HED 407 Substance Use Prevention – Spring 2016 Hybrid
Meets every Wednesday 1:00-1:50 PM, Pulliam Room #041 (Lower Level)
(On-campus classroom meeting required for this Hybrid course.)
Note: Pulliam Room #208 is Available for HED 312, MWF 1:00 AM - 1:50 PM

Instructor: Robert Rados, PhD, MHA
Office: Pulliam Hall Room #314
Email: rrados@siu.edu
Phone: (618) 453-2777
Office Hours: MT 4-5 PM & 7:30-8:30 PM; W 12-1 PM & 2-3 PM or by appointment

Course description: HED – 407 Substance Use Prevention (Hybrid), is designed to prepare educators to plan, implement and evaluate substance use prevention programs. Coursework emphasizes incidence/prevalence, etiology, risk factors, short and long-term effects of substance use. Key elements of effective prevention programs are reviewed. (HED 312 is taught week by week and not as a self-paced format.)

Course materials:
Required Texts (2)
Righteous Dopefiend
Author: Bourgois
ISBN: 9780520254985
Copyright Year: 2009
Publisher: University of California Press

Drugs & Society Edition: 12th
Author: Hanson
ISBN: 9781284036374
Copyright Year: 2015
Publisher: Jones & Bartlett Learning

Course goals and objectives:
The goals for the course include:
1. Understanding motivations for substance use and related implications
2. How to determine if prevention should be developed
3. How to develop a prevention program

The objectives include:
· Select valid sources of information about substance use
· Identify social, emotional, intellectual, and environmental factors that influence substance use
· Identify personal motivations and school, family, and community influences on substance use
· Design developmentally appropriate learning strategies for substance use prevention
· Examine opposing viewpoints of controversial issues related to substance use
· Demonstrate proficiency in communicating beliefs, ideas and issues related to substance use
Participation:
Students will take part in class materials online and during required weekly on-campus classroom meetings during the semester. Students are encouraged to share personal experiences, knowledge, ideas, curiosity, creativity, values and beliefs, which provide a framework for meaningful conversations and practical applications of course materials.

Electronics: Use of electronic devices in the classroom is welcomed for coursework, such as aiding in class projects, activities, discussion, accessing class materials and note taking.

Assessment Grading Scale:
Based on total points received, the grading scale is as follows:

- 100-90% A
- 89-80% B
- 79-70% C
- 69-60% D
- Under 60% F

Student Profile/Introduction 10 points
Attendance/Engagement (3-pts. per class) 45 points
D2L & In-Class Activity 100 points (total)
2 Exams 200 points – (100 points each)
Assignments/Videos 200 points (total)
Treatment Program Visit/Paper 125 points
Group Project 150 points

Total: 830 points

Late Policy: Assignments are required to be turned in on the assigned due date. Late assignments, if not approved by the instructor will receive a minimum of 50% less than assignment would normally earn.

EVALUATION CRITERIA

Student Profile Form w/photo & Introduction
The profile form is used by each student to briefly introduce themselves on the first day of class, which assists everyone become better acquainted and provides the instructor current contact information (submit hard-copy).

Attendance/Engagement:
Students’ active participation in-class promotes learning course materials and interaction with other classmates. Engaged students enhance the learning process by adding personal experiences, knowledge, opinions, values and beliefs regarding course topics. Points are earned for each Wednesday classroom meeting attended (3-pts. per class), beginning 1/27/16. Absences, do not earn attendance/engagement points. Late arrivals or early departures from class may result in loss of attendance points, determined by the instructor.

D2L & In-class Activity Assignments:
Activities can be scheduled/unscheduled in-class or related to the in-class experience. The activities may include individual or group-work associated with an issue or topic covered in-class. To receive in-class activity points, students must attend class on the day of the activity.

Exams: May include materials drawn from readings, in-class activities or other resource materials.
**Assignments/Videos**: (200 points) Five (5) assignments and five (5) videos will be assigned. See D2L for the complete description of each and the outline that is attached to this syllabus.

**Treatment Program Visit/Paper** (100 points): After attending one (1) selected treatment program (Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, etc.), each student will write a reflective paper expressing their thoughts, feelings and observations about the experience. Reflection will include how what was learned can be applied for themselves and future professional practice.

**Group Project - Substance Use Prevention Teaching/Learning Strategy**: (150 points): Students will work in groups to create a class presentation and paper for a teaching/learning strategy for a specific target population or developmental level (e.g., workforce or community groups, school levels, etc.).

