MIDDLE TENNESSEE STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK
SW 2750-D01: Introduction to Substance Abuse
[3.0 CREDIT HOURS]

Summer 2025 (S5A)

This course is delivered entirely online. The D2L course site will open no later than May 27, 2025.

Instructor Information

Instructor: Scott Coble | LMSW, CPRS
Office Location: ACB-161
Office Phone: 629.898.2477

Email Address: Scott.Coble@mtsu.edu (Please contact me directly at this email address and avoid using the D2L eLearn messaging system.)

Office Hours: There are no official office hours during the summer session. However, I have set aside time on Tuesdays and Thursdays from 9:00 AM to 2:00 PM for Zoom appointments, which can be scheduled based on student availability.

Students can expect to receive a response from the instructor within 48 hours of a student's email to the instructor unless notified of extenuating circumstances.

Course Information

Catalog Description

Introduction to Substance Abuse provides an overview of issues related to substance abuse. Addresses the role of social workers and other helping professionals, models of addiction, treatment and recovery. Introduces evidence-based intervention strategies and the effects of addiction on family systems and communities.

Course Description

This course provides an in-depth exploration of substance use disorders (SUDs), focusing on their theoretical foundations, individual and community implications, and strategies for prevention, treatment, and recovery across micro, mezzo, and macro levels. Students will develop introductory skills and self-awareness essential for careers in the helping professions, emphasizing ethical practice. The course fosters critical thinking and reflection to examine biases and perspectives surrounding substance use and its societal impacts. Through analysis of culture, diversity, and policy, students will explore the role of SUDs in promoting human rights and social and economic justice while advocating for systemic change.

Prerequisites

NA

Student Learning Outcomes

Upon successful completion of this course, the student will demonstrate an ability to:
1. Explain key theories associated with substance use disorders and their implications for individuals and communities.
2. Develop knowledge and introductory skills for prevention, treatment, and recovery at micro, mezzo, and macro levels of practice.
3. Demonstrate self-awareness in addressing substance use disorders and preparing for careers in the helping professions.
4. Utilize critical thinking and reflection to explore biases and perspectives related to substance use and its societal impacts.
5. Analyze the role of culture and diversity in substance use disorder prevention, treatment, recovery outcomes, policy, and practice.
6. Promote human rights and social and economic justice by evaluating policies and advocating for systemic changes related to substance use disorders.

Course Content Areas

   I.   Introduction to Substance Use Disorders (SUDs) and Historical Framework
  II.   Theoretical Foundations of Substance Use Disorders (SUDs)
 III.   Prevention, Treatment, and Recovery Practices
 IV.   Ethical Principles and Professional Practice
  V.   Critical Thinking and Reflective Practice
 VI.   Cultural and Diversity Considerations in SUDs
VII.   Policy and Advocacy in SUDs
VIII.   Self-Awareness and Professional Development

Experiential Learning Course (EXL)

This course is an experiential learning course that includes a hands-on learning project (applied learning, service learning, creative activity, teacher education, laboratory, co-op, or internship). MTSU's goal is to provide relevant real-world learning opportunities that will benefit students. This course will count toward the completion of the EXL Scholar Graduation Distinction. The EXL Scholar Distinction requires at least 16 credit hours of EXL coursework, including the 1-credit hour EXL 4000 course, which will be taken during the final semester. Additional requirements for the EXL Scholar Distinction include external experience and an internal MTSU-sponsored service activity. Students who qualify as EXL Scholars will receive cords for graduation and be recognized by President McPhee during the commencement ceremony, as well as a notation on the official transcript and a certificate for framing. For more information about the EXL Scholars Program, visit https://w1.mtsu.edu/exl/index.php. It is strongly recommended that you retain copies of all coursework, as it will be helpful if you wish to pursue the EXL Scholar Graduation Distinction.

