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 for 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.

Course Justification: Substance Prevention Education (3 credits) is a face-to-face course that will meet 150 minutes of classroom time per week for 16 weeks. The course works on NCHEC’S following areas of responsibility (II, V, VI, VII) through two course assignments tied with accountability and accreditation. Students will have assignments beyond the classroom, including readings from the textbook and two major assignments related to accreditation. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content.

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. Pop Quizzes (30 points)

A total of 6 pop quizzes—each worth 5 points—will cover material recently addressed in class (quizzes are not cumulative). By definition, pop quizzes ARE NOT scheduled. Students who are absent for a pop quiz will receive a score of 0 for that quiz (see Attendance Policy, Section VII of the syllabus).

B. Midterm Exam (70 points)

A midterm examination will cover course material presented during the first half of the semester.

C. Final Exam (100 points)

The final exam is CUMULATIVE. Students are responsible for all material covered in class during the semester.
D. Prevention Program Planning Guide (50 points)

***This assignment is related to accountability and accreditation. This assignment MUST be completed and submitted to LiveText***

This is a Group Project. 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 an extensive map (detailed conceptual framework) for your presentation covering the following areas:

1) Specific subtopics covered in your presentations (Check the “Presentation Project Module” on D2L for more information)
2) List of resources, links to resources, articles, etc. you plan to use to create the presentation
3) Your target audience (e.g., college freshman)
4) 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.

E. Prevention Program Presentation (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 prepare and deliver a “20-minute” PowerPoint presentation. You will be assigned one of the following or a closely related topic.

1) Alcohol,
2) Tobacco
3) Prescription Drugs
4) Marijuana
5) Codeine-promethazine (syrup)
6) Methamphetamines
7) Alcohol + Energy Drinks
8) Current Drug Trends, like “Bath Salts” and Salvia.

You will CREATIVELY present (using engaging graphics and salient text) 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. You must use at least 4 peer-reviewed journal articles in support of your presentation. Websites that are used for presentation content must have a .gov, .edu or .org extension to be included. All material cited in your presentation must be appropriately referenced in APA format. A scorecard will be used to evaluate individual team member contributions to the overall Prevention Program project, based on group peer review. Specifics of the assignment will be distributed in class and found on D2L.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop Quizzes</td>
<td>30</td>
<td>Grading Scale is as follows:</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>70</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>315+ points</td>
</tr>
<tr>
<td>Prevention Program Plan</td>
<td>50</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Prevention Program Presentation</td>
<td>100</td>
<td>280-314</td>
</tr>
<tr>
<td>C = 70-79%</td>
<td>245-279</td>
<td></td>
</tr>
<tr>
<td>D = 60-69%</td>
<td>210-244</td>
<td></td>
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<tr>
<td>F = Below 59%</td>
<td>Below 210</td>
<td></td>
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</tbody>
</table>

