

**UNDERSTANDING ALCOHOL, DRUGS, AND ADDICTIVE BEHAVIORS
ADRS 2310, Section 001**

Instructor:	Graduate TA:	
Office:	TAs:	
Lecture/Lab Time:		Office Hours: By Appointment Only
Office Hours:		Phone:
Phone:		
E-mail:		

REQUIRED TEXTS/MATERIALS:

READER: Reading Packet at The Copy Outlet, 2402 Broadway At Ave X (East of Campus on Broadway)

TEXTS:

AMERICA ANONYMOUS: *Eight Addicts in Search of a Life* (2009) by Benoit Denizet-Lewis
 SIX ESSENTIALS TO ACHIEVE LASTING RECOVERY. (2012) by Hazelden

COURSE PURPOSE:

ADRS 2310 is an approved course to satisfy the Social and Behavioral Sciences component of the University’s Core Curriculum requirements. Course readings, assignments, and activities are based on the expectation that *“Students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experience.”*

COURSE DESCRIPTION:

This undergraduate course is designed to provide students with an introduction to addiction including the nature of addiction, its history, biology, and psychology. Attention will be given to the process of addiction, co-occurring disorders, stereotypes, and issues related to family, ethnicity, culture, gender, sexual orientation, and youth trends.

STUDENT LEARNING OUTCOMES and ASSESSMENT METHODS

TTU STUDENT LEARNING OBJECTIVE	ASSESSMENT METHODS
1. Identify and Critique alternative explanations for claims about social issues and human behavior.	<ul style="list-style-type: none"> • Students are asked to critically evaluate this material through evaluative summaries, experiential recovery efforts, and personal development projects. • There are four exams that objectively assess student learning with several questions given as extra credit on the first and final exam (pre and post) that will specifically address this objective and student learning over the course of the semester.
2. Demonstrate knowledge of the appropriate and ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	<ul style="list-style-type: none"> • Four content modules of the ADRS 2310 curriculum are heavily data driven and provide a window for the types of data that shape the scientific study of addiction and societies perceptions of the disease. When summarizing data driven content modules (e.g., readings), students are asked to do an additional evaluation of the statistics via a two-page paper that includes one page of summary and one page of evaluation. The key outcome is to nurture student’s knowledge regarding statistics related to addiction and the ethical and stereotyping that can result from such investigation.

COLLEGE-LEVEL COMPETENCY	ASSESSMENT METHODS
<p>The objective of the social and behavioral sciences in a core curriculum is to increase the student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.</p>	<ul style="list-style-type: none"> • Students who complete ADRS 2310 are exposed to a multiplicity of theories related to addiction and recovery and the impact of the disease within society based on historical perspectives, gender differentials, race & ethnicity, SES, and sexual orientation. Each of the theories and ideas presented are rooted in a systemic perspective that takes into account the impact on the individual, families and society. • Considering and evaluating claims related to addiction and the impact of these claims on human behavior and interaction within various systems is a key focus of this class and is primarily accessed via summary/evaluation assignments, recovery panel summaries, and the semester long personal development project.
THECB OBJECTIVES	ASSESSMENT METHODS
<p>1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information</p>	<ul style="list-style-type: none"> • Students are asked to summarize and synthesize the readings in approximately 5 summary/evaluation assignments • Students are asked to analyze and apply class material (e.g., lectures, summary/evaluation assignments, guest speakers, recovery panels, video presentations, etc) in a semester long Personal Development Project. • Student's ability to think critically is evaluated through three examinations and a comprehensive final exam with several questions given as extra credit on the first and final exam (pre and post) that will specifically address this objective.
<p>2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.</p>	<p>Written Communication</p> <ul style="list-style-type: none"> • Students are assigned to observe a panel of recovering addicts who share their story of addiction and recovery and are asked to listen and write about their own hypotheses related to the addiction and recovery process as part of a one page summary. • Students are asked to participate in an Experiential Recovery Project that extends over the course of 28 days. Written communication skills will be assessed by students' interpretation of the experience in a two page paper that will be orally presented in a small group format which includes other students in the class. • Students will be asked to complete a Personal Development Project that requires students to visually represent their understanding and interpretation of course concepts and present to their fellow students in small groups. Each student will review the projects presented to their small group and will complete a written peer review with oral feedback as part of the small group.
<p>3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p>	<ul style="list-style-type: none"> • When summarizing data driven content (e.g., readings), students are asked to do an additional evaluation of the statistics via a two-page paper that includes one page of summary and one page of evaluation.

