Department of Kinesiology and Health Science  
HLTH 3351-501: Substance Prevention Education  
Fall 2023

Instructor: John E. Stewart, PhD, MS, MPH  
Office: HPE Rm 213  
Office Hours: MW 9:30am-11:00am; TTh 11:00am-noon  
and by appointment

Phone: 936-468-5497  
Email: John.Stewart@sfasu.edu

Course Time & Location: Online (D2L/Brightspace)  
Credits: 3 hours

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

Course Justification:

This is an online, 16-week course requiring both midterm and final examinations (2 hours each in duration). [During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, case studies, synthesis exercises, reflection activities, peer review, and skills practice.]. 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 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:

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.

EXAMS (NCHEC I) - There will be an online Midterm Exam and an online CUMULATIVE Final Exam, each worth 100 points. The Exams 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 6 online quizzes administered during the semester related to topics addressed in the course. Quizzes are worth 10 points each (60 points total). Each quiz will cover material recently presented (i.e., quizzes are not cumulative). Quizzes are NOT scheduled; they may be administered at any time during the semester.

LEARNING EXERCISES – Online learning exercises are intended reinforce, supplement, and extend traditional lecture-based learning. There will be a total of 4 exercises. 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 posting, reading, evaluating, and responding to student contributions online (D2L Brightspace). Details will be provided on D2L. Participation points (45 points possible) are NOT extra credit points.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>StoryViz Topic Description</td>
<td>5 pts.</td>
</tr>
<tr>
<td>StoryViz Graphic Evaluation</td>
<td>20 pts.</td>
</tr>
<tr>
<td>StoryViz Outline</td>
<td>20 pts.</td>
</tr>
<tr>
<td>StoryViz Final Product</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60 pts.</td>
</tr>
<tr>
<td>Exercises</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Participation</td>
<td>45 pts.</td>
</tr>
<tr>
<td><strong>FINAL POINT TOTAL</strong></td>
<td>420 pts.</td>
</tr>
</tbody>
</table>

Grading Scale is as follows:

- **A = 90%+**
  - 378+ points
- **B = 80-89%**
  - 336 -377
- **C = 70-79%**
  - 294-335
- **D = 60-69%**
  - 252-293
- **F = Below 60%**
  - Below 252

Scoring guides/rubrics will be posted on D2L.
V. Tentative Course Outline

Exam dates are firm. Scheduled topics are subject to change. 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>
<tbody>
<tr>
<td>1</td>
<td>Welcome / Syllabus Review</td>
</tr>
<tr>
<td></td>
<td>Drugs and Society</td>
</tr>
<tr>
<td>2</td>
<td>Drug Use and Addiction</td>
</tr>
<tr>
<td></td>
<td>StoryViz Project Introduced</td>
</tr>
<tr>
<td>3</td>
<td>Drug Use Perspectives and Theories</td>
</tr>
<tr>
<td>4</td>
<td>How Drugs Work</td>
</tr>
<tr>
<td>5</td>
<td>Prescription and OTC Drugs</td>
</tr>
<tr>
<td>6</td>
<td>Tobacco</td>
</tr>
<tr>
<td>7</td>
<td>Alcohol</td>
</tr>
<tr>
<td>8</td>
<td><strong>Midterm Exam</strong> (October 17)</td>
</tr>
<tr>
<td>9</td>
<td>Depressants and Stimulants</td>
</tr>
<tr>
<td>10</td>
<td>Opioids</td>
</tr>
<tr>
<td>11</td>
<td>Hallucinogens and Marijuana</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Inhalants and Synthetics</td>
</tr>
<tr>
<td>13</td>
<td><strong>THANKSGIVING BREAK: NO CLASSES!!</strong></td>
</tr>
<tr>
<td>14</td>
<td>Substance Abuse Prevention and Treatment</td>
</tr>
<tr>
<td></td>
<td>StoryViz Final Product Due</td>
</tr>
<tr>
<td>15</td>
<td>Careers in Substance Abuse Prevention and Treatment</td>
</tr>
<tr>
<td></td>
<td>StoryViz Project: Share, Review, and Respond</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam (Date to be Announced)</td>
</tr>
</tbody>
</table>

**VI. Readings**


The text is NOT required.

**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.

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.

In the Perkins College of Education, 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 summarized data will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information

Academic Integrity: Policy 4.1

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades: Policy 5.5
Course Grades (Including WH), Policy 5.5

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities: Policy 6.1

Academic Accommodation for Students with Disabilities, Policy 6.1

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 promptly may delay your accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/

Student Appeals: Policy
Final Course Grade Appeals by Students, Policy 6.3

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Attendance and Excused Absence: Policy 6.7
Class Attendance, Policy 6.7

Student Code of Conduct: Policy 10.4
Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

IX: Resources

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/ thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 988
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

X. Additional Information Specific to Educator Preparation:

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?ac_view=4&ti=19&pt=7&ch=247&rl=Y.

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.

XI. Other Relevant Course Information:

1. This is an online course. All course material will be presented on D2L (Brightspace), all assignments must be submitted via D2L (Brightspace), and all quizzes/exams will be conducted via D2L (Brightspace).

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

3. 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 VIII of the syllabus, Attendance).

4. 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:

- 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.
- 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; this is good practice for you eventual professional employment.
- 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 you to,” “Send this to me”, “Tell me ....” Just adding the word “please” produces a more genial tone!

- Your identity is an important clue to the context of the message. Every semester I teach approximately 100 students in numerous classes; therefore, please 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.”
- Also, please include a brief description of the subject of your email in the subject line of the email.
- Be concise.
- Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
- 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.”

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