



Department of Counselor Education, School
Psychology, and Human Services
CED 320 (1001): Drugs and Behavior
Fall 2019- 3 credits

Instructor:

Classroom: Canvas only

Office Location/Number: CEB

Office Hours:

Email: Via Canvas

Alternate Email:

Required Text: Inaba, D. S. & Cohen, W. E. (2014) *Uppers, Downers, All Arounders (8th Ed.)*. Medford, OR: CNS Productions. ISBN=978-0926544390

Course Description

This course is designed to familiarize students with various classes of substances, including their physiological, psychological, and behavioral effects.

Course Goals and Objectives

1. To understand the historical antecedents of the current American drug scene.
2. Students will familiarize themselves with the effects of substances on behavior and various organ systems of the human body.
3. To learn the classification and categories of drugs.
4. To become aware of different treatment modalities for various drug addictions.
5. To be able to describe the relationship between mental/emotional health and drug use.

Late Assignment Policy & Missed Classes

Late Assignments – Students who anticipate turning an assignment in late with a valid reason should consult with the instructor *prior* to the assignment's due date in order to avoid losing points. Assignments turned in late without prior instructor consent may or may not be accepted for full/partial credit. Such approval will be at the discretion of the instructor. Please contact me in case of emergencies (hospitalizations, death, major life event, etc.) at your earliest opportunity so that we may arrange accommodations if appropriate.

Missed Class(es) – Considering this is an online format, students are expected to login regularly and work independently by submitting assignments, tests, quizzes, and discussions on time, with or without instructor reminders.

Due Dates & Times – **All assignments, tests, discussions, etc. are due at 11:59pm of the given due date (refer to the schedule at the end of this syllabus for specific dates).**

Course Expectations

1. Students are expected to login to Canvas regularly and become familiar with the syllabus and schedule.
2. Students are expected to read the assigned textbook.
3. Students are expected to plan their time so that they will complete class discussions, assignments, quizzes, and exams *on time*.
4. Students are expected to be active in class discussions relaying information and comments as they are relevant to the topics being discussed.
5. Students are expected to cite their references when quoting from the text or any other sources in the papers and/or discussions.
6. In order to maintain a nonjudgmental online environment, no offensive language will be tolerated.
7. Professional, ethical, and considerate conduct is expected at all times.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance

Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.
 2. Subsection 1 does not apply to any electronic surveillance:
 - (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
 - (b) By a law enforcement agency pursuant to a criminal investigation;
 - (c) By a peace officer pursuant to NRS 289.830;
 - (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
 - (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
 - (f) Of a class or laboratory when authorized by the teacher of the class or laboratory.
- (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

Grading Policy

All grades are calculated according to the following formula: Total points earned/500 = grade.

Total possible points= 500. Please look at the following "Course Assignments" section for a more detailed breakdown of possible points

A	100-93	
A-	92-90	90% = 450 points
B+	86-89	
B	84-85	
B-	80-83	80% = 400 points
C+	76-79	
C	74-75	
C-	70-73	70% = 350 points
D+	66-69	
D	64-65	
D-	60-63	60% = 300 points
F	59 or less	

Course Assignments

I. ONLINE QUIZZES

100 points

There will be one quiz per chapter. 10 questions, worth 1 point each. 10 quizzes total. 45 minutes per quiz. Two attempts.

II. DISCUSSION POSTS

200 points

4 discussion posts, worth up to 50 points each. Students will be provided writing prompts to answer and post on the discussion forum. Students are expected to reply to a class peer for full credit (*discussion posts and replies have strict criteria; read below*).

Original post (35 points) should: total **at least 500 words** in length and cite the chapters and/or supplemental material being covered in that module **at least 3 times**.

Post one reply to a peer (replies are worth 15 points) which should be: **at least 150 words** in length and cite the chapters and/or supplemental material being covered in that module **at least 1 time**.

* Please note that I am looking for your discussions posts to contain detail, depth, and breadth. Although 500 words is the minimum word requirement, completing the bare minimum will typically be considered average (C level) work.

III. RECOVERY GROUP REFLECTION PAPER

100 points

The experiential component of this course *requires* that students attend a recovery group for one at least one hour. Groups can include ALANON (<http://al-anon.org/al-anon-in-nevada>); AA (http://www.lvcentraloffice.org/lvaa_printed.pdf); NA (http://www.region51na.org/?wpfb_dl=130); or GA (<http://www.gasn.info/weekly-events>). Make sure that the group you are attending is “open” as opposed to “closed” to ensure your presence is welcome. You are not required to participate verbally (although if you find it beneficial of course you may do so), but rather observe. After attending, write a 3-5 page (NOT including cover page or reference page) **APA formatted** reflection paper that covers the following topics: (*please make sure to include these as section dividers/headers in your paper*)

