

# Course Syllabus Spring 2017

## ALCOHOL, TOBACCO AND OTHER DRUG (ATOD) EDUCATION

### This course is offered online by:

Center for Health and Learning  
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### Lead Instructor:

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### Course Registration:

Catherine Diduk: [Catherine@healthandlearning.org](mailto:Catherine@healthandlearning.org) (802) 254-6590 (Monday – Friday 9 am-4:30 pm)

### Course Administrator:

For technical difficulties with the online environment: Adrienne LaPierre: [lapierre.adrienne@gmail.com](mailto:lapierre.adrienne@gmail.com)

### About the Course:

- The course Alcohol, Tobacco and Other Drug (ATOD) Education has been approved for 1 graduate credit hour by The Union Institute (TUI). One credit = 15 contact hours.
- Students must complete a course project described in this syllabus to obtain one graduate credit. The graduate credit option is offered as one of a series of courses by the Vermont Higher Education Collaborative toward health education licensure. We ask that you check your state for similar collaboration.
- This course requires a minimum of 15 hours of contact time commencing with the Virtual Orientation Meeting set for Sunday, November 13, 2016 from 7-8:30 PM.
- This syllabus covers the information for those taking this one credit Graduate course through Union Institute and University. As this course originated in Vermont and serves Vermont licensure, several of the web citations are Vermont based and can be used as a comparison to your state for further knowledge. We welcome additions to the citations list.
- This course is not meant to diagnose nor identify others as having a substance abuse problem, rather to provide education and tools to understanding the impact of substances on youth and families.
- **Please view Union Institute's Substance Abuse Policy:** pages 41 & 62. UIU Handbook can be found on the home page of the ATOD online course and at : [www.uniongraduatecollege.edu/pdf/students/Handbook.pdf](http://www.uniongraduatecollege.edu/pdf/students/Handbook.pdf)
- **Location:** This course is offered in six weeks online. Students should plan to spend a minimum of 3 hours of on and off line time per week to complete course requirements. In addition, students must submit a Project Implementation Plan, complete a project, and submit a Final Report (see Schedule and Due-Dates below)

### Course Description:

It is widely recognized that problems related to drug use, misuse, and abuse pervade our society at all levels. While use of alcohol, tobacco, and other drugs (ATOD) can have a profound effect on many important aspects of an individual's life, including mental, emotional, social, physical, and spiritual health and success in school and/or work, very few people have had any direct education about factors related to drug use. Education at the school and community level is critical to reducing problems that arise from ATOD use.

This course is offered so that teachers and health and guidance personnel have a sufficient level of professional development to enable them to competently teach or provide other services required in the school's alcohol and drug abuse prevention education program. Participants apply the course teachings in a practical personal, school, or community-based project.

Instructional methods include review of research based literature, small and large-group discussion, audiovisual and other media, student and community presentations and assessment.

## **The Union Institute University Learning Outcomes:**

The goal of this course is to give participants the personal and professional development they need in order to competently provide services which may be required in a schools' alcohol and drug abuse prevention education program. Students must also demonstrate competency that meets a minimum of one of the TUI's Learning Outcomes.

### **Outcome I: Communication**

Students express and interpret ideas clearly using a variety of written, oral and/or visual forms.

### **Outcome II: Critical and Creative Thinking**

Students use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

### **Outcome III: Ethical & Social Responsibility**

Students express ethical and social implications in social, professional, and/or scholarly practice.

### **Outcome IV: Social & Global Perspectives**

Students can articulate a perspective on power in the world and their own place in the global community.

