COURSE: HUMS 108, CRN# 25156/24337
TITLE: Drug and Alcohol; Use and Abuse
INSTRUCTOR: Dr. Karen E. Polite, LSW
Phone # 358-2205
Office Location: 316 EAST –Lancaster Campus
E-mail: kepolite@hacc.edu
OFFICE HOURS: Tuesday, Wednesday and Thursday 4-6 pm

COURSE DESCRIPTION: Introduces students to alcohol and drug use within both a historical and social context. This course exposes students to the models of prevention and the role that community resources have in providing treatment services. This course is particularly relevant for individuals pursuing careers in human services, corrections, and law enforcement.


Computer Assistance
If you need assistance, you may contact the HACC Helpdesk at (717)780-2570, or if you are on campus, dial Ext. 4357 (HELP), from 7:30 a.m. - 5:00 pm. You may also email the Help Desk Monday-Friday Helpdesk@hacc.edu. The Desire2Learn Helpdesk can be reached at 1-8777-325-7778 or via e-mail at helpdesk@desire2learn.com

COURSE OBJECTIVES:
Upon successful completion of the course, the student will be able to:
• Describe the major classes of mood-altering drugs and their common effects
• Explain the history of the most commonly used drugs
• Summarize the pharmacology of the most commonly abused drugs including the concepts of tolerance, addiction, and drug interaction
• Describe the social and legal institutions which regulate the use of the most common drugs
• Explain the formal drug control system in the United States
• Describe the drug and alcohol treatment services in the community

Online Etiquette (Netiquette)
Good Practices for communicating and participating online

A key distinguishing feature of an online course is that communication occurs primarily via the written word. Because of this the body language, voice tone and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken
into consideration both when contributing to discussion boards and when reading them. Keep in mind the following points:

1. **Respect others and their opinions.** In online learning students from various backgrounds come together to learn. It is important to respect their feelings and opinions though they may differ from your own.

2. **Tone Down Your Language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

3. **Pick the right tone.** Since we depend on the written word in online learning, it is especially important to choose the right words to get your meaning across. For example, sarcasm is harder to detect when you read the words rather than hearing them.

4. **Keep a Straight Face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

5. **Consider others’ privacy.** Ask for permission if you want to forward someone’s email messages to third parties. Keep in mind that all private email mail is considered copyrighted by the original author.

6. **Avoid inappropriate material.**

7. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

8. **Think BEFORE you hit the send button.** Think carefully about the content of your message before contributing it. Once sent to the group there is no taking it back. Grammar and spelling errors reflect on you and your audience might not be able to decode misspelled words or poorly constructed sentences.

9. **Test for Clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

10. **Brevity is best.** Be as concise as possible when contributing to a discussion. Your points might me missed if hidden in a flood of text.

11. **Stick to the point.** Contributions to a discussion should stick to the subject. Don’t waste others' time by going off on irrelevant tangents.

12. **Frivolous email.** Don’t forward jokes, "chain letters" or unimportant email to other students without their permission. Not only does it fill up their mailboxes but may offend people who do not share the same sense of humor or who are tired of these types of email.

13. **Read First, Write Later.** Don't add your comments to a discussion BEFORE reading the comments of other students unless the assignment specifically asks you to. Doing so is the same as ignoring your fellow students and is rude.
Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

14. **Net speak.** Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. Some common ones include:

**Acronyms**
- FYI = for your information
- B/C = because
- W/ = with
- F2F = face to face

**Emoticons**
- :) = smiley face: happiness, pleasure
- :-( = frowning face: displeasure
- Wink
- :-0 = shock, surprise

**Citations and Other Etiquette Sources**
Many of the points about Netiquette were taken from *The Core Rules of Netiquette*, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

### Academic Policies

**Attendance Policy**

Please review HACC’s general policy on attendance (AP661). For this class students are required to “attend class”/log in and participate at least twice weekly. You are expected to keep up with class discussion and complete all assignments on time. **If a student has NOT visited/logged into the class by the end of the 50% refund period, the student will be dropped from the class.** In addition, if a student stops participating in the class (does not log in regularly and/or fails to complete an assignment) the student may be dropped for lack of participation/attendance.

As a consideration for attendance, students are expected to log into the course regularly.

The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their financial aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for
more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course.

Please note that I will submit confirmation of attendance shortly after the course start date. Therefore, students must have posted at least one of the discussion posting for Unit 1. Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course (see AP 661 Student Attendance).

