

Clarendon College
Department of Education
PHED 1346 Drug Use and Abuse
Spring, 2025 Course Syllabus

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Office Hours: By Appointment

Textbook and other Resources:

No official textbook is required for this course. The instructor will disseminate materials and information through internet videos, hyperlinks, and quizzes.

Recommend: Drug-related resources ranging from documents to videos that can be accessed from the internet.

Course Description:

This course is the study of the use and abuse of drugs in today's society.

This course emphasizes physiological, sociological, and psychological factors involved in the use and abuse of drugs. This course will provide students with the opportunity to obtain knowledge about the use and effect a variety of drugs has on an individual. Students will be educated in all areas of drugs, ranging from alcohol to sports-enhancing drugs and many other drugs that can be abused.

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, succeed in their major field of academic study and their chosen career or profession.

Core Objectives

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve exploring behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

In accordance with recommendations from the Texas Higher Education Coordinating Board, all Psychology courses at Clarendon College will address the following core objectives:

1. **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
2. **Communication Skills** – to include effective written, oral, and visual communication

3. **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Social Responsibility** – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes

Upon successful completion of this course, students will:

1. Describe an overall knowledge of drugs and their use and abuse (Assessed in Unit 1 Quiz)
2. Identify and explain common terms used in the field of drug use and abuse (Assessed in Unit 1 written assignment)
3. Recognize the difference between drug use and drug abuse (Assessed in Unit 1 written assignment)
4. Categorize and evaluate substance abuse treatment options (Assessed in Unit 2 written assignment)
5. Describe the three stages in the progression to drug dependence (Assessed in Unit 2 written assignment)
6. Assess the level to which a person is dependent upon certain substances (Assessed in Unit 2 written assignment)
7. Assess the understanding of the dangers of certain drugs that are prevalent in your community (Assessed in Unit 3 written assignment)
8. Evaluate and describe recent drug use trends (Assessed in Unit 3 written assignment)
9. Identify the factors that influence alcohol use (Assessed in Unit 3 written assignment)
10. Describe the effects of alcohol abuse on society (Assessed in Unit 3 written assignment). Students will complete an educational plan to match their major and career goals and begin to develop job-seeking skills.

Grading Policies:

The final semester grades will be figured as set in the current catalog: 90-100 = A 80-89 = B 70-79 = C 60-69 = D 59 or Below = F

Assignment- 40%

Discussion Forums-30%

Exams- 30% Assignment-

40% - Assignments are written papers with a desired length posted in each section. Written assignments are expected to be your thoughts and opinions. You are expected to use proper grammar and sentence structure. Assignments should be double-spaced and use a common standard font.

30% - Discussion posts are expected to consist of at least two paragraphs of your thoughts for each new discussion topic. You are required to respond to discussion topics with at least one full paragraph. Each paragraph should consist of 3-4 complete sentences using proper grammar. All comments must be free of explicit and negative comments.

30% Exams - You will have a post timeframe to complete each quiz. The quiz consists of multiple-choice questions. Any answer not submitted within the time limit will be counted as incorrect. **Student**

Expectations and Guidelines: In addition to the previously stated expectations and guidelines, students are expected to adhere to the following:

- Students are expected to attend class regularly. This class has high-class participation.
- Students are expected to turn assignments in on time.
- Communication with the instructor is necessary if questions or concerns arise during the semester.

Areas of Focus per Unit:

- Unit I - Overall knowledge of drugs and their use and abuse, Terms used in the field of drug use and abuse, and the difference between drug use and drug abuse
- Unit II - Categorize and evaluate different substance abuse treatment options, the three stages of the progression to drug dependence, and assess the level at which a person is dependent upon certain substances.
- Unit III - Assess the understanding of the dangers of certain drugs that are more prevalent in your community and evaluate and describe recent drug trends.
- Unit IV - Identify the factors that influence alcohol use and describe the effects of alcohol use and abuse on society

College Policies

Online Attendance Policy

Regular weekly attendance is mandatory in all online courses. A weekly progress report located in the Attendance Activities and Progress Reports section of the course must be completed for students to be considered "in attendance." Attendance will be posted to the Student Portal. Failure to complete these assignments can result in forfeiture of Financial Aid.

Academic Integrity and Dishonest Behavior:

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense. Academic dishonesty violations include but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (4) entering an office, classroom, laboratory, or building to obtain an unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (9) plagiarism. Plagiarism is defined as the using, stating, offering, or reporting of one's own idea, expression, or production of another person's work without proper credit. This includes but is not limited to turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student. Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered, and the violation should not result in suspension from school except in the most extreme cases. While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and maintaining ethical behavior within the classroom and/or

laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain, at a minimum, the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the VP of Academic Affairs. The VP of Academic Affairs will maintain a file on all violations. If a faculty member prefers to report the case directly to the VP of Academic Affairs, it remains his/her prerogative. Additionally, if the faculty member and the accused student cannot resolve or if the faculty member believes that suspension from the course is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the VP of Academic Affairs. If the VP of Academic Affairs observes any trends in student behavior that involve more than one violation or act of academic dishonesty, the Vice President is responsible for notifying all faculty members involved, contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The VP of Academic Affairs is responsible for the timely notification (normally within two weeks) to all parties of an action taken. Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

Dropping a Course

A student enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester on or before the end of the 12th week of a long semester or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

Whether to drop a class or not requires a lot of thought. According to Texas state law, a student is only allowed to drop the same class twice before he/she is charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

Withdrawal from College

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Clarendon College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience

Student Rights and Responsibilities

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

Accommodations Statement**REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 or janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.