



**North Carolina Central University**  
*"Communicating to Succeed."*

**School of Education**

*"Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> Century."*

Counselor Education Program (CEP)

The Counselor Education Program's mission: *The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

*Syllabus*

Fall 2019 CON 5326

Traditional and Contemporary Issues in Addictions

3 Credit Hours

**Instructor:** Robert A. Horne, Ph.D., M.Div., NCC, ACS, LPC, LCAS, ICAADC  
**Office:** Rm. 2099, H. M. Michaux, Jr. School of Education  
**Phone:** 919.530.6691  
**Email:** [Rhorne6@NCCU.edu](mailto:Rhorne6@NCCU.edu) (Best method of contact)  
**SKYPE ID:** Live:Rhorne6

**\*Office Hours:** Monday: 1pm – 3pm (Skype by appointment)  
 Tuesday: 10:00am – 1:00pm  
 Wednesday: 10:00am – 1:00pm  
 Thursday: 1pm – 3pm (Skype by appointment)  
 Other times by appointment

\* All office hour times are Eastern Standard Time (EST). In order to provide each student with the optimal amount of respect, confidentiality, and attention *all* office hour visits must be scheduled a minimum of 24 hours in advance.

If you are coming to visit the campus and want to meet in-person please email me in advance for a specific time. Or if you want to coordinate a SKYPE or phone meeting please email me at [Rhorne6@nccu.edu](mailto:Rhorne6@nccu.edu) to set up an appointment. This will help me coordinate student visits and/or meetings. SKYPE NAME: "Live:Rhorne6".

**Skype Account** - I suggest that you get a free SKYPE account so that you can communicate with faculty, or your classmates.

**Required Textbooks & Materials**

Levinthal, C. F, (2013). Drugs, Behavior, and Modern Society. (8<sup>th</sup>) Pearsons.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

A college rule notebook or bound journal with a minimum of 70 sheets and an envelope large enough to mail the notebook to the instructor.

**\*\*\* There will be a variety of research and current event articles assigned for reading that reflect the contemporary issues of addiction. You will need to check BlackBoard daily to see additional reading assignments. All additional reading assignments will be listed under “Readings” for Weekly Assignments.**

### **Suggested Textbooks**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> Edition). Washington, DC: Author.

### **Course Website**

This is an online course and will utilize the campus “Blackboard” system. Every candidate/student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department **first** at 530-7676.

### **Email Correspondence**

When contacting me via email your email subject line should be relevant to your email content. Please use “CON 5326:” and then describe the nature of your email. Students are expected to communicate with faculty using their NCCU email. Please be sure that you use yours and check it regularly.

### **Course Description**

Course Description: The course is designed to give insight into the complex fields of traditional and current substance abuse, compulsive behaviors, treatment, recovery, and prevention. Additionally, this course will provide insight on: a) traditions and philosophies of recovery treatment models and support groups; and b) ethics, confidentiality, and legal issues. It is further designed to give a global perspective on current issues in the addiction treatment field. This course consists of selected readings based on: a) traditional models of treatment and recovery; b) substance use related ethical concerns; c) empirical research; d) relevant evidence –based practices; and e) current issues in the substance and process addictions. Traditional issues impacting addiction include but are not limited to: traditional views of addiction and addiction treatment; the development of self-help addiction groups; and the formation of professional addiction services. Current issues impacting addiction include but are not limited to: Living with drugs, dependency and addiction; major drugs of use and abuse; drugs and crime; the social impact of drugs; as well as prevention, treatment and education are addressed.

### **Student Learning Outcomes/Outcomes**

Although the topics presented semester to semester may vary, upon successful completion of this course students will be able to:

1. Describe ethical issues related to substance use treatment and services (G.S. 90-113.41A(a)(2)g).
2. Specify protocol for handling confidential information and material in substance use settings. (G.S. 90-113.41A(a)(2)g).

3. Identify legal concerns when working with clients with addiction (G.S. 90-113.41A(a)(2)g).
4. Restate the timeline for the development of self-help and professional substance use programs. (G.S. 90-113.41A(a)(2)k).
5. Critique traditions and philosophies of recovery treatment models and support groups. (G.S. 90-113.41A(a)(2)k).
6. Articulate the current principles of addiction education, prevention, intervention, and consultation. (CACREP Addiction Counseling C.1.)
7. Articulate the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems. (CACREP Addiction Counseling C.2.)
8. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process. (CACREP Addiction Counseling C.3.)
9. Differentiate professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice. (CACREP Addiction Counseling C.7.)
10. Classify the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events. (CACREP Addiction Counseling C.8.)
11. Recall evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling. (CACREP Addiction Counseling I.3.)

