

Course Syllabus Winter 2019 - 2020
CANNABIS AND MENTAL HEALTH
DEBUNKING MYTHS ABOUT CANNABIS
December 8, 2019 – February 1, 2020

This course is offered online by:

Center for Health
and Learning 28
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Course Administrator:

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About the Course:

- The course Cannabis & Mental Health 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, December 8, 2019 from 6:30 - 8:00 pm. **All assignments must be identified by name & numbered. points will be deducted if not. Course begins**

Sunday, December 8, 2019 and runs six weeks, through January 25, 2020. ALL WORK

MUST BE COMPLETED BY February 1, 2020.

- 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.

Available to all Students:

- **The Writing Center**
Union Institute & University's Writing Center offers self-help resources and free one-on-one tutoring sessions over the phone for all students. Tutoring sessions are available mornings, afternoons, evenings and weekends. Self-help resources are located at <http://www.myunion.edu/writing-center>. Appointments for tutoring by telephone can be scheduled through the writing center's CampusWeb group or by contacting the center (phone: 513-487-1156 or toll free: 1-800-861-6400 ext. 1156 or email: writing-center@myunion.edu).
- **ADA accommodations**
Union Institute & University is committed to providing equal and effective access to its programs, services and activities for individuals with disabilities. Accommodation plans are designed and approved by the UI & U Accessibility office. All ADA information remains confidential and does not become part of a student's academic record. You will find more information on our ADA policies and services on Union's website: <https://www.myunion.edu/academics/academic-services/ada-policy-ofunion-institute-university/>.
- **Format, Confidentiality and Academic Integrity**
All students are expected to follow all UI&U policies as found in the *University Catalog* (<http://myunion.edu/academics/catalog>) and the policies and procedures on Academic Integrity policy, effective February 9, 2009. A copy of this policy can be found at <http://myunion.edu/academic-integrity-policy>. The instructors may take reasonable steps to assure academic integrity, including submitting papers to programs such as TurnItIn, a plagiarism detection program.
- **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:

According to the Substance Abuse Center for Behavioral Health Statistics Cannabis is the most commonly used illicit drug in the United States.¹ Results from the 2015 National Survey on Drug Use and Health: Detailed Tables. SAMHSA.

<https://www.samhsa.gov/data/sites/default/files/NSDUH-DetTabs-2015/NSDUH-DetTabs-2015/NSDUH-DetTabs-2015.pdf>. Published September 8, 2016. Accessed January 2017.

With Vermont's recent Law (H.511/Act 86) Cannabis is now Legal for adult consumption in Vermont. This course will look at several aspects: what the drug is and the myths associated with this drug, What are the short and long term effects on the brain for youth, Is

Cannabis a gateway drug, what are the links between Cannabis and psychiatric disorders, is medical marijuana safe and effective as medicine? Not only will this course look at Cannabis' impact on our youth, but our communities and families.

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, however very few people have had any direct education about Cannabis' impact on education.

When one googles Cannabis College Courses over 66,600,000 sites appear in a nano-second but upon closer inspection most are dedicated to growing, selling and becoming a part of the latest phase in America: the Market. We need to understand the literature, what is research and what is hype and how to best navigate the myriad of Cannabis substances in our culture.

This course is offered so that teachers, 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 specific to marijuana. Participants must apply the course teachings in a practical personal, school, or community-based personal implementation project (PIP).

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. Overview of the Pharmacology of the cannabis plant.
2. Identify physical & behavioral signs of cannabis use.
3. Identify products associated with Cannabis use: vaping, edibles, oils/Butane Hash Oil.
4. Recognize trends in Cannabis use Nationally & Vermont.
5. Understand Vermont's Law: H511/Act 86
6. Describe the prevalence and relationship between cannabis use, addiction, co-occurring disorders and mental health disorders.
7. Recognize Treatment modalities for Cannabis Addiction

8. Understand the difference between Medical marijuana & use of cannabis socially
9. Identify Curriculums specific to Cannabis prevention.
10. Understand Policy and Legal Issues in Schools with an emphasis on Support and Referral for Students using Cannabis

Pharmacology of Cannabis'

- Identify Cannabis' short- and long-term effects on the way a person thinks, acts, and feels
- Understand risks of high potency cannabis.
- Identify high-risk behaviors associated with Cannabis use, including interactions with binge drinking, other medications, increased anxiety and impaired driving.
- Describe the effects of Cannabis smoke on fetal development
- Recognize that Cannabis Use is a disease.
- Describe the continuum (nonuse to recovery), including signs and symptoms of Cannabis dependency and the process of recovery

