

Chemical Dependency: Fall 2019 PSI-8450

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Office Hours: By appointment
Lecture Location: 123 Ellis Human Development Institute
Lecture Days/Times: Tuesdays 9:00am -12:00pm
Prerequisites: Practicum I

Overview

Substance use disorders affect many individuals in mental health treatment, yet psychologists are often reluctant and ill-equipped to address substance-related issues with their clients. A primary aim of this course is to enhance the skill set of pre-doctoral psychology graduate students within the field of substance misuse and substance use disorders. Another primary aim of the course is to help students to achieve a foundational understanding of substance use and substance-related problems as they relate to individuals, families, and the larger community and society.

Learning Objectives

The following are learning objectives for the course:

1. Students will demonstrate a foundational knowledge of major theories and contemporary empirical findings related to substance use, substance misuse, and substance use disorders.
2. Students will demonstrate practicum-level competency in the application of contemporary substance use theories and techniques related to assessment, psychological interventions, and prevention of substance-related problems.
3. Students will display an ability to appreciate how human diversity impacts substance use and substance-related conditions. Students will also show aptitude in applying substance-related theories and research in the evaluation and development of assessment and intervention that is culturally-informed and appropriate.

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| Competency and Discipline-Specific Knowledge Areas Covered |
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This course addresses the following competency areas from the American Psychological Association Standards of Accreditation for Programs in Health Service Psychology:

- Research**
- Ethical and Legal Standards**
- Individual and cultural diversity**
- Professional values, attitudes, and behaviors**
- Communication and interpersonal skills**
- Assessment**
- Intervention**
- Supervision**
- Consultation and interprofessional/interdisciplinary skills**

This course addresses the following discipline-specific knowledge areas from the American Psychological Association Standards of Accreditation for Programs in Health Service Psychology:

- History and Systems**
- Affective Aspects of Behavior**
- Biological Aspects of Behavior**
- Social Aspects of Behavior**
- Cognitive Aspects of Behavior**
- Developmental Aspects of Behavior**
- Research and Quantitative Methods**
- Statistical Analysis**
- Psychometrics**
- Advanced Integrative Knowledge of basic discipline-specific content areas (excluding history and systems)**

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| Tentative Course Schedule |
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(Subject to Revision at Instructor's Discretion)

| Class | Date | Topics/Assignments | Required Associated Reading |
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| 1 | 8/27/19 | <ul style="list-style-type: none"> • Historical perspectives • Prevalence, patterns, and health consequences | <ol style="list-style-type: none"> 1. Connor (2017) 2. Jones (2013) |
| 2 | 9/3/19 | <ul style="list-style-type: none"> • Societal and legal issues | <ol style="list-style-type: none"> 1. Anderson et al. (2009) 2. Hall & Lynksy (2016) 3. McClellan et al. (2018) |
| 3 | 9/10/19 | <ul style="list-style-type: none"> • Biological factors and correlates • Nalaxone administration training | <ol style="list-style-type: none"> 1. Berridge & Robinson (2016) 2. Dalsgaard et al. (2014) 3. Smith et al. (2014) |

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| 4 | 9/17/19 | <ul style="list-style-type: none"> • Psychological factors and correlates • Social factors and correlates | <ol style="list-style-type: none"> 1. Robins (1993) 2. McCrady (2004) 3. Mulvey et al. (2004) 4. Bailey et al. (2009) 5. Schumm & Chard (2012) |
| 5 | 9/24/19 | <ul style="list-style-type: none"> • Prevention | <ol style="list-style-type: none"> 1. Ennett et al. (1994) 2. Springer et al. (2004) |
| 6 | 10/1/19 | <ul style="list-style-type: none"> • Assessment • Complete online mini-lecture on drug classes and DSM-5 | <ol style="list-style-type: none"> 1. Del Boca & Darkes (2003) 2. DeMartini & Carey (2012) |
| 7 | 10/8/19 | <ul style="list-style-type: none"> • Motivational interviewing | <ol style="list-style-type: none"> 1. Moyers et al. (2009) 2. Walters & Rotgers chapters 1-2 |
| 8 | 10/15/19 | <ul style="list-style-type: none"> • Community reinforcement and contingency management • MIDTERM PAPER DUE | <ol style="list-style-type: none"> 1. Godley, Hedges, & Hunter, B. (2011) 2. Henggeler et al. (2008) 3. Walters & Rotgers chapters 3-4 |
| 9 | 10/22/19 | <ul style="list-style-type: none"> • 12-step facilitation and self-help approaches | <ol style="list-style-type: none"> 1. Crits-Christoph et al. (1999) 2. Magura, Cleland, & Tonigan (2013) 3. Walters & Rotgers chapters 7-8 |
| 10 | 10/29/19 | <ul style="list-style-type: none"> • Cognitive-behavioral therapy and relapse prevention | <ol style="list-style-type: none"> 1. Bowen et al. (2014) 2. Walters & Rotgers chapters 5-6 3. Witkiewitz, & Marlatt (2004) |
| 11 | 11/5/19 | <ul style="list-style-type: none"> • Family-based interventions • APPROVAL OF PRESENTATION TOPIC DUE | <ol style="list-style-type: none"> 1. Robbins et al. (2012) 2. Schumm et al. (2014) 3. Walters & Rotgers chapters 9-10 |

