

Office Hours: Because the instructor is an adjunct faculty member, he will be “sharing” an on campus office (see above). However, probably the only time I will be at that office will be immediately before and after class. Consequently, due to time constraints my main office is “off campus” at my private practice. This means that if you wish to meet with me personally, you will need to check with me after class or set up an appointment. Consequently, you may call me at my office, or at home IF it is for EMERGENCIES ONLY—Missed class or tests are **NOT** considered emergencies). Abuse of this privilege (calling my home) may result in a derogatory effect on your final grade. My private office address is: 561 E. Tabernacle, St George,

COURSE SYLLABUS

PURPOSE OF COURSE

This course is a social science general education “Elective” class, which means that it is one of several courses that satisfy the requirement of one of two courses taken in the social sciences area. It could possibly transfer to a post-secondary institution in the State of Utah as social science credit and may serve or act as a prerequisite to higher level classes, or assist in helping a student “test out” of a future “required” program class. For anyone looking to futuerey licence as an LSAC (Licensed Substance Abuse Counselor), this class would be most valuable.

SOCIAL SCIENCE PROGRAM OBJECTIVES

As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate an ability to examine human behaviors as a way of understanding the human condition.
2. Demonstrate an ability to identify the ideas, people and events that are generally thought to be important.
3. Develop points of view based on social scientific knowledge.
4. Exhibit elements of critical thinking and scientific methodology in examining human behavior as it relates to substance use, abuse and/or addiction or alcoholism.

COURSE OBJECTIVES

By the end of the academic semester, a student earning a transferable elective grade in social sciences will have met the minimum criteria of performance by attending all classes and:

- a. Completing ALL chapter examinations with an overall cumulative average score of 60 % or higher, not counting extra credit points.
- b. Completion of at least ONE research document which is written using APA format guidelines. (This requirement may be pre-empted and other written work substituted).
- c. Accumulation of total points from examinations, quizzes, and research which equals or surpasses sixty percent (grade of “D”) of the total points possible for the quarter.

SPECIFIC OBJECTIVES

A student who completes the substance abuse course shall be provided with a learning environment which should prepare them to:

1. Demonstrate an understanding of what constitutes use, abuse and addiction to various substances and become aware of the development, and awareness of appropriate terminology and gain a general informational base in this subject area, as measured by observation of presented oral and written communications during the course.
2. Demonstrate a recognition of major historical events and advances in the field of substance abuse, prevention, addiction and recovery as measured by proper identification of the contributor and an explanation of the contribution made by them.

SPECIFIC OBJECTIVES (continued)

- 3 Exhibit the elements of critical thinking and scientific methodology in examining human behavior. This will be measured by participation of student behavior, which demonstrates an awareness of critical thinking procedures, within the classroom, and by evaluation of written and oral statements.
- 4 Demonstrate a position of acceptance and/or reservation concerning the field of substance abuse, prevention treatment and recovery and the scientific and non-scientific or practical contributions offered in the explanation of human behavior. This will reflect the student's view of the knowledge of psychological, social, economic, and/or political theory in either oral or written expression of these ideas.
- 5 Present a level of competence which will allow the graduating general social science student to meet the entry requirements for other psychology courses which may require this course as a prerequisite.
- 6 Assist those who may have family or friends involved in the illicit use of addictive substances or behaviors and are seeking additional information as a way to help in the recovery of the user and themselves, either as a co-dependent or "significant other."

NOTICE

The study of human behavior invites subject areas which may be controversial and perhaps even antagonistic to your personal value system. It will be the responsibility of the instructor to present such areas with objectivity, dignity, and respect, yet without avoiding the controversial nature of the issues at hand. It is recognized that the instructor may present biases and perceptions despite attempts to be objective. The student of substance abuse/prevention must recognize this and formulate opinions which would exercise critical thinking. It is the responsibility of the student to recognize divergency of thought as a healthy condition of inquiry and to accept different perceptions as reality.

It is also possible that the study of substance abuse, addiction, and prevention, along with theories of human behavior, may be somewhat incompatible to your personal lifestyle, and a potential cause of feelings of intimidation or discomfort, perhaps even disgust. You are encouraged to meet with the course instructor, in private, discuss such trepidations and possible solutions. Or you may elect to withdraw from the course, whichever is more suitable. On the other hand, this instructor hopes that students will see the possibility of, or a viable opportunity which is not typically offered to the beginning student. Because the instructor is in the active practice of psychotherapy, including the educational and intense treatments of substance abuse, addiction and recovery, it is hoped that students will find the practical application of the concepts presented in the class to be intriguing and perhaps stimulating.

