



Syllabus: *SSE 123 Substance Abuse Prevention*

Course Information	
Course Prefix/Number: SSE 123 Semester: Class Days/Times:	Credit Hours: 3 Course Title: Substance Abuse Prevention Room: This is a Web Based course. Students are expected to complete this class on the Web with teacher contact via Email, Phone, and through Canvas.

Instructor Information: Name: Bruce Payette	Phone/Voice Mail : 520-204-0441 E-mail: bpayette@tocc.edu Office location/ hours: Web Based courses carry the same time commitment as does a face to face class.
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<p>Course Description:</p> <p>Comprehensive review of approaches to prevention. Includes drug control policies and the impact of abused substances on all segments of society. Also includes focus on the resources of multiple societal sectors to reduce the demand for drugs.</p>

<p>Course Objectives:</p> <p>During this course students will</p>
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<p>Student Learning Outcomes (SLOs):</p> <p>This is a web based course, there is no expectation that the instructor will be on campus, on a regular basis. You may contact me by Email at bpayette@tocc.edu. My cell phone is 520.. It is best to call me during evening hours.</p> <p>After completion of the course students will be able to <<action verb>> <<something>></p>

<p>Course Structure:</p>

1. Chapter one will include Putting Drugs in Perspective
2. Chapter two will include Why People Use and Abuse Drugs and Alcohol
3. Chapter three will include Drug-Specific Information: Drugs on the Street Where You Live
4. Chapter four will include Assessment of Substance Abuse, Dependence, and Addiction
5. Chapter five will include Substance Abuse and Family Systems
6. Chapter six will include Parents and Family: At-Risk Factors for Substance Abuse
7. Chapter seven will include Growing Up in an Alcoholic Family System
8. Chapter Eight will include Motivation and Change
9. Chapter nine will include Intervention
10. Chapter ten will include Prevention of Substance Abuse Problems
11. Chapter eleven will include Disorders Co-Occurring with Substance Abuse
12. Chapter twelve will include Alcohol/Drug Recovery, Co-Occurring Disorders, Suicide, and Alcohol/Drugs
13. Chapter thirteen will include The Problem of Relapse: Relapse Prevention (RP)

Texts and Materials:

Drugs in Perspective, 9th Edition, Richard Fields, McGraw-Hill, 2016.
ISBN 978-0-07-802865-6

Evaluation and Grading & Assignments:

A student's final grade will be calculated by combining the averaged grades for the following course components: 13 Chapter Outlines (completed in Cornell Note Style), 13 Essay Questions, and 1 Final.

Total points are 410.

A= 351 Points or Greater

B= 312 Points or Greater

C= 273 Points or Greater

D= 234 Points or Greater

F=233 or less

Himdag Cultural Component: (include details on how this course will be integrated into the Himdag)

Policies and expectations:

Any student found guilty of academic misconduct shall be subject to disciplinary action based upon the Student Handbook.

Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a TOCC student has questions or needs an accommodation in the classroom(all medical information is treated confidentially), contact: Ms Kelley, the college counselor.

Attendance Policy

This is an online class, work must be completed per assignments.

Course Outline:

Work Schedule: During each month certain chapters must be completed:

January: Chapters 1, 2, 3, 4.

February: Chapter 5, 6, 7, 8.

March: Chapters 9, 10, 11,

April: Chapters 12, and 13.

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.

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)