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| 12 | 11/12/19 | <ul style="list-style-type: none"> • Medication-assisted treatment • CLASS PRESENTATION READING/ SOURCE REFERENCE DUE | <ol style="list-style-type: none"> 1. Anton et al. (2006) 2. Walters & Rotgers chapters 11-12 3. Worley et al. (2015) |
| 13 | 11/19/19 | <ul style="list-style-type: none"> • Treatment involving co-occurring mental health disorders • Student presentations | <ol style="list-style-type: none"> 1. Milby et al. (2015) 2. Roberts et al. (2015) |
| 14 | 11/26/19 | <ul style="list-style-type: none"> • Student presentations | |
| 15 | 12/3/19 | <ul style="list-style-type: none"> • Student presentations | |
| | 12/10/19 | FINAL PROJECT DUE | |

Requirements

1. **In-class activities.** Students are expected to attend lecture and to actively participate in discussion. In-class discussion will focus on information introduced in the lectures, on assigned readings, and student presentations (detailed below). Therefore, students are expected to be familiar with the assigned readings in advance of attending the lecture and to come prepared to discuss these readings. The format of the in-class discussions will include both small group discussion and discussion that involves the entire class. Students may be asked to participate in role-play exercises to practice various assessment or intervention techniques and to promote translation of substance-related theory and empirical research into practice. These role-plays may occur in pairs, small groups, or with the entire class. Finally, students may be assigned to lead an in-class discussion and reflection on required readings.

There will be at least 5 graded in-class activities during the course. In-class activities may include, but are not limited to: discussions, group activities, role plays, and individual written work. Not all in-class activities will be graded. In-class activities cannot be made-up.

2. **Midterm paper.** Students are required to complete a midterm paper. The paper should be double-spaced, approximately 8-10 pages including references, and follow APA style. Citations of required or recommended course readings is acceptable, but it is also expected that students will include citations to readings or sources that are not covered in the course syllabus. Plagiarism will result in a failing grade. Excessive use of quotations from cited sources should be avoided. Grades will be awarded based upon depth and breadth in covering the topic, overall writing style, and use of APA format. Midterm papers could include primarily focus on any of the following:

- a. Barriers for accessing substance use disorder treatment among a marginalized or historically underserved population
- b. A controversial issue relevant to psychologists' work in research, treatment, or prevention of substance use
- c. A new or growing substance use epidemic
- d. Cultural influences on substance use patterns
- e. A new or growing therapeutic use of psychoactive substances
- f. Recent innovations in psychological prevention, treatment, or use of the psychoactive substances

The assignment is due by the start of class on the date indicated in the course schedule. Papers must be submitted through the Pilot dropbox assignment folder. Any paper turned in after that date and time will be reduced by 10% (10 points) per 24-hour period from the start of the class that the paper is due. If a paper is turned in after 9:00AM on the day it is due it will be reduced by 10%. If the paper is turned in after 9:00AM the next day, another reduction of 10% will occur (and so on). These points will be subtracted from the grade for the paper once turned in.

