

REHB 461-Spring 2017

Introduction to Substance Use Disorders and Addictive Behaviors

Wednesdays, 9:00- 12:00

REHN Hall Computer Lab, Room 017, Basement

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I. COURSE DESCRIPTION

I am happy you chose to take this introductory course in the substance use disorders concentration offered by the Rehabilitation Counseling and Administration program. This course is an elective for rehabilitation counseling majors and a prerequisite for REHB 471, REHB 558 and REHB 566. An overview of a variety of topics related to substance use disorders and other addictive disorders will be presented. The topics will include the history of substance use disorder (SUD), neurobiology, theories of cause and development, classes and types of drugs, legislation, consequences, and related research and development. I am interested in having classes where we are reviewing things you don't know, vs. things you already know. That being said, some of you may feel you already know all there is about substance use disorders and its impact on the individual, others, and society. Even the most knowledgeable in the field do not know all there is to know about the complex issues surrounding addictions. New information and experiences are regularly being reported in this field. My intent is to channel that information to you. Whether you know a little or a lot, your interest in the topic indicates that you are in the right place

II. COURSE OBJECTIVES

Proficiency in the following course objectives will be determined by the instructor based upon the student's ability to demonstrate: a) professional behavior in class b) knowledge retention as evidenced by successful participation in groups discussions and completion of quizzes, c) knowledge integration as evidenced by participation in class discussions and assignments and d) engagement in the course via attending, reading critically, interacting with other students, creating, planning, problem-solving, discussing, debating, and asking questions. Upon completion of this course, the student will demonstrate comprehension and awareness of:

- Concepts relate to basic to psychopharmacology, and the effects of drugs on the functioning of neurotransmitters;

- The impact of particular drugs on the body systems;
- The variables related to the development of substance use disorders and addictive disorders, and the individual/environmental variables which sustain these disorders;
- The history of treatment and recent developments in the area of substance use disorders treatment and related addictive behavior;
- The fundamentals of current substance use disorders treatment models;
- Legal issues related to substances use disorders and prevention.
- The scope and cost of substance use disorders on the individual, family, and society;

III. REQUIRED TEXT

Doweiko, H. E. (2012). Concepts of chemical dependency, (9th ed.), Belmont, CA: Brooks-Cole.

IV. COURSE OUTLINE

The structure for this course is going to be different from most courses with which you are familiar. Although traditional lecture will still occur throughout the semester, we will deviate frequently from the traditional lecture format that is characteristic of most college classes—a format in which an instructor distributes information to students, who often passively take notes, ask a question here and there, and attempt to memorize the information for Quizzes. In contrast, I want students to be actively involved in the learning process, continually interacting with each other and with me. To accomplish our course objectives, we will be using an innovative, evidence-based teaching method known as inter-teaching during the majority of our class sessions this semester.

Interteaching:

A large body of research has shown that one of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning.

Preparation (“Prep”) Guides:

Prior to each class in which inter-teaching will take place, I will post on D2L a prep guide that contains the topics you will discuss in class. Your job is to download and/or print each prep guide, prepare for class (complete assigned reading and prep guide items) and show up ready to discuss the questions on the prep guide with your classmates. During the break-out discussion, you should focus on discussing the material and not simply reading your answers to the prep guide questions. As you discuss the material, be sure to clearly define any key concepts in the material. My job during the discussions will be to provide help for those who request it and, in

general, facilitate your discussions. It is critical that you come to class prepared and ready to discuss and learn. Do not assume that I will go over every question afterward. Ask me during your discussions, when you have the chance. If you or your group never has difficulty or disagreements, or if you consistently finish quickly, you probably are not preparing and discussing adequately.

Record Sheets:

After inter-teaching sessions only, and after you discuss the prep guide items with your group, you will be required to complete a Record Sheet. A downloadable Record Sheet is available on D2L. Students will turn in their Record Sheet upon completion of the prep guide. One record sheet per group is all I need. Each group must hand in a record sheet to receive attendance and participation points for each class in which inter-teaching occurs.

