Human Services and Educational Leadership  
RHAB 4322: Advanced Chemical Substance Use and Abuse, section 600  
Fall 2023

Instructor: John Mlinar  
Office: Zoom meetings as needed  
Credits: 3

Course Time & Location: Online, D2L  
Office Hours: By appointment  
Email: mlinarjohn@gmail.com (preferred)

Prerequisites: RHAB 2322

I. Course Description:

RHAB 4322 Introduction to Alcohol and Other Dependencies surveys alcohol and other psychoactive chemical substances abused in our society. This course will enable you to become knowledgeable as to the implications of chemical dependency on the individual, family, and society. Students will examine historical perspectives and current trends in drug use and addiction, as well as the biological and environmental influences on the etiology of addiction and its treatment. Influences of public policy and advocacy on addiction and treatment will also be examined. The class is based on modules in D2L. Students have weekly reading assignments, are expected to take two examinations, write two papers pertaining to course material, and participate in weekly discussions. This course will differ from its prerequisite, RHAB 2322: Introduction to Alcohol and Other Dependency, through its more detailed overview of aspects of drug use and addiction, and will offer more evidence-based treatments which can be used in clinical settings.

This class will involve multiple discussions about drugs, including drug policy, drug history, the different classes of drugs (e.g., opioids, CNS depressants, etc.), and treatment options for addiction. There are many myths involved with drug use, and this course neither advocates for drug use nor makes any definitive statements about how you should or shouldn't engage with drugs. Discussion posts will not involve experiences with drugs nor support encourage drug use in any way. This class is meant to follow a scientific approach to drug use, which looks at the facts, history, and policy of drug use in a critical way.

PCOE Diversity Statement:  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes: Program Specific  
Through the activities in and objectives of RHAB 4322, students will become prepared, competent, successful, caring, and enthusiastic helping professionals. They will develop a sense of service, leadership, and professional and intellectual growth. Through regular attendance, assignments, and discussions related to the discipline, students will strive for academic excellence through critical, reflective, and creative thinking. Students will also have the opportunity for collaboration and shared-decision making. Through online interactions and course content, students will develop an openness to new ideas, culturally diverse people, and innovation and change. RHAB 4322 follows the mission, vision, and core values of the Perkins College of Education and Stephen F. Austin State University. Additional information on the Perkins College of Education’s Conceptual Framework and Vision, Mission, Goals, and Core Values can be found on the PCOE webpage.

Student Learning Outcomes: Course Specific  
Through regular online attendance, lectures, writing projects, exams, discussions, and practice activities, students will gain academic excellence within the subject area with an emphasis on lifelong learning and
development. This course will enable students to have a basic understanding of the use of substances and its treatment. Specific learning objectives are as follows:

*PLO 1 – Workplace Readiness*
Students will demonstrate the ability to work with people with disabilities in a real-world setting.

*PLO 2 – Disability and Society*
Students will demonstrate an understanding of the status of individuals with disabilities in society.

*PLO 4 – Public-Private Rehabilitation Process*
Students will demonstrate knowledge of the public and private rehabilitation processes.

*PLO 5 – Critical Thinking*
Students will learn to differentiate empirically supported rehabilitation practices from unsupported practices. Students will also develop awareness of the differences between practices that require the administration by trained professionals from practices that do not.

*PLO 7 – Communication*
Students will learn and understand how to talk to and communicate about people seeking rehabilitation services.

*PLO 8 – Evidence-based Practices in Rehabilitation*
Students will survey standard statistical concepts and recognize pseudoscientific practices among practices used in rehabilitation.

*PLO 9 – Groups of Illnesses and Disabilities*
Students will learn about the psychosocial aspects and gain an understanding of groups of illnesses and disabilities that are treated in rehabilitation.

*PLO 10 – Interviewing and Helping Skills*
Students will acquire effective interviewing and helping skills for use in rehabilitation and social service settings.

*PLO 11 – Substance Dependency*
Students will survey psychoactive chemical substances abused in our society and become knowledgeable about the implications of substance dependencies on the individual, family, and society. Students will also learn to screen people with alcohol use disorder.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements:

**Online Discussions**
Class participation will demonstrate knowledge of the text and/or other assigned readings. Students are expected to read the chapters assigned for the class discussion and to actively participate in and contribute to the learning process within the course (discussion of text/topics, demonstrations, and experiential activities). Because this is an asynchronous course, a substantial portion of your final grade will be determined by class discussion via D2L. These posts should adequately address all questions asked and be substantial in nature, not be just one or two sentences. Original posts (threads) made by students in response to questions should be at least between 100 and 200 words in length.