3. **Student presentations.** Students will be required to provide an in-class presentation. The presentation may be done individually or in a group. If done individually, the presentation should last approximately 10-minutes, with an additional 5 minutes for questions and discussion (approximately 15 minutes in total). If done as a group, each student should still present for approximately 10-minutes, so that the amount of time allotted should be proportionate to the number of presenters (e.g., 20-minutes if there are 2 presenters). Students will be required to sign up for a presentation date (see options on course schedule). The presentation can be related to the midterm paper. Alternatively, the topic of the presentation should correspond with an area that is related to what is covered in the course lecture/reading list. However, it cannot be a recapitulation of a specific study or topic that is already covered in the lecture and reading list.

The topic needs to be pre-approved by the date indicated in the tentative course schedule. Topics will be approved on first-come basis. The instructor reserves the right to disapprove a topic (e.g., if it is too similar to one that has already been approved for another student; if it is not consistent with course learning objectives). Students will also be required to provide the class the reading or source reference upon which the presentation is derived. This is due on the date indicated in the tentative course syllabus. A sign up form will be made available to students in order to schedule class presentation dates.

Failure to adhere to these deadlines for obtaining topic pre-approval from the instructor or providing the class your reference/source material will result in a 10% (2.5 point) deduction from your presentation grade. If you have an unexcused absence on the date of your presentation, then you will be deducted 10% (7.5 points) attendance/participation points plus 10% (2.5 points) from your

presentation grade. These deductions may also be applied if you are late to class on the date of your presentation. These points will be subtracted from the grade for the presentation once it is completed. Students who miss class or who are late to class on the date of their presentation are responsible for contacting the instructor to discuss options for completing this assignment.

4. **Final project.** Students are required to complete one of the following for a final course project. The final project meant to provide an experiential learning opportunity in approaches to addressing substance use disorders.
 - a. **Self-help meeting experiential exercise and written reflection.** Attend at least two community-based, addiction self-help group meetings (e.g., open meeting of AA, NA, ACOA). A list of “open” (i.e., anyone can attend) AA meetings in the greater Dayton area is found below:

<http://aadaytononline.org/meetings/?tsml-day=4&tsml-type=O>

A downloadable list NA meeting in the greater Dayton area is found below. Note those marked on the list as “O” are open to the public and anyone can attend:

<http://dascna.org/meetings>

A list of ACOA meetings in the greater Dayton area is found below. Note those listed as “open to all” are open to the public and anyone can attend:

<http://www.meetings.adultchildren.org/find-a-meeting-search-results#results>

Write a 1-2 page reaction paper that includes a description of the type of meeting, the process of the meeting (i.e., what happened?), similarities and dissimilarities between the meetings, your personal reaction to what occurred. It is important that you respect the anonymity of those who attend and disguise information about their identities in your reaction paper.
 - b. **Intervention role play and critique.** Complete an approximately 15-minute video-recorded role play of you performing an empirically-supported psychotherapeutic intervention for addressing substance use disorder. Write a 1-2 page critique of your performance. The critique should include a description of the therapeutic technique that you were role-playing and a brief evaluation of your fidelity in delivering the intervention (i.e., what you did well or could improve upon in delivering the intervention in a manner that is consistent with the prescribed model). You may ask other classmates to serve as the mock client. However, each

student will have to submit a separate video-recorded role-play in which they are serving as the therapist.

The assignment is due by 9:00AM on the date indicated in the course schedule. Papers must be submitted through the Pilot dropbox assignment folder. In the role play option is chosen, video recordings of the role play should be recorded in Panopto (<https://www.wright.edu/center-for-teaching-and-learning/resources/panopto-tutorials>) or YouTube (<https://support.google.com/youtube/answer/57924?hl=en>). Instructor approval is required for other video recording methods. Video links should be indicated in the accompanying critique submitted to the Pilot dropbox folder. A statement must accompany the critique to attest to the fact that the role play does not involve an actual client.

Any assignment turned in after that date and time will be reduced by 10% (10 points) per 24-hour period from the start of the class that the paper is due. If an assignment is turned in after 9:00AM on the day it is due it will be reduced by 10%. If the paper is turned in after 9:00AM the next day, another reduction of 10% will occur (and so on). These points will be subtracted from the grade for the assignment once turned in.