### Goals

The goal of this course is to provide the student the opportunity to explore a variety of current issues/topics as they relate to the addiction counseling field. The content is designed to encourage the student to critically think of his or her life experiences and personal perspective on presented issues as well as be able to discuss these issues in a scholarly and professional manner.

### COURSE POLICIES AND EXPECTATIONS

1. All coursework submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. All coursework should be completed on your own unless it is specifically classified as a group project. **Plagiarizing work in any assignment will result in automatic failure in the course.** Read and/or listen/watch all material provided on the course website.
3. Read the entire syllabus. Please adhere to all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.) Complete all assigned readings. It is not

acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.

5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you are not checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
7. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
8. You are given a “window” of time to complete assignments. Please do not wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given extra time to complete an assignment if you waited until the last minute to complete the task – and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.
10. **A letter grade of “I” or incomplete is *NOT* offered for this course.**
11. We will abide by the **NCCU Honor Code**. Please review that document at this link: [http://www.nccu.edu/formsdocs/proxy.cfm?file\\_id=956](http://www.nccu.edu/formsdocs/proxy.cfm?file_id=956).
12. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.

### **Attendance**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student’s academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student’s responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work if permitted by instructor.

**Instructor's Correspondence Times**

<b>Type of Correspondence</b>	<b>Timeframe</b>	<b>Special notes</b>
Emails	24 hours	<p>1) Emails sent before 4pm Monday-Thursday will receive a response within 24 hours.</p> <p>2) Emails sent after 4pm Monday-Thursday will receive a response within 24 hours beginning at 8am the next business day.</p> <p>3) Emails sent after 4pm Thursday or on the weekend will receive a response within 24 hours beginning at 8am Monday.</p>
Weekly Assignments (quizzes, papers, exams, etc.)	1 week	1) Late assignments, <b>if accepted</b> , the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade before the semester's grading period ends.
Telephone Calls	Please email to set a time for a telephone conference or call	As this is an online course, the primary method of contacting the instructor is through email.

**SPECIAL SERVICES for STUDENTS****Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

### **Student Accessibility Services**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at [www.nccu.edu/SAS](http://www.nccu.edu/SAS) and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class. Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

### **Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at [www.nccu.edu/policies/retrieve.cfm?id=450](http://www.nccu.edu/policies/retrieve.cfm?id=450). Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through [https://cm.maxient.com/reportingform.php?NCCentralUniv&layout\\_id=15](https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15).

### **Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

### **NCCU Writing Studio**

The mission of the Studio is to support students' learning and work as a writer in the university community through one-on-one and small group collaborative sessions. Students who desire to improve their writing skills can make an appointment at the NCCU Writing Studio by contacting the Writing Studio at <http://www.nccu.edu/academics/universitycollege/writingstudio/index.cfm> or 919.530.6035 for more information.

### **Other Campus Programs, Services, Activities, and Resources**

#### **Other campus resources to support NCCU students include:**

\* Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide

them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).

\* Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).

\* University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

### **Guidelines for Online “Class” Etiquette, Discussion, and Communication**

- a) Any information shared within this course is to remain confidential.
- b) It is expected that students check email **at least once daily**. Should students have any questions or concerns please feel free to contact the instructor via email (*Best way to contact*) or office phone.
- c) Everyone will respect each other in the classroom. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
- d) Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are communicating in class. It is important that there be respectful and conscientious dialogue in class.

### **Plagiarism and Academic Integrity**

**Plagiarism is the act of taking credit for someone else's work.** In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of **intellectual property law**. So plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that is not so much different than stealing someone's iPod or wallet.

#### **Course Notes**

- 1) **Once assignments are closed they will only be re-opened if a student has obtained approval from NCCU's Student Disability Services. If you experience an emergency or a scheduling conflict, please make alternative arrangements with the instructor prior to the assignment deadline**
- 2) **All assignments must be submitted in APA format unless otherwise specified.**

## Class Attendance and Participation

Students are expected to participate in discussion posts and have an established presence on the discussion board weekly with scholarly and in-depth contributions to the weekly discourse. Your weekly posts should demonstrate that you not only have read and/or listened to the material, but that you understand the concepts and are able to apply and articulate those concepts. Papers and assignments are to be completed and submitted in a timely and professional manner.

