Mission Statement
Through “Opportunity-Collaboration-Integration-Community” California State University, Channel Islands places students at the center of the educational experience, providing undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Teaching Methodology and Technological Restrictions
If you like PowerPoint presentations, this is probably not the course for you. The instructor utilizes a Socratic method of teaching, which is based on direct lecture and class discussion. This means that attendance and class participation play an important part in determining your grade, and that you cannot pass this course by just writing a paper and showing up to take the written exams. Class lectures are supplemental to the reading assignments and endeavor to find that which is relevant and meaningful to students. Accordingly, this means that students are required to do a great deal of independent reading and study on their own and bring their questions to class. This pedagogical process is designed to present the subject matter in an interpersonal way and is also intended to enhance the verbal and critical thinking skills of each student. As you may have guessed by now, the instructor views this interactive discussion process as extremely important. Consequently, the best thing that a student can do is to participate in this process and the worst thing that a student can do is to interfere with the process through disruptive behavior. Cellular telephones and/or pagers should not be brought to class lectures or examinations unless they are off or in the vibrate mode. Tape recording of the class lectures is prohibited without the express written consent of the instructor. In other words, use of any electronic media in class is strictly prohibited except for students with disabilities who have written documentation from CI Disability Resource Programs (DRP) demonstrating their need for technological assistance. In summary, being attentive and involved in the subjects that we will discuss in class is the responsibility of each student.
**Course Objectives**
The course applies a multidisciplinary analytical framework in considering the influence of addictive disorders on individuals, family and society. Topics include theories of addiction, pharmacology of drug use, assessment and treatment interventions, as well as family and community responses to addiction. The course also reviews the most current addiction treatment modalities as well as policy issues that are related to societal responses to addiction.

**Learning Objectives**
After successful completion of this course, the student will be able to:
• Understand the relationship between substance abuse and other social problems.
• Identify research-based practices for substance abuse prevention.
• Explore the relationship between research-based findings and what occurs in the everyday world.
• Learn and explain what does not work in prevention of substance abuse and why.
• Analyze and compare the major theoretical models of addiction.
• Describe the pharmacology of substance abuse.
• Identify the historical and socio-cultural aspects of use and abuse and treatment efforts for alcoholism and drug addiction in this country.
• Explain the biological, psychological, environmental and social factors that lead to vulnerability to addictions.
• Describe various assessment models of addiction.
• Describe the biopsychosocial model and the appropriate intervention strategies based on this model.
• Describe addictions from a public health perspective and enumerate the major social policy options for the prevention and treatment of addictions.

**Course Requirements**
(1) Completion of the reading assignments prior to each class. (2) Reasonable class attendance, a minimum of 80% of class lectures. (3) Reasonable class participation. (4) Completion of written examinations, and (5) Completion of research paper.

**Required Course Text**
| Paperback | 464 pages.

**Non-Required Recommended Texts**
The Importance of Purchasing The Required Text New or Used
It will be difficult to pass this course without having the book. The book will be necessary for the assigned reading as well as for three open book, open note written examinations. If you are having trouble with the cost of purchasing the books new you should buy them used with an edition that is as close to the one being used as possible. You may also wish to look at the publisher’s website located at: cengage.com in order to evaluate any study materials that might be available when purchasing the text new before you make a decision to purchase the text in new or used condition. The instructor has also arranged for one copy of the required text to be placed on reserve at Broome Library.

Drop Policies
In order to receive credit for this class, a student must have officially enrolled. If after enrolling in the class, a student decides to withdraw from the class, this must be done officially by the date that is stipulated in the schedule of classes by executing a Change of Program Form. Incompletes, as discussed in this syllabus, can only be obtained, if at the time of withdrawal, the student’s grade is a C or better. Withdrawal from the class with a D or F earns an F in the class. Please see the Schedule of Classes for a complete description of the drop fail policies and student requests for an Incomplete.