- **EXL Su25 Assignment Overview: Support Group Reflection**

  The Support Group Reflection serves as this semester's Experiential Learning (EXL) assignment by providing students with a structured opportunity to engage in applied learning beyond the traditional classroom. Through participation in or observation of a support group setting, students critically reflect on the group dynamics, facilitation style, and the role of mutual aid in client support and empowerment. This assignment bridges theoretical course content with real-world application, encouraging students to connect social work competencies—particularly those related to engagement, assessment, and cultural responsiveness—with lived experiences. The reflection fosters integrative thinking, professional development, and the cultivation of empathy and self-awareness, all of which are central to EXL learning outcomes.

Course Materials

Students must have access to a computer and utilize the MTSU D2L portal.
The course-required textbook and APA manual may be purchased at https://mtsu.bncollege.com/

Required Textbook

Fisher, G.L. & Harrison, T.C. (2018). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (6th ed.). Pearson.

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Standardized Examination Requirements

The following are **required standardized examinations** for **all graduating seniors at MTSU**.

1. **General Education Core** - All university graduates must complete a group of introductory courses known as the General Education Core. Undergraduate students demonstrate their basic knowledge by taking a General Education exam the semester they graduate. MTSU's current General Education exam is the California Critical Thinking Skills Test (CCTST). The exam is given to all seniors who will graduate with a bachelor's degree. Test dates are scheduled during the summer, fall, and spring semesters. Testing sessions last approximately one hour online. The exam is online at the University Testing Center in the KUC. You will take this exam on your own time, not class time. For additional information, you may send an email to iepr@mtsu.edu.
2. **Area Concentration Achievement Test (ACAT)** - All graduating seniors at MTSU must take a Major Field Test. For social work, the Major Field Test is the Area Concentration Achievement Test (ACAT), which assesses content knowledge and retention by students after their major field of study. This is an online exam. **Students should schedule the above major field tests by visiting the website** https://w1.mtsu.edu/testing/online.php**.**

Students registered with the Disability Access Center (DAC) will need to check to see if they are eligible to waive both exams. To receive a waiver of exams, students must check with DAC at 615-898-2783 or dacemail@mtsu.edu. Additional information regarding these examinations can be found at https://w1.mtsu.edu/iepr/field_test.php.

Supplementary Reading

To complete many of the semester's assignments, students will be required to access websites, journal articles, and online videos. Supplementary materials and links will be posted in the content section of the D2L course.

Graduation Information

Additional graduation information may be found at https://w1.mtsu.edu/one-stop/index.php.

Academic Integrity/Misconduct

Please review the Academic Misconduct and information on Academic Integrity and Misconduct. Academic integrity is a hallmark of Middle Tennessee State University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used. Academic misconduct includes, but is not limited to:

1. Plagiarism: Plagiarism includes, but is not limited to, the adoption or reproduction of ideas, words, statements, images, or works from another source as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another academic exercise and uses it without proper citation of its reuse. Plagiarism also includes the unauthorized use of paraphrasing tools or "text spinners" and artificial intelligence software.

2. Cheating: Cheating includes, but is not limited to, using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating also includes unapproved collaboration, which occurs when a student works with others on an individual academic exercise without the express permission of the faculty member. Unapproved collaboration can also include but is not limited to, sharing of any physical or electronic papers, exams/quizzes, assignments, and/or posting of same to unauthorized websites.
3. Fabrication: Fabrication includes, but is not limited to, unauthorized falsification or invention of any information or citation in an academic exercise.

Academic misconduct includes using information online without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

The instructor will submit materials to an online service (Turnitin.com), which will review the work for plagiarism. The student should also review the report generated for each assignment and self-check for plagiarism. Information on correctly citing work is provided within the course modules or through the University Writing Center.

Student Evaluation

This course is delivered online, requiring students to engage actively in discussion boards and other interactive activities while staying up to date with assigned readings. Students are also expected to utilize information technology and services effectively. Evaluation methods may include participation, quizzes, exams, research projects, exercises, written assignments, discussion boards, and presentations.