## **Goals and Objectives:**

Classes focus on the following curriculum areas:

1. Pharmacology
2. Chemical Use, Abuse, and Dependence
3. Chemical Dependence in the Family
4. Societal and Personal Attitudes
5. Policy and Legal Issues
6. Support and Referral for Students in Distress
7. Curriculum Development, Methods, and Classroom Issues
8. School Climate
9. Drinking and Driving and Other Risky Behaviors

### **Pharmacology: Effects of Drugs on Body Function**

- Identify substances, including alcohol, prescription drugs, opiates, over-the-counter medications, steroids, stimulants, inhalants, and popular drinks, and their short- and long-term effects on the way a person thinks, acts, and feels
- Identify dosage amounts of alcohol
- Identify high-risk behaviors associated with ATOD use, including binge drinking, such as: pregnancy, violence, HIV and other sexually transmitted diseases, impaired driving, and lack of safety-belt use
- Describe the effects of ATOD on fetal development

### **Chemical Use, Misuse, Abuse, Dependence, and Recovery**

- Recognize that alcoholism and drug addiction are diseases
- Define the terms *use*, *misuse*, *abuse*, *dependency*, *addiction*, and *recovery* as applied to ATOD
- Describe the alcohol continuum (nonuse to recovery), including signs and symptoms of chemical dependency and the process of recovery
- Identify drug use that poses potential risk for HIV transmission
- Discuss how substance use affects the transitional developmental stages from adolescence into adulthood including social, emotional, interpersonal and educational development
- Identify relevant Vermont statistics on trends in adolescent behavior including drug use and other risky behaviors such as HIV exposure and drinking and driving

### **Chemical Dependence in the Family**

- Define what is meant by "family system" and describe how chemical dependency affects families, including the five survival roles that emerge in the dysfunctional family of the addict
- Describe risk factors for substance use, including environmental influences, inherited factors, and brain chemistry, and the role they play in a child's development including potential increase of substance use and other mental-health issues

## **Societal and Personal Attitudes**

- Identify personal and societal norms and attitudes that influence drug use in society
- Identify how alcohol and other drugs (including over-the-counter drugs and popular drinks) are marketed and the effects of advertising on buying decisions
- Identify examples of how binge drinking influences peers
- Recognize how behaviors that put students at risk for HIV infection and other health concerns are promoted in the marketing of alcohol and other drugs
- Identify the relationship between body image and drug use, including steroid use

## **Policy and Legal Issues**

- Identify strengths and deficit areas of school Alcohol, Tobacco, and Other Drug (ATOD) policies
- Identify federal, state, and local agencies and laws related to the regulation, prevention, and treatment of ATOD use

## **Support and Referral for Students in Distress**

- Recognize the importance of intervention, and describe how interventions are carried out
- Identify the importance of positive adult role models when it comes to reducing ATOD use
- List the attitudes, skills, and knowledge (ASK) students need to resist ATOD use
- Identify strategies for effectively talking about ATOD issues with students and making appropriate referrals

## **Curriculum Development, Methods, and Classroom Issues**

- Develop a concept for how ATOD use is addressed in the curriculum consistent with Your State's Health Education Guidelines for Curriculum and Assessment

## **School Climate**

- Identify strategies to coordinate school health initiatives that impact ATOD use, including peer leadership
- Understand the forty developmental assets and how they relate to building resiliency

## **Drinking and Driving and Other Risky Behaviors**

- Define blood-alcohol content (i.e., consumption rate is greater than elimination rate— typically considered to be one drink in an hour for a 160-pound male)
- Identify the effects of alcohol and other mind-altering drugs on driving
- Describe the concept of tolerance and the difference between the terms *drunk* (subjective) and *impaired* (describing a condition)
- Make links between alcohol and other drug use and the transmission of HIV disease
- Make links between ATOD use and violence, pregnancy, injury, car crashes, and other accident

## **Sequence and Schedule**

**Virtual Orientation: Sunday, April 30, 2017 7:00 - 8:30 pm**

Instructions about how to join this meeting will be sent following your registration.

**Week 1 Unit 1 Monday, May 1– Saturday, May 6, 2017**

Unit One: Pharmacology

**Week 2 Units 2 & 3 Sunday, May 7 - Saturday, May 13, 2017**

Unit Two: Chemical Use, Abuse Dependence

Unit Three: Chemical Dependence in the Family

**Week 3 Units 4 & 5 Sunday, May 14 - Saturday, May 20, 2017**

Unit Four: Societal and Personal Attitudes

Unit Five: Drinking and Driving and Other Risky behaviors

**Week 4 Units 6 & 7 Sunday, May 21 – Saturday, May 27, 2017**

Unit Six: Support and Referral for Students in Distress

Unit Seven: Policy and Legal Issues

**Project Implementation Plan due Saturday, May 27, 2017**

**Week 5 Units 8 & 9 Sunday, May 28 - Saturday, June 3, 2017**

Unit Eight: Curriculum Development, Methods and Classroom Issues

Unit Nine: School Climate

**Week 6 Unit 10 Sunday, June 4, 2017 – Saturday June 10, 2017**

Unit Ten: Final Reflection and Personal Implementation Plan (PIP)