Academic Dishonesty
(1). Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
(2). Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
(3). Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student’s academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of
academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

(4). The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

(5). Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

(6). The Academic Appeals Board shall consist of faculty and at least one student. They are participants in an appeal.

(8). The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

For more information please consult:

Disruptive Behaviors
Students should refrain from talking, whispering, texting, checking cell phone messages, or engaging in any behavior that interferes with the class lecture or class discussion. **If your attention is not on the lecture or the class discussion you are not participating.** The general rule here is to show respect for your instructor and your classmates by refraining from behaviors that are likely to disrupt our classroom activities. In accordance with maintaining an academically conducive environment, the instructor reserves the right to deduct grade points, assign seating, and/or change the classroom rules and boundaries described in this syllabus. If disruptive behaviors are observed, students will receive **(1)** a general verbal warning in class, then **(2)** a specific verbal warning after class. **On the third warning,** the student will be asked to leave the class and will not be allowed to return until the instructor has been notified that the matter has been discussed with the CSUCI Dean of Students. CSUCI Disruptive Behavior Policies provide for appropriate disciplinary action in accordance with the Student Code of Conduct:
http://www.csuci.edu/students/publication/guidebook/judaffairs.htm#code

Students with Disabilities
CSUCI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Students with disabilities requesting accommodation should make requests to Disability Resource Programs, Bell Tower 1541, (805) 437-3331. All requests for accommodations require advance notice to avoid a delay in services. Please discuss approved accommodations with faculty.

Audio Recording Accommodation
Students who have been qualified by DRP to record course lectures must present their DRP Faculty Notification letter indicating this need. Students who have been granted permission to audiotape class lectures as an accommodation must also acknowledge, by signature below, their responsibility to abide by each of the following conditions below:
• Audio tapes of class lectures are only for the student's personal use in study and preparation related to the class.
• Faculty members are, by law, afforded copyright protection in their classroom lectures.
• The student may not share these audiotapes with any other person, whether or not that person is in his/her class.
• The student agrees to destroy any audiotapes that were made when they are no longer needed for his/her academic work.
• The student acknowledges that misuse of the audio tapes is an act of student misconduct and will be referred to Judicial Affairs for review and possible disciplinary action.

Reasonable Attendance and Reasonable Class Participation

Reasonable Class Attendance means that your attendance is appropriate for the grade that you intend to receive and at the minimum that you attend 80% of the class lectures. Students observing religious holidays must notify the instructor in advance of any absence in order to be excused from class on that date. Any student arriving late or leaving a class session early will receive only ½ attendance credit for that class. Students must sign the attendance record once for each class session in courses that meet more than once a week and twice for courses that meet only once a week. Research Assistants will match the number of signatures with the number of students attending each class session. If there is any discrepancy, an oral roll call will take place. Any student that is found to be signing in for another student in their absence will be referred to the CSUCI Dean of Students and may be subject to disciplinary action in accordance with the CSUCI Code of Conduct: http://www.csuci.edu/students/publication/guidebook/judaffairs.htm#code

In the case of less than 80% attendance, which is defined as more than six absences for courses that meet twice a week and more than three absences for courses that meet once per week, the student will receive proportional attendance credit points as indicated below. In the case of less than 70% attendance, depending on the quantity and grade level of work that the student has completed, students may receive (1) a grade of Incomplete in the course, which must be requested by the student and agreed to by the instructor, prior to the last week of class, or (2) a lower grade because of lack of attendance.

Reasonable Class Participation means that you are attentive to the lecture and class discussion process and that you ask an intelligent question once in a while. Students may also earn class participation points through questions sent to the instructor by email, so that a student can participate in class discussions and earn class participation points without asking questions in class. Superior Attendance and Superior Class Participation points will be awarded to students that consistently exceed the previous requirements mentioned above. A student with Superior Attendance and Superior Class Participation will receive extra grade point credit proportional to their performance as described in the grading methodology section below.
Research Paper
In order to assist students in preparation of the research paper, a CSUCI Library Representative will visit our class early in the semester. Students matriculating in the CSUCI Department of Psychology are expected to develop research and writing capabilities that are within acceptable standards of the discipline. These standards are exemplified by APA style. Accordingly, students in Psychology 460 will be required to demonstrate their research and writing capabilities by writing a research paper. The subject of the paper can be any topic within the realm of drug or alcohol addiction and treatment or a book report on any of the addiction texts below. Students are encouraged to select topics that are of personal interest. Students must use references that are scholarly such as peer reviewed journal articles, books and other sources with page numbers that may be cited. In other words, you may only use online or electronic sources with page numbers that can be referred to in the paper. Students should demonstrate, in the process of researching and writing the paper, that they have gone outside the assigned readings in the course text. The research paper should comprehensively cover the subject matter and the overall content of the paper should be representative of the final letter grade that the student wants to receive. (e.g.) If you want a letter grade of “A” in the course you should not write a paper with the minimum number of pages and references. The minimum paper being eight (8) pages of written content excluding any abstract, title page, or reference pages and the maximum paper being twenty (20) pages of written content excluding any abstract, title page, or reference pages. The paper should be word processed and double-spaced using 12-point font no larger and no smaller, with 1 inch margins all around. The paper must demonstrate APA style. Research Papers are due the 11th week of class. Late papers will be graded accordingly Please note: CSUCI subscribes to a digital plagiarism detection program that may be used to check papers submitted in this course. You may be asked to submit your paper in a digital format (email attachment or on disk) so that your paper can be checked against web pages and databases of existing papers.

Texts For Book Report Research Paper Option


EVALUATION GUIDELINES FOR RESEARCH PAPERS

OVERALL ORGANIZATION
Does the paper follow the structure explained in the course syllabus? Does the paper contain a logical, thoughtful, presentation that includes clear explanations as well as smooth transitions between paragraphs that contribute to the readers understanding?

COMPREHENSIVE TOPICAL CONTENT
Does the paper fully explore a topic that is within the scope of the course and that was identified and described in the course syllabus? Does the paper content accurately discuss, describe or chronicle the subject matter? Does the paper present literary content that comprehensively explores the topic? Does the paper present clear, logical, empirical, evidence and convincing arguments to support the paper's viewpoint as well as explore other opposing viewpoints?

CREATIVITY, CRITICAL THINKING, CLINICAL PROFESSIONALISM
Does the paper demonstrate evidence of originality, creativity, critical thinking, and a level of clinical professionalism that is consistent with the education, training and experience of the student?

APA STYLE AND GRAMATICAL STRUCTURE
Does the paper demonstrate APA style and utilize citation of references? Does the paper use correct spelling, grammar, etc.

Written Examinations
There will be three 50 question written examinations and the date of each exam is listed in the weekly calendar at the end of this syllabus. Each of the three examinations will contain multiple choice or true or false test questions. Each test question is valued at three (3) points with the maximum score for each examination being 150 points. At grading time, the instructor will automatically drop the student exam with the lowest score. There will be no make-up exams and no extra credit. All examinations will be given in sequence as listed in this syllabus. The written examinations are not cumulative and there is no final examination in this class. Exam questions will be taken from the lecture material and reading assignments. Class lectures are supplemental to the reading assignments and are intended: (1) to illuminate the assigned readings and answer any questions that students may have, and (2) to find that which is relevant and meaningful to students in the course material. Time limitations make it logistically impossible to cover all of the assigned readings in class. Nevertheless, students are responsible for all information in the reading assignments and in the class lectures. For purposes of the exams, if there is a conflict between class lectures and the textbook, the textbook will be the final authority. Students will be allowed access to written or printed class notes and the class textbook for all three written examinations. Students with language difficulties may bring dictionaries in their native language for reference. Course textbooks and notes cannot be shared during written examinations. The instructor recommends that students exchange telephone numbers with at least two other classmates, so that in the event of absence, class. notes can be obtained. However, we will cover the chapters listed at the end of the syllabus on the dates indicated.
Grading Methodology
There are 460 total grade points possible in Psychology 460 which are earned as follows: There are 300 points possible for the best two out of three written examinations and 100 points possible for the Research Paper. There are an additional 15 points possible for Reasonable Class Attendance, which is defined as a minimum of 80% of class lectures or no more than six absences for courses that meet twice a week and no more than three absences for courses that meet once per week.

