

**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Health and Physical Education**

**COURSE TITLE:** Drug Education / HED 431 / Fall 2009  
Mondays 4-6:50  
Murray Center (MC), Room 220

**Instructor:** Dr. Susan A. Clark  
Office - MC 141 Office Hours: MW 11-2 by appt.  
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**COURSE INFORMATION:**

**Catalog:**

A foundation in substance abuse is presented from which students create and present unit plans on a variety of drug issues. Aspects of professional ethics versus obligations to the community are included in discussions and presentations. *3 credit hours. Prerequisite: HED 300 or PED 301, or consent of department chair.*

**Relationship to Professional Program:**

As a professional health educator, be it school or community, one must always consider issues of substance use, abuse and addiction when planning programs. These programs must be appropriate, and effective. Collaboration amongst other professionals and resources in the field is a must. It is imperative that the health educator remains knowledgeable about current drugs, usage, education and treatment. Future health educators must learn about the valid and reliable resources available to them and their students. Students will practice planning, implementing and evaluating drug education programs.

**Relationship to the Conceptual Framework and FSHED:**

This course provides the student with a solid knowledge base about drugs, abuse and addiction. The course creates an atmosphere in which the student can reflect upon values and ethics, diversity, technology, and environmental factors that must be considered when practicing drug education and interacting with drug users. The student will debate current social issues, such as legalization, zero tolerance, and harm minimization. Students will learn about the reasons why people use drugs. Students will have opportunities to plan and deliver drug education presentations. Students will thoroughly evaluate their own work, as well as their peers work. Students will collaborate with each other on projects. They will be involved in a wide variety of teaching strategies and assessments. They will practice written and verbal communication. They will practice critical thinking, problem solving and decision-making throughout the course. This course provides collaboration with fellow students, as well as with community members. This course emphasizes the holistic nature of health (emotional, intellectual, social, spiritual, physical, mental, environmental and occupational) as it relates to drug use. The student pulls from life experience and applies information to life. The student understands the topic as it relates to life's journey. Variation in student experience adds to the richness of the classroom. Emphasis is placed on application of learned material to life and the profession. The course is geared toward supporting students to make healthy lifestyle choices, and to pass this along to their future students. Students are given assignments that show a commitment to learning about drugs and themselves, such as a journal and analysis. Students are encouraged to perform to their potential. Students are expected to provide well-written and professionally delivered assignments in a timely fashion.

**Topics Covered by the Course:**

Factors influencing drug-taking behavior.  
Behaviors that promote or compromise health.  
Social trends in drug use.  
Impact of drug addiction to individual and society.  
Properties of drugs.  
Psychological and physiological addiction.  
Prevention, treatment, education and enforcement approaches.

## **COURSE TEXTS AND MATERIALS:**

### **Required Texts:**

- Knapp, C. (1996). *Drinking: A love story*. New York, NY: Dell.
- Levinthal, C. (2008). *Drugs, behavior and modern society*. Boston, MA: Allyn & Bacon.
- Levinthal, C. (2003). *Point/counterpoint: Opposing perspectives on issues of drug policy*. Boston, MA: Allyn & Bacon.

### **Suggested Texts:**

- Anspaugh, D. & Ezell, G. (2001). *Teaching today's health*. Needham Heights, MA: Pearson
- Meeks, L., Heit, P. & Page, R. (2007). *Comprehensive school health education*. New York, NY: McGraw-Hill
- Wilson, R. & Kolander, C. (2003). *Drug abuse prevention: A school and community partnership* (2<sup>nd</sup> Ed.). Sudbury, MA: Jones and Bartlett.

