HSC 351.500 – Substance Prevention Education
Online
3 credit hours
Spring 2016

Instructor: Dr. Karla A. Caillouet, CHES
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cailoueka@sfasu.edu
Email is preferred; responses may take up to 48 hours
Other Contact Information: 936-468-3503

The mission of SFASU’s Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

Prerequisites: None

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 of 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.

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 Program
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.

EC-12 Health Program
1. The student will be able to plan and evaluate classroom-based health instruction.
2. The student will be able to demonstrate health content knowledge.
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management.
4. The student will be able to communicate health education concepts to audiences of varying ages.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:
By the end of this course students should be able to:
- Describe the scope of issues related to the use and abuse of drugs. (EC-12 PLO #2, CH PLO #4)
- Analyze historical trends in drug-taking behavior in America. (EC-12 PLO #2, CH PLO #4)
- Distinguish between and understand the differences in drug use, misuse, and abuse. (EC-12 PLO #2, CH PLO #4)
- Describe the major categories of drugs and risks associated with their misuse and abuse. (EC-12 PLO #2, CH PLO #4)
- Understand how both objective and subjective factors influence the total effect of a drug. (EC-12 PLO #2, CH PLO #4)
- Determine healthy decisions regarding personal drug use (EC-12 PLO #2 & 5, CH PLO #4 & 5)
- Describe the psychological aspects of drug use. (EC-12 PLO #2, CH PLO #4)
- Analyze the role of the health educator as a link between their program and outside group organizations. (EC-12 PLO #2 & 4, CH PLO #1 & 4)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. Activities, Professionalism, Discussion Board Posts and Reply to Peers (140 points total ~ 10 points per week) Each week, you will be responsible for completing the assigned readings. You will then write a thorough and thoughtful post on the D2L Discussion Board for that week of a **minimum of two (2) paragraphs (300 to 500 words)** as well as citing your references (e.g., textbook with page, news story link). Since everyone is reading the same material, your weekly discussion post should NOT be a summary of the readings. Instead, in the discussion posts, I want to hear your thoughts on the material you read. What did you find interesting? What seemed like common sense? Do you have questions on the material you read? Were there points the author made that you didn't agree with? If so, why? Can you relate the material to current events or something that happened to you? Leaving it open like this allows for better conversations with your peers. Your discussion post is worth 6 points each week and is **due every Tuesday by 11:30 pm.**

In addition to your own post, you must review and reply to two (2) of your peers’ discussion posts each week. Each response is worth 2 points, for a total of 4 points each week. Your reply must be thoughtful and respectful of your peer’s post and should be a **minimum of one (1) full paragraph (at least three full sentences).** Simply saying, “I agree with you,” is not enough and you will not receive credit for posts like these. Your discussion post replies are **due on every Friday 11:30 pm.**

**Respect and Privacy** 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 as well as respect the privacy of students’ who share their thoughts and experiences in class.

B. Quizzes (150 points total – 50 points each)

There will be **three (3)** online quizzes administered throughout the course. Each quiz will be worth 50 points and will cover all material and chapters covered according to the syllabus schedule below as quizzes will not be cumulative.

C. Prevention Program Planning Guide (50 points)

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

- 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: (1) a solid plan for the presentation, (2) responsibilities delegated, (3) links to videos you intend to use, (4) links to resources, list of resources, articles, etc. you plan to use to create your presentation (this is for YOUR portion of the presentation!), and (5) decide on your target audience (i.e., college freshman) and which prevention level you will be using. Please NOTE: You will want to make a copy of this sheet as this will be useful when you submit your peer evaluation form for this assignment.

Please NOTE: Since this assignment is related to accountability and accreditation, you will need to submit the assignment in both D2L and LiveText. If you do not submit assignment both ways, it can result in a grade of zero for this assignment.