In the case of less than 80% attendance, the student will receive proportional attendance credit points. In the case of less than 70% attendance, depending on the quantity and grade level of work that the student has completed, students may receive (1) a grade of Incomplete in the course, which must be requested by the student and agreed to by the instructor, prior to the last week of class, or (2) a lower grade because of lack of attendance. Again, please remember that you cannot pass this course by just writing a paper and showing up to take the written exams.

There are an additional 15 points possible for Reasonable Class Participation, which is defined as asking an intelligent question once in a while or occasional or satisfactory class participation.

Superior Class Attendance is defined as above 80% attendance and rewarded with a maximum of an additional 15 extra points as follows:

<table>
<thead>
<tr>
<th>Attendance Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%- 85%</td>
<td>+5</td>
</tr>
<tr>
<td>86-95%</td>
<td>+10</td>
</tr>
<tr>
<td>96%-100%</td>
<td>+15</td>
</tr>
</tbody>
</table>

Superior Class Participation is defined as class participation that is consistently above average and is rewarded with an additional 15 extra points as follows:

<table>
<thead>
<tr>
<th>Participation Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>+5</td>
</tr>
<tr>
<td>Very Good</td>
<td>+10</td>
</tr>
<tr>
<td>Superior</td>
<td>+15</td>
</tr>
</tbody>
</table>

The Grading Scale for Psychology 213 is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Over 455</td>
</tr>
<tr>
<td>B+</td>
<td>410-419</td>
</tr>
<tr>
<td>C+</td>
<td>380-389</td>
</tr>
<tr>
<td>D+</td>
<td>350-359</td>
</tr>
<tr>
<td>A</td>
<td>430-455</td>
</tr>
<tr>
<td>B</td>
<td>400-409</td>
</tr>
<tr>
<td>C</td>
<td>370-379</td>
</tr>
<tr>
<td>D</td>
<td>340-349</td>
</tr>
<tr>
<td>A-</td>
<td>420-429</td>
</tr>
<tr>
<td>B-</td>
<td>390-399</td>
</tr>
<tr>
<td>C-</td>
<td>360-369</td>
</tr>
<tr>
<td>D-</td>
<td>330-339</td>
</tr>
</tbody>
</table>

There will be no make-up exams and no extra credit. There is no final examination for this class. Any student with a point score of less than 330 points will not pass this course.
IMPORTANT STUDENT EMAIL RESPONSIBILITIES
The instructor will communicate with the class regularly by email. This means that any class announcements; student outlines or student study guides for the three written examinations will be sent to students by email. You are required to have knowledge of PeopleSoft and Blackboard so that you can (1) verify your enrollment in this class and (2) have access to any assignments, due dates and grades. The instructor will communicate with students by email through Blackboard. It is the student’s responsibility to insure that a Blackboard email is forwarded to an email account other than their university email address.

IMPORTANT STUDENT EMAIL PROTOCOLS
When sending an email to the instructor, NEVER REPLY TO AN EMAIL THAT THE INSTRUCTOR HAS SENT TO THE ENTIRE CLASS.

