I. Course Description

A basic knowledge and understanding of the physiological, psychological, social, environmental and behavioral aspects of drug use and abuse in this country to prepare students to make mature and responsible decisions regarding drug use and to assist others in making similar decisions affecting drug-taking behavior.

II. Rationale

This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Interdisciplinary Studies and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.

D. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.
III. TExES Competencies

Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.
Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
Competency 003 – The teacher appreciates human diversity, recognizing how diversity in the classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.
Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.
Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.
Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.
Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.
Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.
Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

V. Course Objectives/Learning Outcomes

A-1 Identify types of legal and illegal drugs (e.g. alcohol, tobacco, steroids, stimulants, depressants, narcotics, herbal supplements, over-the-counter medications, hallucinogens) their characteristics, and laws related to their use.
A-2 Analyze short-term and long-term effects (e.g., physical, psychological, social) of the use and abuse of alcohol, tobacco, and other legal and illegal drugs, including effects with given characteristics (e.g. pregnant women, adolescents).
A-3 Demonstrate knowledge of different types of addiction (e.g., physical, psychological) and factors contributing to chemical dependency on and addiction to alcohol, tobacco, and other legal and illegal drugs.
A-4 Analyze factors in the home, school, and community that can influence an individual’s use and abuse of alcohol, tobacco, and other legal and illegal drugs.
A-5 Apply the knowledge of strategies for preventing the use and abuse of alcohol, tobacco, and other legal and illegal drugs and of strategies for promoting individual responsible drug use (e.g. designated driver programs).
A-6 Knows methods of intervention and treatment for abuse of alcohol, tobacco, and other drugs and age-appropriate strategies for dealing with another person’s substance abuse.

A-7 Demonstrates knowledge of how the use and abuse of alcohol, tobacco, and other drugs may lead to health and safety problems (e.g., unplanned pregnancies, motor vehicle crashes or injuries, and drownings).

A-8 Analyzes the role of assertiveness, refusal skills, and peer pressure in decision-making and problem-solving related to the use of alcohol, tobacco, and other drugs.

A-9 Applies knowledge of types of school-based and community-based efforts to address health-risk behaviors related to the use and abuse of alcohol, tobacco, and other illegal drugs and strategies for promoting student participation in such efforts (i.e., Shattered Dreams: A Teen Drinking and Driving Prevention Program).

B-1 Synthesize and restructure information related to substance abuse into age-appropriate lessons for all developmental levels of learning.

B-2 Identify personal values and attitudes toward substance abuse and understand how this affects the process of teaching drug education.

B-3 Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.

C-1 Demonstrate competence when talking about and teaching drug topics in a classroom.

C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.

C-3 Identify strategies to create a dynamic teaching environment for teaching drug education in a group of diverse learners.

D-1 Analyze and compare various teaching strategies used throughout this course.

D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.

E-1 Practice evaluating drug education curriculum to become familiar with “best practices.”

E-2 Evaluate drug education resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.

E-3 Participate in self-assessments and process-assessments throughout this course.

F-1 Understand the diverse and complex nature of drug use, misuse, and abuse.

F-2 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.

G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.

G-2 Present a “creative learning” lesson on a drug-related topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective drug education for all learners.

H-2 Recognize the role that teachers play in advocating and implementing drug education programs in the classroom.
VI. Course Topics

The major topics to be considered in this course are:
A. Definitions and Classifications of Drugs
B. Patterns of Drug use and Misuse
B. Biological, Psychological and Social Explanations
C. Drug Regulation and the Law
D. Addictive Behavior and Treating Drug Dependence
E. Drug Actions and Reactions
F. How and Why Drugs Work
G. Depressants
H. Alcohol
I. Narcotics
J. Stimulants
K. Tobacco
L. Hallucinogens
M. Marijuana
N. Inhalants
O. Over the Counter, Prescription, and Herbal Drugs
P. Drug Use/Abuse Prevention

VII. Instructional Methods and Activities

Methods and activities include:
A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, videos, self-assessments, critical thinking assignments)
B. Clinical Experiences (cooperative planning groups, student presentations, learning stations)
C. Field Experiences (field observations, interviews)
VIII. Evaluation and Grade Assignment

A. The methods of evaluation and the criteria for grade assignment are:

1. **Class Participation**
   - a. Attendance 300
   - b. Creative Teaching Lesson 100
   - c. ECDC Teaching Presentation 100

   **Outside Assignments**
   - a. Self-Assessments 10 pts. each
   - c. Website Evaluations 50
   - e. Professional Notebook 100

2. **Final Project/Presentation – TV Show** 100

3. **Volunteer Project - 3 hours** 50

4. **Tuesdays with Morrie Project** 100

5. **BC Project** 100

**Tests**

   - a. Final 200

B. Grading Scale

   90% of total pts. = A
   80% to 89% = B
   70% to 79% = C
   60% to 69% = D
   59% or below = F

C. Description of Course Requirements

1) **In-Class Participation**
   - a. **Attendance** – Students who do not attend class cannot participate in planned activities, discussions, lectures, etc. Therefore, attendance is an important part of the overall grade in this course. Students earn points for attending class and points are deducted for missing class. You are held accountable for all work assigned.