***Please Note:** As a part of your attendance and participation evaluation, students are graded regarding the following criteria: 1) Demonstration of effective leadership skills; 2) Actively engage in class activities and participate as a group member; 3) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.*

## Assignments and Exams

### Discussion Board (4 x 40pts. each)

Students' are required to post their initial discussion no later than 11:59PM on the Wednesday of the week they are due. Their response on another student's thread should be posted no later than 11:59PM on the Monday they are due. **Late post will receive a grade of zero. Initial post must include at least 3 references (25pts.) from at least 2 different academic sources (Wikipedia and other non-academic websites are not an academic source). Reference older than 10 years will not count as one of the required references. Response post must include at least 1 reference (15pts.). Posts that do not include the required number of reference(s) will not earn any credit and a zero (0) will be recorded for the grade for that part of the Discussion Board (i.e., if the initial post does not include 3 references from at least 2 different academic sources no points will be earned for the initial post, if the response post does not include at least 1 reference no points will be earned for the response post.)** Please note, you cannot read your classmates post until after you have posted your initial post.

**\*\*Please review the Quality Posting link listed on Blackboard.**

When writing your discussion board posts please keep the following **grading rubric** in mind.

**WEEKLY DISCUSSIONS:** The questions I will have in mind when I am reading your weekly discussions:

- a) **RESPONSIVENESS:** Did the student answer each part of the Discussion question and respond to other students based on the Discussion Instructions or response prompt?
- b) **CONTENT KNOWLEDGE:** Does the posting and response demonstrate that the student has learned and is able to integrate/apply the information presented? Is the student's demonstration of knowledge and skill attainment accurately conveyed and supported by at least 3 academic resources?
- c) **QUALITY OF WRITING:** Is the student's writing in accordance with APA formatting and guidelines (i.e., citations, references. etc.).



- d) CONTRIBUTION TO THE DISCUSSION: Does the student's participation forward the scholarly discussion of the topic.

### Quizzes (6 x 40 points each)

Quizzes will cover the readings and videos assigned for that week. They will be approximately 10 questions.

### Reaction Papers (2 x 60 points each) (Due September 16 and November 11, no later than 11:59 PM EST)

Students are expected to cover all the assigned readings. As such, each student will be required to write 2 reaction papers based on the topic areas identified in the course syllabus. Each reaction papers should be 4 pages in length, not counting title and reference pages. Papers that are shorter than the minimum or longer than the maximum will receive a **zero (0)**. Each of reaction papers must include at least 5 references from at least 3 current research or academic publications (**within 5 years**) that support the student's reaction. *Reference older than 5 years will not count as one of the required references.*

The intent of the reaction papers is to get the student's reaction to issues related to addiction counseling to help each student formulate a work philosophy and perspective on issues in addiction counseling and support those perspectives with academic resources. The reaction paper should:

1. Be a reaction to something you have read in a course assignment.
2. Be organized.
3. Be supported by references and citations. (**See above instructions**)
4. Include your academic perspective, but they must be supported by scholarly references and citations.
5. Summarize what you are reacting to at the beginning of the paper.
6. Explain your reaction(s) to the topic and explain why you think the way you do about the topic.
7. Judge, analyze, or evaluate the issues of the topic.
8. Identify and discuss the polarizing issues of the topic.

### Addiction Withdrawal and Recovery Journal Exercise (100 points)

The purpose of this exercise is to help student counselors understand the process and challenges of addiction recovery by experiencing the psycho-social-bio- environmental challenges associated with withdrawal and recovery. In order to complete this assignment students are required to adhere to the following guidelines:

#### Part I

- 1) Purchase a college ruled notebook or bound journal. (*The notebook or journal must be bound and must be mailed to the instructor by the due date*).

#### Part II (Due no later than Monday September 2, at 11:59PM EST. (Do not begin keeping journal until you have received approval)

- 2) Identify a meaningful substance or behavior you are willing to give up or refrain from engaging in for a 6 week period. (*Please select something meaningful, but something that does not endanger your health or well-being.*) Upload to BlackBoard a 2 to 3-page paper that includes:
  - a. An explanation for selecting the substance or behavior for the exercise.
  - b. Your first exposure to the substance or behavior.
  - c. The importance or role the substance or behavior has historically held in your life
  - d. The impact your family and/or friends on your substance usage/behavior.

- e. Any previous experience to trying to quit or change your substance usage/behavior.
- f. List steps you plan to take to achieve and maintain abstinence for 6 weeks.

