Introduction
Welcome to Drugs & Alcohol in Schools, an interactive computer-based instruction 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 school computer. Technical support information can be found, in the Help section of your course.

Course Materials (Online)
Title: Drugs & Alcohol in Schools: Understanding Substance Use & Abuse
Instructor: Dr. Michael Sedler
Publisher: Virtual Education Software, inc. 2001, Revised 2008, Revised 2010, Revised 2013

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 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 will 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 examination, after completing an information review, to increase that examination score to a minimum of 70% (maximum of three attempts). *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.
- Complete a course evaluation form at the end of the course.

Chapter 1: Introduction
Instructor Video
Introduction
History
What Are We Facing?
Common Terms
Use, Abuse and Addiction

Chapter 2: A Journey Into The Mind
Instructor Video
Genetics
Chapter 3: Substances & Their Effects
Instructor Video
Alcohol
Alcohol in the Body
Nicotine
Marijuana
Inhalants & Hallucinogens
Stimulants
Opiates
Performance Enhancing Drugs
Over the Counter and Prescription Drugs

Chapter 4: Wrapping It Up
Instructor Video
What now?
What else can I do?
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. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. Your final grade for the 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 before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Instructor Description
Dr. Michael Sedler has presented seminars and classes throughout the Pacific Northwest and Canada. Dr. Sedler has worked as an administrator, a behavior specialist, a teacher, and a social worker within the public school setting. Dr. Sedler is an adjunct professor for two universities in the state of Washington and has been a professor for a college in Georgia. He has been a consultant for governmental agencies and worked for a state correctional facility for juveniles and for a community mental health agency. His 15 years of public education experience combined with business experience increases his knowledge base for course delivery. He has presented in schools, hospitals, and residential settings, as well as for businesses in the public and private sectors.

Contacting the Instructor
You may contact the instructor by emailing michaels@virtualeduc.com or by calling (509) 891-7219 Monday through Friday, 8 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, 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 of your course.

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 located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.
Minimum Computer Requirement
Please refer to VESi’s website: [www.virtualeduc.com](http://www.virtualeduc.com) or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography (Suggested readings)


*Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.*

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