Make Up Policy

All Assignments (including discussion board postings) are due on the due date at the designated times, no exceptions! No Late Assignments will be accepted!

NEW COLLEGE Withdrawal Policy

Excused Absences: An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class. The student shall provide some type of documentation and/or notify the instructor within 24 hours.

Unexcused Absence: An absence that is not excused. Any absence that does not fit the excused absence definition.

Excessive Absences: Excessive absences are when unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the essential learning outcomes for the course.

As per HACC’s policy on attendance and withdraws, you must attend class regularly (actively participate online). You can only withdraw or be dropped from this class during the first 70% of the course meetings. No withdraws are possible after 70% of the class has been completed. During the drop/withdrawal period of this course, if you miss more than 15% of the scheduled classes (activities) and you are failing the course, you will be removed from the course for excessive absences and I will assign you an “F”. If you decide to withdraw from the class, you can do so through MyHACC and you can receive a “W”. If you have been academically dishonest, you will receive an “F” grade if you withdraw or are dropped from the class. After the drop/withdrawal period has ended, you will be assigned a grade based on the grades you have earned.

Instructor’s Academic Honesty policy

A. Cheating – giving or receiving answers on assigned material; using materials or aids forbidden by the instructor, unauthorized possession of examination

B. Plagiarism – offering someone else’s work, words, or ideas as one’s own or using material from another source without acknowledgement.
C. Interference – interfering without permission with the work of another student either by obtaining, changing, or destroying the work of another student.
D. Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.
E. Falsifying of one’s own or another’s records.
F. Knowingly assisting someone who engages in A – E above.

If a student participates in any of the above outlined dishonest activities the student will earn a grade of F for assignment/quiz. In addition, the student will receive an “Essential Qualification” violation verbal warning. Whereby the student will have a note placed in his/her HACC Human Service file. If the student receives more than one of these violations while a student in the Human Service Program, these violations will lead to dismissal from the Human Service Program (see Student Handbook for details).

Incomplete Grade Policy
A grade of Incomplete may be assigned when a student is not able to complete the course requirements due to extenuating circumstances. The Incomplete grade will be assigned only after a conference with the instructor and after a serious need is determined. The “I” becomes an “F” if the work is not completed before 8 weeks into the following semester (see AP 667, W, Y, I).

EEOC/PHRC
STUDENTS IN NEED OF ACCOMMODATIONS:
Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY:
It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRA”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEO”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0.
HACC—Gettysburg Campus
VACANT - Coordinator Disability Services
G 101
Phone: 717-339-3518
Fax: 717-337-3015
Email: Contact Carole Kerper @ Harrisburg Campus, See Below

HACC—Harrisburg Campus
Carole Kerper, Director, Disability Services
Blocker 101E
Phone: 717-780-2614
Fax: 717-780-2335
Email: clkerper@hacc.edu

HACC—Lancaster Campus
Vicki Van Hise, Coordinator, Disability Services
RM 221D
Phone: 717-358-2972
Fax: 717-358-2960
Email: vlvanhis@hacc.edu

HACC—York Campus
Lori Shoemaker, Coordinator, Disability Services
Leader Counseling/Advising Office
Phone: 717-801-3276
Fax: 717-718-7252
Email: rshoemak@hacc.edu

HACC—Lebanon Campus
Deborah Bybee, Coordinator, Disability Services
104R
Phone: 717-270-6333
Email: dabybee@hacc.edu

HACC—Virtual Learning
Carole Kerper, Director, Disability Services
Blocker 101E
Phone: 717-780-2614
Fax: 717-780-2335
Email: clkerper@hacc.edu
Delayed Opening Schedule – FYI since this is an online course the delayed opening schedule does not apply!

Note: Students are encouraged to sign up for E2Campus alerts (www.hacc.edu) for class delayed start or campus closed information.

When we experience inclement weather or other emergencies, HACC may issue one or more of the following messages. Please note that this is not a comprehensive list of messages and thus the list is subject to change as necessary.

1. HACC is operating on a delayed schedule at all campuses. HACC has cancelled all classes beginning prior to 7:50 a.m. Subsequent classes will start 10 a.m. and meet on a compressed schedule of 35 minutes each. Please see the delayed opening schedule below. Employees will report at 9:30 a.m.

2. All day classes are cancelled at all HACC campuses. Employees should not report to work. An update will be provided by 2 p.m. regarding classes scheduled to begin at 4:30 p.m. or later.