**\*\*\* DO NOT BEGIN YOUR JOURNAL UNTIL YOU RECEIVE THE INSTRUCTOR'S APPROVAL.**

**Part III (Begin upon receipt of approval)**

- 3) Keep a *handwritten* daily journal or your experience (Typed or unbound copies will not be accepted and will receive an *automatic zero (0)*. Your journal must have at *least* 4 daily entries per week to earn minimum credit. Journal entries should detail your “withdrawal and recovery” experience. It should be in the first person. It may include your thoughts, ideas, feelings, etc. It may also include: 1) what steps you are taking to handle any withdrawal symptoms; 2) reflections on your progress during the withdrawal and recovery stages; 3) details of changes (social, physical, mental, etc.) associated with your abstinence. Ultimately, it is your journal, but be sure to include meaningful information.

**Part IV (Due no later than Monday October 28, at 11:59PM EST.)**

- 4) Upload to BlackBoard a 2 to 3-page paper that includes:
  - a. How successful you were in abstaining for 6 weeks and an explanation of the challenges you noted during the 6 week process.
  - b. Steps you took to avoid or recover from relapse(s).
  - c. 3 things you learned about yourself from the experience and their future implication(s) on your personal life.
  - d. 3 things you learned about substance use withdrawal and recovery that impacted your current understanding of withdrawal, recovery, and treatment.
  - e. Summary of what you learned from this exercise and a detailed explanation of how you might use this process working with individuals with addiction disorders in the future.

**Part V ((Mailed Handwritten Notebook) due no later than Monday November 4, at 11:59PM EST. If mailed, please be sure to get a tracking number)**

- 5) Mail or hand deliver handwritten journal to:  
Dr. Robert A. Horne  
Asst. Professor of Counselor Education  
School of Education  
700 Cecil Street  
Durham, NC 27707

**Mid-term Exam (100 points)**

There will be a mid-term exam covering the reading assignments for the first 3 weeks of the session.

**Final Exam (100 points)**

There will be a final-exam covering the reading assignments for the entire 5 weeks of the session.

**\*\*\*\*\* Once assignments are closed they will only be re-opened if a student has obtained approval from NCCU's Student Disability Services. If you experience an emergency or a scheduling conflict, please make alternative arrangements with the instructor prior to the assignment deadline.**

**GRADING**

<b>Assignment</b>	<b>Points</b>
Discussion Boards (4 X 40 points)	160 points
Reaction Papers (2 X 60 points)	120 points
Quizzes (6 X 40 points)	240 points
Addiction Withdrawal and Recovery Journal Exercise	100 points
Mid-term Exam	100 points
Final Exam	100 points
<b>Total</b>	<b>820 points</b>

**GRADING SCALE:**

A	738-820	Exceptional
B	656-737	Above Average
C	574-655	Average
F	Below 574	Academic Failure

**GRADING CRITERIA:**

**A:** Exceeded expectations. Superior quality on all assignments.

**B:** Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

**C:** Meets minimum course requirements.

**F:** Did not meet minimum course requirements.

A *grade of A* represents work which is of superior quality, well-researched, or unusually insightful and exceeded expectations; *B work* meets expectations according to the syllabus and is that which is thoughtful, commendable, and above the group average; *C work* meets minimum but does not exceed expectations; *F work* is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

**Grading Rubric for Weekly Discussion Board**

Discussion Board questions will appear on Tuesdays with each weeks' assignment. Students' are required to post their initial discussion no later than 11:59PM each Wednesday of the Discussion Board is due. The response on another student's thread must be posted no later than 11:59PM each Monday the Discussion Board is due. **Late posts will receive a grade of zero.**

When writing your discussion board posts please keep the following grading rubric in mind.

**WEEKLY DISCUSSIONS** The questions I will have in mind when I am reading your weekly discussions (25 points for Original Post + 15 points for your Response Posts = 40 total points)

- e) **RESPONSIVENESS:** Did the student answer the Discussion Board questions and respond to other students based on the Discussion Board Instructions or response prompt?
- f) **CONTENT KNOWLEDGE:** Does the posting and response show that the student learned and integrated/applied the information presented? Is the student's demonstration of knowledge and skill attainment accurately conveyed?
- g) **QUALITY OF WRITING:** Does the student demonstrate graduate-level writing in postings and responses?
- h) **CONTRIBUTION TO THE DISCUSSION:** Does the student's participation forward the discussion and make a difference in the discussion?

### **Grading Rubric for Papers**

Each student should keep the following grading rubric in mind.