Grading

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| In-class activities: | 50 points |
| Midterm paper: | 100 points |
| Presentation: | 50 points |
| Final project: | 100 points |
| Possible total points: | 300 points |

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| A: 90% - 100% | 270 - 300 points |
| B: 80% - 89% | 240 - 269 points |
| C: 70% - 79% | 210 - 239 points |
| D: 60% - 69% | 180 - 219 points |
| F: 59% and below | < 179 points |

2018 Top 10 Impact Journals in Substance Abuse (According to Clarivate Analytics InCites Journal Citation Report)

1. *Alcohol Research: Current Reviews*
2. *Addiction*
3. *International Journal of Drug Policy*
4. *Addiction Biology*
5. *Nicotine and Tobacco Research*

6. *Drug and Alcohol Dependence*
7. *Alcoholism: Clinical and Experimental Research*
8. *Adicciones*
9. *Substance Abuse*
10. *Psychology of Addictive Behaviors*

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| Required Reading List |
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1. Anderson, P., de Bruijn, A., Angus, K., Gordon, R., & Hastings, G. (2009). Impact of alcohol advertising and media exposure on adolescent alcohol use: A systematic review of longitudinal studies. *Alcohol and Alcoholism, 44*, 229-243. doi:10.1093/alcalc/agn115
2. Anton, R. F., O'Malley, S. S., Ciraulo, D. A., Cisler, R. A., Couper, D., Donovan, D. M., & ... Zweben, A. (2006). Combined pharmacotherapies and behavioral interventions for alcohol dependence: The COMBINE study: A randomized controlled trial. *JAMA: Journal of the American Medical Association, 295*, 2003-2017. doi:10.1001/jama.295.17.2003
3. Berridge, K. C., & Robinson, T. E. (2016). Liking, wanting, and the incentive-sensitization theory of addiction. *American Psychologist, 71*, 670-679. doi:10.1037/amp0000059
4. Bailey, J. A., Hill, K. G., Oesterle, S., & Hawkins, J. D. (2009). Parenting practices and problem behavior across three generations: Monitoring, harsh discipline, and drug use in the intergenerational transmission of externalizing behavior. *Developmental Psychology, 45*, 1214-1226. doi:10.1037/a0016129
5. Bowen, S., Witkiewitz, K., Clifasefi, S. L., Grow, J., Chawla, N., Hsu, S. H., & ... Larimer, M. E. (2014). Relative efficacy of mindfulness-based relapse prevention, standard relapse prevention, and treatment as usual for substance use disorders: A randomized clinical trial. *JAMA Psychiatry, 71*, 547-556. doi:10.1001/jamapsychiatry.2013.4546
6. Connor, J. (2017). Alcohol consumption as a cause of cancer. *Addiction, 112*, 222-228. doi:10.1111/add.13477
7. Crits-Christoph, P., Siqueland, L., Blaine, J., Frank, A., Luborsky, L., Onken, L. S., & ... Beck, A. T. (1999). Psychosocial treatments for cocaine dependence: National Institute on Drug Abuse Collaborative Cocaine Treatment Study. *Archives of General Psychiatry, 56*, 493-502. doi:10.1001/archpsyc.56.6.493
8. Dalsgaard, S., Mortensen, P. B., Frydenberg, M., & Thomsen, P. H. (2014). ADHD, stimulant treatment in childhood and subsequent substance abuse in adulthood—A naturalistic long-term follow-up study. *Addictive Behaviors, 39*, 325-328. doi:10.1016/j.addbeh.2013.09.002
9. Del Boca, F., & Darkes, J. (2003). The validity of self-reports of alcohol consumption: State of the science and challenges for research. *Addiction, 98*(Suppl2), 1-12. doi:10.1046/j.1359-6357.2003.00586.x
10. DeMartini, K. S., & Carey, K. B. (2012). Optimizing the use of the AUDIT for alcohol screening in college students. *Psychological Assessment, 24*, 954-963. doi:10.1037/a0028519
11. Ennett, S. T., Tobler, N. S., Ringwalt, C. L., & Flewelling, R. L. (1994). How effective is drug abuse resistance education? A meta-analysis of Project DARE