D. Prevention Program Presentation (100 points)

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

- The rubric used to assess your work will be posted on D2L. You will need to prepare and facilitate a 30-minute first year college student presentation to the class. Since this is an online course, you will submit the presentation via dropbox in D2L and it will then be made available to all of your peers for review and feedback. You will be assigned one of the following topics: (1) Alcohol, (2) Tobacco, (3) Prescription Drugs, (4) Marijuana, (5) Over-the-Counter Drugs, (6) Inhalants, or (7) Current Drug Trends, like “Bath Salts” and Salvia. You will CREATIVELY present with the goal of preventing the students in the class from using the drug you are presenting on and/or reducing their risk of consequences, if they were to use it. You can utilize PowerPoint/KeyNote, videos, class activities, Prezi, etc. to effectively communicate the content. You will use the textbook and other reliable/credible resources to create your unique presentation. A list of references must be included at the end of the presentation. All group members will upload the same presentation to the Dropbox. One group member will upload the presentation to the Presentation Forum for peer evaluation and discussion threads.

Please NOTE: Since this assignment is related to accountability and accreditation, you will need to submit the assignment in both D2L and LiveText. If you do not submit assignment both ways, it can result in a grade of zero for this assignment.
E. Presentation Peer Evaluation (60 points total – 15 points each)

Using the Presentation Peer Evaluation form, you will choose four group presentations to evaluate. Evaluations must be thorough, thoughtful, and respectful while providing constructive feedback. You are required to post a minimum of one paragraph (at least 250 words) of thoughtful, respectful, and constructive feedback to each evaluated presentation’s discussion thread. You are also required to respond to at least two posted threads on your own presentation. Once evaluation forms are completed, all four forms must be uploaded to the dropbox. Each evaluation is worth 15 points.

Methods of Instruction:

The course syllabus, course assignments, mail, and grades will be available on the Desire2Learn web page. Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu).

IV. Evaluation and Assessment (Grading):

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Post &amp; Replies</td>
<td>140pts</td>
<td>28%</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>150pts</td>
<td>30%</td>
</tr>
<tr>
<td>Prevention Presentation</td>
<td>100pts</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation Peer Evaluation</td>
<td>60pts</td>
<td>12%</td>
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</tbody>
</table>

500 points = 100% TOTAL

Grade Scale (Point Breakdown):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
</tr>
<tr>
<td>B</td>
<td>80-89% (398-447)</td>
</tr>
<tr>
<td>C</td>
<td>70-79% (348-397)</td>
</tr>
<tr>
<td>D</td>
<td>60-69% (298-347)</td>
</tr>
<tr>
<td>F</td>
<td>59% (297 &amp; below)</td>
</tr>
</tbody>
</table>