**Final Paper due: Wednesday, June 24, 2017**

## Reading Assignments

### Required - the following readings are required:

Resources for the course are assembled in hard and electronic copy in a publication entitled, *Alcohol, Tobacco and other Drug Education Primer*, published by the Center for Health and Learning. The primer is approximately 75 pages long and was written to support the course unit design. It references multiple sources and covers all aspects of the course content. The Primer can be found within the course; at the top of the Home Page, under ATOD Course Resources.

In addition, each unit requires students to research multiple internet web sites with required content readings and information. Recommended readings can be found below.

### Recommended - the following reading are recommended:

Amen, Dr. Daniel	<u><i>Unchain Your Brain.</i></u>	California: MindWorks Press, 2010
Bernstein, Dr. Neil	<u><i>How to Keep Your Teenager Out of Trouble</i></u>	Workman Publishing Company, 2001
Bernstein, Eileen	<u><i>Middle School and the Age of Adjustment</i></u>	Connecticut: Bergin & Garvey, 2002
Black, Claudia	<u><i>It will Never Happen to Me</i></u>	Minnesota: Hazelden, 2001
Califano, Joseph	<u><i>How to Raise a Drug-Free Kid</i></u>	New York: Simon & Schuster, 2009
Critser, Greg	<u><i>Fat Land</i></u>	New York: Houghton Mifflin Company, 2003
Dahl, Ronald	<u><i>Adolescent Brain Development</i></u>	New York: The New York Academy of Sciences, 2004
Dikel, William	<u><i>The Teacher's Guide to Student Mental Health</i></u>	New York: Norton, 2014
Erickson, Carlton	<u><i>Drugs, The Brain, and Behavior</i></u>	New York: Hawthorn Medical Press, 2004
Fleming, John	<u><i>Prevention Addiction</i></u>	Texas: Cross House Publishing, 2007
Gahlinger, Paul	<u><i>Illegal Drugs. A complete guide to their history, chemistry, use and abuse</i></u>	New York: Penguin Press, 2004
Garbarnino, James	<u><i>Parents Under Siege</i></u>	New York: The Free Press, 2001
Gogek, Ed	<u><i>Marijuana Debunked</i></u>	North Carolina, Chiron Publications, 2015
Goldstein, Avram, M.D	<u><i>Addiction. From Biology to Drug Policy</i></u>	New York: Oxford University Press, 2001
Gurian, Michael	<u><i>Boys and Girls Learn Differently</i></u>	California: Jossey-Bass, 2001
Kuhar, Michael	<u><i>The Addicted Brain. Why we abuse drugs, alcohol and nicotine.</i></u>	New Jersey: Pearson Education, 2014
McColl, Pamela	<u><i>On Marijuana</i></u>	Canada: Grafton and Scratch Publishers, 2015
Middleton-Moz, Jane	<u><i>After the Tears</i></u>	Florida: Health Communications, 2004
Schure, Myrna	<u><i>Raising a Thinking Preteen</i></u>	New York: Henry Holt & Co., 2000
Slocum, Paul	<u><i>Boys in Crisis</i></u>	Texas: Aha Process Inc, 2004
Smith, Ann	<u><i>Grand Children of Alcoholics</i></u>	Florida: Health Communications, 1988
Walsh, David	<u><i>Why do they Act that Way?</i></u>	New York: Simon & Schuster, 2004

## **Student Evaluation/Assessment**

### **Grading:**

Grades will be based on a point system using the following criteria:

1. Full attendance and active participation in all course meetings, and completion of an evaluation (20 points)
2. Submission of a *Project Implementation Plan* –**due December 10<sup>th</sup>, 2016** (20 points)
3. Submission of a Project Final Report **due January 7, 2017** for a grade (60 points)

### **Description of Class Assignments:**

A Project Implementation Plan and Final Project must be submitted according to due-dates specified. The requirements and assessment rubrics for these submissions are found below.

