

## Course Syllabus Fall 2019

# ALCOHOL, TOBACCO AND OTHER DRUG (ATOD) EDUCATION

Course Begins October 6, 2019 (virtual orientation) and ends on November 30, 2019 (final paper due)

### This course is offered online by:

Center for Health and Learning  
28 Vernon Street, Suite 319  
Brattleboro VT 05302  
802.254.6590 (phone)  
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### Lead Instructor:

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(802) 456-1479

### Course Registration:

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

### Course Administrator:

For technical difficulties with the online environment: Adrienne La Pierre: [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. CHL also offers a 1 graduate credit hour course for Cannabis. Although Cannabis will be mentioned in this course much of the pharmacology and information around Cannabis will be offered in our other course.
- 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, October 6, 2019 from 7-8:00 PM. **All assignments must be identified by name & pages numbered. points will be deducted if not in compliance.**
- 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 Handbook @: <https://myunion.edu/>
- Specific information about disabilities can be found <https://myunion.edu/current-students/student-services/disability-services/>
- 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 school's 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, vaping products, 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 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/teen’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 and lesson plan 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, Larry Brendtro’s work on Circle of Courage, 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—particularly marijuana and 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 accidents

## Sequence and Schedule

**Virtual Orientation: Sunday, October 6, 2019 6:30 - 8:00 pm**

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

### **Week 1 Unit 1 Sunday, October 6 - Saturday, October 12, 2019**

Unit One: Pharmacology

### **Week 2 Units 2 & 3 Sunday, October 13 - Saturday October 19, 2019**

Unit Two: Chemical Use, Abuse  
Dependence Unit Three: Chemical  
Dependence in the Family

### **Week 3 Units 4 & 5 Sunday, October 20 - Saturday, October 26, 2019**

Unit Four: Societal and Personal Attitudes  
Unit Five: Drinking and Driving and Other Risky behaviors

### **Week 4 Units 6 & 7 Sunday, October 27- Saturday, November 2, 2019**

Unit Six: Support and Referral for Students in  
Distress Unit Seven: Policy and Legal Issues

### **Week 5 Units 8 & 9 Sunday, November 3 - Saturday, November 9, 2019**

Unit Eight: Curriculum Development, Methods and  
Classroom Issues Unit Nine: School Climate

### **Week 6 Unit 10 Sunday, November 10 - Saturday, November 16, 2019**

Unit Ten: Final Reflection, Course evaluation.

➤ **Project Implementation Plan due Saturday, November 23, 2019**

➤ **Final Paper due: Saturday, November 30, 2019**

## 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:

Dikel, William	<u><i>The Teacher's Guide to Student Mental Health</i></u>	New York: Norton, 2014
Gogek, Ed	<u><i>Marijuana Debunked</i></u>	North Carolina, Chiron Publications, 2015
Herron, Abigail & Brennan, Timothy Dr.	<u><i>The ASAM Essentials of Addiction Medicine</i></u>	Textbook: ASAM, 2015
Kuhar, Michael	<u><i>The Addicted Brain. Why we abuse drugs, alcohol and nicotine.</i></u>	New Jersey: Pearson Education, 2014
Kuhn, Cynthia, Ph.D., Duke University	<u><i>Buzzed</i></u>	W.W. Norton & Company: Updated: Fourth Edition: 2014
Ruiz, Pedro & Strain, Eric	<u><i>Lowinson and Ruiz's Substance Abuse: A comprehensive Textbook.</i></u>	LWW; Fifth edition: 2011
Substance Abuse and Mental Health Services Administration	<u><i>TIP 42: Substance Abuse Treatment for Persons With Co-Occurring Disorders</i></u>	U.S. Department of Health and Human Services, Free publication. <a href="https://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-Persons-With-Co-Occurring-Disorders/SMA13-3992">https://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-Persons-With-Co-Occurring-Disorders/SMA13-3992</a>

## 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 Saturday, November 23, 2019** (20 points)
3. Submission of a Project Final Report **due Saturday, November 30, 2019** 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</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 Saturday, November 23, 2019**
3. Submission of a *Project Implementation Final Report* **due Saturday, November 30, 2019** 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:

[https://campusweb.myunion.edu/ICS/icsfs/Academic\\_Integrity\\_Policy.pdf?target=9ccd7549-1590-445f-876e-a959b1724c31](https://campusweb.myunion.edu/ICS/icsfs/Academic_Integrity_Policy.pdf?target=9ccd7549-1590-445f-876e-a959b1724c31)

### **Accommodations:**

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

<https://myunion.edu/current-students/student-services/disability-services/>

## 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, November 23, 2019
- ❖ Carry out the course project
- ❖ Submit a typed FINAL REPORT: by Saturday, November 30, 2019

### 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 clergy person, 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  
By Saturday, November 23, 2019**

**Final Paper due Saturday, November 30, 2019**

**Generally, describe what you will do to carry out this project. All steps outlined in the project description must be addressed. You must address one of Union Institutes' Learning Outcome.**

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

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

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

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

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

**Final-report due date (one month from the 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.

**Project Implementation Plan Criteria – worth a maximum of 4 points each**

<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>
<p>1. Plan is submitted on time</p> <p>2. All steps outlined in the Project Description in the syllabus are addressed clearly</p>	<p>Plan is submitted on time</p> <p>Most of the steps outlined in the Project Description are addressed</p>	<p>Plan is submitted late with Instructor approval.</p> <p>Some steps outlined in the Project Description are addressed</p>	<p>Plan is submitted late without instructor approval.</p> <p>Few steps outlined in the Project Description in the syllabus are addressed</p>

**Final Report Criteria – worth a maximum of 4 points each**

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