DEPARTMENT: ACS        COURSE NUMBER: HPE 470       CREDIT HOURS: 3

I. TITLE: Teaching Substance Abuse Education

II. COURSE DESCRIPTION: 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. PURPOSE: The purpose of HPE 470 is to prepare pre-service teachers with broad repertoires of teaching strategies of drug, alcohol, and tobacco education. Students will examine various comprehensive drug, alcohol, and tobacco education programs.

IV. COURSE OBJECTIVES:
   The behaviors indicated below are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objectives, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS). 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)
   B. Detail drug, alcohol, and tobacco factual information. (KTS #1)
   C. Describe philosophy, behavioral objectives, scope, and sequence as they pertain to drug education curriculum (KTS #1)
   D. List and define life skills incorporated in school drug education. (KTS #1)
   E. Explain the strengths and weaknesses of teaching strategies. (KTS #1, 2, 4)
   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)
   G. Demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution. (KTS #1, 4)
   H. Teach a lesson. (KTS #2, 4, 6, 7) Plan, Implement, Assess, Technology, Reflect
   I. Demonstrate teaching strategies utilizing multimedia computer technology. (KTS #6)

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 K-12 public schools.
The EPSB Theme of Diversity is explored in the course through exploring at-risk youth and their susceptibility to use of alcohol, tobacco, and drugs, as well as other risk factors for successful performance in schools.

V. CONTENT OUTLINE:
A. Promoting responsible and healthful behavior
B. Promoting respectful relationships
C. Drug content areas
   1. Stimulant, sedative-hypnotic drugs
   2. Narcotics, marijuana, hallucinogens, inhalants, over-the-counter, and prescription drugs
   3. Anabolic steroids
   4. Alcohol, tobacco, and well-being
D. Prevention and treatment of substance abuse
E. Curriculum and teaching strategies

VI. INSTRUCTIONAL ACTIVITIES: Lecture, group discussion, team planning, team teaching, application of teaching strategies, integration of content areas, multimedia computer technology, guest speakers, final project oral presentation/teach topic

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES: Waterfield Library, computer labs, Internet

IX. GRADING PROCEDURES: Grading is based upon the following criteria: 

No late assignments will be accepted.

Daily labs, in-class work and preparation of work 40%
Written Assignments (daily and weekly) 20%
   • Chapter content summaries
   • Written assignments
   • Lesson plans (K-12)
   • Assessments (K-12)
   • All assignments are due at the beginning of class. If you know you have to miss class, make arrangements ahead of time to make up work that will be due before the day you miss class. The only official excused absence is a university sponsored activity with proper written notification ahead of time. All other absences are left up to the discretion of the professor.
Projects & Presentations 20%
   • Oral Presentation of content
   • Audience for other presentations
   • Audience for guest speakers
Quizzes and Exams of Basic Knowledge 10%
   • 1 quiz grade is equal to total attendance – missed days / total possible days (same grading scale as below)
Professionalism 10%

Grading Scale
A = 94 – 100
B = 85 – 93
C = 75 – 84
D = 65 – 74
F = below 65

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin. Missing class affects your grade because you receive a (5) point lab grade for each class attended. Attendance is also measured as one quiz grade worth 10 percent of your grade. Missing more than one class will likely lower your grade because of the manner in which I weight the grades.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITE: HPE 175

XIV. 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), 270-809-3361 (TDD).

XV. 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.**
All cell phone, Blackberries, laptop computers, IPods, MP3 players, and all electronic devices MUST be turned OFF during class time.

Note: The professor of this course recognizes that in today’s world cell phones, and other technologies are a familiar and many times needed form of communication for students. However, it is the policy of this professor that any and all of the above mentioned devices shall not be allowed during class without prior consent of the professor. This shall included verbal calling, incoming calls, text messaging, e-mail and the use of cell phones as calculators on tests and quizzes. All electronic devices must be powered off and out of sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, be used, etc. during class time the devise will be confiscated first then the student may be asked to leave class and not return for that class period. Upon prior consent of the professor, a student may obtain permission to use any of these devices in case of emergency or critical situation.

Note: The instructor reserves the right to make any changes in course activities deemed necessary during the semester.