

The University of South Dakota
School of Health Science
Alcohol & Drug Studies Department
ADS 116: Study of Alcohol Use and Abuse
Online Fall 2009

Instructor: Jack Stoddard, MA, CCDCIII
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Course Location: Online
Credit: Three semester hours

I. Course Description

This course is a survey of the use, abuse and addictive nature of ethyl alcohol and the symptomology and treatment of alcohol dependence. Students will be provided with a basic knowledge of the nature, scope, and complexity of alcohol dependence and the wide range of current approaches to its treatment and prevention. This course is required for ADAS majors/minors and one of the courses required for SD Chemical Dependency/Prevention Certification.

II. Rationale

Reflective decision makers are skilled individuals whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision making engages individuals in cycles of thought and action based on theoretical, ethical, and professional knowledge. The Division of Health Sciences is committed to preparing reflective leaders.

III. Instructional Methods and Activities

The foundation of specialized knowledge in treating alcohol abuse and addiction will be presented through textbook readings, supplementary information, and resources from the instructor. Well-developed and effective interpersonal skills are at the heart of what makes a counselor successful; given that they need the ability to collaborate with other professionals, function as a team with coworkers, receive and provide supervision, facilitate group therapy, and role model effective interpersonal functioning to their clients; these interpersonal skills will be refined through cooperative learning experiences. Collaborative learning promotes authentic shared learning as students learn with and from each other. The interactive group discussions are an essential part of this course because we will not be meeting face-to-face in a traditional classroom.

IV. Textbook Yalisove, 2004, *Introduction to Alcohol Research: Implications for Treatment, Prevention and Policy*, Pearson-Allyn & Bacon (Textbook is available online in webct under “textbook”)

V. Course Objectives/Outcomes, Standards and Assessment

Objective/Outcome By the end of this course, students will.....	Standard	Assessment
Describe and explain the historical perspectives of alcohol use and abuse.	NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 3, 5, 6, 10 USD Health Sciences Mission Statement	Quizzes Discussion board postings Chapter reviews Examinations
Contrast, compare and incorporate contemporary and theoretical approaches towards understanding alcohol problems and alcohol dependence.	NAADAC ethics Principle 4 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement	Quizzes Discussion board postings Chapter reviews Examinations
Describe fundamental functions of the human body and how alcohol effects the body systems and possible resulting medical complications	NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement	Quizzes Discussion board postings Chapter reviews Examinations
Contrast, compare and discuss the issues of alcohol problems for the individual, family and society.	NAADAC ethics Principle ICRC Ethics NIDA principles for effective treatment USD Health Sciences Mission Statement	Quizzes Discussion board postings Chapter reviews Examinations
Describe fully evaluation techniques and approaches as they relate to treatment.	NAADAC ethics Principle ICRC Ethics NIDA principles for effective treatment USD Health Sciences Mission Statement	Quizzes Discussion board postings Chapter reviews Examinations

VI. Evaluation and Grade

Methods

Students will be assessed based on the following criteria:

1. **Quizzes:** (there will be a quiz for each module (10 quizzes total, worth 5 points each for a total of 50 points)
Each weekly module will begin with a quiz over the textbook readings and then proceed into lecture notes and/or supplementary information and resource, and then in to the interactive groups. The quizzes are designed to assess your understanding of the textbook material. The quizzes will be open book and feel free to work with a partner. You will get a point for each correct answer for that week's quiz. Access to the answer guide will be available when everyone has submitted his or her quiz. The time you spend on the quizzes will pay off when preparing for the exams. Quizzes will be available on Mondays at the beginning of each module and need to be submitted by Sunday of the same week at 11:59pm. Feedback for the Quizzes will be given after the final due date for each quiz. This will be given with correct answers for each quiz.
2. **Discussion Groups:** (5 discussion opportunities worth 10 participation points each for a total of 50). The larger class will be divided into smaller collaborative learning groups. Participation in the interactive discussion group is mandatory. Students are required to interact with each group member at least once during the weekly discussions. Discussion posting will be available on Monday and you can interact with your group through Sunday. The discussion group time will also be used for group study sessions for exams 1-4. Feedback, if needed, for the discussion groups will be given by the following Wednesday after each weeks discussion.
3. **Examination** (200 points)
Four examinations worth 50 points each will be given during the semester. They will consist of 50 multiple choices or true and false questions per examination, and two possible bonus points. Exams will cover the textbook reading, supplementary materials, lectures, and quizzes. Failure to thoroughly read the assigned materials will result in an inability to pass the exam. Feedback will be immediately after each exam is completed.

Exams will be administered online and will be available at your convenience from Monday 1am to Sunday at 11:59pm. You will have two hours to complete an exam.

A final OPTIONAL examination worth 50 points during final exams week will be available to any student who has taken all four examinations, and can be used as a replacement for your lowest regular examination grade. Students with a

grade of 90% and above for the course need not take this exam as the grade cannot be raised above an A. This examination will be comprehensive. This examination is not available to students who missed an examination.

Exams: Students are expected to take exams on the dates scheduled. If you are aware of a conflict with the date of an exam, the instructor needs to be contacted at least one week in advance. Individuals not contacting the instructor prior to the exam will not be allowed to take the exam. Those individuals contacting the instructor prior to the exam will need to complete the make-up exam within one week of the scheduled exam date. If exams are NOT made up within that allotted time, the grade will be recorded as a “zero”. Emergency situations or documented illness will be dealt with on an individual basis.

No makeup examinations will be given unless the student demonstrates extraordinary circumstances with documentation that prevented the student from taking the examination.

There will be no makeup opportunity for the final exam.

Course Requirements:

The student assessment in this class is based on:

1. Completion of the weekly quizzes.
2. Involvement in interactive group discussions and class activities. Students are required to interact with group members during the ongoing discussions. Discussions will be graded as a group, however no points will be given to a group member that does not participate or participates minimally (only one or two postings and posting an opinion only). Refer to Discussion Group Participation Rubric for expectations.
3. Completion of four multiple-choice exams and the option of a final exam
4. Weekly assignments are posted in Content on the navigation bar
5. Quizzes and exams are available in Quizzes on the navigation bar
6. Discussion are posted in Discuss on the navigation bar
7. The group you are assigned to is available under groups on the navigation bar
8. Grades are available in Grades on the navigation bar
9. **Please pay close attention to posted dates for submissions.**

Grade Breakdown:

Total Points	Grade
300- 270	90-100% A
269-240	80-89% B
239-210	70-79% C
209-180	60-69% D
177-below	59% -below F

(A minimum grade of C is required of majors to use course as a pre-requisite and for state certification)

Discussion Group Participation Rubric

5 points	4 points	3 points	2 points	1point	0 points
<ul style="list-style-type: none"> Actively supports, engages and listens to peers (on-going) Arrives fully prepared at every session Plays an active role in discussions (on-going) Comments advance the level and depth of the dialogue (consistently) Group dynamic and level of discussion are consistently better because of the student's presence 	<ul style="list-style-type: none"> Actively supports, engages and listens to peers (ongoing) Arrives fully prepared at almost every session Plays an active role in discussions (ongoing) Comments occasionally advance the level and depth of the dialogue Group dynamic and level of discussion are often better because of the student's presence 	<ul style="list-style-type: none"> Makes a sincere effort to interact with peers (on-going) Arrives mostly, if not fully, prepared (ongoing) Participates constructively in discussions (ongoing) Makes relevant comments based on the assigned material (on-going) Group dynamic and level of discussion are occasionally better (never worse) because of the 	<ul style="list-style-type: none"> Limited interaction with peers Preparation, and therefore level of participation, are both inconsistent When prepared, participates constructively in discussions and makes relevant comments based on the assigned material Group dynamic and level of discussion are not affected by the student's presence 	<ul style="list-style-type: none"> Virtually no interaction with peers Rarely prepared Rarely participates Comments are generally vague or drawn from outside of the assigned material Demonstrates a noticeable lack of interest (on occasion) Group dynamic and level of discussion are harmed by the student's 	<ul style="list-style-type: none"> No interaction with peers Never prepared Never participates Demonstrates a noticeable lack of interest in the material (ongoing) Group dynamic and level of discussion are significantly harmed by the student's presence

		student's presence		presence	
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1. Developed by Adam Chapnick, University of Toronto

Desire 2 Learn Resources:

For information about USD's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the CE Online Student Orientation (<http://www.usd.edu/ce/Orientation.pdf>). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Freedom in Learning.