Course Evaluation

The course is evaluated formally using the Middle Tennessee State University student evaluation of course format. In addition, students' individual suggestions and comments will be accepted. Faculty peer evaluation may be employed at the instructor's discretion.

Make-Up Policy

The syllabus and D2L provide a calendar of due dates for course assignments. Late assignments will not be accepted and will only be considered for extenuating circumstances. Discussion boards will not be re-opened.

Attendance Reporting

Class attendance is expected and will be monitored to keep the students on track. MTSU requires that instructors complete an attendance report for each course at midterm and the end of each semester. The student is also expected to participate in all interactive aspects of the course (in-class and online). For example, you must communicate with other students via email and chat discussion board exchanges. **Students are also expected to check their D2L email regularly for announcements and instructions regarding class assignments.**

Course Requirements

Class Attendance, Participation, and Professionalism

Students are expected to attend class and exhibit mutual respect, active involvement, and professional behavior and language in the course. Mutual respect and active participation are expected in class. Students are required to follow the Academic and Professional Standards of the University program of study. If the instructor notices a student's lack of participation trends, an in-person or virtual meeting may be called to address participation issues.

Required Assignments

There are six (6) assignment categories in the course. Unless otherwise specified, all assignments utilize the APA 7th edition format, and course assignments will be submitted in D2L. Students are required to use APA format for many of the assignments. If you are unfamiliar with the APA writing style, visit the library and get an APA manual or research APA official guidelines at the sites listed below.
http://www.apastyle.org   http://owl.english.purdue.edu/owl/resource/560/01/
http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html

Students should submit their assignments to the designated Dropbox in D2L. All files must be saved **in Microsoft Word format** (unless otherwise noted) and labeled as follows: Last Name First Initial Assignment Title (e.g., Coble S Reflection Paper 1). All other formats (PDF, Google docs, etc.) will receive an automatic grade of "0."

1. **Discussion Boards (100 points)** – Students are required to participate via D2L in four (4) online discussion assignments that include replies to peers' posts. These include:

   - Three (3) **course-material discussions** based on textbook readings and related content.
   - One (1) **current event discussion** focused on recent (within the past week to month) news stories related to substance use or addiction. Students must analyze the event from a community perspective—identify the affected population, describe relevant circumstances or outcomes, and connect the discussion to course materials. This post should focus on broader societal issues rather than personal or anecdotal accounts (e.g., analyzing the community impact of methamphetamine production rather than discussing a neighbor's arrest).

   One (1) ungraded introductory discussion will also be completed at the beginning of the course.

All discussions open on Sundays at 6:00 AM and close on Saturdays at 11:59 PM, unless otherwise specified in the course schedule. Further details and instructions are provided in D2L.

2. **Quizzes (60 points)** – Students will complete **two (2)** quizzes based on textbook content and other relevant course materials found within each module in D2L. Quiz 1 covers material from Modules 1 & 2; Quiz 2 covers material from Modules 3 & 4. Quizzes are considered "open book," meaning students may reference their notes and course materials while completing them. However, all students are expected to maintain academic integrity by working independently. Collaboration, as well as the sharing of quiz questions or answers, is strictly prohibited.

   - The primary purpose of these quizzes is to reinforce critical thinking, content organization, and retention of key concepts. Each module includes a chapter "cheat sheet" designed to help students identify and review the core information most relevant to the quiz.
   - Quizzes are composed of multiple-choice questions. Each quiz will be available from Sunday at 6:00 AM through Friday at 11:59 PM, unless otherwise noted in the course schedule. Students have 90 minutes to complete each quiz. It is strongly recommended that students access quizzes directly through http://elearn.mtsu.edu, rather than through Pipeline MT, to avoid technical issues.
   - Be sure to save each answer as you progress through the quiz. If a disruption occurs (e.g., loss of internet or device crash), students can re-enter the quiz and resume with any time remaining and saved responses preserved.

