Department of Kinesiology and Health Science
HSC 351.501 (ONLINE)
SUBSTANCE PREVENTION EDUCATION
Fall 2017

Instructor: Marym Lakhani, MPH
Office Location: Rm 218
Office Phone: 936-468-1543

Course Times: Online only
Course Location: Online only
Office Hours: MWTRF via email
Email: lakhanim@sfasu.edu

Other Contact Information: The best way to contact me is via the above email. You can also contact me via the D2L email tool, however it may take me a little longer to respond.

Prerequisites: None

I. Course Description: This course will explore legal and illegal drug use in modern society. Issues related to the social, cultural, political, and economic impact of drug use will be discussed. There also will be an emphasis on prevention, treatment, and effective educational techniques of various practice settings and target populations. Various types of drugs and their effects will be addressed in the context of health education and prevention. Students will investigate constructs in their lives with a sense of purpose and self-responsibility and apply course content in their personal environment.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes – The student will learn to:
1. Describe the scope of issues related to the use and abuse of drugs. (PLO#2, CH PLO#4)
2. Analyze historical trends in drug taking behavior in America. (PLO#2, CH PLO#4)
3. Distinguish between and understand the differences in drug use, misuse and abuse. (PLO#2, CH PLO#4)
4. Describe the major categories of drugs and risks associated with their misuse and abuse. (PLO#2, CH PLO#4)
5. Understand how both objective and subjective factors influence the total effect of a drug. (PLO#2, CH PLO#4)
6. Determine healthy decisions regarding personal drug use. (PLO#2,5;CH PLO#4,5)
7. Describe the psychological aspects of drug use. (PLO#2, CH PLO#4) 8. Analyze the role of the health educator as a link between their program and outside group organizations. (PLO#2,4;CH PLO#1,4)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. Discussion Board Posts and Reply to Peers (140 points total – 10 points per week): Each week, you will be responsible for completing the assigned readings. You will then write a thorough and thoughtful post on the D2L Discussion Board for that week of a minimum of two (2) paragraphs as well as citing your references (textbook with page, PowerPoint slide w/page). Since everyone is reading the same material, your weekly discussion post should NOT be a summary of the readings. Instead, in the discussion posts, I want to hear your thoughts on the material you read. What did you find interesting? What seemed like common sense? Do you have questions on the material you read? Were there points the author made that you didn’t agree with? If so, why? Can you relate the material to current events or something that happened to you? Leaving it open like this allows for better conversations with your peers. Your discussion post is worth 6 points each week and is due every Wednesday by 12pm (noon).

In addition to your own post, you must review and reply to two (2) of your peers’ discussion posts each week. Each response is worth 2 points, for a total of 4 points each week. Your reply must be thoughtful and respectful of your peer’s post and should be a minimum of one (1) full paragraph (at least 3 full sentences). Simply saying, “I agree with you,” is not enough and you will not receive credit for posts like these. Your discussion post replies are due on every Friday by 12pm (noon).

Respect and Privacy are extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students who share their thoughts and experiences in class.

B. Exams (3 @ 50 points each = 150 points): The word “Exam” will be interchangeably used as “Quiz”. There will be three (3) online quizzes administered throughout the course. Each quiz will be worth 50 points and will cover all material and chapters covered UPTO THAT POINT according to the syllabus. They will be schedule as “quizzes” on D2L and will NOT be
cumulative. This means that the chapters covered on Quiz 1 will not be tested on Quiz 2. Each quiz will have both multiple choice and true/false questions. You must read the material in order to do well on them. **This means the textbook is absolutely necessary for this course.**

**To see which chapters are covered for each Exam/quiz, refer to the tentative timeline BELOW**

**C. Prevention Program Planning Guide (50 points): ***This assignment is related to accountability and accreditation. This assignment MUST be completed and submitted to LiveText***
The presentation planning guide worksheet and rubric used to assess your work will be posted on D2L. You will have an extensive conversation with your group members resulting in: (1) a solid plan for the presentation, (2) responsibilities delegated, (3) links to supplemental videos you intend to use, (4) links to resources, list of resources, articles, etc. you plan to use to create the presentation and (5) decide on your target audience (i.e. college freshman) and which prevention level you will be using.

Please NOTE: Even though this is a group project, EACH STUDENT must individually submit a copy of the project to D2L & LiveText in order to receive credit for the assignment. If you do not submit assignment to both locations, it can result in a grade of zero for this assignment.