<p>4. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>	<ul style="list-style-type: none"> • Students are regularly challenged by lecture and discussion regarding societal stigmas of substance/alcohol abuse and dependence and other behavioral addictions (e.g., eating disorders, sexual addiction, gambling, etc) and the notion of disease versus choice. Stigmas are further challenged when considering the impact of addiction on culture, race, ethnicity, and sexual orientation. Students are asked to outline their personal views in the Personal Development Project regarding their understanding of addiction and recovery at the start and completion of each semester. In addition, the oral presentation related to this and the experiential exercise allows students to receive peer feedback regarding their views, perspectives and feelings.
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ADDITIONAL COURSE LEARNING OBJECTIVES:

- 1) Discuss the nature of addiction and explain its broad impact on today’s society
- 2) Describe and critique personal attitudes and values related to addiction
- 3) Demonstrate how the process of addiction and its treatment is impacted by other disorders, family, ethnicity, gender, sexual orientation, and religion.
- 4) Analyze stereotypes and prejudices associated with addiction and those who seek treatment
- 5) Compare and contrast theories of substance use and be able to articulate one’s own personal theory of addiction and recovery
- 6) Explain and critique the twelve step model of addiction and recovery

METHODS OF ASSESSING ADDITIONAL COURSE LEARNING OBJECTIVES:

- 1) Assessed through the personal development paper and class activities.
- 2, 3, &4) Assessed through discussions, personal development paper and experiential exercise.
- 5) Assessed through class activities, discussion, and written responses.
- 6) Assessed via class discussion, experiential exercise, personal development paper and final exam.

**For specific information about each assignment, see ‘Course Requirements.’

TEACHING PROCEDURES:

This course includes both lecture and discussion. Be prepared to discuss and ask questions about assigned material at each class/lab. This will require that you **read the material prior to the time it will be discussed!** Some areas of the readings will be discussed in class but there will be others that will not. Your participation is encouraged and is based on volunteering for activities and exhibiting a positive attitude demonstrated by attentive, courteous, and respectful behavior at all times. Because this class is interactive and everyone has something valuable to contribute, **disruptive or rude behavior will not be tolerated.**

EXAMS:

There will be THREE exams and ONE FINAL consisting of mostly multiple choice and true/false questions worth 50pts for the three exams and 100pts for the final. **There will be several extra credit questions included on exam one and the final for assessment purposes. The questions will be the same on both exams and will be used to access the student’s ability to “identify and critique alternative explanations for claims about social issues and human behavior”.** We reserve the right to add short answer questions if necessary—you will be informed prior to the exam. You will be responsible for information from class discussion, required readings, media presentations, and any guest speakers. There will be no “cheat sheets” allowed during the exams and study guides will NOT be provided. **All material in the readings (not just class lecture on readings) will be potential material for the FOUR exams! If added, short answer questions may include a request to elaborate on key themes discussed in class or labs regarding all video/media related materials!**

ASSIGNMENTS:

There will be THREE different assignments given over the course of the semester. A detailed description is provided below.

(1) CHAPTER/ARTICLE SUMMARIES and EVALUATIONS

Five TWO page chapter summaries/evaluations will be due over the course of the semester from chapters assigned in the reader. These summaries should be exactly **TWO pages in length with one inch margins** all around. Start the summary/evaluation one inch from the top of the page and do not waste space with name and personal information. **Put name in as a header or write name in at top right hand edge of paper or do a cover page.** Summaries should be **single spaced** (12-point Times New Roman font) and should summarize the pertinent information from the entire chapter assigned on page one.. The grader should be able to read your summaries and see that you have a basic understanding of the material covered throughout the entire chapter. The evaluation portion of this assignment (page 2) should include the evaluation of numerical data included in the chapter and a discussion regarding the impact such data has on stereotypes and other social values. Additionally, data should be analyzed for accuracy, consistency, differences based on gender, race, and SES. **This assignment is intended to be a summary/evaluation done in paragraph format. It is NOT an outline and should not exceed 2 pages in length. (REFER TO DAILY SCEHDULE FOR DUE DATES see schedules below and at the end of the syllabus)**

All summaries must be turned in by the TIME CLASS/LAB STARTS on the day it is due. Summaries will NOT be graded if turned in by e-mail unless previously arranged with the instructor due to an APPROVED UNIVERSITY ABSENCE.

