



Syllabus: Substance Abuse Prevention

Course Information

Course Prefix/Number: SSE123
Semester: Spring 2018
Class Days/Times: TTH 9:00-10;15

Credit Hours: 3
Course Title: Substance Abuse Prevention
Room: GSK 4

Instructor Information:
Name: Dr. Bruce Payette

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Office hours: before and after class

Course Description: Survey of the major concepts and best practices in the prevention of substance abuse across the life span. Special emphasis on the prevention of substance abuse on Native American Reservations.

Course Objectives:

During this course students will learn what are best practices in substance abuse. Identify the role of the Mental Health Professional in Prevention and Treatment. Understand the Classification of Drugs. Distinguish between the various Models of Addiction. Appreciate the importance of Culturally and Ethnically Diverse Populations in prevention of substance abuse.

Student Learning Outcomes (SLOs) : (Three to Six)

After completion of the course students will be able to integrate substance abuse prevention knowledge and skill best practices in their human service/social work degree program. To apply substance abuse prevention knowledge in social work, fieldwork and employment.

Course Structure:

1. *Lectures and presentations*
2. *Supplemental videos*
3. *Case studies*
4. *Role playing*
5. *Assigned readings*
6. *Attend an AA meeting*
7. *tests*

Texts and Materials: Fisher, Gary & Harrison, Thomas. (2018). Substance Abuse: Information for School Counselors, Social Workers, Therapists and Counselors. Pearson, New York.

Evaluation and Grading & Assignments:

1. *attendance, readings preparation, active participation and punctually* 30%
2. *Tests* 60%

3. *Attendance at an AA Meeting and write up summary* *10%*
Tests are distributed at the start of class and will be picked up after 30 minutes.
Late tests must be approved by the Professor.

30%

Himdag Cultural Component:

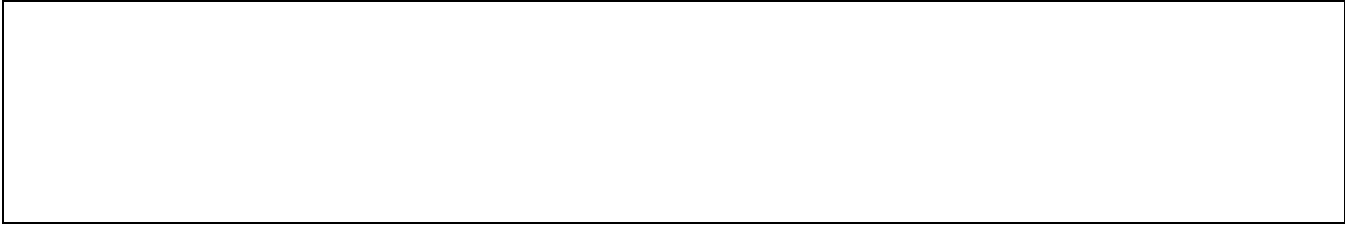
Every book chapter and every class assignment will measurable integrate best practices in substance abuse prevention with the rich culture, history and future of the Tohono O'odham Community.

Policies and expectations- minimally

1. *Every class member is essential to the learning and growth of all class members.*
2. *You will be expected to arrive on time and be ready for class. This will be expected of you as a professional in Human Services.*
3. *Your views are important. When we debate topics, we will always be respectful of each other.*
4. *Person integrity is important; thus we will be truthful with each other.*
5. *Please inform, by email, if you are not able to attend class.*
6. *Grading policy*
7. *A=90 plus*
8. *B=80 plus*
9. *C=70 plus*
10. *D=60 plus*
11. *F=failure, below 60.*
12. *Incompletes are very rare and must be approved by the Dean.*

Course Outline:

There will be two exams and a final. Ten percent of the grade will be the written AA paper.
Chapter one will be read by January 22nd. Each chapter will be due the Tuesday of the week it will be discussed.
The AA assignment must be completed by Feb. 19.



DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Important, if you have any Disability that requires special attention, please bring this to the attention of the instructor. I will make every effort to accommodate your situation.

When writing SLOs ask yourself two simple questions:
“Can it be measured?” and “Is learning being demonstrated?”

Contrast the following Student Learning Outcome:

The student will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.

with the Course Objective:

Given a paragraph of ten sentences, the student will identify ten rules of grammar which are used in its construction.

Examples of poorly written SLOs:

- 1. Students will be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.*
- 2. Students will draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.*
- 3. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.*

Avoid using non-action verbs such as:

Appreciate
Become aware of
Become familiar with
Know
Learn
Understand
Value

Glossary of Terms:

Assessment: the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

Classroom Assessment and Classroom Assessment Techniques (CATS): Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are ‘feedback devices,’ instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment: ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).