**D. Prevention Program Presentation Video (100 points). ***This assignment is related to accountability and accreditation. This assignment MUST be completed and submitted to LiveText***

*This is a GROUP project. You and your group members will need to prepare and facilitate a 30-minute presentation video. You will be assigned one of the following topics: 1) Alcohol, 2) Tobacco, 3) Prescription Drugs, 4) Marijuana, 5) Codeine-promethazine (syrup), 6) Methamphetamine, 7) Alcohol + Energy Drinks, or 8) Current Drug Trends, like “Bath Salts” and Salvia. You will CREATIVELY present (using visual aids) with the goal of either trying to solve a problem before it starts, reduce the impact of a problem, or lessen the impact of lasting effects. These goals reflect the primary, secondary, and tertiary levels of prevention. Your group will need to decide what age group your presentation will be delivered to and what prevention level you will use to communicate with that demographic.*

You can utilize PowerPoint, videos, class activities, Prezi, etc. to effectively communicate the content if you so desire. **The video portion of the project is mandatory.** If you choose to use Prezi/PowerPoint, your projects must still contain videos of yourselves presenting the information to your chosen demographic. Since you will be submitting material which will have size/content limits and requirements, **I would suggest you start getting familiar with the software you will be using ASAP.** If you wish to ensure your submission will meet the necessary size requirements prior to the deadline date, please email me at least 2 weeks prior to
the deadline. You will use the textbook and other reliable/credible resources to create your unique presentation. A list of resources must be included at the end of the presentation in the style of the American Psychological Association (APA; see the APA reference manual that is required for this course).

**Video:** I do not care what software you use to record/execute/upload your video. It matters to me that you are able to submit your video – either individually or as a compiled 30 min group video – to D2L and LiveText. It also matters that I am able to easily view it. If I cannot hear/see you, and cannot see/read your visual aid, do not expect to receive a good grade on this project. If it is easiest for you to upload your video to YouTube, and you are comfortable doing so, go right ahead. ***You do not have to upload anything to YouTube if you are uncomfortable doing so***

**Meeting:** You will be asked several times throughout the semester to meet with your group. As this is an online class in 2017, you do not have to meet face-to-face with your group members to complete this assignment. You can meet via skype/facetime/google+/group email. **You do not have to meet face-to-face with your group to complete this presentation effectively.** However, your group MUST be able to contact you throughout.

You must have a list of **at least 4 peer-reviewed journal articles.** In addition to the 4 peer-reviewed articles, you may use **no more than 2 websites** as references. These websites **must** have a .gov, .edu or .org extension to be included.

*Each of you will also evaluate your group members’ contributions to the presentation.*

Please **NOTE:** Even though this is a group project, **EACH STUDENT must individually submit a copy of the project to D2L & LiveText in order to receive credit for the assignment. If you do not submit assignment to both locations, it can result in a grade of zero for this assignment**

1. **Presentation Peer Evaluation (60 points):** After the presentations have been turned in, a document will be uploaded to D2L. You will use the presentation peer evaluation worksheet to review the members of your group on their performance. Please follow all directions on the worksheet and answer these questions in paragraph form with complete sentences. **This worksheet can and will affect your group members’ grades.**

2. **Methods of Instruction:** The course syllabus, course assignments, mail, and grades will be available on the Desire2Learn (D2L) web site. **Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu).**

3. **Attendance:** Attendance is MANDATORY for this course. Attendance will be taken weekly via discussion participation. **Failure to participate in class discussions will result in being dropped from this course.**
IV. Evaluation and Assessments (Grading):

Discussion Board & Replies = 140 points (10 pts. Each)
Quizzes (3) = 150 points (50 pts. Each)
Presentation Planning Guide = 50 points
Prevention Presentation = 100 points
Presentation Peer Evaluation = 60 points (15 pts each)

TOTAL = 500 points

FINAL POINT TOTAL
A = 90-100% (≥ 448 pts.)
B = 80-89% (398-447 pts.)
C = 70-79% (348-397 pts.)
D = 60-69% (298-347 pts.)
F = <60% (< 297 pts.)
V. Tentative Course Outline/Calendar: *This is a tentative course calendar. This is subject to change.*

*****ALL DISCUSSIONS ARE DUE AT 12:00 (NOON) ON THE DUE DATE*****
Quizzes, Projects, and other assignments will close at 11:59 pm on the assigned date