## **COURSE OUTCOMES:**

1. Select and utilize valid sources of information about ATOD. (AAHE1; RIPTS 1)
2. Investigate physical, social, emotional and intellectual factors influencing behavior. (AAHE 1; RIPTS 1)
3. Identify behaviors that tend to promote or compromise health. (AAHE 1; RIPTS 1)
4. Recognize the roleS learning and effective experiences in shaping health behavior. (AAHE 1; RIPTS 3)
5. Employ a wide range of education methods and techniques. (Responsibility 3; RIPTS 5, 6)
6. Analyze learner characteristics, legal aspects, feasibility, and other considerations influencing choices among methods. (AAHE 3; RIPTS 3)
7. Evaluate presentations. (AAHE 7; RIPTS 9, 10)
8. Determine the extent of available ATOD services. (AAHE 5; RIPTS 2)
9. Access principle on-line and other database ATOD resources. (AAHE 6; RIPTS 2)
10. Assemble material of value to the health of individuals and groups. (AAHE 6; RIPTS 2, 3, 5)
11. Apply various processes in the acquisition of resource materials. (AAHE 6; RIPTS 2)
12. Investigate social forces causing viewpoints regarding drug policies. (AAHE 7; RIPTS 1, 3, 4)
13. Utilize a wide range of techniques for communicating health and health education information and education. (AAHE 7; RIPTS 8)
14. Demonstrate proficiency in communicating health information and health education needs. (AAHE 7; RIPTS 3, 8)
15. Apply various methods of conflict reduction as needed. (AAHE 5; RIPTS 5)
16. Employ a range of strategies for dealing with controversial health issues. (AAHE 7; RIPTS 5, 6, 8)
17. Identify risk and protective factors for drug abuse. (RIPTS 1, 3)
18. Describe and discuss the consequences of drug abuse. (RIPTS 1)
19. Debate opinions surrounding decisions and values. (RIPTS 1, 5, 7, 8)
20. Clarify and rank values. (RIPTS 3-5)
21. Apply decision-making and moral reasoning processes. (RIPTS 5, 8)
22. Discuss short-term and long-term goals and relationship to ATOD decisions. (RIPTS 1, 5, 8)
23. Describe the properties of alcohol, tobacco, and other drugs. (RIPTS 1, 7, 8)
24. Discuss various approaches to the prevention, treatment, education and enforcement of drug problems. (RIPTS 1, 2, 8)
25. Describe the prevalence of drug use. (RIPTS 1)
26. Analyze and synthesise information. (RIPTS 8-10)

**COURSE SCHEDULE (subject to change):**

| Date          | Topics  | Resources   | Due  |
|---------------|---|---|--|
| 8/31          | Getting Organized<br>Demo Presentation  |   |  |
| 9/14          | History<br>Definitions, DSM Criteria<br>Studies<br>Influences and R/P Factors<br>Values | Ch. 1, 2, 18 (part)   |  |
| 9/21          | Societal Impacts<br>Hopes/Regrets<br>Decision Making<br>Intervention                    | Handouts/notes  |  |
| 9/28          | ATOD Resources<br>Administration<br>Physiology  | <i>The Hijacked Brain</i> video on<br>reserve in library<br>Ch. 3<br>Article: <i>How it all works in your<br/>brain</i> | Resource Presentations   |
| 10/5          | ATOD Resources<br>Methamphetamine   | A&E and online resources  | Resource Presentations   |
| 10/12         | No Class – We meet Tues!  |   |  |
| Tues<br>10/13 | Addiction Cycle/Progression<br>Defense Mechanisms<br>Models/Theories<br>Intervention    | Parts of Ch. 17, 18<br>Handouts/notes   |  |
| 10/19         | Ch. 4 Stimulants<br>Issue #7 ADD<br>Ch. 7 Marijuana<br>Issue #8 MJ as medicine          | Ch. 4, 7  |  |
| 10/26         | Mid Term Exam – 150 pts.<br>Class resumes after exam                                    | All material covered thus far in<br>the semester  |  |
| 11/2          | Treatment/Prevention<br>Drug Education  | <i>11 Components of Drug Education</i><br>Parts of 17, 18   |  |
| 11/9          | <i>Drinking: A Love Story</i><br>12-Step discussion<br>Alcohol and Alcoholism           | Ch. 9, 10<br>Knapp book   | Book Report and 12-Step<br>Report for XC due in hard<br>copy today |
| 11/16         | Ch. 5 Narcotics<br>Ch. 12 Caffeine<br>Ch. 6 Hallucinogens<br>Issue #5 Disease           | Ch. 5, 6, 12  |  |
| 11/23         | Ch. 11 Tobacco<br>Ch. 8 Steroids  | Ch. 8, 11   | Lesson Plans – hard copy   |

|                |  |   |                          |
|----------------|--|---|--------------------------|
|                | Issue # TBA<br>Lesson Plans  |   |                          |
| 11/30          | Ch. 13 Inhalants<br>Ch. 14 OTC/Prescription<br>Issue #4 Harm reduction<br>Lesson Plans | Ch. 13, 14  | Lesson Plans – hard copy |
| 12/7           | Lesson Plans<br>Review   |   | Lesson Plans – hard copy |
| 12/14<br>Final | Final Exam   | All material covered since mid-term, and terms used throughout semester |                          |