- outcome evaluations. *American Journal of Public Health*, *84*, 1394-1401.
doi:10.2105/AJPH.84.9.1394
12. Godley, S. H., Hedges, K., & Hunter, B. (2011). Gender and racial differences in treatment process and outcome among participants in the adolescent community reinforcement approach. *Psychology of Addictive Behaviors*, *25*, 143-154.
doi:10.1037/a0022179
 13. Hall, W., & Lynskey, M. (2016). Evaluating the public health impacts of legalizing recreational cannabis use in the United States. *Addiction*, *111*, 1764-1773. doi:10.1111/add.13428
 14. Henggeler, S. W., Chapman, J. E., Rowland, M. D., Halliday-Boykins, C. A., Randall, J., Shackelford, J., & Schoenwald, S. K. (2008). Statewide adoption and initial implementation of contingency management for substance-abusing adolescents. *Journal of Consulting and Clinical Psychology*, *76*, 556-567.
doi:10.1037/0022-006X.76.4.556
 15. Jones, C. M. (2013). Heroin use and heroin use risk behaviors among nonmedical users of prescription opioid pain relievers—United States, 2002–2004 and 2008–2010. *Drug and Alcohol Dependence*, *132*, 95-100.
doi:10.1016/j.drugalcdep.2013.01.007
 16. Magura, S., Cleland, C. M., & Tonigan, J. S. (2013). Evaluating Alcoholics Anonymous's effect on drinking in Project MATCH using cross-lagged regression panel analysis. *Journal of Studies on Alcohol and Drugs*, *74*, 378-385.
doi:10.15288/jsad.2013.74.378
 17. McClellan, C., Ali, M. M., Mutter, R., Pemberton, M., Kral, A. H., Lambdin, B. H., & ... Wheeler, E. (2018). Opioid-overdose laws association with opioid use and overdose mortality. *Addictive Behaviors*, *86*, 90-95.
doi:10.1016/j.addbeh.2018.03.014
 18. McCrady, B. S. (2004). To have but one true friend: Implications for practice of research on alcohol use disorders and social network. *Psychology of Addictive Behaviors*, *18*, 113-121. doi:10.1037/0893-164X.18.2.113
 19. Milby, J. B., Conti, K., Wallace, D., Mennemeyer, S., Mrug, S., & Schumacher, J. E. (2015). Comorbidity effects on cocaine dependence treatment and examination of reciprocal relationships between abstinence and depression. *Journal of Consulting and Clinical Psychology*, *83*, 45-55. doi:10.1037/a0037960
 20. Morgenstern, J., Irwin, T. W., Wainberg, M. L., Parsons, J. T., Muench, F., Bux, D. J., & ... Schulz-Heik, J. (2007). A randomized controlled trial of goal choice interventions for alcohol use disorders among men who have sex with men. *Journal of Consulting and Clinical Psychology*, *75*, 72-84. doi:10.1037/0022-006X.75.1.72
 21. Moyers, T. B., Martin, T., Houck, J. M., Christopher, P. J., & Tonigan, J. S. (2009). From in-session behaviors to drinking outcomes: A causal chain for motivational interviewing. *Journal of Consulting and Clinical Psychology*, *77*, 1113-1124. doi:10.1037/a0017189
 22. Mulvey, E. P., Odgers, C., Skeem, J., Gardner, W., Schubert, C., & Lidz, C. (2006). Substance use and community violence: A test of the relation at the daily level. *Journal of Consulting and Clinical Psychology*, *74*, 743-754.
doi:10.1037/0022-006X.74.4.743