V. Tentative Course Schedule (See next page)
## VI. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | January 19 – 23 | Chapter 1: Introduction to Drugs and Society  
*Defining drug use, dimensions of drug use, overview of drugs in society, and economic costs of drug use* | Discussion Board Posts & Replies |
| 2    | January 25 - 29 | Chapter 2: Explaining Drug Use and Abuse  
*Theories and signs of addiction*  
Review Appendix B: Drug Use and Abuse  
CSA Schedule (Classification) of drugs | Discussion Board Posts & Replies |
| 3    | February 1 - 5 | Chapter 3: Drug Use, Regulation, & the Law  
*Cultural attitudes and discussion of U.S. drug regulations and laws and their effectiveness*  
Review Appendix A: Federal Agencies with Drug Abuse Missions  
*Lists U.S. agencies that focus on drug regulation/laws* | Discussion Board Posts & Replies |
| 4    | February 8 - 12 | Chapter 4: Homeostatic Systems and Drugs  
*Overview of Homeostasis and drug actions* | Discussion Board Posts & Replies |
| 5    | February 15 - 19 | Chapter 5: How and Why Drugs Work  
*The intended and unintended effects of drugs* | Discussion Board Posts & Replies  
Presentation Groups Set |
| 6    | February 22 - 26 | Chapter 6: CNS Depressants: Sedative-Hypnotics  
*History and effects of CNS depressants* | Discussion Board Posts & Replies  
Quiz #1 (Ch. 1-6) |
| 7    | February 29 – March 4 | Chapter 7: Alcohol: Pharmacological Effects  
*The natural, history, and effects of alcohol*  
Chapter 8: Alcohol: Behavioral Effects  
*Statistics, definitions, and influences of alcohol use* | Discussion Board Posts & Replies |
| 8    | March 7 - 11 | Chapter 9: Narcotics (Opioids)  
*Definition, history, and effects of narcotics* | Discussion Board Posts & Replies  
Presentation Planning Guide Due |
| 9    | March 14 – 18 (Spring Break) | Spring Break: No Assignments Due. | |
| 10   | March 21 - 25 | Chapter 10: Stimulants  
*Introduction, examples, and effects of stimulants*  
Chapter 11: Tobacco  
*History, statistics, and effects of tobacco* | Discussion Board Posts & Replies |
| 11   | March 28 – April 1 | Chapter 12: Hallucinogens (Psychedelics)  
*Introduction, history, types, and effects of hallucinogens* | Discussion Board Posts & Replies  
Quiz #2 (Ch. 7-12) |
| 12   | April 4 - 8 | Chapter 13: Marijuana  
*Introduction, history, and effects of marijuana*  
Chapter 14: Inhalants  
*Introduction, history, and effects of inhalants* | Discussion Board Posts & Replies |
| 13   | April 11 - 15 | Chapter 15: Over-the-Counter, Prescription, and Herbal Drugs  
*Introduction, history, and effects of OTC, Rx, and dietary supplements* | Discussion Board Posts & Replies |
| 14   | April 18 - 22 | Chapter 16: Drug Use in Subcultures of Special Populations | Discussion Board Posts & Replies  
Prevention Presentations Due |
| 14   | April 25 - 29 | Chapter 17: Drug Use Prevention  
*Risk factors, protective factors, and prevention program examples*  
Chapter 18: Treating Drug Dependence  
*Treatment options, assessing addition, and co-morbid conditions and their effects on treatment* | Discussion Board Posts & Replies  
Quiz #3 (Ch. 13-18) |
| 15   | May 2 - 6 | Presentation Peer Evaluations | Presentation Peer Evaluations Due in the Dropbox |
VII. Readings (Required and recommended—including texts, websites, articles, etc.):

- Required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L.
- D2L
- LiveText! - Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in a zero on the assignment.

VIII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the 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 will not be available to the instructor until after final grades are posted.

IX. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being Participative on D2L, may affect your final grade, thus attendance through D2L activity will be recorded. Students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. DO NOT email a copy of the documentation for an excused absence - it must come from the Judicial Office for it to be excused. Students will be allowed to makeup 3 weeks (9 days for a MWF course or 6 days for a TTh or MW course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

You may jeopardize your financial aid for this course if non-participation is excessive prior to the 12th Day Class (W, Feb. 3, 2016).

Late Assignments
- If you miss an exam or assignment due to an excused absence you must take the exam or turn in the assignment within one week of your return.
- If you miss an exam or assignment due to an unexcused absence you cannot take the exam nor are you eligible for the assignment points.

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, 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.

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; and/or;
- 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; and/or,
- 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). 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 concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information:

Class Expectations:
1. Late assignments will not be accepted
   a. Without prior approval
   b. Except for unforeseen circumstances (appropriate documentation required)
2. Respect your instructor, your classmates, and yourself.

Please NOTE: Failure to follow the expectations outlined above will result in being dismissed from class and counted absent.

3. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. 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.

i. Telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Caillouet

b. 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.

c. 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.

d. 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 you are enrolled in, such as: “Dear Dr. Caillouet, I am a student enrolled in your online HSC 351 course.”

e. Include the course prefix, number, and section in the subject line of your email, such as: HSC 351.500

f. Be concise.

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

h. When making an appointment, you can 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]; however, I am available...” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Dr. Caillouet) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

Please NOTE: Failure to follow the Email Etiquette and/or Classroom Expectation Policies will result in points being deducted from the “In-class Participation/Professionalism” described in Section III. Course Assignments, Activities, Instructional Strategies, use of Technology of the syllabus.

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>AAHE/CAEP</th>
<th>TEA Standards</th>
<th>ISTE</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.1K, 1.3K, 1.2S, 1.3S, 1.12K, 1.9K</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exam 1

Exam 2

Exam 3