



Drugs & Alcohol in Schools: Understanding Substance Use & Abuse

Instructor Name: Casey Jackson
Phone: (509) 891-7219
Office Hours: 9 a.m. to 5 p.m. PST Monday - Friday
Email: caseyj@virtualeduc.com
Fax: (509) 926-7768
Address: Virtual Education Software
PO Box 141106
Spokane, WA 99214
Technical Support: support@virtualeduc.com

Introduction

Welcome to *Drugs & Alcohol in Schools*, an interactive computer-based instruction (CBI) course, designed to give you a more comprehensive understanding of alcohol, drugs, and their influences in your classroom. *Drugs & Alcohol in Schools* provides a contextual framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. The course provides a basic historical perspective of substance use along with descriptions of biological, psychological, and social factors that comprise the disease of addiction. This program will help you better understand a multitude of complex dynamics that contribute to this biological and social phenomenon.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or business computer. Information on installation and technical support can be found, and will be covered in detail, in the User Guide section of your computer software.

Course Materials

Title: *Drugs & Alcohol in Schools: Understanding Substance Use & Abuse* ®
Author: C. Casey Jackson MSW
Publisher: Virtual Education Software, Inc. ©2001, Revised 2002
Instructor: C. Casey Jackson MSW

There is a \$25 replacement fee for CD-ROMs.

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a CBI distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge these materials or information will be used improperly.

Violations of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course, with application in work or work-related settings. The intervention strategies were designed to be used in the remediation of alcohol and drug-related behavioral problems with students, ranging in age from approximately 10 to 18 years. Some alterations may be needed if working with younger children.

Course Objectives

- To understand the history of alcohol and drugs in society and their impact on current beliefs in our culture
- To develop a basic understanding of the “biopsychosocial” nature of addiction
- To understand the disease concept of addiction
- To identify different drugs and their effects on the body
- To understand the effects of substance abuse on child development and family systems
- To develop a foundation of understanding of prevention, intervention and supports

Course Description

Addiction is defined as a “biopsychosocial” disease. *Drugs & Alcohol in Schools* will explore each of these three elements individually, and then, discuss their interactions and impact on the substance using person. The information will be further processed in order to more readily translate that information into practical application in the classroom. To establish a broader context for understanding substances and their addictive qualities, the course will begin with the “social” component of the “biopsychosocial” disease. This provides a backdrop that looks at the history of drugs and alcohol in society and what current societal perceptions prevail.

The second chapter of this course will address the biological and physiological basis of addiction. Starting with general drug classifications, we will study specific drugs and their effects. While understanding the properties of the drugs, we will further examine what happens to the basic physiology when chemicals are introduced. Finally, after understanding physiological reactions, we will explore how use progresses into addiction and the evolution of addiction as a “disease.”

The triad is complete as we examine the psychological factors impacting the disease. The main focus of this chapter is a brief study of child development and the impact on stages of development if the child begins using substances. Development will be discussed also in terms of impact due to parental use of chemicals. From these issues, we will further explore family roles and rules that emerge in the family system.

Since the course is designed to increase your understanding and awareness of drugs and addiction, the final chapter builds upon what you have learned and offers options for how to respond. These options look at how to most effectively and appropriately manage the effects of substance use as it impacts your students and classroom. A review of various support groups and resources that are available is included.

Student Expectations

As a student you will be expected to:

- Complete **all** information chapters covering *Drugs & Alcohol in Schools*, showing a competent understanding of the material presented.
- Complete all chapter examinations, showing a competent understanding of the material presented.
- Complete a review of any chapter on which your examination score was below 70%.
- Retake any chapter examination, after completing an information review, to increase that chapter examination score to a minimum of 70% (**maximum of three attempts**).
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Chapter Topics

Chapter 1: Introduction

- 1) Introduction
- 2) History
- 3) What are we facing?
- 4) Common Terms
- 5) Use, Abuse and Addiction