| <b>Performance Assessments</b> | <b>Course Outcomes</b>     | <b>RIPTS</b>  | <b>AAHE* Responsibilities/Standards</b> |
|--------------------------------|----------------------------|---------------|---|
| Book Report                    | 6- 10, 15, 16, 18, 24, 28, | 1, 2, 5, 6, 8 | 1, 3, 4, 6, 7                           |
| Debate                         | 1-7, 10, 11, 13-21         | 1-9, 11       | 1-7                                     |
| Chapter Presentation           | 1-4, 10-15, 17-28          | 1-9, 11       | 1-7                                     |
| Resource Presentation          | 1-3, 5, 12-14, 21-26, 28   | 1, 2, 7, 8    | 1-3, 5-7                                |
| Lesson Plan                    | 1-4, 11, 17-20, 22-28      | 1- 11         | 1-4, 6, 7                               |
| Peer and Self Evaluations      | 19                         | 9             | 4                                       |

\*AAHE - American Association of Health Education

### **Course Evaluation**

- A. Exams – 2@150 points
- B. Book Report (attachment) - 100 points
- C. Debate (attachment) – 35 points
- D. Chapter Presentation (attachment) - 60 points
- E. Resource Presentation (attachment) – 20 points
- F. Lesson Plan (attachment) – 70 points
- G. Peer and Self-Evaluation (attachments) – 3 points each
- H. Extra Credit Opportunities - points vary
- I. Attendance and Participation in Class Activities 100 points

Each class will require student attendance, input, participation in class activities and written work, and oral discussions. Students are expected to also come prepared with assigned materials. Each class students will be engaged in listening to and sharing ideas. Students will continually relate course lessons to personal and professional lives. Students will interact and work with others during class activities. Throughout the course students will be engaged using Socratic methods to provide oral discussions. Points will be deducted for unexcused absences. Students must use their RIC email account.

**Note:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you have a disability requiring an accommodation, please contact OASIS / Office for Disabilities. If you are willing, I would appreciate knowing if you have any physical, medical, mental, or learning disability that may require assistance. This information may be helpful to me in accommodating for diversity among our students.

## GRADING:

| Letter Grade Earned | Percentage of Points Earned | Description of Learning Accomplished                |
|---------------------|-----------------------------|---|
| A                   | 93-100                      | Exceptional Learning Accomplishment                 |
| A-                  | 90-92                       |   |
| B+                  | 86-89                       | Above Average/Superior                              |
| B                   | 83-85                       |   |
| B-                  | 80-82                       |   |
| C+                  | 76-79                       | Average   |
| C                   | 73-75                       |   |
| C-                  | 70-72                       |   |
| D+                  | 66-69                       | Below Average/Inferior                              |
| D                   | 63-65                       |   |
| D-                  | 60-62                       |   |
| F                   | < 60                        | Inadequate demonstration of learning to pass course |

### Academic Policies

**Attendance:** Attendance is required. Fifteen point deduction for each unexcused absence. Points deducted for being unprepared, non-participatory, cell phone usage, and speaking out of turn. Student is responsible for documentation of excused absences and attendance procedures. Excused absences are limited to documented school functions, recorded infirmity visits, death in own family. Excused absences do not include employment, car malfunctions, unreported illness, optional vacation time, troubles of friends, etc. Make choices. There is a limit of 1 absence of *any kind* to pass the course. No make-up work accepted for unexcused absence. For excused school functions, work must be passed in no later than date/time due. Ask fellow student before instructor for missed work/handouts. No make-up exams or extensions on projects will be given for unexcused absences. In case of emergency, please contact instructor as soon as possible to discuss potential arrangements.

**Unprofessional Work:** Work not done on *time* = zero points. No reduced credit given. No requests for exceptions will be heard or honored. All work must be presented professionally (stapled, typed, etc.) in order to be accepted at all, and to earn full points.

**Academic Integrity:** All work must be student's own or citations noted. APA 5<sup>th</sup> edition manual is available in the library and online. Use it. Please read academic integrity standards and procedures in catalog/handbook. Violations to academic integrity are taken seriously. See section 3.9.1 – Plagiarism Policy in the RIC Handbook of Policies, Practices and Regulations. Use of an online accountability site will be required.

Academic dishonesty (PSU) is an intentional act of deception in one of the following areas:

- *Cheating* – use or attempted use of unauthorized materials, information, or study aids.
- *Fabrication* – falsification or invention of any information.
- *Assisting* – helping another commit an act of academic dishonesty.
- *Tampering* – altering or interfering with evaluation instruments and documents.
- *Plagiarism* – representing the works of ideas of another person as one's own.