Addiction and The Family
Sociology 732/832 (3 credits)

Pre-requisite: Graduate Status at IUP or Permission from Instructor
Instructor: Christian A. Vaccaro/Melissa Swauger
Office: McElhaney 102B
Phone: 724-357-2734
email: cvaccaro@iup.edu & Melissa.Swauger@iup.edu

I. Catalog Description
Assesses the impact of alcohol or drug addiction on individuals and their families. Research on addiction patterns, codependency, and family treatment is discussed. Special attention is given to gender and racial differences in addiction and their impact on the family.
This course is offered in conjunction with the 2015 IUP MARTI Conference.

IMPORTANT NOTE: As a key component of this course, you will be expected to attend a conference on the IUP Main Campus (in Eberly Building) during May June 22nd-26th. The conference runs full day lengths – see schedule for more details.

II. Course Outcomes
Students will:

1. Be introduced to the multifaceted causes of addition across the lifespan.
2. Recall the warning signs of addiction across the lifespan.
3. Explore information to understand the common and specific causes and consequences of addiction across the lifespan.
4. Apply their knowledge about addiction to suitable analytical cases.

III. Course Outline

The course outline is divided into three discrete sections:
1. **Preconference** (June 15th-19th)   - Course content will be delivered online
2. **Conference** (June 22nd –26th)   - Students will attend conference activities at IUP
3. **Post-conference**(June 29th – July 3rd)   - Course content will be delivered online

Schedule Outline
Course reading content during this time will be offered online through D2L. The required readings serve as an introduction to the topics and literature that students will encounter during the course of the conference events. It is recommended that one unit be reviewed per day as case assignments that involve the readings are due every two days. Assignment instructions will be placed within the Content Module of D2L and assignments should be uploaded to the Dropbox of D2L.
Students will be expected to provide an approximately 1500 word overview of what they learned from each day at the conference that was related specifically to poly-victimization and/or poly-perpetration and in what they learned that was related to a specific form of victimization or perpetration. These overviews must include appropriate citations to both the assigned reading units that are relevant to the conference theme of the day as well as to the presenters of specific conference sessions.

III. Course Outline

	Topic	Activity
June 15th	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

Conference Schedule Outline
The conference runs during May June 22nd-26th from 8am to 5pm. Students are expected to attend each day of the conference. Your ability to fully attend all days and times of the conference is absolutely necessary for success in this course. Inability to attend will result in failure. You will be required to sign attendance sheets at each keynote address and breakout session. Students may be absent for only three hours out of the entire conference attendance

without penalty. Thereafter, attendance grade will be deducted by 20% for each additional hour of absence from the conference. All course assignments hinge upon conference attendance.

VISIT→ http://www.iup.edu/page.aspx?id=189182 for conference schedule.

IV. Evaluation Methods

Analysis: The instructor will provide hypothetical modified case study developed for research and/or clinical application on D2L that will relate to the conference proceedings. Students will be asked to apply the knowledge they have gained from their assigned textbook and assigned readings in the analysis of the case. There must be accurate citations made to appropriate course readings to support all main points of each analysis.

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: 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.

Brief Conference Papers: Students will be expected to provide an approximately 1500 word overview of what they learned from each day at the conference that was related specifically to addiction and counselling. These overviews must include appropriate citations to both the assigned reading units that are relevant to the conference theme of the day as well as to the presenters of specific conference sessions.

Attendance: Students are expected to attend the full proceedings of the conference. Your ability to fully attend all days and times of the conference is absolutely necessary for success in this course. You will be required to sign attendance sheets at each keynote address and breakout session. Students may be absent for only three clock hours out of the entire conference attendance without penalty. Thereafter, attendance grade (100 pts) will be deducted by 20% for each additional hour of absence.

The final grade will be determined as follows:

Case Analysis	(100 points)	= 100
Discussion Boards	(20 points each) x 5	= 100
Quizzes	(20 points each) x 5	= 100
Brief Conference Papers	(20 points each) x 4	= 100
Attendance	(deduction based @20%)	= 100

Total	= 500

V. Grading Scale
A: 90% or higher   B: 80-89%   C: 70-79%   F: 69% 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 excused at the discretion of the instructor for physician documented illness, death/traumatic accident of immediate relative, or university sponsored activity.

VII. Required textbooks, supplemental books and readings

Kuhn, Cynthia, Scott Swartzwelder, and Wilkie Wilson. (2008) *Buzzed: the straight facts about the most used and abused drugs from alcohol to ecstasy*. New York: W.W. Norton & Company.

Additional required readings (see bibliography) will be made available for viewing on D2L course site.

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
•	The ability to use word processing software
•	The ability to use Internet communication tools, specifically e-mail
•	The ability to demonstrate appropriate online conduct
•	The ability to use Desire to Learn (D2L) and its associated tools, including discussion/chat, grades, and assignment submission features

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 Moodle.

Disability Services
If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in this class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations.

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
•   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.
Please note that Dr. Berman will use a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies at http://www.iup.edu/registrar/catalog/default.aspx.

IX. Bibliography

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.