Response posts need to be substantial, and simply stating "I agree" is not considered substantial. Response posts should demonstrate that one has read the post and expand upon ideas, fill in omissions, or
ask questions that create additional discussion. Students are expected to respond to a minimum of two peers in a substantial fashion. Response posts must consist of at least one four-to-eight-sentence paragraph. The policy for this course is that you are expected to post your initial post before reading your peers’ posts. There is also no way that it can be determined what was posted before or after the deadline if you edit the post. It is possible to post a blank post and then go back and edit it later. To avoid issues and the grade of 0 for posts, do not edit posts. If you forget a reference or want to add to your post, then you can do an additional post. 200 points out of 750 points will be for discussion posts. It is impossible to pass this class without engaging in weekly discussion.

Weekly lectures will be available on Mondays per the calendar guidelines below, and each discussion will be available at the same time. You will have until Fridays at 11:59pm to create a thread for each discussion question posted by the instructor, and will have until the following Monday to complete responses to classmates. Discussion questions will draw from lecture material and readings from texts as well as articles assigned for reading. Please keep in mind that this is a reading-based class.

Twenty points of the possible 200 points for your discussion grade will be for the syllabus quiz.

Midterm and Final Exams
There will be two examinations approximate to the middle of the semester and finals week, composed of true/false, multiple choice, and short answer/essay questions. You will have access to notes and textbook given that this an online course; however, please note that tests will be intentionally more difficult given this access, and will be designed in such a way that you must study lecture material and read book material to ensure a high grade. Both exams will integrate lecture material as well as material from relevant texts and articles; the final exam will also have questions from Hart’s memoir, High Price.

Research Paper: Substance Use and Disability
Write a Using the format and headings listed below, read, summarize, and react to four peer reviewed articles published in professional journals on the subject of addiction or drug use and disability. Disability can refer to physical, intellectual, or mental health. The subject you choose is entirely up to you, so long as it integrates disability and drug use or addiction.

Do not use literature such as Psychology Today, Newsweek, Ladies Home Journal, etc. Make sure you narrow your topic so it isn’t too broad. Use research literature published in 2010 or later. Paper must be APA formatted: 1 inch margins, double-spaced, 12-point font, with the source cited at the top of the paper per the example below in a. Each paper will consist of stating the source (in APA format) at the top of the page, summary of the paper, your reaction, and a final summary. The subject should in a rehabilitation, psychology, or related field.

a. Source example (from the Purdue Online Writing Lab):

b. Summary: Limit the summary to one and one-half typed pages or less in paraphrased fashion. Do not copy the printed abstract or copy verbatim from the articles. State the focal topic, purpose, and conclusions of the article.

c. Reaction: This is the major focus of this assignment and is to represent your best effort in thinking and writing. In the space left following your Source and Summary, state the issue you are reacting to in the article and then provide your position on the issue. The reaction is to be a product of your critical thought and your conceptualization of the principles and issues explored by the article. Be sure NOT to make your reactions mere summaries of the material read. Your reaction may take any form you wish but it must be substantiated by a given rationale or belief system which you explain in the reaction. Some suggested reaction topics might include:
1) Key concepts you find most useful and why.

2) Some of the ideas or techniques you would want to include in your helping style and why.

3) Major limitations of the author’s presentation

4) Ideas with which you partially agree but would modify to some extent.

5) Ideas with which you disagree and why.

d. Final summary & reaction: This will come only after you have read and reacted to all four articles. As a final report, prepare a ONE or TWO page summary/reaction to the four articles. Please do not merely recap your individual article summaries; your goal here is to synthesize all four articles into a “big picture” summary and reaction. You may address any learning you gained from your reading, comment on the overall impression you now have about the topic, list areas needing further research, or other appropriate impressions.

Each of the four articles written about, including the final summary, should be no more than three typed pages. Paper Length: Cover page + (4 summaries & reactions X 3 pages) + 2 page final summary & reaction= 15 pages. Note: do not put an abstract at the beginning or reference page at the end.

Note 2: please use Purdue’s Online Writing Lab for instructions on APA format: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_form at.html.

Note 3: see the content section of D2L for an example paper indicating the APA and formatting guidelines I’m looking for.

Reaction Paper: Hart’s High Price
Write a paper providing your summary and reactions to Carl Hart’s book, High Price. The paper should be in APA format: double-spaced, 1 inch margins, 12 point font. You are not expected to cite the book in APA format when writing the paper; however, refer to specific chapters (e.g., “As mentioned in chapter 4…”) when summarizing or reacting to key points. The paper should have a cover page and be divided (with designated heading) into the following:

Cover page: Include your name, professor, class, and date

Summary: 1.5 pages

- Write an informative summary of the material, highlighting its main points and key supporting points.
- What is the main point or points the author is trying to say?
- How does he use data to support his points? Which studies referenced seem most pertinent to his thesis and why?
- In particular, pay attention to his personal experience in relation to drug use, his challenge of society’s understanding of drug use, and policy related to drug use; also pay attention to the author’s personal challenges with racism and how points about how racism and drug use are addressed.
- This is a collection of objective information presented in the book and your attempt at summarizing it; don’t write your reaction in this section.
Reaction: 2.5 pages

- What are your overall impressions with this work? What are the main ideas do you feel challenged your previous way of thinking?
- Do you agree with the author's thesis or main points he's trying to present? Why or why not?
- What are any criticisms you have of his main points?
- How is the work related to problems in our society and how could the author’s ideas be helpful in addressing society’s view of drug use and drug policy? What is your response to the author’s presentation of Rat Park near the beginning of the book, and how does this relate to the author’s overall points about drug use?
- How did this book change your perspective about drug use? Were there any conclusions or points you felt that the author didn't adequately support?

The questions above are meant to guide thoughtful, critical analysis of the text, which is what I’m looking for in grading it. Do not respond in copy-paste style to each question, e.g., list the question and then your response, or use direct quotations longer than one sentence more than five times throughout the paper.

IV. Grading:

Weekly Discussions (includes 20 point syllabus quiz) 200 points
Tests 300 points (150 X 2 tests)
Research paper 150 points
Reaction paper 100 points

Total 750 points

Grades:
A = 750 – 675 points
B = 674 – 600 points
C = 599 – 525 points
D = 524 – 450 points
F = <450 points
V. Tentative Course Outline/Calendar (dates indicate Monday as start of the week):

Reading Key For Texts: DSHB = Drugs, Society, & Human Behavior; TA = Treating Addiction
- All articles can be found in the content section

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>8/28</td>
<td>N/A</td>
<td>Self-introductions</td>
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<td>Syllabus Quiz</td>
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<td>9/4</td>
<td>DSHB ch 1: Drug Use Overview</td>
<td>Weekly discussion</td>
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<td>Article (1): History of Addiction</td>
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<td>9/11</td>
<td>DSHB ch 2: Drug Use as a Social Problem</td>
<td>Weekly discussion</td>
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<td>Article (2): Adverse Childhood Experiences Study</td>
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<td>9/18</td>
<td>DSHB ch 3: History of Drug Policy in the US</td>
<td>Weekly discussion</td>
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<td>DSHB ch 4: The Nervous System</td>
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<td>9/25</td>
<td>DSHB ch 5: The Actions of Drugs</td>
<td>Weekly discussion</td>
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<td>Article (4): Is Drug Addiction a Brain Disease?</td>
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<td>10/2</td>
<td>DSHB ch 6: Stimulants</td>
<td>Weekly discussion</td>
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<td>DSHB ch 7: Depressants &amp; Inhalants</td>
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<td>10/9</td>
<td>DSHB ch 8: Medication for Mental Disorders</td>
<td>Weekly discussion</td>
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<td>Article (5): Behavioral Addictions as Mental Disorders</td>
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<td>10/16</td>
<td>Midterm Exam (Available throughout the week)</td>
<td>Weekly discussion</td>
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<td>10/23</td>
<td>DSHB ch 9: Alcohol</td>
<td>Weekly discussion</td>
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<td>DSHB ch 10: Tobacco</td>
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<td>10/30</td>
<td>DSHB ch 13: Opioids</td>
<td>Weekly discussion</td>
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<td>DSHB ch 14: Psychedelics</td>
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<td>11/6</td>
<td>DSHB ch 15: Cannabis</td>
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<td>DSHB ch 17: Preventing Substance Use</td>
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<td>11/13</td>
<td>DSHB ch 18: Treating Substance Use Disorders and Drug Policy Alternatives</td>
<td>Weekly discussion</td>
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<td>Article (6): Decriminalization in Portugal &amp; Spain</td>
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<td>TA ch 18: Medications in Treatment</td>
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<td>11/20</td>
<td>HOLIDAY</td>
<td>Weekly discussion</td>
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<td>11/27</td>
<td>TA ch 4: Engaging</td>
<td>N/A</td>
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<td>TA ch 10: Motivational Interview</td>
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<td>Cognitive-Behavioral Therapy (no reading)</td>
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<td>12/4</td>
<td>TA ch 11: Behavioral Coping Skills</td>
<td>Weekly discussion</td>
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<td>TA ch 13: Contingency Management</td>
<td>Research paper due</td>
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<td>TA ch 14: A Community Reinforcement Approach</td>
<td>12/16 11:59 D2L</td>
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<td>12/11</td>
<td>Final exam</td>
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<td>(Available throughout the week)</td>
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VI. Readings (all are required):


Various articles and other readings will be available in the content section on D2L pertaining to the assignments for that week on the calendar. These readings will be up to you to complete and will be part of discussion questions as well as examinations.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical. The course evaluation process is completed electronically through mySFA. Although the instructor will be able to view the names of the students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. Course evaluations will be awarded 10 bonus points.

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

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**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes
fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFA Counseling Services  
[www.sfasu.edu/counseling](http://www.sfasu.edu/counseling)  
Tucker Building (Southeast corner of Raguet and East College streets)  
936.468.2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741