Lectures:

Every class will have a lecture. I will do my best to review questions from the record sheets and discussions that gave the class difficulty or require clarification. This way, we will spend class time reviewing only those topics that you specifically ask me to review. As a result, we won't waste time talking about things that each of you already understands. The lecture for the lesson will highlight important concepts from the text and other sources.

V. COURSE REQUIREMENTS

1. Class Participation (see What Your Grade Means, pg. 6 for details).

Be on time, attend regularly, and participate in discussions. Simple enough.

2. Chapter Quizzes and Feedback Papers: (200 points)

You will be quizzed weekly on course material during the semester. Each quiz will be worth 20 points (200 total points) and will cover the assigned reading for that day. Quizzes will primarily include multiple choice, matching, and short answer. Quizzes are also tied to participation scores. If you miss a quiz you may retake it but this option is available once. After one retake, if you miss another quiz you will receive a zero grade for that quiz. ****Note:** Lectures are supplementary to readings. Not all materials covered in the reading; may be repeated in class. Likewise, not all course material presented in class may be included in the text. You are responsible for having a general understanding of all the readings.

3. Interview Paper (100)

Students will interview individuals asking a question(s) to be determined in class, related to substance use disorders and/or other addictive behavior. The interviews will include:

- 3 persons younger than the student
- 3 persons in the student's age group
- 3 persons older than the student.

Interviews can be by phone or in person (preferably the latter). Do not use text or email. There is a good reason for this. Namely, both methods of communication restrict the expression of emotion and messages are easily misunderstood. It may seem like “the easy way” however when you come to the writing portion, you find that your story has fallen flat. Talking with people provides a much richer experience and gives you insights that text and email cannot. Papers should include a) the student's question and why it was chosen; b) a summary of each individual's response. Exact quotes are great to include; c) A description of your experience in completing this assignment and your findings. Include your reactions, others reactions, your comfort/lack of comfort, and so on. Talk briefly about how you felt when you started the assignment and how you felt when it was completed. Then summarize what you learned. Ask yourself how did the results of your research tie into the discussions and readings from this class, and comment on this.

To maintain anonymity, the Interviewees should be categorized as younger, same age group, older. No names or other identifying information should be included unless the student chooses to refer to the individual generally, i.e. “friend”, “10r-year-old brother”, “Relative”, etc.

The papers should be no more than 6 pages in length. Some examples are posted on D2L.

4. Media Clips (100 points)

Using an assigned Padlet site (We will talk more about this), post media clips (pictures, headlines, links to music or articles) that support a position you have taken on a substance use related topic. For example: Promoting needle exchanges, issues of homelessness, drug use and pregnancy....and so on. Try to find new and interesting clips to post. This is something like creating an ad for your topic, or a bulletin board that informs. This project is more visual and less written. Find **at least 5** examples of what you are trying to convey to others. Your Padlet site will be posted so other students can view it. I grade this on a curve based on what your Padlet site looks like compared to other students sites. It should show that you took some time, explored sites, read some information and were able to condense it onto a visual bulletin board for others to see.

5. Group Presentation (200)

You are required to give a group presentation including power point and other media. Groups will be assigned. Your presentation should be informative, and address a substance use disorders related topic that has not already been presented in the class. Your presentation should use the information you have learned throughout the semester from lectures, readings, and class discussions. This assignment is worth a substantial portion of your overall grade, so you should contact the instructor as soon as possible with any questions, concerns, or problems that arise individually or as a group. Presentation criteria follow:

- Presentations (oral or media) should be no more than 25 minutes in length.
- Every other aspect of the presentation – style, visual aids, etc. – is entirely up to your group's discretion. I will be grading your presentation based on the following criteria:
 - a. Presentation Style: Enthusiasm

- b. Audience Interaction and Response
- c. Overall Organization
- d. Content including the use of media
- e. Research Effort
- f. Creativity

Note: The audience will be asked to provide feedback to the group, and this will be reported to you. You will also be rating your fellow presenters on their participation and contribution to the project. All feedback goes through the instructor who reports results in a 100% anonymous fashion.

VI. GRADING

Chapter Quizzes = 200 points

Presentation = 200 points

Interview Paper = 100 points

Media Clips = 100

Total Possible = 600

Failure to attend class during scheduled presentations (other students' or guest speakers) will result in the loss of 20 points per absence.