TEXT

Uppers, Downers, All Arounders, Seventh Edition, by Inaba, Dr. Darryl S., Cohen, William E., 2011, CNS Productions, Inc. Paul J. Steinbroner Publisher. For additional materials their website is: www.cnsproductions.com for those students who have access to a personal computer. This instructor freely admits that a conscientious effort will be made to place test questions in all tests that will NOT be readily available in the author's sixth or prior editions of the text. It is the instructor's opinion that obtaining your own text is imperative. Video presentations available from the authors website requires a log in number which is obtained after purchasing the text.

LECTURES

Lectures will parallel each chapter as indicated in the reading schedule. An attempt will be made to provide the basic concepts within each unit of reading along with relevant current literature on the subject. To maximize your learning efforts, the instructor feels that it is absolutely necessary for you to have read the chapter prior to its presentation in class.

It is assumed that you have achieved a reading level which allows you to comprehend the chapters in this textbook. The instructor may not follow the textbook, page by page, but will expect you to have thoroughly read each page in your preparation. You are encouraged to ask questions, should your understanding of the information not seem adequate. Again, chapters should be read before they are presented in class.

COURSE FORMAT, DAY TO DAY

The learning sequence for each chapter will be as follows:

preparation assessment: (quiz, survey, and/or spot check with students)

- classroom demonstration on one or more important aspects from the chapter
- explanatory lecture and discussion, theoretical issues
- practical application of theoretical concepts
- examination of chapter(s) by multiple choice questions

OUTSIDE REPORTS

At the discretion of the instructor, he may require a scientific report as one of the requirements for this course. You will complete library research which will reflect your ability to locate, read, abstract, compose and critique a research subject in substance abuse/prevention. This paper is more specifically identified as a ***Position paper*** which differs from a research paper in that you are allowed to choose a position, for or against the subject you have chosen, and present information to support your position. This instructor will suggest sources for research topics on the first day of class. the paper is to be written in APA format (instructor will provide a hand out of instructions the second week of class), with three references minimum. This report will be due on the 12th Monday of the semester. The paper will be graded with the following criteria:

Pass with Honors	20 bonus pts.	90% or higher	Honors	10 bonus pts.	80% or higher
Pass	5 bonus pts.	70% or higher	Fail	-10 pts.	60% or lower
				(may be resubmitted for "pass" credit only)	

*Papers receiving a grade of 69% or lower may be resubmitted, but will not be graded higher than 80%, however, they will receive 10 bonus points for effort.

Note then that reports will contribute to total points for the semester. Reports not received or are graded "fail" and not resubmitted, will result in a 10 point deduction from the accumulated points for the semester. In the event that the instructor elects NOT to require a research report, a series of exercises will be given to provide the student with an opportunity to examine the skills necessary to do written research in psychology.

ATTENDANCE

Attendance in this class will be consistent with policies established by the Instructional Services Council. At the present time, some form of roll call is mandatory. The instructor shall provide a class roll either on the bulletin board in front of the classroom or by passing a sign in list through the class. It will be the student's responsibility to check the days present. That being said, please note that it is this instructor's personal opinion that attendance should play a role in the determination of your final grade. Attendance shall be used to determine the final grade, as described as follows. The instructor shall call for impromptu or "pop" quizzes, worth 10 points each, during the term. These quizzes **CANNOT** be made up. Should you not be in attendance on those days, you can expect to suffer the loss of points. Quizzes will normally be given at the beginning of, or introduction of a new chapter. However, the instructor reserves the right to present quizzes at his own discretion and freely admits that he has a habit of giving quizzes at the beginning of class when students show a tendency to be tardy, or on days of excessive absenteeism. This is implemented as an effort to reward those who choose to be on time and always attend. Admittedly, it is this instructor's personal feelings that if he has to be here, you have to be here too, hence excessive absenteeism or tardiness will affect your final grade.

