Open Topics Soc 481

MARTI Conference: Positive Approaches to Recovery - Populations, Providers, and Programs

Christian A. Vaccaro/Melissa Swauger

Prerequisite: Soc151

I. Catalog Description

This course is offered in conjunction with the 2015 IUP MARTI Conference. Provides an introduction to contemporary and current research and clinical approaches to meet the ever-changing needs of today's youth and families. Presentations will include the latest information on treatment for young children, improving school-based programs, working with adolescents, sexual abuse intervention, improving cultural competency, adult recovery strategies, anger and violence, building resiliency in children, and many other exciting topics. Emphasizes exploration of current research and skill building in the context of a professional conference setting.

II. Course Objectives

In this course, students will

- Discuss and describe the clinical application of the sociological imagination
- Attend a professional conference that includes research and skill building sessions on positive approaches to recovery
- Learn about current clinical approaches and research from leading professionals in the field
- Interact with professionals and experts in the field of addiction, children, and families

III. Course Outline

	Topic	Activity
June 15th	Learning How to Attend a Conference	Discussion Board 1: Reviewing Conference Program Quiz 1: Conference Etiquette and Networking
June 16th	Issues in Prohibition, Legalization, and Medical Use of Marijuana	Discussion Board 2: Changes to Marijuana Laws in PA - a slippery slope or a solution? Quiz 2: Marijuana Use and Abuse
June 17th	A Primer on Positive Approches for Issues Facing Children and Youth	Discussion Board 3: Parenting, Educating, and Counseling Children Quiz 3: Tough Love or Good Modeling

June 18th	Staying Positive, Resilient, and Loving Yourself in Stressful Situations	Discussion Board 4: Burnout and Resiliency as a Parent, Educator, and Counselor Quiz 4: Positive Psychology and Sociology - the Basics
June 19th	Adult Issues in Mental Health and Addiction	Discussion Board 5: Recovery and Relapse for Adults Quiz 5: What Sociology and Psychology Tells Us About Suicide
June 22nd	Day 1 Conference Activities	Validate Full Day Attendance at Conference Daily Reflection 1
June 23rd	Day 2 Conference Activities	Validate Full Day Attendance at Conference Daily Reflection 2
June 24th	Day 3 Conference Activities	Validate Full Day Attendance at Conference Daily Reflection 3
June 25th	Day 4 Conference Activities	Validate Full Day Attendance at Conference Daily Reflection 4
June 26th	Day 5 Conference Activities	Validate Full Day Attendance at Conference Daily Reflection 5
June 29th – July 3rd	Review and Application	Reflection Paper Due May 29th Analysis Paper Due May 29th

IV. Evaluation Methods

Conference Attendance: The conference runs each day June 22-26 from 8am to 4:30pm (6:30pm on Wednesday). Students will be required to sign attendance sheets at each keynote address and breakout session during the conference days. Students are expected to attend all days of the conference. Students may be absent for a total of three hours of conference attendance without penalty. Thereafter, attendance grade will be deducted by 20% for each additional hour of absence from the conference.

Daily Conference Reflections: Students will be expected to provide a ~500 word summary of the sessions they attended for each day of the conference.

Discussion Board Assignment: Prior to attending the conference, students will prepare for their attendance by reviewing readings and participating in online discussions using Desire2Learn.

Discussions will help ground students in readings and help provide a thorough introduction to the topics and material that will be elaborated upon in the conference setting.

Quizzes and Exams: Students will be asked to demonstrate their reading comprehension with online quizzes prior to the start of the conference. Quizzes will include multiple choice and/or short essay format. Online feedback to quizzes will be provided.

Reflection Paper: Students will be asked to write and submit a reflective essay, which will include a summary of what they learned during each day of the conference and how they will apply their knowledge in the future.

Analysis Paper: The instructor will develop short hypothetical case studies that will relate to information from keynote address topics. Students will select from two cases to complete the assignment. Students will be asked to apply the information and language from keynote addresses to further illustrate the problem defined in the case. Students will be asked to approach the problem from both a macro (systemic) and micro (interactional/intervention) orientation.

The final grade will be determined as follows:

Conference Attendance   10%

Daily Reflections   15%

Discussion Board Assignments   10%

Quizzes and Exams   25%

Reflection Paper   20%

Case Study Analysis   20%

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Total   100%

V. Grading Scale

A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy

 IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: three clock hours for a three credit course. Additional hours of

absence from the course will be <u>excused at the discretion of the instructor</u> for physician documented illness, death/traumatic accident of immediate relative, or university sponsored activity.

VII. Required textbooks, supplemental books and readings

Required Text:

Price, Jammie, Roger A. Strauss, Jeffery R. Breese eds. (2009) *Doing Sociology: Case Studies in Sociological Practice.* Plymouth, United Kingdom: Lexington Books

Supplemental Readings:

Belackova, Vendula and Christian A. Vaccaro (2013). "'A Friend With Weed is a Friend Indeed': Understanding the Relationship Between Friendship Identity and Market Relations Among Marijuana Users" *Journal of Drug Issues.* 3: 289-313

Sengstock, Mary, Arifa Javed, Sonya Berkely, and Brenda Marshal. (2009). *Voices of Diversity: Clinical Sociology, Research and Practice.* NY: Springer.

Dolgan, Corey and Chayko, Mary. (2011). *Pioneers of Public Sociology: 30 Years of Humanity and Society.* NY: Sloan Publishing.

Gfroerer, Joseph (2003). "Substance Abuse Treatment Need Among Older Adults in 2020: The Impact of the Aging Baby-Boom Cohort" *Drugs and Alcohol Dependence.* 69: 127-135.

Hall, Margaret. (1991). "Identity Empowerment Through Clinical Sociology" *Clinical Sociology Review.* 8: 69-86.

Joffe, Alain, and W. Samuel Yancy. (2004). "Legalization of Marijuana: Potential Impact on Youth" *Pediactrics.* 113: 632-638.

Keyes, Corey. (2002). "The Mental Health Continuum: From Languishing to Flourishing in Life." *Journal of Health and Social Research, 43,* 207-222.

Khatapous, Shereen and Denise Hallfors. (2004). "'Sending the Wrong Message': Did Medical Marijuana Legalization in California Change Attitudes about and use of Marijuana?" *Journal of Drug Issues.* 34: 751-770.

Nyden, P., Leslie Hossfield, and Gwen Nyden. (2011). *Public Sociology: Research, Action, and Change 164-169.* Newbury Park, CA: Pine Forge Press.

Richardson, Glenn E. (2002) "The Meta-theory of Resilience and Resiliency" *Journal of Clinical Psychology.* 58: 307-321,

Seligman MEP, Csikszentmihalyi M. (2000) "Positive psychology: An introduction." A*merican Psychologist*. 55:5–14.

Swauger, Melissa (2010). "Do (Not) Follow in My Footsteps: How Mothers Influence Working-Class Girls' Aspirations." *Girlhood Studies* 2: 49-68.

Wirth, Louis (1931) "Clinical Sociology." *American Journal of Sociology.* 37: 49-66.

Supplemental Materials: TED Talks

Gilbert, Dan (2004) *The Surprising Science of Happiness*

Gruber, June (2012) *The Dark Side of Happiness*

Insel, Thomas (2013) *Toward a New Understanding of Mental Health*

Nadelmann, Ethan (2014) *Why we Need to End the War on Drugs*

Neff, Kristin (2013) *The Space Between Self-Esteem and Self Compassion*

Richards, Sam (2010) *A Radical Experiment in Empathy*

Senior, Jennifer (2014) *For Parents, Happiness is a Very High Bar*

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as D2L and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in D2L.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography