I. Course Description: This course examines modern concepts relating to substance use, drug types, regulation, abuse prevention, and addiction treatment.

LiveText Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Course Justification:

This is a hybrid course combining online and face-to-face learning for 16 weeks, and requiring both midterm and final examinations (2 hours each in duration). Students will have out-of-class assignments. The major assignment for this course is an individual StoryViz substance abuse awareness project. Other assignments in the course include quizzes, learning exercises, and related textbook and other readings. The assignments and exams provide basic knowledge about critical topics in substance prevention education. To adequately prepare for and complete this course, students can expect to work a minimum of 8.5 hours each week, on average.

This course addresses NCHEC responsibility areas I, II, IV, VI, and VII.
**Course Delivery Modality:** Online (WEB)

**Prerequisites:** None

**Diversity Statement:**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.

This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.

This course links with SFA’s Envisioned Goal 5: We will be an innovative university.

This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

**Program Learning Outcomes (Community Health):**

1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).
Student Learning Outcomes - The student will be able to:

1. Describe the scope of issues related to the use and abuse of drugs. (NCHEC Standards I, VI, & VII)
2. Analyze historical trends in drug taking behavior in America. (NCHEC Standards II)
3. Distinguish between and understand the difference in drug use, misuse, and abuse. (NCHEC Standards VI & VII)
4. Describe the major categories of drugs and risks associated with their misuse and abuse. (NCHEC Standards I & VI)
5. Understand how both objective and subjective factors influence the total effect of a drug. (NCHEC Standards VI & VII)
6. Determine health decisions regarding personal drug use. (NCHEC Standards VI & VII)
7. Describe the psychological aspects of drug use. (NCHEC Standards VI & VII)
8. Analyze the role of the health educator as a link between their program and outside group organizations. (NCHEC Standards VI & VII)

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

DRUGS HOT TOPIC: StoryViz Project (NCHEC I, II, IV, VI, VII) – Working individually, students will locate, evaluate, select, and assemble relevant graphics (e.g., photos, charts, graphs, maps, and drawings), and combine these with minimal text to create an engaging visual information product that effectively communicates a public health story related to substance use, abuse and/or treatment. This assignment will be developed and formatted according to specific guidelines provided on D2L. The assignment has four main components: StoryViz topic description, graphic collection and evaluation, StoryViz outline, and final StoryViz product.

Note: The Drugs Hot Topic StoryViz Project assignment is related to program accountability and accreditation. The final StoryViz product component MUST be submitted via D2L AND Livetext by the assigned due date and time. Failure to submit this component to both D2L AND Livetext will result in a component score of zero (0).

FINAL EXAM (NCHEC I) - There will be an online CUMULATIVE Final, worth 100 points. The Exam may include a variety of question types including multiple choice, true/false, short answer, and brief essay. Students cannot retake a missed exam without a valid documented excuse.

QUIZZES (NCHEC I) – There will be 4 online quizzes (10 points each) administered during the term related to topics addressed in the course. Each quiz will cover material recently presented (i.e., quizzes are not cumulative). Students cannot retake missed quizzes without a valid documented excuse.

LEARNING EXERCISES – Hands-on and computer-based exercises are intended
reinforce, supplement, and extend traditional text- and lecture-based learning. There will be a total of 4 exercises, each worth 10 points. All exercises will be posted online and will include detailed instructions and due dates/times.

CLASS COMMUNITY PARTICIPATION – Students will have the opportunity to support and encourage the class community by reading, evaluating, and responding to online contributions made by other students. Details will be provided on D2L.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>StoryViz Topic Description</td>
<td>10 pts</td>
</tr>
<tr>
<td>StoryViz Graphic Evaluation</td>
<td>25 pts</td>
</tr>
<tr>
<td>StoryViz Outline</td>
<td>10 pts</td>
</tr>
<tr>
<td>StoryViz Final Product</td>
<td>35 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40 pts</td>
</tr>
<tr>
<td>Exercises</td>
<td>40 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>20 pts</td>
</tr>
</tbody>
</table>

Grading Scale is as follows:

- **A = 90%-** 252+ points
- **B = 80-89%** 224-251
- **C = 70-79%** 196-223
- **D = 60-69%** 168-195
- **F = Below 59%** Below 168

**FINAL POINT TOTAL** 280 pts.

Scoring guides/rubrics will be posted on D2L.

V. 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.

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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that all PCOE faculty are committed to excellence in teaching and continued improvement.

VI. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

_____ 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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.

**Masks**
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**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.
VII. Other Relevant Course Information:

1. **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 the course. RESPECT your yourself, your classmates, your Instructor, and the course learning environment. Disorderly, disruptive, or distracting behavior that interferes with learning **will not be tolerated**, and may result in a letter grade reduction or grade of “F” for the course.

6. 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).

7. **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.

VIII. Tentative Course Outline/Calendar: Exam dates are firm. Other scheduled topics are subject to change. All face-to-face class meeting dates will be announced on D2L. To accommodate safe social distancing during face-to-face class meetings, the class may be divided into two or more groups, with each group meeting on a different day. Changes to the Schedule, if necessary, will be announced on D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>&quot;Tentative&quot; Topic Covered</th>
</tr>
</thead>
</table>
| 1    | Welcome  
     | Syllabus Review  
     | StoryViz Project Introduced  
     | Module 1: Drugs and Society  
     | Module 2 Drug Use and Addiction |
| 2    | StoryViz Part 1 Due  
     | Module 3: Drug Use Perspectives and Theories  
     | Module 4: How Drugs Work |
| 3    | StoryViz Part 2 Due  
     | Module 5: Prescription and OTC Drugs  
     | Module 6: Tobacco  
     | Module 7: Alcohol |
| 4    | StoryViz Part 3 Due  
     | Module 8: Depressants and Stimulants  
     | Module 9: Opioids |
| 5 | Module 10: Hallucinogens and Marijuana  
Module 11: Inhalants and Synthetics  
Module 12: Substance Abuse Prevention and Treatment |
|---|---|
| 6 | StoryViz Part 4 Due  
Module 13: Careers in Substance Abuse Prevention and Treatment  
**Final Exam (August 6)** |