23. Roberts, N. P., Roberts, P. A., Jones, N., & Bisson, J. I. (2015). Psychological interventions for post-traumatic stress disorder and comorbid substance use disorder: A systematic review and meta-analysis. *Clinical Psychology Review, 38*, 25-38. doi:10.1016/j.cpr.2015.02.007
24. Robins, L. N. (1993). Vietnam veterans' rapid recovery from heroin addiction: A fluke or normal expectation? *Addiction, 88*, 1041-1054. doi:10.1111/j.1360-0443.1993.tb02123.x
25. Robbins, M. S., Feaster, D. J., Horigian, V. E., Rohrbaugh, M., Shoham, V., Bachrach, K., & ... Szapocznik, J. (2011). Brief strategic family therapy versus treatment as usual: Results of a multisite randomized trial for substance using adolescents. *Journal of Consulting and Clinical Psychology, 79*, 713-727. doi:10.1037/a0025477
26. Schumm, J. A., & Chard, K. M. (2012). Alcohol and stress in the military. *Alcohol Research: Current Reviews, 34*, 401-407.
27. Schumm, J. A., O'Farrell, T. J., Kahler, C. W., Murphy, M. M., & Muchowski, P. (2014). A randomized clinical trial of behavioral couples therapy versus individually based treatment for women with alcohol dependence. *Journal of Consulting and Clinical Psychology, 82*, 993-1004. doi:10.1037/a0037497
28. Smith, J. L., Mattick, R. P., Jamadar, S. D., & Iredale, J. M. (2014). Deficits in behavioural inhibition in substance abuse and addiction: A meta-analysis. *Drug and Alcohol Dependence, 145*, 1-33. doi:10.1016/j.drugalcdep.2014.08.009
29. Springer, J. F., Sale, E., Kasim, R., Winter, W., Sambrano, S., & Chipungu, S. (2004). Effectiveness of culturally specific approaches to substance abuse prevention: Findings from CSAP's national cross-site evaluation of high risk youth programs. *Journal of Ethnic & Cultural Diversity in Social Work: Innovation in Theory, Research & Practice, 13*, 1-23. doi:10.1300/J051v13n03_01
30. Sutin, A. R., Evans, M. K., & Zonderman, A. B. (2013). Personality traits and illicit substances: The moderating role of poverty. *Drug and Alcohol Dependence, 131*, 247-251. doi:10.1016/j.drugalcdep.2012.10.020
31. Volkow, N. D., Koob, G. F., & McLellan, A. T. (2016). Neurobiologic advances from the brain disease model of addiction. *The New England Journal of Medicine, 374*, 363-371. doi:10.1056/NEJMr1511480
32. Walters, S.T. & Rotgers, F. (Eds.) (2012). *Treating substance abuse: Theory and technique (3rd ed.)*. New York: Guilford.
33. Witkiewitz, K., & Marlatt, G. A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. *American Psychologist, 59*, 224-235. doi:10.1037/0003-066X.59.4.224
34. Worley, M. J., Witkiewitz, K., Brown, S. A., Kivlahan, D. R., & Longabaugh, R. (2015). Social network moderators of naltrexone and behavioral treatment effects on heavy drinking in the COMBINE study. *Alcoholism: Clinical and Experimental Research, 39*, 93-100. doi:10.1111/acer.12605

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| Accommodations |
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Wright State University is committed to diversity and inclusion, and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact The Office of Disability Services, located at 180 University Hall. Phone: 937-775-5680.

Academic Integrity

Academic dishonesty in any form, such as plagiarism, will not be tolerated and will result in failure of an assignment and possibly failure of the course. Unless otherwise stated, all assignments are to be completed independently and should represent a student's own work. When unsure about plagiarism consult with the WSU Writing Center or the course instructor. The Writing Center can be found at <http://www.wright.edu/university-college/academic-help/writing-center/overview>. Students should also refer to SOPP policies and the WSU Code of Student Conduct, which can be found at <http://www.wright.edu/community-standards-and-student-conduct/code-of-student-conduct>

Electronic Media

Electronic devices (e.g., cell phones) should be turned off unless you are on-call or need to receive messages for an urgent personal matter (e.g., sick child or family member). If you are on-call or have an urgent need to receive alerts during the class period, please inform me prior to the beginning of the class period. If you are using a laptop for the purposes of taking notes, it is expected that you are only using the laptop for the purposes of note-taking and not engaging in behavior that may be distracting (e.g., checking email, Facebook, playing games). Students may be asked to discontinue the use of a laptop if used for purposes other than note-taking. If you are being distracted by someone's violation of this policy, please speak to your classmate and if unresolved, bring this to the instructor's attention.

Student Support

Any student who is concerned about their performance, work, or status in this course should contact me as soon as possible to discuss their concerns. If a student believes that she/he/they is not performing well in the class, it is that student's responsibility to contact me or other relevant individuals for assistance as soon as possible to avoid problems with final grades and other such issues. Each student is responsible for their decisions in this regard. There are also offices at WSU that are dedicated to helping students such as Student Support Services, Student Academic Success Center (SASC), and the Office of Academic Affairs. They can be located online at: <http://www.wright.edu/university-college/academic-help>
<http://www.wright.edu/students/studsupport/>

Dr. Kelly Anspaugh has a contract with SOPP to provide writing support at no cost to students. If you are interested in taking advantage of this resource, you may contact Dr. Anspaugh at Rabelais1960@gmail.com.

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| Withdrawal Policy |
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Students should familiarize themselves with the official withdrawal periods. They can be located at <http://www.wright.edu/registrar/academic-calendar/fall-semester-2019>