NOTE: **Attendance at the final examination time is mandatory. Failure to complete the final on the date and time indicated below under READING SCHEDULE will result in the loss of the final examination points and a penalty of 100 points deducted from points accumulated up to that point. Exceptional cases may be submitted to the instructor (in writing), and will require the approval of the Department Chairperson.**

GRADING

Your final grade will be realized by the cumulation of points totaled from all quizzes, outside reports, extra credit assignments, scores on weekly chapter examinations, and ATTENDANCE. The highest number of points amassed by a particular student for the semester will be the "Criteria of Mastery" shown below. In the event that no student performs at or above the 90% level of mastery, the present instructor will inform you of the grading procedure to be used in determining your grade. Your personal grade can be determined at any time during the semester by following this simple formula: Take the Total Points possible thus far, and then compare it to your total points accumulated thus far.....converted to a percentage. The average percentage converts to an estimated grade determined by using the following "averaged" criteria:

95-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	BELOW 60% = F
90-94 = A-	84-86 = B	74-76 = C	64-66 = D	
	80-83 = B-	70-73 = C-	60-63 = D-	

EXAMINATIONS

Examinations will be given on each chapter or series of chapters shown in the READING SCHEDULE below. The examinations will be multiple-choice and will be weighed as follows:

Take Home Exams	1 point per question
Final Exam	2 points per question

NOTE: All exams will be TAKE HOME exams, except for the Final Exam which will be an in-class exam.

Make-up Examinations: Great effort will be made to assess the student's progress in this course in an objective way. Make-up examinations will rarely be provided due to the fact that it negates the assessment objectively and fairness to students in attendance, and because it places an inappropriate workload on the instructor. If a make up examination is provided, it will be based on highly unusual circumstances over which the student has absolutely no voluntary control. It is the instructors intent that "make-up" exam be constructed to be more difficult than the regular exam. In instances wherein the student must miss an examination due to college sanctioned activities or approved absence as determined by the instructor, the examination must be completed before THE NEXT SCHEDULED EXAMINATION. No student shall apply for more than one late examination without a written statement to the instructor explaining the circumstances of the continued exception to the examination rule. Such examinations will be given at the testing center or at the instructors' private office. Makeup examinations cannot be made up during class periods.

EXTRA CREDIT

This instructor reluctantly admits that he has not discovered an equitable and fair procedure for allowing extra credit work. In the past, he has given credit for completing outlines and vocabulary lists for each chapter. But alas, this is not an extra credit function. The responsible student who wishes to earn a grade will normally do this anyway. So, the present instructor will compromise with the following:

1. You may elect to complete a position paper which will be based on three references and will be written using APA format. You could earn up to 20 points which would be added to your total accumulated score for the semester. These will be reported as bonus points on posted grade printouts.
2. Viewing a movie related to the use of drugs (the instructor will provide that list) and writing a 1½ -2 page critique of the movie with regards to the "feelings" that were elicited.
3. Bonus points may be earned for attendance at special, pre-announced lectures. You will be awarded 5 points per participation.
4. Specific opportunities which the instructor will make available during the length of the term.

These will typically include:

- a. involvement in "Red Ribbon Week," "Health Fair," "Career Day or similar activity.
- b. volunteer presentation of a relevant concept "in class." This may be individually presented or

EXTRA CREDIT (Continued)

- produced by a small group of students working together.
- c. assistance in scoring, recording, and reporting results of the drug and alcohol surveys.
- d. by invitation, possible involvement in some aspect of the instructor's private psychotherapy practice.
- e. attendance and participation at an all-day (Saturday) experiential "ROPES" course. This will require an additional fee, plus signing a "Release of Liability" waiver. Participants will be expected to bring their own lunch for the day. This would be an experience you would never forget, but is optional.
- f. the instructor will provide a list of selected movies which can be viewed, and a 1 1/2 page, (minimum), type-written, (double spaced) review can be turned in for 5 points each—if the review focus' specifically on the subject provided on the list by the instructor.

Regardless of the origin of points, the maximum number of points for extra credit (bonus points) **shall not exceed 30** points. All extra credit must be turned by the final day of regularly scheduled classes.

Our Tuesday evening classes will not be scheduled to be affected by any holidays other than Spring Break.