### **Scoring Rubrics:**

The points will be totaled and a grade will be assigned based on:

<b>Letter</b>	<b>Quality</b>	<b>Grade Point</b>	<b>Course points</b>
A	Excellent	4.00	85-100
B	Good	3.00	70-85
C	Fair	2.00	55-70
D	Poor	1.00	40-55
F	Poor	.00	0-40

### **Percentage Contribution of Each Assignment:**

See Grading above

## General Course Information

### Course Policies/Expectations:

This course is designed to help participants integrate the teachings into their personal or professional experience. While all participants must fulfill the same basic requirements, each participant will have freedom and flexibility in adapting the course project to fit individual and professional needs.

Course expectations are:

1. Full attendance and active participation in all course meetings, and completion of an evaluation
2. Submission of a *Project Implementation Plan* **due December 10, 2016**
3. Submission of a *Project Implementation Final Report* **January 7, 2017** for a grade

### Attendance Expectations:

Full attendance and active participation in all course meetings and completion of an evaluation

*The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.*

### Contributions in Class:

Full participation in all online activities is expected.

### Academic Honesty & Professionalism:

All students are required to be familiar with and adhere to the "Academic Honesty Policy Procedures" delineated in the academic handbook from Union Institute: Handbook can be found at

[www.uniongraduatecollege.edu/pdf/students/Handbook.pdf](http://www.uniongraduatecollege.edu/pdf/students/Handbook.pdf)

### Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the office/web site listed below:

<http://www.myunion.edu/About/Policies/ADAAccommodationProcedure.aspx>

### Religious Observance:

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

### Required and/or Recommended Readings:

Resources for the course are assembled in hard and electronic copy in a publication entitled, "Alcohol, Tobacco and other Drug Education Primer," published by the Center for Health and Learning. The primer was written to support the course unit design. It references multiple sources and covers all aspects of the course content. Participants are responsible for reading these materials and using them, along with other necessary resources, to complete the nine course units and the final course project.

### Electronic Submissions/Internet Use:

Respectful internet use is expected for the online course. The guidelines for internet use are outlined fully in the introduction section of the online course.

## ATOD Education Course Project: Project Implementation Plan (P.I.P)

Participants will choose a Personal, Curriculum, or Community Project (described below), subject to instructor approval

### Project Requirements

- ❖ Submit a completed *Project Implementation Plan* (attached) due Saturday, December 10, 2106
- ❖ Carry out the course project
- ❖ Submit a typed FINAL REPORT: by January 7, 2017

### Project Descriptions (All steps outlined are required)

#### Option 1: Personal Project

Throughout the course, participants often have realizations about their own substance use, or about their relationship with someone who is using or has used alcohol, tobacco, or other drugs in a way that is detrimental to their health and well-being and/or to those around them. This project provides participants an opportunity to learn more about the role substance use plays in people's lives, decide how they want to relate to it, and practice new behavior in relationship to the situation. Obviously, confidentiality between the instructor and the participant choosing this project is critical and will be maintained. This project will incorporate the following steps and the final report should include these five sections:

**Final Report:** Prepare a paper that includes the Problem Identification, the two Resource Reviews (approximately two pages), the Reflection on Support (approximately one page), the Action Plan, and a final reflection (1-2 pages) on what this process meant to you.

Problem Identification: Identify an issue or specific behavior to address (e.g., tobacco use, communication skills with partner, dealing with stress, etc.).

**Maximum 20 points**

Resource Review: Choose two resources (e.g., Alcoholics Anonymous materials, website, or chat room) that provide information and perspective on the issue. Write a one-page review of each resource, including a brief summary, key points, and relevant applications to the project.

**(Each resource is worth 10 points)**

**Maximum 20 points**

Reflection on Support: Talk to or meet with someone who can be a support, resource, or mentor as the issue is addressed (this should be someone you know who you feel safe discussing the issue with, a substance-abuse or other counselor, a clergyperson, etc.). Write a one-page reaction paper about this experience.