   - b. **Team Work** – Various activities will be carried out by students within smaller and larger group settings. Topics will be discussed, planned, analyzed and/or
evaluated. Skills used in group activities include brainstorming, personal values assessment, critical thinking, effective communication, professional networking, and creating synergy.

c. Videos & Guest Speakers – Students will write one-page critiques for each video or guest presentation (10 points each).

2. Classroom Teaching & Observations

a. ECDC Presentation – The students will have the opportunity to create a teaching lesson using the TAKS to educate EC – 4 students at the ECDC. (Worth 50 pts.)

b. Creative Presentation – Each student will have the opportunity to choose either a junior high or high school health class and present a 30 minute lesson on drug education. (Worth 100 points).

c. Final Project/Presentation – The final project is a TV Show that will allow students to explore the dual nature of the “scholar/practitioner” philosophy of teaching. Each student will be part of a team that presents one topic that falls within the scope of a comprehensive drug-related curriculum. A 25 point main idea report will reflect the student’s acquired knowledge-base at a scholarly research level, while the presentation will reflect the team’s ability to put this knowledge into practice by planning and delivering a creative, engaging, age-appropriate lesson to the rest of the class (worth 100 points). Teams will be assigned either EC – grade 4, grades 5-8, or grades 9-12.

3 “Tuesdays with Morrie” Life Skills Project. Create a photo presentation using 10 original photos to demonstrate your understanding of 10 life lessons taught by Morrie in the book Tuesdays with Morrie by Mitch Albom.

3. Outside Assignments

a. Self-Assessments- Students will complete pre- and post-assessments that will reflect their perceived levels of knowledge and comfort with a variety of drug related topics. Students will be able to identify specific content area and teaching skills that need to be developed throughout this course, and assess the amount of improvement made (each self-assessment will be worth 10 points for a total of 100 points).

b. Website Evaluations – With the growing reliance on technology and web-based resources for educators, there is a vast amount of drug-related information now available on the World Wide Web; not all of which is reliable, factual, or appropriate. Students will conduct web searches for various topics and identify 10 drug-related health sites to evaluate worth 75 points.
c. Professional Notebook – Each student will keep a notebook with the following sections: 1) handouts, 2) missions, 3) journals, 4) articles, 5) critical thinking, and 6) creative activities. The notebook will be turned in at the end of the semester and is worth 100 points.

i. Exams - Midterm will cover chapters up to that time period and the final will be the remaining chapters. Multiple choice, TF. and short answer questions will make up the exam.

2. “Tuesdays with Morrie” Life Skills Project. Create a photo presentation using 10 original photos to demonstrate your understanding of 10 life lessons taught by Morrie.

IX. Course Schedule and Policies

Week 1  Introductions, Course Syllabus, Get Acquainted Activities
          Pretest, Course Contract
Week 2  Chapter 1
Week 3  Chapters 2 & 3
Week 4  Chapters 4 & 5 (Presentation at ECDC)
Week 5  Chapter 7
Week 6  Student Teaching Lessons
Week 7  Chapter 8 & 9,
Week 8  Chapters 10 & 11
Week 9  Chapter 12
Week 10  Chapters 13, 15, 16 (Website Evaluations due)
Week 11  Chapter 14
Week 12  Chapters 17, & 18 (Drug Resource Directory due)
Week 13  Presentations: Teams 1, 2, 3 & 4
Week 14  Presentations: Teams 5, 6, 7 & 8 (Observations/Interviews due)
Week 15  Presentations: Teams 9 & 10 Review & Grade Consultation – (Professional Notebooks due)
Week 16  Final Exam

Other Important Information

1) Attendance & Participation: Do your best to attend every class! Points are assigned for attendance so missing a class will result in points being deducted. Only three excused absences are acceptable: 1) illness, 2) death in immediate family, and 3) class field trip. When possible, an excused absence should be reported to the instructor before class begins. A phone call, a message, or an e-mail will be sufficient. Be sure to include your name, the date, the time, and the reason you will miss class.

Regardless of whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.
2) **Late Assignments:** Late assignments will not be eligible for full credit and will not be accepted at all unless the student makes arrangements with the instructor by the due date of the assignment.

3) **Make-up Exams:** Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion.

X. **Textbook**


Hanson, Glen, Venturelli, Peter, and Fleckenstein. (2009). Drugs and Society (10th ed). (Jones and Bartlett: Sudbury, MA.


Bibliography

The knowledge bases that support course content are:


Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examinations materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following: 1. Written reprimand, 2) Requirement to re-do work in question, 3) Requirement to submit additional work, 4) Lowering of grade on work in question, 5) Assigning grade of “F” to work in question, 6) Assigning grade of “F” for the course, and 7) Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or penalty assessed (See XII above.)

XIII. Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.