HLTH 3β353 001: Substance Abuse in Health

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. Student Learning Objectives

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.

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).

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.

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.

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).

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.

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).
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.

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).

III. Major Course Requirements

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

<table>
<thead>
<tr>
<th>Class participation</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>300</td>
</tr>
<tr>
<td>b. Creative Presentation</td>
<td>100</td>
</tr>
<tr>
<td>c. TV Show</td>
<td>100</td>
</tr>
<tr>
<td>d. One Minute Speech</td>
<td>20</td>
</tr>
<tr>
<td>e. Objective One-Page Papers</td>
<td>90</td>
</tr>
<tr>
<td>f. Tuesdays with Morrie Book Review</td>
<td>100</td>
</tr>
<tr>
<td>g. Solo presentation</td>
<td>100</td>
</tr>
<tr>
<td>h. ECDC presentation</td>
<td>100</td>
</tr>
<tr>
<td>i. Behavior Change Project</td>
<td>100</td>
</tr>
<tr>
<td>j. Chapter Reviews from Textbook</td>
<td>100</td>
</tr>
<tr>
<td>k. Class Journals (10 pts. each)</td>
<td>220</td>
</tr>
<tr>
<td>l. Enduring Themes (1 pt each)</td>
<td>115</td>
</tr>
<tr>
<td>m. Class Missions (10 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>n. Volunteer (3 hours)</td>
<td>100</td>
</tr>
</tbody>
</table>

B. Grading Scale

90% or more of points = A
80% to 89% of points = B
70% to 79% of points = C
60% to 69% of points = D
Below 60% = non passing grade

VII. Instructional Methods and Activities

Methods and activities include:
A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-assessments).

B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations). Two Team Skits will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application.

C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also, students will be given learning activities through the course to support high-impact educational practices.

D. Diversity and Global Learning
   1. Students are educated in the area of fitness and overall health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.

IV. Required Readings

Access Code for McGraw-Hill Learn Smart Connect On-Line Module

Supplemental Textbooks

Supplemental Readings

V. State Adopted Proficiencies/TexES Competencies (COE)
   N/A

VI. Course Policies

Attendance/Tardiness - Each class attendance is worth 10 points. If you have an unexcused absence, you will miss out on the 10 points. Tardies will subtract 5 points from your attendance. After 3 tardies, you will be required to submit a plan to the instructor to correct this issue.

Late work - Turning work in late is unprofessional and unacceptable. Unexcused late work will have a deduction of 50%.
Extra Credit - There will be opportunities for extra credit. Details forthcoming.

Cell Phone/Electronic Devise Usage – Cell phones and other electronic devices are only permitted when permission is granted. If this becomes an issue, you will be required to drop the class.

Academic Integrity/Plagiarism*

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 examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class*

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6, 2018 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

APA Style

Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined
in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities 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 Corpus Christi Hall 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.

VII. Course Outline

Week 1  Introductions, Course Syllabus

Week 2  Chapter 1 with Assessment & Review
   Enduring Themes 1-10
   Chapter Review #1, Journals & Objective 1

Week 3  Chapter 2 with Assessment and Review
   Enduring Themes 11-20
   #2, Journals, & Objective 2
   Behavior Change Project introduced

Week 4  Chapter 3 with Assessment & Review
   Enduring Themes 21-30
   Journals, and Objective 3
   Behavior Change Project continued
   Group Project introduced

Week 5  Chapter 4 with Assessment and Review
   Enduring Themes 31-40
   Journals, & Objective 4
   Behavior Change Project due
   Group Project 1 begins

Week 6  Chapter 5 with Assessment and Review
   Enduring Themes 31-40
   Journals, & Objective 5
   Group Project 1 continues

Week 7  Chapter 6 with Assessment and Review
   Enduring Themes 41-50
   Journals, & Objective 6
   Group Project 1 (Completed)

Week 8  Chapter 7 with Assessment and Review
   Enduring Themes 51-60
   Journals, & Objective 7
   Introduce Solo Presentations
Week 9  Chapter 8 with Assessment and Review  
Enduring Themes 61-70  
Journals, & Objective 8  
Solo Presentations begin

Week 10  Chapter 9 with Assessment and Review  
Enduring Themes 71-80  
Journals & Objective 9 (Completed)  
Solo Presentations continue

Week 11  Chapter 10 with Assessment and Review  
Enduring Themes 81-90  
Journals, Tuesdays with Morrie Introduced  
Solo Presentations continue

Week 12  Chapter 11 with Assessment and Review  
Enduring Themes 91-100  
Journals  
Solo Presentations continue

Week 13  Chapter 12 with Assessment and Review  
Enduring Themes 100-110  
Journals  
Solo Presentations continue

Week 14  Chapter 13 with Assessment and Review  
Enduring Themes 111-115  (Completed)  
Journals  
Solo Presentations (Completed)

Week 15  Chapter 14 with Assessment and Review  
Journals  
Group Project 2 continues  
ECDC presentation (Students teach a lesson plan)

Week 16  Notebook due, Tuesdays with Morrie Book Project due  
Closing Ceremonies (Reflection of Semester)

Appendix
Description of Course Requirements:

Attendance: Class attendance and participation is a reflection of a student’s commitment to their performance. (10 points per class).

Group Projects – The Creative Presentation will involve a skit, song and dance, and sharing 3 current visual statistics with your team. The TV Show involves a skit, a talk show, and a game show. Each project is worth 100 points.

One minute speech – You will present a speech over one of the four topics: your most prized possession, greatest victory, most valuable lesson, most memorable moment. (Worth 20 points).

End of chapter assessments in Rhythms book and out of class assignments— Each are worth 10 points. (See Class Schedule).

Tuesdays with Morrie – This is a book review. You are to take 10 life lessons from the book and write out a short paragraph for each one. Next, take 10 photos for each of the life lessons and write a short paragraph for each one. Finally, make a creative assembly using crafts to build your project. (100 points).

ECDC – You will get the opportunity to teach a lesson plan with a student from the elementary school on campus. The lesson plan will be given to you and you will teach from it. (100 points).

Behavior Change Project – You will have the opportunity to change a behavior through this 3-week project. Pages 87 & 88 in textbook. (100 points).

Enduring Themes – In the textbook there are 115 Enduring Themes for you to fill out. (1 point each).

Volunteer Hours – Each student gets to volunteer 3 hours during the semester to an organization or person of their choosing. Fill out page 109 for credit. (Worth 100 points).

Solos – Each student gets to present a topic previously selected by instructor for 5 minutes. Must follow this sequence for effective learning: interest awareness activity, content, personal application, and closure. (100 points).