3. HACC has cancelled all day and evening classes. Employees should not report to work.

4. HACC will resume operations at 4 p.m. Classes beginning at 4:30 p.m. or later will meet on a normal schedule.

5. HACC has cancelled all classes beginning at 4:30 p.m. or later. Employees should not report to work.

### Delayed Opening Schedule

<table>
<thead>
<tr>
<th>Normal Class Start Time</th>
<th>Delayed Schedule Class Time</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Classes starting before 7:50 a.m.</td>
<td>Cancelled</td>
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<td>---------------------------------</td>
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<tr>
<td>7:50-8:55 a.m.</td>
<td>10-10:35 a.m.</td>
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<tr>
<td>9-9:55 a.m.</td>
<td>10:45-11:20 a.m.</td>
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<tr>
<td>10-10:55 a.m.</td>
<td>11:30 a.m.-12:05 p.m.</td>
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<tr>
<td>11-11:55 a.m.</td>
<td>12:15-12:50 p.m.</td>
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<td>Noon-12:55 p.m.</td>
<td>1-1:35 p.m.</td>
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<tr>
<td>1-1:55 p.m.</td>
<td>1:45-2:20 p.m.</td>
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<tr>
<td>2-2:55 p.m.</td>
<td>2:30-3:05 p.m.</td>
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<tr>
<td>3-3:55 p.m.</td>
<td>3:15-3:50 p.m.</td>
</tr>
<tr>
<td>4 p.m. and subsequent classes</td>
<td>Resume normal schedule</td>
</tr>
</tbody>
</table>

**Note:** Classes such as labs or studios that completely span multiple time blocks will also span multiple time blocks in the compressed schedule. For example, a lab that usually runs from 8 – 10:50 will take place from 10 – 12:05 under the delayed opening schedule. However, a lab that usually runs from 8 – 11:15 would also meet from 10:00 – 12:15, since the normal ending time does not span the entire 11:00 – 11:55 time block.

**Assignments:**

**Consider the following when completing assignments:** **Critical Thinking** - Disciplined thinking that is clear, rational, open-minded and informed by evidence. One does not use critical thinking to solve problems; one pursues critical thinking to improve one’s process of thinking!

Students are expected to log into the course regularly to effectively and actively complete assignments!

1. **Discussion Board (DB) Questions - Based on Chapter Readings** - The discussion board questions will be utilized to assess student’s knowledge and comprehension of the course material. In addition, the discussion board questions will support students in keeping current with the chapter readings. The discussion board questions will also support students in preparing for the final exam. Lastly, the discussion board questions will support students in gaining mastery of APA format (see APA guides in D2L). **Each submission (15) is valued at 20 possible points = 300 total points possible**

- **There are 15 Discussion Board (DB) Posts** - The DB questions, will direct you to review a video in D2L, review a reading from your textbook and/or review some other source; you will then think critically about what you have reviewed/read, and then respond in a DB post. Each response shall be **3-5 sentences minimum**. In addition, the response shall contain an **in-text citation** (a citation within the text of your post), **AND** at the end of the DB post **a reference in APA format** (the source that is referenced in the in-text citation) [See APA format helps in the
D2L course content area. Correct APA format will be an important part of grading the DB posts.

- Each student is required to read/review and respond to his/her peers DB posts. More specifically, each student is expected to review at least five (5) of your peers DB posts, AND respond to at least ONE (1) of your peer’s DB postings to earn credit for the DB (no credit will be earned if you do not review at least five and respond to at least one of your peers DB postings).
- The response to your peers posting shall be 3-5 sentences in length, and shall be well thought out, involving critical thinking (critical thinking is NOT a statement of “I agree” or “your post is great”).
- Although each student is required to respond to only one peer’s postings minimally, **you are also required to review (read/view) at least five other postings (I will be able to determine how many postings you reviewed 😊)!**
- To provide adequate time to review and respond critically to DB posts, students are expected to post an initial DB post by **WEDNESDAY @ 11:30pm**, and then review and respond to at least one of your peer’s original DB postings by **SUNDAY @ 11:30 pm**.
- Please note that you will NOT need to post to the discussion board on the week that your group presents (see assignment #2 below).

*See course outline for due dates etc.*

2. **“Group” Presentation and Discussion Board Question- 50 possible points** - each group shall present material from designated chapter (6-15) (The instructor will determine/assign chapter designation).