**Maximum 10 points**

Action Plan: Choose a personal attitude or behavior that you want to modify. Develop an action plan (goal, steps toward goal, evaluation of progress).

**Maximum 10 points**

**Total Maximum Points for Final Report is 60 points**

## **Option 2: Curriculum and/or Community Project**

The purpose of this project is to provide participants the opportunity to facilitate a learning experience that teaches about ATOD to some targeted group, e.g., students or a parent or community group. This project will incorporate the steps below.

**Final Report:** Write a paper that includes the Audience and Needs Assessment, Instructional Objective, Resources, Outline, and a reflection on what this process taught you.

1. Audience and Needs Assessment: Identify who you will teach and what they need to know.  
*Maximum 10 points*
2. Instructional Objective: Articulate teaching objective (e.g., Students will be able to identify signs and symptoms of drug use and familiarity with continuum of use).  
*Maximum 10 points*
3. Resources: Identify instructional resources.  
*Maximum 10 points*
4. Outline: Develop a training plan (who – audience; what- objective and content; how – instructional methods; when).  
*Maximum 10 points*
5. Reflection: discuss what this project has taught you  
*Maximum 20 points*

***Total Maximum Points for Final Report is 60 points***



**ATOD EDUCATION COURSE  
PROJECT IMPLEMENTATION PLAN  
Due within one week of course completion By  
May 27, 2016**

**Final Paper due June 24, 2017**

**Generally describe what you will do to carry out this project.  
All steps outlined in the project description must be addressed.**

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ (work) \_\_\_\_\_ (home)

**E-mail:** \_\_\_\_\_

**Date and location of Drugs in Perspective training:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Final-report due date (one month from completion of course):** \_\_\_\_\_

**Select project (choose one):**

\_\_\_\_\_ **Personal**

\_\_\_\_\_ **Curriculum**

\_\_\_\_\_ **Community**

Be sure to address one of the Union Institute University Learning outcomes.

The goal of this course is to give participants the personal and professional development they need in order to competently provide services which may be required in a schools' alcohol and drug abuse prevention education program. Students must also demonstrate competency that meets a minimum of one of the TUI's Learning Outcomes.

**Outcome I: Communication**

Students express and interpret ideas clearly using a variety of written, oral and/or visual forms.

**Outcome II: Critical and Creative Thinking**

Students use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

**Outcome III: Ethical & Social Responsibility**

Students express ethical and social implications in social, professional, and/or scholarly practice.

**Outcome IV: Social & Global Perspectives**

Students can articulate a perspective on power in the world and their own place in the global community.

<b>Project Implementation Plan Criteria – worth a maximum of 4 points each</b>			
<b>Outstanding 15-20 points</b>	<b>Good 10-15 points</b>	<b>Satisfactory 5-10 points</b>	<b>Needs Improvement 0-5 points</b>
1. Plan is submitted on time  2. All steps outlined in the Project Description in the syllabus are addressed clearly	Plan is submitted on time  Most of the steps outlined in the Project Description are addressed	Plan is submitted late with Instructor approval.  Some steps outlined in the Project Description are addressed	Plan is submitted late without instructor approval.  Few steps outlined in the Project Description in the syllabus are addressed

<b>Final Report Criteria – worth a maximum of 4 points each</b>			
<b>Outstanding 50-60 points</b>	<b>Good 40-50 points</b>	<b>Satisfactory 30-40 points</b>	<b>Unsatisfactory 0-30 points</b>
1. Paper is submitted on time  2. Paper contains all required components  3. Paper extensively utilizes and synthesizes course teachings and shows in-depth understanding as applied to a project that has significant impact	Paper is submitted on time  Paper contains most of the required components  Paper utilizes and synthesizes course teachings and shows understanding as applied to a project that has impact	Paper is submitted late with instructor approval  Paper contains some of the required components  Paper utilizes and synthesizes some course teachings and shows some understanding as applied to a project that has impact	Paper is submitted late without instructor approval  Paper contains few of the required components  Paper inadequately utilizes and synthesizes course teachings and shows minimal understanding as applied to a project