The questions I will have in mind when I am reading your papers:

- a) **APA Formatting** – Is the paper written in APA format as described in the American Psychological Association's *Publication Manual of the American Psychological Association* (6th ed.).
- b) **Responsiveness** - Did the student respond adequately to the paper or writing assignment? Does the student respond to the assigned or selected topic; demonstrates insight a meaningful way? Is the student's paper substantive and evidence-based; demonstrates that the student has read, viewed, and considered the learning resources in the course?
- c) **Content Knowledge** - Does the content in the paper or writing assignment demonstrate an understanding of the important knowledge the paper/assignment is intended to demonstrate?
- d) **Quality of Writing** - Does the student demonstrate graduate-level writing in papers and written assignments? Did the student adhere to APA format?

## Weekly Assignment Calendar

Structure Type	Topic To Be Covered During This Period	Learning Activities
Week 1	Drugs and Behavior Today	<p><b>Readings</b></p> <p>1. Drugs, Behavior, and Modern Society: pgs. 1–27</p> <p>2. Chapter 2: A History of Drug Use in America/ pgs. 1-27  <a href="http://www.udel.edu/soc/tammya/pdf/crju369_history.pdf">http://www.udel.edu/soc/tammya/pdf/crju369_history.pdf</a></p> <p><b>Videos</b></p> <p>See Weekly Assignment for list of videos for the week</p> <p><b>** Projects</b></p> <p><b>Addiction Withdrawal and Recovery Journal Exercise</b></p> <p><b>Assessments Part I</b> (Purchase a bound notebook/tablet no later than Monday August 26, at 11:59PM EST)</p>
Week 2	<p>Drug-Taking Behavior: Personal and Social Issues</p> <p><b>Skype With The Professor: Tuesday 7PM- 9PM</b></p>	<p><b>Readings</b></p> <p>1. Drugs, Behavior, and Modern Society: pgs. 28-59</p> <p><b>Videos</b></p> <p>See Weekly Assignment for list of videos for the week</p> <p><b>** Projects</b></p> <p><b>Addiction Withdrawal and Recovery Journal Exercise Part II due no later than Monday September 2, at 11:59PM EST. (Do not begin keeping journal until you have received approval)</b></p> <p><b>Assessments</b></p> <p><b>Quiz 1 is due no later than Monday, September 2, at 11:59PM EST.</b></p>
Week 3	How Drugs Work in the Body and on the Mind	<p><b>Readings</b></p> <p>1. Drugs, Behavior, and Modern Society: pgs. 60-88</p> <p><b>Videos</b></p>

		<p>See Weekly Assignment for list of videos for the week</p> <p><b><u>Assessments</u></b>  <b>Discussion Board 1:</b> Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday, September 9, at 11:59PM EST.</p>
Week 4	<p>The Major Stimulants: Cocaine and Amphetamines</p> <p>Opioids: Opium, Heroin, and Opioid Pain Medications</p>	<p><b><u>Readings</u></b>  1. Drugs, Behavior, and Modern Society: pgs. 89-142</p> <p><b><u>Videos</u></b>  See Weekly Assignment for list of videos for the week</p> <p><b><u>**Projects</u></b>  <b>Begin Addiction Journal, if approved.</b></p> <p><b><u>Assessments</u></b>  <b>Reaction Paper 1 - Opioid Addiction: is due no later than Monday, September 16, at 11:59PM EST.</b></p> <p><b>Quiz 2 is due no later than Monday, September 16, at 11:59PM EST.</b></p>
Week 5	LSD and Other Hallucinogens	<p><b><u>Readings</u></b>  Drugs, Behavior, and Modern Society: pgs. 143-166</p> <p>Significant Events in the History of Addiction Treatment</p> <p>Significant Events in the History of Addiction Treatment and Recovery in America  <a href="http://www.williamwhitepapers.com/pr/AddictionTreatment%26RecoveryInAmerica.pdf">http://www.williamwhitepapers.com/pr/AddictionTreatment%26RecoveryInAmerica.pdf</a></p> <p><b><u>Videos</u></b>  See Weekly Assignment for list of videos for the week</p>
Week 6	Marijuana	<p><b><u>Readings</u></b>  1. Drugs, Behavior, and Modern Society: pgs. 167-190</p>