*The Presentation and Discussion Question* shall include the following:

- The group is expected to discuss and decide what shall be included in the presentation. Next the group is expected to create and upload a professional presentation (PowerPoint, Prezi, Goggle Slides, etc.,) with an overview of the topic, and at least one relevant You- Tube video into the designated D2L DB area. In addition, the presentation shall include a reference page of sources utilized in the presentation (at the end of the presentation). Lastly, **ONE copy (per group) of the presentation shall be submitted to the drop box by 11:30 pm**.
- In addition to the presentation the group is expected to create and upload ONE critical thinking DB question as related to the chapter/topic into the same area where the professional presentation is uploaded. The critical thinking question is also due Sunday at 11:30 pm (see course outline and D2L course calendar).
• **Each student** is expected to **review AND critique** each group presentation (you do NOT need to review and critique your group’s presentation). The review and critique response shall be 3-5 sentences in length, with the main/key “take away” from the presentation (include in your discussion any strengths and/or weaknesses of the presentation).

• **Each critique** is valued at 5 points or 50 total possible points

• **Each critical thinking question response** is valued at 20 points.

• Students must complete the critique AND respond to the critical thinking question for credit. No partial response credit will be awarded.

3. **Final Exam (50 possible points)** - The final exam will be cumulative of all knowledge gained in the course. Therefore, the final exam will be an open book, open notes essay. More details will be forth coming at a later date.

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**Final Grading Scale**

- 450-405- A
- 404-360- B
- 359-315- C
- 313-270-D
- <269- F

**Tentative Course Outline (See D2L Calendar for Specific Dates)**

**Week 1**

- Review syllabus, course orientation and post an Introduction (in the discussion board area)
  - **Chapter 1** - Introduction to Drugs in Society
  - *Chapter 1 Discussion Board Post Due*

**Week 2**

- **Chapter 2** - Explaining Drug Use and Abuse
  - *Chapter 2 Discussion Board Post Due*

**Week 3**

- **Chapter 3** - Drug Use, Regulation and the Law
  - *Chapter 3 Discussion Board Post Due*

**Week 4**

- **Chapter 4** - Homeostatic Systems and Drugs
  - *Chapter 4 Discussion Board Post Due*

**Week 5**

- **Chapter 5** - How and Why Drugs Work
Chapter 5 Discussion Board Post Due

Group Presentations Begin – Week 6

Week 6  Chapter 6 CNS Depressants- Sedative Hypnotics, Benzodiazepines/ valium type drugs, Non barbiturate drugs i.e., Antihistamines, GHB -
Chapter 6 Discussion Board Post Due
Chapter 6 Presentation Critique Due

Week 7  Chapter 7 – Alcohol
Chapter 7 Discussion Board Post Due
Chapter 7 Presentation Critique Due

Week 8  Chapter 8 Alcohol
Chapter 8 Discussion Board Post Due
Chapter 8 Presentation Critique Due

Week 9  Chapter 9 Narcotics-Methadone, fentanyl, Hydromorphone, OxyContin, Merperidine, Buprenorphine, MPTP, Codeine, Pentazocine, Propoxyphene-
Chapter 9 Discussion Board Post Due
Chapter 9 Presentation Critique Due

Week 10  Chapter 10 – Stimulants- Amphetamines, Ecstasy, Ritalin, Performance Enhancers, Bath Salts, Cocaine, Caffeine like Drugs, Xanthine’s, Coffee, Tea, Soft Drinks, OTC Drugs and Caffeine, OTC Sympathomimetics, Herbal
Chapter 10 Discussion Board Post Due
Chapter 10 Presentation Critique Due

Week 11  Chapter 11 Tobacco
Chapter 11 Discussion Board Post Due
Chapter 11 Presentation Critique Due

Week 12  Chapter 12 Hallucinogens
Chapter 12 Discussion Board Post Due
Chapter 12 Presentation Critique Due

Week 13  Chapter 13 Marijuana
Chapter 13 Discussion Board Post Due
Chapter 13 Presentation Critique Due

Week 14  Chapter 14 Inhalants
Chapter 14 Discussion Board Post Due
Chapter 14 Presentation Critique Due

Week 15  Chapter 15 OTC Prescription Drugs/Herbal Drugs
Chapter 15 Discussion Board Post Due
Chapter 15 Presentation Critique Due

Final Exam Week       Final Exam- Details TBD