1. **Introduction:** For tips on writing an adequate introduction, I have found the following website useful: <http://writingcenter.unc.edu/handouts/introductions/>
2. **Scholarly Review:** In this section include some research behind these types of group meetings (history of anonymous meetings, benefits and limitations, etc.). Include at least **two scholarly journals** and your textbook for references (see references section #6 for more details).
3. **Summary of Meeting:** In your own words describe the hour-long meeting you attended. It is important to note that this section does *NOT* ask for opinion, rather a recollection of the events that occurred. This is a skill that does not come easy to all, so please make sure to draft and review this section prior to submission. *Please remember to protect the anonymity of these meetings and do not include real names or identifying factors.*
4. **Personal Reflection:** What expectations or ideas did you have prior to attending this meeting? How did the events that occurred compare to the image you had in mind? Can you see in which ways these types of meetings could be of service and/or a disservice to addicts? As a human service professional, would you advise your clients to attend this specific meeting or meetings of this sort? Why or why not? Please share any other feelings or thoughts regarding the meeting you attended.
5. **Conclusion:** For tips on writing a good conclusion I have found the following website useful: <https://owl.english.purdue.edu/engagement/2/2/60/>
6. **References:** APA style reference page. Your paper must include **at least 5 citations from the text** and **4 citations from at least 2 peer reviewed scholarly journals** (accessible through UNLV’s online library database). That’s a total of at least 3 references on your references page and 9 citations throughout your paper.
7. **EXTRA CREDIT:** Please note that this section is OPTIONAL and if completed is worth **up to 15 additional points**. Find someone before or after the meeting that would be willing to talk with you for about 15 minutes. Choosing someone to interview should be a carefully thought out process. (For example, you may not want to interview someone who is freshly sober or recently relapsed or someone who appears to be having an emotional crisis.) Explain to them that you are a student and would like to get their take on addiction. Also, explain that you will maintain their anonymity by using a pseudo name. Have a predetermined set of questions (3-4) that you’d like to ask. For example if you are attending NA, AA, or GA, you could ask, “When and why did you start using?” “When did you realize that using was no longer ‘fun’?” “Is addiction something that has run in your family?”

“What is your motivation for sobriety/recovery?” If you attending an ALANON meeting, where the attendees are the family members of addicts, you could ask something along the lines of “What is the hardest part about having an addict family member?” “What motivates you to keep coming to these meetings and learning about the addiction?” “How has having an addict family member affected you?” This is your opportunity to ask anything you aren’t getting from the textbook in a respectful and dignified manner of course – do take advantage of this opportunity.

Criteria	Performance Indicators			
	Needs Improvement	Marginal	Meets Expectations	Exceptional
Originality of Content 50%	Not Submitted or product simply repeats source material with little or no original contribution from student. F	Product reflects little engagement with topic and unimaginative response. C+ to D	Product reflects positive student engagement with material and creation of an original reaction of opinion or insight. A to B-	Product reveals a clearly mature and deeply insightful response; reflects a unique perspective that contributes significantly deeper understanding of the issue. Few people meet this standard. A+
Grammar and Spelling 25%	Not Submitted or Spelling and/or grammar errors fail to meet standards of college writing. F	Barely acceptable errors in spelling and grammar. C+ to D	Few spelling and/or grammar errors resulting in acceptable to very good writing product. A to B-	No errors in spelling or grammar. Few people meet this standard A+
APA Formatting 25%	Product is not formatted in APA style, does not meet minimum citations criteria. F	Numerous formatting errors, does not meet minimum citations criteria. C+ to D	Few formatting errors, but student still meets referencing/citation criteria. A to B-	Product is formatted in APA style (i.e., 1” margins, 12 pt font, double spaced, cover page, and reference page.) with no errors. A+

FINAL EXAMINATION

100 points

The final exam is designed to be comprehensive in nature, and will focus on the main constructs covered in the entire course (chapters 1-10). The exam will consist of 50 questions worth 2 points each. You have 2 hours to complete the exam. Two attempts.

ACADEMIC POLICIES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be

treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website:

<http://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of

SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Course Schedule

****Please NOTE: All assignments are due at 11:59 PM on the given due date*****

Chapter Readings	Module Dates	Discussion	Assignment(s)	Quizzes	Exam
Module 1: Chapters 1 & 2	8/26/19 - 9/22/19	Sept. 15th: <i>Original post due</i> Sept. 22nd: <i>Peer reply due</i>	-Review syllabus -Review course expectations and assignments CAREFULLY!	Sept. 22nd: Chapter 1 & 2 quizzes due	
Module 2: Chapters 3, 4, & 5	9/23/19 - 10/20/19	Oct. 13th: <i>Original post due</i> Oct. 20th: <i>Peer reply due</i>		Oct. 20th: Chapter 3,4,& 5 quizzes due	
Module 3: Chapters 6, 7, & 8	10/21/19 - 11/17/19	Nov. 10th: <i>Original post due</i> Nov. 17th: <i>Peer reply due</i>	Nov. 3rd: Reflection paper due ☺	Nov. 17th: Chapter 6,7,& 8 quizzes due	
Module 4: Chapters 9 & 10	11/18/19 – 12/13/19	Dec. 8th: <i>Original post due</i> Dec. 13th: <i>Peer reply due</i>		Dec. 13th: Chapter 9 &10 quizzes due <i>Note: Due on Friday by 11:59pm</i>	Dec. 13th: Final Exam due <i>Note: Due on Friday by 11:59pm</i>

