chemicals are commonly abused; the effects of chemicals on the body, and current trends and the addictive nature of chemicals. Students will learn the general effects of psychoactive stimulants such as cocaine and amphetamines, and depressants such as opiates, sedative-hypnotics and alcohol. Students will understand these drugs in the context of their classification, and history of use, abuse and addiction. Patterns of drug use will be examined starting from the effects of drugs on babies in the womb, to youth and adolescent use, to adult work place and military use, and finally to use and abuse patterns of the elderly. Treatment principles, options and effectiveness will also be examined in light of these patterns of use, as well as drug-specific treatments.

Course Objectives

After completing this course, students will:

1. Learn how psychoactive drugs are classified.
2. Gain historical perspective on drug use, abuse, taxation and regulation.
3. Understand how the brain processes psychoactive drugs.
4. Review theories of addiction and how heredity and environment impact addictive behavior.
5. Learn the general effects of psychoactive stimulants, depressants and other drugs of abuse.
6. Learn how compulsive and addictive behaviors affect the brain's reward pathways in much the same way as drugs.
7. Learn prevention concepts and methods as they have developed through history.
8. Understand the principles and goals of effective treatment.

9. Review drug specific treatment and treatment for specific populations.

Required Texts

Inaba, D. & Cohen, W. (2014). Uppers, Downers and All Arounders, 8th Ed. Medford, OR: CNS Productions, Inc.

Other reading materials will be provided in digital format throughout the course.

Course Outline

Week	Assessments
1	Objectives: <ul style="list-style-type: none"> • To introduce the student to the content and purpose of this course • To give the student an opportunity to become acquainted with the instructor and other students who are involved in this course • To get a brief overview of drugs of abuse
	Assignments: <ol style="list-style-type: none"> 1. Introduction to Professor and Syllabus Assignment 2. Read Chapter 1 of the textbook and complete the study guide Assignment 3. Introduce Yourself on the Class Forum 4. Write a Paper on the Addictive Process Assignment
2	Objectives: <ul style="list-style-type: none"> • Learn and understand the parts of the brain and brain function • Understand the workings of neurons and neurotransmitters • Introduction to the way chemicals affect brain functions
	Assignments: <ol style="list-style-type: none"> 1. Read Chapter 2. The Neurochemistry and Physiology of Addiction 2. Write a 2-3 paper about the Brain 3. Read the Study Guide on Tolerance write a 5-6 page paper 4. Class Forum. Comment on the wonders of our "createdness" and our Creator.
3	Objectives: <ul style="list-style-type: none"> • To develop an understanding of the chemical reactions of stimulants in the brain • To identify which drugs are considered to be stimulants • To understand the tolerance, withdrawal, origin and common names of each type of stimulant • To develop a useful electronic folder to include stimulants that can provide an easy access resource on drugs of abuse
	Assignments: <ol style="list-style-type: none"> 1. Read Chapter 3 of Downers and All Arounders and complete the study guide 2. Read Section entitled "Stimulants" from the Street Drugs book 3. Create a List of Drugs Classified as Stimulants 4. For this week's Class Forum post about local Meth Labs
4	Objectives: <ul style="list-style-type: none"> • To develop and understanding of the chemical reactions of Depressants in the brain • To identify which drugs are considered to be Depressants • To understand the tolerance, withdrawal, origin and common names of each type of Depressants • To develop a useful electronic folder including depressants that can provide an easy access resource on drugs of abuse
	Assignments: <ol style="list-style-type: none"> 1. Read Chapter 5 of the text - Downers. Alcohol

	<ol style="list-style-type: none"> 2. Create a List of Drugs Classified Downers. Depressants 3. Post to the Class Forum 4. Take the Midterm exam for this course.
5	<p>Objectives:</p> <ul style="list-style-type: none"> • To identify which drugs are considered to be hallucinogens, club drugs or sports drugs • To understand the tolerance, withdrawal, origin and common names of each type of hallucinogens, club drugs or sports drugs • To develop a useful electronic folder including hallucinogens, club drugs or sports drugs that can provide an easy access resource on drugs of abuse • Develop an understanding of the five drug schedules. • Understand how these schedules indicate the severity of abusing certain drugs.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Learn More About the Controlled Substance Act 2. Learn More About the Controlled Substance Act 3. Create a Chart of the Schedule of Substances 4. Review the websites about regulation of drugs 5. Create a List of Drugs Classified Hallucinogens, Club Drugs, and Steroids
6	<p>Objectives:</p> <ul style="list-style-type: none"> • Review the types of performance enhancing drugs athletes use and abuse to “up their game.” • Learn how compulsive and addictive behaviors effect the brain’s reward pathways in much the same way as drugs. • Review the main compulsive behaviors classified as addictions.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 7 of the textbook and complete the Study Guide 2. View the Video Lecture about the Jellenik Chart 3. Research Benzodiazepines and share on the Class Forum
7	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn prevention concepts and methods as they have developed through history. • Review patterns of use in our current society. • Understand the principles and goals of effective treatment
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 8 from the textbook and complete the study guide 2. Report on Interview of Two Clients 3. Share your thoughts on what you learned this week on the Class Forum
8	<p>Objectives:</p> <ul style="list-style-type: none"> • Review treatment on a continuum from detoxification to outcomes and follow up. • Review drug specific treatment and treatment for specific populations. • Take the final examination for this course • Submit an evaluation of the course
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read the textbook and complete the final study guide 2. Three-page Paper on Theories of Addiction 3. Take the final examination for this course.

	4. Complete the Course 413 online Course Evaluation Survey.
Overall	Total estimated hours based upon 17 hours per week for 8 weeks

Forum Expectations

We expect that students will spend an estimated one-two hours to post one initial message, one hour to read posts from 5+ students (presumes that a student doesn't read every post), and an estimated 1 hour to post two reply messages. Forum grading will be based on the following items:

- Forum posts should be 200-400 words although these are not strict limits.
- Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum. Be sure to read the learning objectives.
- Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
- The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings
- Students are not required to use APA format for references in forum posts, but instead students are encouraged to hyperlink relevant information when possible.
- Grading rubric: forums use the same high level grading rubric as for the final project including
 - Content Knowledge (25%)
 - Critical Thinking (25%). Note that critical thinking is very different from criticism.
 - Communication (25%)
 - Application (25%)

Written Work

Except for Class Forum posts, all written assignments should be double-spaced using 11-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the Course Dropbox within Moodle. Every assignment should carry a filename that MUST include your name (Student Name) and the assignment number, e.g. Jan_Smith_Minor1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Deep familiarity with the biblical text will be appreciated as will the ability to showcase extensive theological reading and reflection and to critically examine an issue from many points of view.

Very informal or highly opinionated writing styles will be severely penalized. *Do not preach.*

Late Policy

Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.

- Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
- Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")
- All assignments and quizzes must be submitted by the week after the term ends or they will receive a failing grade

- Extensions: professors may grant an extension if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor's discretion.
- Applications for an extension should be sent to the professor at least 2 or more days before the due actual date. Extensions must be after a course ends submitted via the online extension request form. If an extension is granted, no other courses may be taken until that course is completed.

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by Friday of the tenth week of the course. No credit will be given for work submitted after this date.

This syllabus is subject to change without notice up until the first day of the semester. For more academic policies, please visit: <http://www.cityvision.edu/academic-policies>