HOLIDAYS, RECESSES & Important Days to Remember

January 9, 2012	Classwork Starts.
January 10, 2012	First Day of Class for Psychology 2380
January 11, 2012	Last day to ADD Classes w/o instructor permit
January 16, 2012	Human Rights/Martin Luther King Jr Day - No School
January 18, 2012	Drop/Audit Fee Begins (\$10 Drop fee per class)
January 24, 2012	\$50 Late Registration/Payment Fee
January 30, 2012	Graduation Application Deadline
January 31, 2012	Pell Grant Census
January 31, 2012	Last Day for Refund.
January 31, 2012	Last Day to Drop Classes without receiving a "W" Grade.
February 1, 2012	Courses dropped for non-payment
February 3, 2012	Last Day to Add Classes
February 20, 2012	Presidents Day - No School
February 27, 2012	Mid-Term Grades Due
March 2, 2012	Last Day to DROP or AUDIT Classes
March 12-16, 2012	Spring Break
March 19, 2012	Summer Registration Open to Seniors
March 20, 2012	Summer Registration Open to Juniors
March 21, 2012	Summer Registration Open to Sophomores
March 22, 2012	Summer Registration Open to all students
April 6, 2012	Last day for complete withdrawal
April 16, 2012	Fall Registration open to Seniors (90+ Credits)
April 17, 2012	Fall Registration open to Juniors (60+ Credits)
April 18, 2012	Fall Registration open to Sophomores (30+ Credits)
April 19, 2012	Fall Registration open to all students
April 26, 2012	Class Work Ends (Thursday)
April 27, 2012	Final Exams Begin
May 1, 2012	Final Exam for this class
May 4, 2012	Commencement

Any and all materials covered in the Text and Lectures is eligible for the final exam, this includes any audio-video presentation during the semester.

*** Final Exam will be held in the regular classroom, 106 McDonald Bldg. at 5:00 PM on Tuesday May 1, 2012.**

IMPORTANT LINKS

Disability Resource Center - dixie.edu/drcenter

IT Student Help Desk - dixie.edu/helpdesk

Library - library.dixie.edu

Testing Center - dixie.edu/testing

Tutoring Center - dixie.edu/tutoring

Writing Center - dixie.edu/english/dsc_writing_center.php

DISABILITY STATEMENT

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516 M.

Dmail:

You are required to frequently check your dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on "Log in to student services" (upper right corner).

IMPORTANT NOTICE

It is this instructor's intent to support the policy of Dixie State College in that classrooms are considered to be "cellular free." This instructor is of the opinion that even with the cell phone on "vibrate" mode, to receive, check and especially "texting" during the class period is extremely rude. Please give me your respect and do not participate in this activity during the class period. This instructor reserves the right to lower your grade for violations of this request.

READING AND EXAMINATION SCHEDULE SUBSTANCE ABUSE/PREVENTION 2480-50 Spring 2011

Week One	January 10, 2012	Intro. to Class	Overview of Class & Introductions
Week Two	January 17, 2012	Chapter 1	History & Classification of Psychoactive Drugs
Week Three	January 24, 2012	Chapter 2	Heredity vs Environment
Week Four	January 31, 2012	Special Presentation	Brain Disease Concept of Addiction
Week Five	February 7, 2012	Chapter 3	Uppers-Cocaine
Week Six	February 14, 2012	Chapter 3	Uppers-Amphetamines-Tobacco -Caffeine
Week Seven	February 21, 2012	Chapter 4	Downers-Opiates & Benzodiazepines
Week Eight	February 28, 2012	Chapter 5	Downers-Alcohol (Possible film)
Week Nine	March 6, 2012	Chapter 5	Alcohol (Continued)
Week Ten	March 13, 2012	NO CLASS	SEMESTER BREAK
Week Eleven	March 20, 2012	Chapter 6	All Rounders (Other than Marijuana)
Week Twelve	March 27, 2012	Chapter 6	Marijuana (Possible film)
Week Thirteen	April 3, 2012	Chapter 7	Other Drug Addictions & Compulsive Behaviors
Week Fourteen	April 10, 2012	Chapter 8	Prevention
Week Fifteen	April 17, 2012	Chapter 9	Treatment (Possible Test today on this Chapter)
Week Sixteen	April 24, 2012	Chapter 10	Mental Health & Drugs (Probable Test today on this Chapter)
Week Seventeen	May 1, 2012	Final Exam	(Comprehensive-True/False (100 Question Test))