3. **Reflection Papers (120 points)** – Students will complete four (4) reflection papers throughout the course. These assignments are designed to promote thoughtful integration of course content with personal insights and professional development. **Each paper must be 2–3 pages in length**, not including the APA 7 title page and References, and should total approximately **500 – 750 words**.

   Paper Assignments:

   - Cultural, Ethical, or Prevention Reflection
   - Support Group Reflection
   - Co-Occurring Disorders Reflection
   - Case Study Reflection

   Submission Requirements:

   - Submit each paper by the assigned due date to the designated Dropbox in D2L.
   - Papers must be submitted in **Microsoft Word format (.doc or .docx)**.
     Submissions in any other format (e.g., PDF, Google Docs, Pages) will receive a grade of "0."
   - Include a correctly formatted **APA 7th edition title page** and **References page**.
   - Use bolded section headers aligned with APA 7 guidelines (see: APA Headings Guide).
   - Review the specific assignment instructions in D2L for any paper-specific requirements.

Paper Format Guide:

- **Title (APA formatted; do not label as "Introduction")** – *Approximately 50-75 words*
  Introduce the topic and purpose of the paper with a clear thesis statement.
- **Summary of Key Concept** – *Approximately 100-125 words*
  Provide a concise topic overview, highlighting key theories, concepts, or course materials.
- **Personal Reflection** – *Approximately 150-200 words*
  Explore your personal response to the topic, including how it relates to your beliefs, experiences, or values. Discuss what you learned and how your perspective may have changed.
- **Connection to Course Content** – *Approximately 125-175 words*
  Relate your insights to specific theories, readings, or discussions from the course. Use one or more examples to demonstrate how the course content supports your reflection.
- **Conclusion** – *Approximately 75-100 words*
  Summarize your key takeaways and explain how this reflection will inform your personal growth or future professional practice. Do not introduce new material.

4. **Participation (30 points)** – Students are expected to engage with both the instructor and peers through two (2) required Zoom meetings, each worth 15 points.

   1. **Zoom Meet & Greet (Beginning of Term):**
      Students should attend the scheduled Meet & Greet session as listed in D2L and the course outline.
   2. **Mid-Semester Zoom Check-In:**
      Students should attend the scheduled Zoom Check-In meeting at midterm (date/time posted in D2L and the course outline).

   Note: If students are unable to attend either or both sessions, they must:

   - Watch the posted Zoom recording (available in D2L the day after the meeting).
   - Submit a **½–1 page review** summarizing the key topics discussed. APA formatting is not required; bullet points are acceptable.
   - Upload the summary to the designated Dropbox folder by the posted deadline.
   - The grade will be based on how thoroughly the student summarizes the key components discussed during the respective Zoom meetings.

   This participation component is designed to promote engagement and foster connections, core principles of the social work profession.

5. **Literature Review Paper (100 points)** – Students will complete one (1) literature review focused on a population, issue, or concept related to the prevention, treatment, or recovery aspects of substance use disorders. This assignment is designed to help students analyze and synthesize research literature in the field.

Assignment Requirements:

- Select three (3) peer-reviewed journal articles that present **original research** (qualitative or quantitative).
- Articles must be published within the past **ten (10) years**.
- Opinion pieces, review articles, or non-research-based materials will **not** be accepted.
- Topics must be relevant to **substance use disorders**, focusing on prevention, treatment, or recovery.

Submission Guidelines:

- **Format:** APA 7th edition, including a properly formatted **title page** and **References page**. *Note: a Literature Review does NOT necessarily have to utilize headers.* (See the sample Literature Review that is under Resources in D2L.)
- **Length:** 1,200–1,600 words (approximately 4–6 pages), not including the title or References pages.
- **File Type:** Submit as a **Microsoft Word (.doc or .docx)** document only. *Submissions in other formats (e.g., PDF, Google Docs) will receive a grade of "0."*
- **Due Date:** Upload to the designated Dropbox by the posted deadline in D2L.

Required Sections:

- **Title (APA formatted; do not label as "Introduction")**
  Provide a concise introduction to the topic and purpose of the review.
- **Purpose of Assignment**
  Briefly explain the focus and relevance of the selected topic (e.g., population, issue, or concept) and its importance in substance use prevention or recovery work.
- **Overview of Selected Articles**
  Introduce the three selected articles and explain how they relate to the topic. Clarify why they were chosen.
- **Article Summaries (one per article)**
  For each article, address the following:
  - *Topic and Population of Focus (50–75 words)*
    Identify the primary subject and population being studied.
  - *Intervention Studied (50–75 words)*
    Describe the prevention or treatment method evaluated.
  - *Methodology (75–100 words)*
    Summarize the research design, sample, and data collection methods.
  - *Findings (100–150 words)*
    Highlight key results and contributions of the study.
  - *Limitations and Implications (50–100 words)*
    Discuss research limitations and implications for future practice or study.
  (Repeat this structure for all three articles.)

- **Conclusion**
  Summarize key insights and implications for practice in social work or behavioral health settings. Emphasize the continued need for evidence-based research on substance use disorders. *Do not introduce new information.*

6. **Final Exam (90 Points)**
The final exam serves as a comprehensive assessment of each student's ability to integrate and apply the core concepts, theories, and frameworks explored throughout the course.

- The exam will include two parts:
  - **Part I: Objective Section (30 points)** – This portion will consist of multiple-choice, true/false, and/or matching items. Each question is worth 1 point, totaling 30 points.
  - **Part II: Essay Section (60 points)** – Students will choose up to three (3) essay prompts from a set of six (6) provided. Each essay is worth 20 points. Responses should be approximately 2–3 well-developed paragraphs per question, written in narrative form. Essays should demonstrate critical thinking, depth of analysis, and synthesis of key course concepts. While APA 7th edition formatting is not required, responses must be clearly written and well-organized to reflect academic comprehension.
- The final exam will be administered through the **Quizzes** section of D2L. It will open on **June 26 at 6:00 AM** and close on **June 27 at 11:59 PM**. Students may complete the exam at any time within this window. The same academic integrity policy as with the other quizzes during the semester applies.

Grade Distribution

Discussion Boards (1 ungraded; 2 course-related; 1 current-events @ 25 points each)	100 Total Possible Points
Quizzes (2 @ 30 points each)	60 Total Possible Points
Reflection Papers (4 @ 30 points each)	120 Total Possible Points
Participation (2 Zoom meetings @ 15 points each)	30 Total Possible Points
Literature Review	100 Total Possible Points
Final Exam	90 Total Possible Points
	500 Total Possible Points

- The student's final grade for the course will consist of points earned in all assignments, discussions, and any extra credit attempted.
- There are **500** total points possible in this course. The grading scale contains the point value that accompanies the letter grade.
- Note that grades are related to and reflect the expected learning outcomes of the course. **Students must earn a grade of "C-" in this course to graduate with a degree in social work**.

Extra Credit (EC) Opportunities: Extra credit opportunities will be limited for this course; however, the instructor will notify students through the News Feed/Bulletin Board of any possible opportunities should they arise. However, if you decide to email the instructor requesting **five (5) extra credit points**, there's a good chance your request will be granted. More importantly, this is a way for the instructor to see who is thoroughly reading the syllabus from start to finish.

Grading Procedure

Assignments allow students to apply the course material, with grades reflecting both task completion and the quality of work. The grading scale for all assignments is outlined in Table 1:

Table 1. *Grading Scale for All Assignments*

Points	Percentage	Letter Grade
450-500	90-100	A
400-449	80-89	B
350-399	70-79	C
300-349	60-69	D
≤ 299	≤ 59.7	F

Students must actively participate in discussion boards and complete all assigned readings and tasks. Unless otherwise noted, written assignments must follow APA 7th edition formatting and be submitted by the designated due date. All work should be carefully proofread before submission.

Grades are determined by participation in discussions, the quality and timeliness of assignments, and adherence to course requirements. As outlined in Table 1, final grades will be calculated based on the percentage of total points earned.