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<th>Topics/Class work</th>
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| 1    | 08/28 - 09/1 | **Ch. 1 – Introduction to Drugs and Society**  
  *Defining drug use, dimensions of drug use, overview of drugs in society, and economic costs of drug use*  
  OUT OF OFFICE ON Fri 9/01 | Discussion Board Posts & Replies |
| 2    | 09/04 to 09/08 | **Ch. 2 – Explaining Drug Use and Abuse**  
  *Theories and signs of addiction*  
  Review appendix B: Drug use and abuse  
  CSA schedule (classification) of drugs | Discussion Board Posts & Replies |
| 3    | 09/11 to 09/15 | **Ch. 3 – Drug Use, Regulation, and the Law**  
  *Cultural attitudes and discussion of U.S. drug regulations and laws and their effectiveness*  
  Review Appendix A: Federal Agencies with Drug Abuse Missions  
  *Lists U.S. agencies that focus on drug regulations/laws* | Discussion Board Posts & Replies |
| 4    | 09/18 to 09/22 | **Ch. 4 – Homeostatic Systems and Drugs**  
  *Overview of homeostasis and drug actions* | Discussion Board Posts & Replies |
| 5    | 09/25 to 09/29 | **Ch. 5 – How and Why Drugs Work**  
  *The intended and unintended effects of drugs* | Discussion Board Posts & Replies  
  Presentation Groups Set |
| 6    | 10/02 to 10/06 | **Ch. 6 – CNS Depressants: Sedative-Hypnotics**  
  *History and effects of CNS depression*  
  OUT OF OFFICE on Th & F  
  *(Normal office hour M, Tu, W)* | Discussion Board Posts & Replies  
  Quiz #1 (Ch. 1-6) |
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| 7    | 10/09 to 10/13 | Ch. 7 – Alcohol: Pharmacological Effects  
*The natural history and effects of alcohol*  
Ch. 8 – Alcohol: Behavioral Effects  
Statistics, definitions, and influences of alcohol use |                                  |
| 8    | 10/16 to 10/20 | Ch. 9 – Narcotics (Opioids)  
*Definition, history, and effects of narcotics* | Discussion Board Posts & Replies Presentation |
| 9    | 10/23 to 10/27 | Ch. 10 – Stimulants  
*Introduction, examples, and effects of stimulants*  
Ch. 11 – Tobacco  
*History, statistics, and effects of tobacco* | Discussion Board Posts & Replies |
| 10   | 10/30 to 11/03 | Ch. 12 – Hallucinogens (Psychedelics)  
*Introduction, history, types, and effects of hallucinogens* | Discussion Board Posts & Replies  
Quiz #2 (Ch. 7-12) |
| 11   | 11/06 to 11/10 | Ch. 13 – Marijuana  
*Introduction, history, and effects of marijuana*  
Ch. 14 – Inhalants  
*Introduction, history, and effects of inhalants* | Discussion Board Posts & Replies |
| 12   | 11/13 to 11/18 | Ch. 15 – Over-The-Counter, Prescription, and Herbal Drugs  
*Introduction, history, and effects of OTC, Rx, and dietary supplements*  
Ch. 16 – Drug Use in Subcultures of Special Populations | Discussion Board Posts & Replies  
Prevention Presentations Due |
| 13   | 11/21 to 11/25 | ☢️ Thanksgiving Break ☢️ |                                  |
| 14   | 11/27 to 12/01 | Ch. 17 – Drug Use Prevention  
*Risk factors, protective factors, and prevention program examples* | Discussion Board Posts & Replies |
VI. Readings (Required and recommended – including texts, websites, articles, etc.):

2. D2L
3. LiveText! – Upon your enrollment in this course, if you do not have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk email. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in a zero on the assignment.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical AND IS WORTH 2 POINTS (REQUIRED not optional)!

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Class Attendance and Excuse Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodations for Students with Disabilities Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Integrity: Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class
- the falsification or invention of any information, including citations, on an assigned exercise; and/or
- helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
● submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source;
● submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
● incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty Failure to adhere to SFA’s academic honesty policy will result in a grade of zero for the assignment or exam

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information
1. Assignments – LATE ASSIGNMENTS ARE NOT ACCEPTED: Assignments are due on assigned date NO LATER.
2. Extra Credit – I DO NOT GIVE EXTRA CREDIT. Please complete assignments in full and on time. You will not receive points you didn’t earn. ***This is a 300 level class***

Please keep the following in mind during the semester:
1. I will not respond to any emails which: do not include “HSC 351” in the subject line.
   • are not written with professional courtesy and not written in proper English
   • ask me a question which is in the syllabus (including any statements that are in this section)
   • are silly or ridiculous in any other way
2. The grading policies are clearly laid out in section IV. **I will not round your grade anything beyond this, even if it is only one point.**
3. **There are no extra credit opportunities in this course.**
4. If you have an excused absence, you must **present this to me promptly.** It is your responsibility to follow through with this. **What constitutes “excused” is at my discretion.**
5. **I will not accept any late work.** Remember, assignments are due by the **due date and time on course calendar.**
6. Finally, **do not come to office hours to request exceptions to anything in the syllabus**