FINAL POINT TOTAL 350 points

V. Tentative Course Outline/Calendar (Exam dates are firm. Other scheduled topics are subject to change. Changes to the Schedule, if necessary, will be announced in class. Associated readings, due dates, and reminders will be provided in class and will appear on the D2L Course Calendar.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26-30</td>
<td>Class introductions; Syllabus review; Ch. 1 – Introduction to Drugs and Society</td>
</tr>
<tr>
<td>2</td>
<td>Sep 2-6</td>
<td>Ch. 2 – Explaining Drug Use and Abuse</td>
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<td>3</td>
<td>Sep 9-13</td>
<td>Ch. 3 – Drug Use, Regulation and the Law</td>
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<td>4</td>
<td>Sep 16-20</td>
<td>Ch. 4 – Homeostatic Systems and Drugs</td>
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<td></td>
<td></td>
<td>No Class Sep. 20 Data Day-Faculty</td>
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<tr>
<td>5</td>
<td>Sep 23-27</td>
<td>Ch. 5 – How and Why Drugs Work</td>
</tr>
<tr>
<td>6</td>
<td>Sep 30-Oct 4</td>
<td>Ch. 6 – CNS Depressants: Sedative Hypnotics</td>
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<tr>
<td>7</td>
<td>Oct 7-11</td>
<td>Ch. 7 – Alcohol: Pharmacological Effects</td>
</tr>
<tr>
<td>8</td>
<td>Oct 14-18</td>
<td>Ch. 8 – Alcohol: Behavioral Effects</td>
</tr>
<tr>
<td>9</td>
<td>Oct 21-25</td>
<td>Ch. 9 – Narcotics (Opioids)</td>
</tr>
<tr>
<td>10</td>
<td>Oct 28-Nov 1</td>
<td>Ch. 10 – Stimulants</td>
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<tr>
<td>11</td>
<td>Nov 4-8</td>
<td>Ch. 11 – Tobacco; Midterm Review</td>
</tr>
<tr>
<td>12</td>
<td>Nov 11-15</td>
<td>Ch. 12 – Hallucinogens (Psychedelics)</td>
</tr>
<tr>
<td>13</td>
<td>Nov 18-22</td>
<td>Ch. 13 – Marijuana</td>
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<tr>
<td>14</td>
<td>Nov 25-29</td>
<td>Ch. 14 – Inhalants</td>
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<td>Ch. 15 – Over-the-Counter, Prescription, Herbal Drugs</td>
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<td>15</td>
<td>Dec 2-6</td>
<td>Ch. 16 – Drug Use in Subcultures/Special Populations</td>
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<tr>
<td>16</td>
<td>Finals Week</td>
<td>Ch. 17 – Drug Abuse Prevention</td>
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<td></td>
<td></td>
<td>Ch. 18 – Treating Drug Dependence</td>
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<td></td>
<td></td>
<td>Thanksgiving Break – NO CLASS!!</td>
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<tr>
<td></td>
<td></td>
<td>Prevention Program Group Presentations; Final Exam Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam (Date and time announced in class and posted on D2L.)</td>
</tr>
</tbody>
</table>
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!

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 Excused 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 (including the first 12 day attendance report) 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 Accommodation 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, 936-468-3004 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 Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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 on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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. 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 policy 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 Early Alert Program at SFA.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VIII. Other Relevant Course Information:

1. Laptops, Netbooks, E-readers, iPods and similar devices may be used ONLY at the direction of the Instructor and ONLY for classroom learning purposes.

2. Cell phones should be set to silent or turned off before class begins and should be placed out of sight (e.g., in backpacks or pockets).

3. Quizzes and exams are CLOSED BOOK. Use of the text, notes, cell phone, or other reference materials during quizzes or exams will result in a grade of zero (0).

4. No reading of outside materials, listening to MP3 devices, wearing ear phones or ear buds, or disorderly conduct.
5. Students sleeping or giving the appearance of sleeping during class will be counted absent.

6. Respect is 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 and respect the privacy of students who share their thoughts and experiences in class. RESPECT your Instructor, your classmates, and yourself.

7. Assignments handed in after a specified due date/time WILL NOT be accepted and make-up work (e.g., exercises, quizzes, and exams) WILL NOT be allowed unless a legitimate reason exists and alternative arrangements have been approved previously by the Instructor (see Section VII of the syllabus, Attendance).

8. Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill): When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors:

   o Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Stewart.

   o When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

   o If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...?” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

   o Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class and section you are enrolled in, such as: “Dear Dr. Stewart, I am a student enrolled in your HSC 121 MWF @ 10 am course.”

   o Also, please include a brief description of the subject of your email in the subject line of the email.

   o Be concise.

   o Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

   o When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (e.g., Dr. Stewart, Professor Stewart) and establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

FAILURE TO FOLLOW THE EXPECTATIONS OUTLINED ABOVE CAN RESULT IN BEING DISMISSED/DISENROLLED FROM CLASS.