IN ORDER TO INSURE THAT YOUR EMAIL IS RECEIVED AND GIVEN PROPER ATTENTION, ALWAYS SEND A SEPARATE EMAIL TO THE INSTRUCTOR AS FOLLOWS ON THE NEXT PAGE:

Email messages to Dr. Hamer should have a subject line that indicates six important pieces of information: (1) the school, (2) the name of the course, (3) the purpose of the email, (4) your name, (5) your return email address as the CSUCI system does not provide that information when it forwards an email (6) your phone number and best times to call is optional if you want to have a teleconference. This will not always be possible due to time limitations.

EMAIL EXAMPLE:

*****************************************************************************
Subject Line:  CSUCI Psy 460: Class Participation Question

Message:     Hi Dr. Hamer:

This is Jenny Miller <jenny.miller@csuci.edu> from your CSUCI Psy 460 class on Monday nights. I was wondering what you meant when you said.......
Reading Assignments for Exam #1
NOTE: We will be having a library information session in the first few weeks of class in order to help you with your research papers.

WEEK #1       08/27
Student questions about assigned readings
Chapter 1: Drugs and Behavior Today

WEEK #2       09/03    LABOR DAY HOLIDAY

WEEK #3       09/10
Student questions about assigned readings
Chapter 2: Drug Taking: Personal and Social Concerns
Chapter 3: How Drugs Work on Mind and Body

WEEK #4       09/17
Student questions about assigned readings
Chapter 4: Major Stimulants: Cocaine, Amphetamines
Chapter 5: Narcotics: Opium, Heroin, Synthetic Opiates

WEEK #5       09/24
Student questions about assigned readings
Exam Review
Chapter 6: LSD and Other Hallucinogens

WEEK # 6       10/1
Written Exam #1 - Chapters 1-6
Reading Assignments for Exam #2

WEEK #7  10/08
Student questions about assigned readings
Chapter 7: Marijuana
Chapter 8: Alcohol: Social Beverage/Social Drug

WEEK #8  10/15
Student questions about assigned readings
Chapter 9: Chronic Alcohol Abuse and Alcoholism

WEEK #9  10/22
Student questions about assigned readings
Chapter 10: Nicotine and Tobacco Use
Chapter 11: Caffeine

WEEK #10  10/29
Student questions about assigned readings
Exam Review
Chapter 12: Performance Enhancing Drugs and Sports

WEEK #11  11/05
Written Exam #2 - Chapters 7-12
Research Papers are due
Reading Assignments for Exam #3

WEEK #12  11/12  VETERANS DAY HOLIDAY

WEEK #13  11/19
Student questions about assigned readings
Chapter 13: Depressants and Inhalants
Chapter 14: Rx Drugs, OTC Drugs, Dietary Supplements
Chapter 15: Drugs for Treating Psychiatric Disorders

WEEK #14  11/26
Student questions about assigned readings
Chapter 16: Substance Abuse Prevention
Chapter 17: Substance Abuse Treatment

WEEK #15  12/03
Written Exam #3 - Chapters 13-17
This is not a graded activity. It is suggested but not required that each student provide the instructor with a current picture. This class has an enrollment capacity of 35 students and during any given semester, Dr. Hamer may have several hundred students at different universities. A student picture will help the instructor get to know each student individually and it may also be important in the process of evaluating each student’s attendance and class participation. The student picture can be any current enlarged color picture that looks like you. Per the class syllabus, students may earn class participation points through questions sent to the instructor by email, so that a student can participate in class discussions and earn class participation points without asking questions in class or without submitting a picture. If you intend to ask questions in class, it is strongly suggested that you submit a picture to the instructor.

Your signature on this page is a class requirement in order to acknowledge that you have read the entire class syllabus and that you are aware that significant independent study of the assigned reading, class attendance, class participation completion of the written exams and a research paper are requirements of this class. This page must be signed, dated and turned in before the last day to add or drop which is the fourth week of class.

______________________________

Picture

______________________________
The required student signature below acknowledges that the student has read the class syllabus completely.

Student Signature  _____________________________________________________________

Student Printed Name_________________________________________ Date:   /   /