Summary Schedule (all of these are in the TEXT or READER)

Summary 1	Reading 2: History	Due
Summary 2	Reading 6: Brain Disease	Due
Summary 3	Reading 7: Drug Classifications	Due
Summary 4	Reading 9: Multicultural	Due
Summary 5	Reading 12: Recovery	Due

(2) PERSONAL DEVELOPMENT Assignment

You will be required to demonstrate your personal development over the course. Creativity is encouraged! You may create a brochure, TV spot, internet ad, YouTube spoof, etc illustrating your thoughts on addiction and recovery, Topics to address: (a) Your general thoughts about what addiction is, how you would **define addiction**, etc. (b) How your initial assumptions, attitudes, and stereotypes about addiction changed over time (who addicts are- age, gender, socio-economic status, cultural identity, etc; how they become addicted; how they get help; what needs to happen in order for them to get help; what recovery looks like). You are expected to address specific course content and how it has impacted your thinking about addiction. This assignment should be structured in a manner that demonstrates to the instructor the level of knowledge you have gained during this class and should show a high level of personal insight. This assignment is worth **100 points**.

RUBRIC for GRADING: You are required to demonstrate your personal development over the course of this semester. Creativity is encouraged! You may create a brochure, TV spot, internet ad, YouTube spoof, etc illustrating your thoughts on addiction and recovery. Topics to address are included below. In addition to completing the project, you will present your work to a small group in class on the due date. You will also complete a Feedback Form for the other members in your group. This assignment is worth **100 points**.

Project: 80 points

- Create a visual representation of your knowledge concerning addiction and recovery.
- Explain your definition of Addiction
- Convey how your initial assumptions, attitudes, and stereotypes about addiction *changed over the course of the semester*
 - Who addicts are- age, gender, socio-economic status, cultural identity, etc
 - How they become addicted
 - How they get help
 - What needs to happen in order for them to get help
 - What recovery looks like

- This assignment should be structured in a manner that demonstrates the level of knowledge you have gained during this class and should show a high level of personal insight.
 - You are expected to address specific course content and how it has impacted your thinking about addiction.
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Group Presentation: 10 points

- Present your project to your small group during class the day your project is due
- Highlight the main concepts in your project and explain how your representation conveys your understanding of class concepts
- Explain how your ideas have shifted over the course of the semester

Group Feedback Form: 10 points

- Complete (individually) the feedback form for the individuals presenting their Personal Development Projects in your small group. Turn in this form before you leave class.

(3) EXPERIENTIAL EXERCISE:

You will give up something you feel dependent on such as soda, coffee, tobacco, alcohol, television, iPod, Facebook, text messaging, etc. for 28 *consecutive* days. You are to abstain from the substance/behavior for the specified period of time and keep notes about your experience. You will write a 2-3 page paper about your experiences. You will also participate in a class discussion related to your recovery. Follow these guidelines when writing your paper. Attach this grading rubric to your assignment when you turn it in. This Project is worth **100 points**.

RUBRIC for GRADING

Content (85 points)

- Experience with “addiction” & “recovery” **(35 points)**
 - Identify the substance/behavior you gave up for this project.
 - Describe your experiences in the 28 days
 - Any cravings, triggers, changes in mood/behavior, etc.
 - Any relapses
 - What helped you to be successful?
 - What (potentially) caused problems in your recovery?
- Analyze how personal experiences help you to understand “real” recovery **(35 points)**
 - What did this project teach you about real life addiction and recovery?
 - How is your experience similar to/different from “real” recovery?
 - How does your experience compare to concepts we discuss in class?
- How does your experience in this project shape the way you view addiction, recovery, stereotypes, assumptions, etc? **(15 points)**
 - What has changed for you since beginning the 28 days?
 - How have your views shifted, been clarified, etc?

Style and Mechanics- The following will be considered in grading your content above.

- APA formatting; Spell checked, no typos; Stapled paper (two point deduction)
- Appropriate structure: paragraphs (introduction, supporting paragraphs, conclusion), complete sentences. See note below on further deductions.
- Style and flow of paper- Can the reader follow the train of thought? Is there a logical transition between paragraphs? See note below on further deductions.
- Correct page length (deduction of five points per page that is short of requirement)
- Attaching grading rubric (three point deduction)
- Extreme grammatical/mechanical errors that impede reading the paper (more than a few mistakes, makes it almost impossible to read and comprehend the meaning of the paper). (Range from twenty to seventy five points depending on level of comprehensibility. May be asked to submit a re-write)
- Paper does not consist of structured paragraphs. (Range from twenty to seventy five points depending on level of error. May be asked to submit a re-write)

Group Assignment: 15 points

- Attend and participate in small group discussion and activity sheet during class on the day this project is due.
 - Process with group your experiences over the 28 days
 - Complete the activity sheet with your group members related to your collective experiences

PARTICIPATION AND ATTENDANCE

This course is based on the belief that mastery of the subject matter occurs through taking an active role in the learning process. Lectures will be most beneficial, and the exam scores will be highest when readings are completed prior to class. **Regular class attendance is a vital element in this course.** Your attendance is not only important for your understanding of class material, but also for the benefit of the class as a whole. Given there will be regular in-class discussions on the assigned readings, media and other topics, **students are expected to attend all classes and labs** and be prepared according to the syllabus (i.e., readings completed). **Make up work will be permitted by excused absences only. An excused absence is defined by the university as being absent from class due to official university business. No other make up work will be given or accepted.**

GRADING INFORMATION:

Exams:

Exam 1	50
Exam 2	50
Exam 3	50
Exam 4 (Final)	100

Assignments:

Chapter Summaries (5 worth 20pts each)	100
Personal Development Paper	100
Experiential Exercise	100
TOTAL POINTS	550

GRADING SCALE:

- A = 550-495 Points (90-100%)
- B = 494-440 Points (80-89%)
- C = 439-385 Points (70-79%)
- D = 384-330 Points (60-69%)
- F = 329 or less points (59% or lower)

ONE Extra Credit Assignment may be offered during the semester worth a total of 10 points. A panel of recovering students (drug and alcohol addiction panel) may be held during lecture time (refer to course schedule page in syllabus). Those in attendance who want the extra credit will write a ONE page summary (you will write this during class—bring paper) of the panel discussion and turn it in before leaving class lecture. Writing must be as legible as possible.

Grades of "I" (incomplete) will not be given to students who merely do not come to class, have failed to satisfactorily complete the course, or who beg, bother, or otherwise pester this instructor. Refer to the University's policy regarding incompletes for further information.

AMERICANS WITH DISABILITIES ACT (ADA):

Accommodations, availability of services/auxiliary aids statement: *"Persons with disabilities who may need auxiliary aids or services are requested to contact the Assistant Vice President for Student Affairs, at 742-2192, preferably a few days in advance of participation so that appropriate arrangements can be made."*

Class syllabi statement: *Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.*

Nondiscrimination statement: *"Texas Tech is committed to the principle that in no aspects of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all."*

ACADEMIC INTEGRITY:

Texas Tech University is committed to a high standard of integrity and therefore, academic honesty is expected. On exam days, you can expect to put your bags, backpacks, purses, caps, cell phones, PDAs, and pagers in the front or side of the classroom. If you are uncomfortable with handling your possessions in this way, please leave them at home. "Academic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act." Since dishonesty harms the individual, fellow students and the integrity of the University, policies on scholastic dishonesty *will be strictly enforced*. <http://www.depts.ttu.edu/studentjudicialprograms/AcademicIntegrity.htm>

PLAGIARISM:

Plagiarism occurs when a student submits work that is not his or her own. This includes copying from printed materials, websites, or from other people. Any assignment containing plagiarized material will automatically be graded as zero. Plagiarism may also result in failing the entire course. Students who do not thoroughly understand methods of proper documentation should request assistance from the instructor. The TTU Library has a resource on avoiding plagiarism at the following website: http://library.ttu.edu/ul/cswrc/wr_plag.php

CIVILITY IN THE CLASSROOM:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, students are prohibited from using cellular phones or beepers, making offensive remarks, chatting, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in "minimally" a request to leave class.

