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

III. **COURSE OBJECTIVES:**  
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objectives, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards. As a result of participation in this course, a student will be able to

A. explain the relationship among drugs, violence, and wellness (KTS #1; CHETL #1, 3, 4, 5);
B. detail drug, alcohol, and tobacco factual information (KTS #1; CHETL #1, 3, 4, 5);
C. describe philosophy, behavioral objectives, scope and sequence as they pertain to drug education curriculum (KTS #1; CHETL #1, 3, 4, 5);
D. list and define life skills incorporated in school drug education (KTS #1; CHETL #5);
E. explain the strengths and weaknesses of teaching strategies (KTS #1, 2, 4; CHETL #1, 3, 4, 5);
F. define drug education content areas (promotion or 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 (KTS #1; CHETL 1-5);
G. demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution (KTS #1, 4; CHETL #2, 5);
H. teach a lesson: Plan, Implement, Assess, Technology, Reflect (KTS #2, 4, 6, 7; CHETL #2, 5);
I. demonstrate teaching strategies utilizing multimedia computer technology (KTS #6; CHETL #1, 3, 4, 5); and
J. write professionally for the field of education (KTS #1; CHETL #2).

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 and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. National Health Education Standards
B. Health Status
C. Youth Risk Surveillance Survey
D. Alcohol
E. Caffeine
F. Dietary Supplements / OTC drugs
G. Drug Use as a Social Problem
H. Marijuana
I. Steroids / Performance Enhancing Drugs
J. Opioids
K. Senate Bill 1 Initiatives

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

VIII. EVALUATION AND GRADING PROCEDURES:
All assignments are due at the beginning of class – late assignments will not be accepted.
• Mid-term and final presentation 30%
• Reflection papers/exit slips 50%
• Professionalism and participation* 20%
• *Part of your professionalism / participation grade comes from coming to class and actively and appropriately engaging in assignments and class discussion.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Excused absences will only be given to those required to participate in University sponsored events and must be approved prior to the date of the absence. All other absences will be at my discretion. Illnesses/Sickness must be confirmed with a doctor’s note. It is the student’s responsibility to acquire any missed notes or assignments.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), or 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.**

**CELL PHONE / LAPTOP / IPOD / MP3 PLAYERS AND OTHER ELECTRONIC DEVICES.** Unless prior consent of the instructor is obtained for emergency purposes, all electronic devices should be put away (purse or backpack) and stored for the entire class period. Any student that uses an electronic device will be asked to leave class and counted absent, which could result in being ineligible for an assignment and the possibility of a negative flag.