COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: HUSV 315 ID3, Substance Abuse and Chemical Dependency
Semester and Term: FALL 2014
Time: 6pm – 10pm
Campus Location: Bridgeport

Course Description:
This course concentrates on assessment and diagnosis of substance abuse and chemical dependency as well as the different treatment modalities and methods used to help the addicted. Included in the course will be a look at the different addictions and compulsive behavior patterns including alcohol and other drug dependency, gambling, and eating disorders.
Prerequisite Courses: HUSV 110
Course Code: CJ-C, HS-PE, PSY-PE, HSM

Instructor & contact information: Tracy Mello
Email: tfenster@bridgeport.edu

Required Textbook:

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:
Upon completion of this course the student should be able to:

Upon completion of this course the student should be able to:
- Demonstrate an understanding of the core functions of substance abuse counseling
- Describe the addictive treatment and recovery process
- Articulate an understanding of the major approaches to treatment
- Describe the future of the treatment field and best practices
I. First Assignment Prior to the First Class: First Assignment Prior to the First Class (Due 11/06/14): Read the following chapters from the course textbook, *Fundamentals of Substance Abuse Practice*:

Chapter 1 – Social Work and Substance Abuse Practice
Chapter 2 – Pharmacology
Chapter 3 – Models of Chemical Dependency

Reflection Paper #1 (Due 11/06/14) - Write a 3-page reflection paper summarizing your understanding and views of substance abuse prior to reading the chapters and insights you gained after reading them. Include in your paper objectives you have for your learning through the course, biases you have, and gaps in your knowledge base.

This paper will represent 25% of the final grade.

Format & Mechanics: It is expected that this paper will be a minimum of 3 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections The paper will be written from the first person standpoint and cites the student’s reactions, feelings, and analysis of the text chapters with their pre-reading views. It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters as well as outside sources; provide a critical assessment of the opinions communicated by the author; and originality of thought in expression and defense of the student’s own views.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.
Assignments:

II. Assignment 2 (Due 11/13/14): Read the following chapters from the course textbook, *Fundamentals of Substance Abuse Practice* and be prepared to discuss them in class:

- Chapter 4 – The Art of Client Engagement
- Chapter 5 – Understanding the Family
- Chapter 6 – Macro Context for Substance Abuse Assessment

III. Assignment 3 Due (11/20/14): Develop a genogram and ecomap from a case scenario that will be discussed in class.
This assignment will represent 10% of the grade.

IV. Assignment 4 (Due 12/4/14): Read the following chapters from the course textbook, *Fundamentals of Substance Abuse Practice* and be prepared to discuss them in class:

- Chapter 7 – Introduction to Screening and Assessment
- Chapter 8 – Substance Abuse Assessment

V. Assignment 5 (Due 12/11/14): Read the following chapters from the course textbook, *Fundamentals of Substance Abuse Practice* and be prepared to discuss them in class:

- Chapter 9 – The Substance Abuse Treatment System
- Chapter 10 – Substance Abuse Treatment Methods
- Chapter 11 – Populations at Risk

*Descriptive Analysis Paper* (Due 12/11/14) - Watch the film: *When a Man Loves a Woman* and write a minimum 4-page paper summarizing your analysis of the themes in the film, the effects of addiction on the film’s characters, and compare and contrast how the character’s treatment process correlates to assessment and treatment methods described in the course textbook.

This paper will represent 25% of the final grade.

Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 4 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.
Reflections: It is expected that the student will provide a detailed analysis of the themes presented in the film, articulate their opinions and demonstrate a sophisticated understanding of the issues; compare and contrast the treatment process shown in the film with the methods described in the textbook and draw out additional implications on the themes presented from the text chapters, class discussions as well as outside sources.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

VI. Assignment 6 (Due 12/11/14) – Reflection Paper #2: Decide, as of the first class, on a legal substance or an activity from which you will abstain for the 5 weeks of this course. Usually the first thing that pops into your head and that you want to reject because it will be too hard is the best choice. Some suggestions are alcohol, tobacco, chocolate, coffee, sugar, or activities such as gambling or watching television or playing video or computer games. Keep a journal of the experience with an emphasis on the defense mechanisms used such as denial, minimization, projection, and rationalization.

Write a minimum 4-page reflection paper about the experience including the stage of change you were at prior to starting your abstinence and the stage you were at the completion of 5 weeks abstinence; physiological, cognitive, and emotional experiences during the 5 weeks, and a summary of your reflections on insights you gained in the process about making the change.

This paper represents 25% of the student’s final grade.

It is expected that this paper will be a minimum of 4 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections: The paper will be written from the first person standpoint and cites the student’s reactions, feelings, and analysis of the experience of abstaining from a substance or activity. It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters as well as outside sources; and originality of thought in expression and defense of the student’s own views.

Punctuality: Failure to submit this paper at the final class, will result in a “0”.
Attendance and Participation in Class Discussions: Individual personal experiences and opinions are likely to be expressed during the class. It is important for students to respect each other’s views and to maintain confidentiality. In this way, a safe and supportive learning environment is maintained.

It is expected that students will attend each session, be on time, and stay for the entire length of the class. It is expected that the student will read the required reading assignments and be prepared to actively participate in classroom discussions and group activities.

Attendance and participation will represent 15% of the student’s final grade.

Description of Weekly Sessions:

<table>
<thead>
<tr>
<th>Session</th>
<th>Description of Weekly Sessions</th>
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| Session 1 – 11/06/14 | 1. Introductions & objectives  
2. Class syllabus, assignments & grading  
3. Read the following chapters from the textbook:  
   Chapter 1 – Social Work and Substance Abuse Practice  
   Chapter 2 – Pharmacology  
   Chapter 3 – Models of Chemical Dependency  
   Reflection paper #1 due |
| Session 2 – 11/13/14 | Read the following chapters from the textbook and be prepared to discuss in class:  
   Chapter 4 – The Art of Client Engagement  
   Chapter 5 – Understanding the Family  
   Chapter 6 – Macro Context for Substance Abuse Assessment |
| Session 3 – 11/20/14 | Read the following chapters from the textbook and be prepared to discuss in class:  
   Chapter 7 – Introduction to Screening and Assessment  
   Chapter 8 – Substance Abuse Assessment  
   Genogram and Ecomap due |
| Session 4 – 12/4/14 | Read the following chapters from the textbook and be prepared to discuss in class:  
   Chapter 9 – The Substance Abuse Treatment System  
   Chapter 10 – Substance Abuse Treatment Methods |
Chapter 11 – Populations at Risk

Descriptive Analysis Paper on the film: *When a Man Loves a Woman*

Session 5 – 12/11/14

Students will discuss their reflections on their abstaining from substance or activity.
Reflection Paper # 2 due

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
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<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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**ACADEMIC POLICIES**

**Attendance Policy**

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

**IMPORTANT:**
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

**Drop Procedures**
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

**Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

**Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

- **Case #1**: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

- **Case #2**: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

- **Case #3**: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

- **Case #4**: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.
Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

**Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

**ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

**Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** https://bridgeport.instructure.com/courses/985903

**For assistance** contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/
Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: [http://www.bridgeport.edu/library](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](http://www.bridgeport.edu/waterbury)

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
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<th>Address</th>
<th>Telephone</th>
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<table>
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<th>Location</th>
<th>Address</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
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</table>

Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.

Federal Student Aid Information: 1-800-433-3243