Trends in Cannabis Use Nationally & Vermont

- Describe how Cannabis use affects families, including the six survival roles that emerge in the dysfunctional family of the addict:
<https://newenglandraw.com/8-dysfunctional-family-roles-addiction/>
- 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 Cannabis use in society
- Understand how marketing of Cannabis products, including Electronic Nicotine Delivery Systems (E.N.D.S) are marketed and the effects of advertising on buying decisions
- Identify examples of how perception of harm, or lack of, influences teens

Policy and Legal Issues

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

Support and Referral for Students in Distress Specific to Cannabis Use

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

Curriculum Development, Methods, and Classroom Issues Specific to Cannabis Use

- Develop a concept for how Cannabis use is addressed in the curriculum consistent with Your State's Health Education Guidelines for Curriculum and Assessment
- Complete a power point presentation to demonstrate your knowledge

Cannabis and Other Risky Behaviors

- Understand the risks that Tetrahydrocannabinol (THC) impacts driving
- Make links between ATOD use and violence, pregnancy, injury, car crashes, and other accidents

Sequence and Schedule

Virtual Orientation: December 8, 2019 6:30 pm – 8:00 pm

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

Week 1 Unit 1 Sunday, December 8 – Saturday, December 14, 2019

Unit One: Pharmacology of Cannabis. Identify physical & behavioral signs of cannabis use.

Identify products associated with Cannabis use: vaping, edibles, oils/Butane Hash Oil.

Week 2 Units 2 & 3 Sunday, December 15 - Saturday, December 21, 2019

Unit Two: Recognize trends in Cannabis use Nationally & Vermont-Youth Risk Behavior Survey.

Unit Three: Understand Vermont's Law: H511/Act 86

Week 3 Units 4 & 5 Sunday, December 22, 2019 - Saturday, December 28, 2019

Unit Four: Describe the prevalence and relationship between cannabis use, addiction, co-occurring disorders and mental health disorders.

Unit Five: Recognize Treatment modalities for Cannabis Addiction

Week 4 Units 6 & 7 Sunday, December 29, 2019 - Saturday, January 4, 2020

Unit Six: Understand the difference between Medical marijuana & use of cannabis socially

Unit Seven: Policy and Legal Issues in Schools with an emphasis on Support and Referral for Students using Cannabis

Week 5 Units 8 Sunday, January 5, 2020 - Saturday, January 11, 2020

Unit Eight: Curriculum Development, Methods and Classroom Issues specific to Cannabis

Project Implementation Plan due Saturday, January 25, 2020

Week 6 Unit 9 Sunday, January 12, 2020 - Saturday, January 18, 2020

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

Final Paper due: February 1, 2020

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
Califano, Joseph	<u><i>How to Raise a Drug-Free Kid</i></u>	New York: Simon & Schuster, 2009
Compton, Michael	<u><i>Marijuana and Mental Health</i></u>	Virginia: American Psychiatric Association Publishing, 2016
Cort, Ben	<u><i>Weed, Inc.</i></u>	Florida: Health Communications Inc, 2017
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
Hill, Kevin	<u><i>Marijuana: The Unbiased Truth about the World's Most Popular Weed</i></u>	Minnesota: Hazelden Publishing, 2015
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

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*) (*PIP*–due **January 25, 2020**) (20 points)
3. Submission of a Project Final Report **due February 1, 2020** 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:

Letter	Quality	Grade Point	Course
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 January 25, 2020**
3. Submission of a *Project Implementation Final Report* **February 1, 2020** 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

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 January 25, 2020
- ❖ Carry out the course project
- ❖ Submit a typed FINAL REPORT: by February 1, 2020

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 Cannabis 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

**Cannabis & Mental Health Course
PROJECT IMPLEMENTATION PLAN
Due within one week of course completion
By January 25, 2020**

Final Paper due February 1, 2020

**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 Perspectives 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.

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

Outstanding 15-20 points	Good 10-15 points	Satisfactory 5-10 points	Needs Improvement 0-5 points
<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

Outstanding 50-60 points	Good 40-50 points	Satisfactory 30-40 points	Unsatisfactory 0-30 points
<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>