

**Murray State University**  
**COURSE SYLLABUS**

Revised Fall 2015

**DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION**

**COURSE PREFIX: HPE**

**COURSE NUMBER: 370**

**CREDIT HOURS: 3**

**I. TITLE:** Teaching Substance Abuse Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

This course is designed to address comprehensive drug education programs in school and community settings which include drugs, violence, and wellness; factual account of drugs; alcohol, tobacco, and well-being; prevention and treatment of drug abuse; and instructional strategies. Topics covered in this course will include promotion of responsible and healthful behavior; drug actions and reactions; stimulant, sedative-hypnotic and narcotic drugs; marijuana, hallucinogens, inhalants, over-the-counter, and prescription drugs; anabolic steroids; alcohol; tobacco; prevention and treatment of drug abuse and drug education curriculum.

**Prerequisite:** HPE 175 and permission of program coordinator

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective are the numbers associated with the Kentucky Teacher Standards for Preparation and Certification (KTS), the Joint Commission on National Health Education Standards (NHES), the Society of Health and Physical Educators (SHAPE) and the Interstate Teachers Assessment and Support Continuum (InTASC) standards. As a result of participation in this course, a student will be able to

- A. explain the relationship among alcohol, drugs, violence, and wellness (KTS 1; InTASC 4,5; NHES 1, 2, 4, 7; SHAPE 5);
- B. identify credible sources of drug, alcohol, and tobacco factual information (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
- C. describe philosophy of alcohol/tobacco/drug education curriculum (KTS 1; InTASC 4,5; NHES 1, 2, 3, 4; SHAPE 5);
- D. describe the difference between passive, passive aggressive and assertive communication skills and how they are key elements to promoting responsible behaviors in regards to alcohol/tobacco/drug education (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
- E. analyze, interpret and compare data from the CDC's bi-annual YRBS (Youth Risk Behavior Surveillance) reflective of the United States, specific geographic regions and Kentucky (KTS 1; InTASC 4, 5; NHES1, 2, 3, 4; SHAPE 5);
- F. define drug education content areas to include but not limited to promotion of responsible and healthful behavior; drug actions and reactions; stimulant, sedative-hypnotic, and narcotic drugs, marijuana, hallucinogens, inhalants, over-

- the-counter and prescription drugs; anabolic steroids, alcohol, tobacco, prevention and treatment of drug abuse (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
- G. identify the physiological and psychological basis for addiction (KTS 1; InTASC 4, 5; NHES SHAPE);
  - H. describe the connection between education and health/SES as it relates to alcohol/tobacco/drug use, misuse and abuse (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
  - I. evaluate public service announcements for content validity and effectiveness for intended audience (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
  - J. utilize technology to create a public service announcement that is age appropriate to the intended audience (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
  - K. utilize technology to create a brochure on a specific drug/OTC/tobacco/alcohol including factual information, current statistics, side effects/warnings, opportunities for treatment (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5);
  - L. explain the controversy regarding marijuana possession legalization and use as a medical treatment (KTS 1; InTASC 4, 5; NHES 1, 2, 3, 4; SHAPE 5); and
  - M. describe the relationship between television, movies, music, the Internet, sports and social media regarding decision making/influences on youth/adolescents in regards to alcohol/tobacco/drug use, misuse and abuse (KTS 1; InTASC 4, 5; NHES 2, 3, 4, 8; SHAPE 5).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on health lessons designed for students in the K-12 public schools.

The EPSB Theme of Diversity is explored in the course through exploring at-risk youth and their susceptibility to use alcohol, tobacco, and drugs as well as other risk factors that may impede successful performance in school.

Learned societies from each discipline should be reflected by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

#### **IV. CONTENT OUTLINE:**

- A. Social Norms regarding drug/alcohol/tobacco use
- B. National Health Education Standards
- C. Health Status
- D. Youth Risk Surveillance Survey
- E. Alcohol
- F. Tobacco
- G. Meth
- H. Heroin
- I. MDMA/ Ecstasy/Ruphanol
- J. Caffeine
- K. Dietary Supplements / OTC drugs
- L. Marijuana

M. Steroids / Performance Enhancing Drugs  
N. Opioids

**V. INSTRUCTIONAL ACTIVITIES:**

Lecture, group discussion, group assignment, internet research, presentation.

**VI. FIELD, CLINICAL AND / OR LABORATORY EXPERIENCES:** None

**VII. TEXTS(S) AND RESOURCES:**

College Live Text available at [www.livetext.com](http://www.livetext.com)

**VIII. EVALUATION AND GRADING PROCEDURES:**

- Mid-term and final presentation 50%
- The mid-term assignment will be a professionally developed brochure on a topic / drug as assigned or selected.
- The final will be a group project in which members will develop a Public Service Announcement (PSA) on a topic of their choice directed towards a specific target audience
- Reflection papers/exit slips/in class assignment 40%
- Professionalism and participation\* 10%

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-3361 (TDD).

**XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND / OR STUDENT TEACHING.**