POLICY ON LATE WORK:

All work is to be turned in by the time class/lab is dismissed on the date it is due. Each student is responsible for keeping a copy of all work turned in. This protects you in the event of questions about missing assignments.

STUDENT ABSENCES FOR OBSERVANCE OF RELIGIOUS HOLY DAYS:

1. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Students should refer to the Texas Tech Operating Procedures manual for any questions or concerns: <http://www.depts.ttu.edu/opmanual/OP34.19.pdf>

ADRS 2310—UNDERSTANDING ALCOHOL, DRUGS, AND ADDICTIVE BEHAVIORS
SAMPLE SCHEDULE

<u>Date:</u>	<u>Topics</u>	<u>Required Prep/Due</u>
XXXX	Syllabus Overview and Course Introduction Intro/Discussion of Addiction	Reading (Chp. 1)
XXXX (LAB)	<i>Dateline Video “Saving Carrick”</i> Discussion of Video	
XXXX	Intro/History of Addiction	Reading (Chp. 2)
XXXX (LAB)	<i>“Intervention Video” #6</i> Discussion of Video	Summary 1 Due
XXXX	Family Systems and Addiction	Reading (Chp. 3)
XXXX (LAB)	<i>“Intervention Video” (Family #7 or 12)</i> <i>“America Anonymous” Discussion</i>	(A.A.) Intro-57
XXXX	Developmental Perspectives	Reading (Chp. 4)
XXXX (LAB)	<i>Video: “Binge Drinking Mom”</i> Review for Exam #1	
XXXX	EXAM #1	
XXXX (LAB)	<i>“America Anonymous” Discussion</i> MAST Assessment	(A.A.) 58-213 Begin Recovery
XXXX	Theoretical Models of Addiction	Reading (Chp. 5)
XXXX (LAB)	<i>Video “Pleasure Unwoven”</i> Discussion of Electronic Handout	Summary 2 Due
XXXX	Biology of Addiction Co-Occurring Disorders HBO Clips	Reading (Chp. 6) Reading (Chp ?)
XXXX (LAB)	Drug Classifications <i>“America Anonymous” Discussion</i> Review for Exam #2	Reading (Chp. 7) (A.A.) 214-243
XXXX	EXAM #2	
XXXX (LAB)	Drug Classifications <i>“America Anonymous” Discussion</i>	Reading (Chp. 7) (A.A.) 244 – End Summary 3 Due Recovery Group
XXXX	Process Addiction	Reading (Chp. 8)
XXXX (LAB)	<i>Video “Secret Lives of Women: Cutters”</i> Discussion of Video	Recovery Group
XXXX	Process Addiction	Reading (Chp 8)
XXXX (LAB)	RECOVERY PANEL (Extra Credit) Review for Exam #3	Ex. Credit Sum Due Recovery Reaction Due

XXXX	EXAM #3	
XXXX (LAB)	<i>Six Essentials Discussion</i>	(Six) pp. 1-50
XXXX	Culture and Ethnicity,	Reading (Chp. 9))
XXXX (LAB)	<i>Six Essentials Discussion</i>	(Six) pp. 51-112 Summary 4 Due
XXXX	Gender and Sexual Orientation	Reading (Chap 10)
XXXX (LAB)	<i>Six Essentials Discussion</i> Personal Development Project Due	(Six) pp. 113-143 Group Presentation
XXXX	Recovery and Self-Help Groups	Reading (Chp. 11) Reading (Chp. 12)
XXXX (LAB)	<i>Video "Inside AA"</i>	Summary 5 Due
XXXX	Wrap up and Review Review for Final Exam	

FINAL EXAM

***While not expected, it should be noted that lecture topics may change dates and that other changes may be made to the schedule above; if so, you will be informed and given a new copy of the syllabus schedule. Additionally, if anything is changed regarding the course requirements, you will be notified and receive a new page of that portion of the syllabus that has been changed.**

COURSE: _____

INSTRUCTOR: _____

NAME: _____

I have received, read and understand this syllabus as presented by the instructor and am clear as to the requirements and effort that will be required to succeed in this course.