Use of Artificial Intelligence (AI) Tools

In this course, students are encouraged to use AI-powered tools (e.g., ChatGPT, Grammarly, or other writing assistants) as supportive resources during the early stages of the academic writing process. This includes:

- **Brainstorming** topics or ideas for assignments
- **Researching** for valid sources or identifying key concepts to explore further
- **Creating outlines** to organize content logically
- **Structuring papers** and developing thesis statements
- **Editing and revising** your own writing for clarity and coherence

The goal is to help students refine their own thinking, enhance their writing skills, and engage critically with course material. These tools should serve as aides—not substitutes—for your own academic work. All final submissions must represent your **original thought, analysis, and academic voice.**

Use of AI-generated content to write full or substantial portions of an assignment will be treated as a serious academic integrity violation. If an assignment appears to be written by AI or lacks signs of authentic student engagement, the student will be required to meet with the instructor. If the concerns are substantiated:

- The assignment will receive a **grade of "0"**
- The matter will be formally referred for review under **MTSU's Academic Integrity Policy**, which may result in disciplinary action, including appearing before an academic integrity board

This is a **Social Work course**, and therefore, the **NASW Code of Ethics** applies regarding standards of professional behavior, honesty, and academic integrity. Students are expected to uphold the ethical values of the profession in all aspects of their academic work.

Mid-Term Grades

The mid-term grade reflects the total points earned by mid-semester. For instance, if a student accumulates 147 out of 163 points by this time, their mid-term grade would be an A (147 ÷ 163 = 0.90 or 90%). Final grades will be calculated based on all points earned throughout the course.

Incomplete Grades

Incomplete grades are granted only in rare and extenuating circumstances. MTSU's Undergraduate Catalog states, "The grade I indicates that the student has not completed all course requirements due to illness or other uncontrollable circumstances, particularly those occurring near the end of the term. Simply failing to make up work or submit required assignments on time does not qualify for the grade of I unless the stated extenuating circumstances are deemed acceptable by the instructor." Please consult the Undergraduate Catalog under the Grades (Marking System) section.

Instructor Comments

Syllabus Changes

The instructor reserves the right to make changes to this syllabus as necessary. If changes are necessary during the term, the instructor will immediately notify students by posting both the notification and the nature of the change(s) on the course bulletin board.

Student Resources

Frequently Used Student Resources

Communication Guidelines

Communications—virtual and face-to-face—are expected to be free of microaggressions and racist remarks, actions, and behaviors. Microaggressions are comments or actions that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group, such as a racial minority (Merriam Webster, 2024). Even when unintentional, such behavior merits discussion and can be a learning opportunity for the entire class. I have provided examples of microaggressions.

Feedback

- A student can expect to receive a response from the instructor within 48
- hours of a student's email to the instructor unless notified of extenuating circumstances.
- A student should expect to receive weeks of the assignment deadline unless notified of extenuating circumstances.
- Assignments must be submitted to Dropbox and will not be accepted via email.
- A list of assignment deadlines is located on the calendar in D2L.

Email

Per the [Family Educational Rights and Privacy Act (FERPA)](#), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account (e.g., a Gmail or Yahoo). It will be vital that you:

- include a concise subject line, body, and closing in all of your emails (use standard fonts);
- avoid inflammatory (or antagonistic criticism) and avoid sending insulting, abusive, or threatening remarks;
- Remember that email is not necessarily private;
- Do not spam others;
- include a name on the signature line;
- Do not send large attachments without permission;
- Do not to use special formatting (such as centering, audio messages, tables, HTML, etc.); and,
- Respect the privacy of other class members.

Online Discussion Board Rules

- Respond to discussion topics or questions thoughtfully, timely, and thoroughly.
- Complete the initial post before responding to peers.
- Review the discussion threads thoroughly before entering the discussion.
- Be respectful and constructive in discussions. If you disagree, get curious and try to understand where the other person is coming from.
- Each initial post should be 100 to 250 words unless otherwise noted.
- See D2L for instructions for specific discussion boards and open and close dates.