Chapter 2: A Journey into the Mind

- 1) Genetics
- 2) The Disease of Addiction
- 3) Neurochemistry
- 4) Neural System
- 5) Neurons, Axons and Dendrites
- 6) Neurotransmitters
- 7) Quest for Pleasure
- 8) Brain Circuits in Youth

Chapter 3: Substances and their Effects

- 1) Alcohol
- 2) Alcohol in the Body
- 3) Nicotine
- 4) Marijuana
- 5) Inhalants and Hallucinogens
- 6) Stimulants
- 7) Opiates
- 8) Marijuana

Chapter 4: Wrapping it up

- 1) What now?
- 2) What else can I do?
- 3) Conclusion

Examinations

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. After your third attempt, each examination will lock and not allow further access. Your final grade for this course will be determined by calculating an average score of all exams. This score will be printed on your final certificate. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam section before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

This course has two required writing components:

TO SAVE YOUR ESSAYS:

Macintosh: When you select the question or article you wish to write on, simple text or text edit will automatically be launched. When you are finished, simply click on FILE>SAVE. **Do not select SAVE AS.** You do not need to give the document a name before saving. When you are done, select FILE>QUIT. **You must quit before you write another essay.**

Windows: When you select the question or article, notepad will automatically launch. When you are finished, click on FILE>SAVE. **Do not select SAVE AS.** You do not need to give the document a name before saving.

1) Essay Requirement: Critical Thinking Questions

There is a *critical thinking question* for each chapter or section. You will do research on the question and write a brief essay upon relating it to the course content (and your personal experiences when possible). To view the questions, click on ESSAY REQ, then on CRITICAL THINKING QUESTIONS. You will see the questions, one for each chapter or section. Click on the question you would like to work on; this will bring up a screen where you can enter your essay. You must write a minimum of 500 words per essay.

2) **Essay Requirement: Journal Articles**

This task requires you to write a review of three journal articles of your choice on a topic related to this course. You may choose journal articles outside the instructor's selected list, provided the content of the article relates to the course and you provide the journal name, volume, date and critical information so that the instructor can access and review that article. You must write a minimum of 200 words for each essay. To view the instructor list of journal articles and write your essays, click on ESSAY REQ. The VIEW ARTICLE button will lead you to a document, listing articles the instructor recommends for your research. In the dialog box below that, click on JOURNAL ARTICLE ASSIGNMENT; this will expand the folder, which contains links to the screens where you can write your reviews. When you are ready to stop, click on FILE>SAVE. You may go back at any point to edit your essays. For more information on the features of this assignment, please consult the HELP menu.

Instructor Description

Drugs & Alcohol in Schools: Understanding Substance Use & Abuse was developed by Casey Jackson, who is a master's level clinician with state and national certification in clinical social work and a Chemical Dependency Counselor designation in Washington state. He has over 18 years of experience between the mental health and chemical dependency fields. His experience includes working in juvenile justice and child welfare as well as in chemical dependency treatment for adolescents and their families and with adults incarcerated in both state and federal prisons. He has consulted with school districts, presented on panels, presented to classrooms, and organized addicted teen speaking panels. He is currently on faculty at the Washington Institute for Mental Illness Research and Training through Washington State University.

Contacting the Instructor

You may contact the instructor by emailing caseyj@virtualeduc.com or by calling (509) 891-7219 Monday through Friday, 9 a.m. – 5 p.m. PST. When calling during office hours messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course CD, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section on your course disk.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number, it is printed on the CD label, your operating system and be seated in front of the computer at the time of your call.

Minimum Requirements

Macintosh Operating Systems

Mac OS 9.x or OS 10.x, 256MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Windows Operating Systems

Windows 2000, XP Home, Professional or newer, 256MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Please contact VESi if you have any questions about the compatibility of these systems.

Refer to the addendum included with your software package regarding Grading Criteria, Course Completion Information, Items to be Submitted, and where to send your completed information.

Bibliography (Suggested readings)

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