	<b>Skype With The Professor: Tuesday 7PM- 9PM</b>	<p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>Assessments</u></b> <b>Quiz 3 is due no later than Monday, September 30, at 11:59PM EST.</b></p>
Week 7	Alcohol: Social Beverage/Social Drug  Chronic Alcohol Abuse and Alcoholism	<p><b><u>Readings</u></b> 1. Drugs, Behavior, and Modern Society: pgs. 191-247</p> <p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>Assessments</u></b> <b>Discussion Board 2:</b> Initial posting due no later than Wednesday at 11:59PM EST; Response to a fellow student's post is due no later than Monday, October 7, at 11:59PM EST.</p>
Week 8	Nicotine and Tobacco Use  <b>OCTOBER 11: Last day for graduate students to withdraw from a class with a WC grade or from the university with a W grade</b>	<p><b><u>Readings</u></b> 1. Drugs, Behavior, and Modern Society: pgs. 248 - 274</p> <p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>Assessments</u></b> <b>Quiz 4 is due no later than Monday, October 14, at 11:59PM EST.</b></p>
Week 9	Caffeine  Performance-Enhancing Drugs and Drug Testing in Sports	<p><b><u>Readings</u></b> 1. Drugs, Behavior, and Modern Society: pgs. 275 - 315</p> <p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>Assessments</u></b> <b>*** Mid-term Exam is due no later than Monday October 21, at 11:59PM EST.</b></p>

Week 10	Depressants and Inhalants  <p style="text-align: center;"><b>Skype With The Professor: Tuesday 7PM- 9PM</b></p>	<p><b><u>Readings</u></b> 1. Drugs, Behavior, and Modern Society: pgs. 315 - 338</p> <p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>** Projects</u></b> <b>Addiction Withdrawal and Recovery Journal Exercise Part IV due no later than Monday October 28, at 11:59PM EST.</b></p> <p><b><u>Assessments</u></b> <b>Discussion Board 3:</b> Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student's post is due no later than Monday, October 28, at 11:59PM EST.</p>
Week 11	Prescription Drugs, Over-the-Counter Drugs, and Dietary Supplements	<p><b><u>Readings</u></b> 1. Drugs, Behavior, and Modern Society: pgs. 339 - 361</p> <p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>** Projects</u></b> <b>Addiction Withdrawal and Recovery Journal Exercise Part V (Mailed Handwritten Notebook) due no later than Monday November 4, at 11:59PM EST.</b></p> <p><b><u>Assessments</u></b> <b>Quiz 5 is due no later than Monday, November 4, at 11:59PM EST.</b></p>
Week 12	Drugs for Treating Schizophrenia and Mood Disorders	<p><b><u>Readings</u></b> 1. Drugs, Behavior, and Modern Society: pgs. 362 - 378</p> <p><b><u>Videos</u></b> See Weekly Assignment for list of videos for the week</p> <p><b><u>Assessments</u></b></p>



		<b>Reaction Paper 2 - Prescription Drugs: is due no later than Monday, November 11, at 11:59PM EST.</b>
Week 13	Substance Abuse Prevention  <b>Skype With The Professor: Tuesday 7PM- 9PM</b>	<b>Readings</b> 1. Drugs, Behavior, and Modern Society: pgs. 379 - 406  <b>Videos</b> See Weekly Assignment for list of videos for the week  <b>Assessments</b> <b>Quiz 6 is due no later than Monday, November 18, at 11:59PM EST.</b>
Week 14	Substance-Abuse Treatment: Strategies for Change	<b>Readings</b> 1. Drugs, Behavior, and Modern Society: pgs. 407 - 431  <b>Videos</b> See Weekly Assignment for list of videos for the week  <b>Assessments</b> <b>Discussion Board 4:</b> Initial posting due no later than Thursday at 11:59PM EST; Response to a fellow student's post is due no later than Monday, November 25, at 11:59PM EST.
Week 15	Confidentiality of Alcohol and Drug Abuse Patient Records (42 CFR – Part 2) Clinical Issues in Treatment	Confidentiality of Alcohol and Drug Abuse Patient Records (42 CFR – Part 2): pgs. 9-28 <a href="http://www.gpo.gov/fdsys/pkg/CFR-2010-title42-vol1/pdf/CFR-2010-title42-vol1-part2.pdf">http://www.gpo.gov/fdsys/pkg/CFR-2010-title42-vol1/pdf/CFR-2010-title42-vol1-part2.pdf</a>  <b>Videos</b> See Weekly Assignment for list of videos for the week  <b>Assessments</b> <b>***Comprehensive Final Exam is due no later than Monday, December 2, at 11:59PM EST.***</b>

**Due to the dynamic nature of the course the Course Syllabus is subject to change.  
Therefore, please check Blackboard daily.**