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, and using the course website tools are encouraged to contact the [MTSU Help Desk](#) online (24/7) or at 1-615-898-5345.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website, https://w1.mtsu.edu/dac/index.php mailto:and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu. Accommodations are not provided unless they are approved in advance by the Disability Access Center.

Scholarship Information

The MTSU Scholarship Application opens each year on October 1, with a due date of February 15. Go to www.mtsu.edu/scholarships/opportunities and log in using your Pipeline MT username and password. Once logged in, complete the General Scholarship Application and the Supplemental Application, where social work-specific scholarship questions are located. To

learn more about the Department of Social Work awards and scholarships, visit https://w1.mtsu.edu/socialwork/scholarships.php.

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility.
For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed discriminated against, or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence, and stalking with the University's Title IX coordinator to help ensure students' safety and welfare. Please refer to MTSU's Title IX website for contact information and details.

Outreach and Support Programs

The MTSU community is committed to each student's academic achievement, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please get in touch with https://mtsu.edu/one-stop/outreach.php or 615-898-2808 or come by the MTSU Food Pantry at the MT One Stop or speak with your instructor to get the assistance and resources you need.

D2L Assistance

Students needing assistance with the D2L system must contact the support staff at 615-904-8189 or visit https://elearn.mtsu.edu.

Writing Assistance

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The University Writing Center (UWC) offers *free writing assistance* for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by

providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email dropbox and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. Check the Center website for hours. Access to online services is available 24/7. Additionally, students may refer to the MTSU James E. Walker Library website (https://library.mtsu.edu/home).

Tutoring

Student tutoring resources include the [University Computer Labs](#) and the [University Writing Center](#). Other tutoring resources are available on the [Student Support website](#).

MT Engage Training and Resources

Additional information can be found at https://w1.mtsu.edu/mtengage/student_resources.php.

The True Blue Pledge

[I am True Blue](#)
As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Revised January 16, 2020
FITC

SW 2750-D01 Introduction to Substance Abuse (Su25 – S5A)

Week / Module	Dates - Chapters	Assignments	Key Dates
Week 1 / Module 1	May 27 – May 31 Chapters 1–3	Course Opens; DB 1 Opens Introduction Discussion Due Zoom Meet & Greet, 6:00 PM DB 1 Initial Post Due DB 1 Closes / Replies Due	Tue, May 27 Wed, May 28 Thu, May 29 Thu, May 29 Sat, May 31
Week 2 / Module 2	June 1 – June 7 Chapters 4–6	DB 2 (CE) Opens DB 2 (CE) Initial Post Due C-E-P Reflection Due Quiz 1 (Modules 1 & 2) Due DB 2 (CE) Closes / Replies Due	Sun, June 1 Thu, June 5 Fri, June 6 Fri, June 6 Sat, June 7
Week 3 / Module 3	June 8 – June 14 Chapters 7, 8, 10, 11	DB 3 Opens DB 3 Initial Post Due Zoom Check-In, 6:00 PM Support Group Reflection Due DB 3 Closes / Replies Due	Sun, June 8 Thu, June 12 Thu, June 12 Fri, June 13 Sat, June 14
Week 4 / Module 4	June 15 – June 21 Chapters 9, 12, 13	DB 4 Opens DB 4 Initial Post Due Co-Occurring Reflection Due DB 4 Closes / Replies Due	Sun, June 15 Thu, June 19 Fri, June 20 Sat, June 21
Week 5 / Module 5	June 22 – June 27 Chapters 14, 16	Quiz 5 Due Case Study Reflection Due Literature Review Due Final Exam Opens Final Exam Due	Wed, June 25 Wed, June 25 Thu, June 26 Thu, June 26 Fri, June 27
A detailed schedule is provided in D2L. Readings will come from the textbook unless otherwise specified.			

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