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Academic Honesty

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Course Policies:

- (1) Cheating and plagiarism are unacceptable.
- (2) Participation is mandatory

ANY cheating or plagiarism necessitates consequential action. The consequences will involve a grade of “zero” or “F” for the work submitted and potential reporting of the incident to the proper campus authorities. Your academic honesty allows for your standard of excellence in achieving the grade you earn or deserve and maintaining the respect of your classmates and professors. Please refer to the Student Conduct Code on page 37 of the Student Handbook.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Plagiarism is defined as *intentionally* or knowingly representing the words or ideas of another as one's own in any academic exercise.

Disability Services:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of documented disability should contact and register with Disability services prior to or during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester and present that for signature to each instructor in each class every semester. For information contact: Ernetta L. Fox, Director of Disability Services, Room 119 Service Center, phone: 605-677-6389, email: dservices@usd.edu Website: www.usd.edu/ds

Tentative Course Schedule

ADS 116 Study of Alcohol Use & Abuse

August 31 to September 6 Module 1

- Introduction to course:
- **Chapter 1:**

How Do We Know about Alcohol and Alcoholism? Knowledge about Alcohol, Alcohol Problems, and Alcoholism

This chapter distinguishes between personal, professional, and research knowledge about alcohol. It provides the reader with an introduction, research methods

September 7 - 13 Module 2

- **Chapter 2:**

Measurement and Basic Concepts of Alcoholism Research

This chapter introduces basic alcohol concepts and measurement units, including diagnostic criteria for alcohol disorders and ways of measuring alcohol consumption.

September 14 – 20 Module 3

- **Chapter 3:**

Alcohol and Its Effect on the Body

This chapter discusses the biologic and medical aspects of alcohol use. Current safe drinking guidelines are detailed, along with the many difficulties that are

caused by excessive use. Medical conditions that make even moderate drinking unsafe are discussed.

September 21 - 27

- Test preparation for *exam one*
- **Exam one:** covering Chapters 1-3 and supplementary material

September 28 – October 4 Module 4

- **Chapter 4:**

Heredity and Alcohol

This chapter summarizes considerable evidence that heredity plays a role in creating vulnerability to alcohol disorders or offering protection from them. The Collaborative Study on the Genetics of Alcoholism is currently exploring the genetic factors that contribute to alcohol vulnerability, using the finding of the Human Genome Project.

October 5 - 11 Module 5

- **Chapter 5:**

Statistics on Alcohol Use: Epidemiologic Research on Alcohol.

This chapter summarizes a number of findings about drinking patterns and their consequences in large populations.

October 12 - 18 Module 6

- **Chapter 6:**

Longitudinal Study on Alcohol: Alcohol and Life Span.

This chapter summarizes the important longitudinal studies on alcohol consumption patterns, the development of alcohol disorders, in the course of alcohol disorders.

October 19 - 25

- Test preparation for exam two
- **Exam Two:** covering Chapters 4-6 and supplementary material

October 26 – November 1 Module 7

- **Chapter 7:**

Environmental Factors Affecting Alcohol Use: Cultural and Social Research Finding

This chapter discusses the large differences among countries and drinking practices, patterns, and even types of alcohol problems.

November 2 - 8 Module 8

- **Chapter 8:**
Alcohol, Emotion, Sex, and Aggression
This chapter explores the large body of experimental literature on alcohol's effects on behavior and emotion.

November 9 – 15 Module 9

- **Chapter 9:**
Alcohol, Violent Crime, Criminal Justices and Substance Abuse Treatment
This chapter focuses on the alcohol- crime link and criminal justice substance abuse treatment programs.

November 16 - 22

- *Test preparation for exam three*
- **Exam Three:** *Chapters 7-9 and supplementary material*

November 23 - 29 Module 10

- **Chapter 10:**
Co-Occurring Alcohol Use and Mental Disorders: Epidemiology, Treatment, and Treatment Outcomes

In this chapter, co-occurring mental and alcohol disorders are discussed. The rate of co-occurring disorders is at least 44% for men and 65% for women.

November 30 – December 6 Module 11

- **Chapter 11:**
Outcome Studies on Alcohol and Drug Abuse Treatment: From the Rand Report to the MATCH Study
This chapter discusses how several large-scale outcome studies indicate that treatment for alcohol disorders is effective.

December 7 – 13

- *Test preparation for Exam Four*
- **EXAM 4 Covering Chapters 10- 11 and supplementary material**

December 14 – 18

Optional Final Exam

December 18

Semester Ends