Failure to be in attendance during your own group's presentation will result in a 0 grade for that assignment.

No late papers will be accepted, do not even ask.

GRADING SCALE

A	564-600 (94%- 100%)
B	512-563 (86% - 93%)
C	430-511 (72% – 85%)
D	390-429 (65%- 71%)
F	Below 390

What Your Grade Means

A-range:

Papers: Excellent exposition, clearly and concisely written, well argued, and displaying good original input from the student.

Quizzes and Assignments: Shows good knowledge and good understanding of the material. Where required, contains good original input from the student.

Active in Class: attends regularly, well prepared, makes thoughtful contributions and comments on other students comments, demonstrates an ability to analyze and synthesize information, asks questions or for more clarification.

B-range:

Papers: Good writing exposition, but lacks clarity, or doesn't have much original input, or offers poor support for important claims.

Quizzes and Assignments: Shows a good knowledge and fairly good understanding of the material but either fails to answer some parts of the question or assignment, or is unclear.

Active in Class: Attends regularly, makes an effort to interpret and analyze facts. Occasional comments on other students input, adequately prepared with basic information for the class. Absent more than once.

C-range:

Papers: Fails to understand some aspects of the material, or is very unclearly written. Poor editing.

Quizzes and Assignments: Doesn't show a good knowledge of the material or fails to understand some important parts of it, or does not complete a significant portion of the task. Does not follow instructions. Has not read the syllabus,

Active in class: Arrives late. Only contributes to a moderate degree when called on. Does not participate fully in group activities. Absent more than two times.

D-range:

Papers: Does not follow guidelines on assignments, submits a paper with material that appears to be cut and paste, or copied from the internet, does not edit papers for spelling or grammar.

Quizzes: Demonstrates no knowledge of the subject matter, evidence of "guessing" on quiz or cheating on quiz.

Active in class: Absent more than three times. Arrives late. Not a full participant in discussions, does not participate in group activities. Comes to class unprepared (i.e. is not familiar with readings).

F:

Papers: Does not submit a paper; plagiarized material; made no effort to understand the material or shows no sign of having read it.

Quizzes: Does not take quizzes, or fails more than half of the quizzes.

Active in class: Arrives late and misses class on a regular basis. Makes no effort to understand the material or shows no sign of having read the material. When called on completely fails to

answer the question. Does not participate in discussions or group activities. Fails to turn in required assignments or turns in incomplete assignments.

All of your grades will be posted and updated continuously throughout the semester on D2L. Papers will be returned to you with feedback/grade.

- **At the Instructors Discretion:**

- You may be asked to leave the class for the session if you disrupt others learning.
- You may be asked to leave the class if you are texting during class.
- You may be asked to consider options for continuing the course at a time when it is more convenient if you miss class on more than 2 occasions. One excused absence is allowed per semester.
- Failing to complete any assignment required for the course will result in an automatic D grade
- You will be given a WF if you stop coming to class and do not drop the class.

Technology

Those who utilize a laptop in class are required to sit in the first rows of seats. Laptops/tablets may be used during lecture but not during quizzes. There will be no cell phone use or texting during class. If you have an emergency call, please take your call outside of the classroom.

IV. Reasonable Accommodation:

This document is available in an alternative format on request. Any student with a documented disability that may interfere with learning in this course should see me privately, after class or during office hours. Students needing accommodations should register with Disability Support Services (DSS) in Woody Hall–B-150, (618) 453-5738 or www.siu.edu/dss. The instructors are committed to equal opportunity in education for all students, including those with a documented disability. However, it is the responsibility of students with a documented disability to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments.

VI. Plagiarism / Academic Dishonesty

In this class, there will be “zero-tolerance” for plagiarism. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); using another’s written or spoken theories, hypotheses, ideas, opinion, or statistics when they are not “common knowledge”; using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file. Students are responsible for making themselves aware of the policies and procedures in the Student

Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code (p. 18).

VII. Emergency Procedures

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings campus, on the BERT website (www.bert.siu.edu), on the Department of Safety's website (www.dps.siu.edu), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.