### HED 407 – Substance Use Prevention Course Outline – Spring 2016 *Tentative Schedule*

<table>
<thead>
<tr>
<th>Week 1 – 1/19-1/22</th>
<th>Classroom: Introductions, Course Overview, D2L and Syllabus</th>
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<tbody>
<tr>
<td>Read: NATIONAL DRUG CONTROL STRATEGY 2014, pages 1-24 PDF (D2L)</td>
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<tr>
<td>Read: Drugs &amp; Society – Ch. 1 Introduction to Drugs and Society</td>
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<tr>
<td>Watch Video #1: “Portrait of Addiction” (D2L)</td>
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<td>Write: Reflection Paper for Portrait of Addiction Video</td>
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<tr>
<th>Week 2 – 1/25-1/29</th>
<th>Assignment #1: Bar Visit</th>
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<tr>
<td>Read: Righteous Dopefiend – Introduction &amp; Ch. 1</td>
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<tr>
<td>Read: Drugs &amp; Society – Ch. 2 Explaining Drug Use and Abuse</td>
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<tr>
<th>Week 3 – 2/1-2/5</th>
<th>Assignment #2: OTC</th>
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<tr>
<td>Watch Video #2: “The Hijacked Brain” (D2L)</td>
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<tr>
<td>Read: Righteous Dopefiend – Ch. 2</td>
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<tr>
<td>Read: Drugs &amp; Society – Ch. 3 Drug Use, Regulation, and the Law</td>
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<tr>
<th>Week 4 – 2/8-2/12</th>
<th>Read: Righteous Dopefiend – Ch. 3</th>
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<tr>
<td>Read: Drugs &amp; Society – Ch. 4 Addictive Behavior and Treating Drug Dependence</td>
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<td>Read: Drugs &amp; Society – Ch. 5 Homeostatic Systems and Drugs</td>
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<tr>
<th>Week 5 – 2/15-2/19</th>
<th>Assignment #3: Drugs on TV</th>
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<tr>
<td>Read: Righteous Dopefiend – Ch. 4</td>
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<td>Read: Drugs &amp; Society – Ch. 6 How and Why Drugs Work</td>
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<td>Read: Drugs &amp; Society – Ch. 7 CNS Depressants: Sedative-Hypnotics</td>
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<th>Week 6 – 2/22-2/26</th>
<th>Assignment #4: Movie Analysis</th>
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<tr>
<td>Watch Video #3: “Drunks”</td>
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<tr>
<td>Read: Righteous Dopefiend – Ch. 5</td>
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<td>Read: Drugs &amp; Society – Ch. 8 Alcohol: Pharmacological Effects</td>
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<tr>
<td>Read: Drugs &amp; Society – Ch. 9 Alcohol: A Behavioral Perspective</td>
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<th>Week 7 – 2/29-3/4</th>
<th>Prescription Drugs</th>
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<tr>
<td>Read: Righteous Dopefiend – Ch. 6</td>
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**Exam 1-In-Class**

| Read: Drugs & Society – Ch. 10 Narcotics (Opioids) |
**SYLLABUS**

| Week 8 - 3/7-3/11 | Read: Righteous Dopefiend – Ch. 7  
| Watch Video #4: “Most Dangerous Drug”  
| Assignment: 12-Step Meeting  
| Read: Drugs & Society – Ch. 11 Stimulants |

**Week 9 – 3/14-3/18 SPRING BREAK – No Class**

| Week 10 – 3/21-3/25 | Read: Righteous Dopefiend – Ch. 8  
| **Group Project Discussion/Create Groups** |

Read: Drugs & Society – Ch. 18 Drug Use/Abuse Prevention

| Week 11 – 3/28-4/1 | Classroom: Heroin and Narcotics and Crime  
| Read: Righteous Dopefiend – Ch. 9/Conclusion  
| Drug Use/Abuse Prevention |

| Week 12 – 4/4-4/8 | Read: See D2L  
| Assignment: #5 Rethinking Drinking  
| Read: Drugs & Society – Ch. 13 Hallucinogens (Hallucinoids)  
| Read: Drugs & Society – Ch. 14 Marijuana  
| Watch Video #5 TBA |

| Week 13 – 4/11-4/15 | Classroom: Legalization, Decriminalization and Harm Reduction / Effective Substance Abuse Programs  
| Read: Drugs & Society – Ch. 12 Tobacco  
| Read: Drugs & Society – Ch. 16 Over-the-Counter (OTC), Prescription, and Herbal Drugs |

| Week 14 – 4/18-4/22 | Classroom: Group Presentations  
| See D2L |

| Week 15 – 4/25-4/29 | Classroom: Group Presentations  
| See D2L |

| Week 16 – 5/2-5/6 | Classroom: Group Presentations  
| See D2L |

| Week 17 – 5/11-5/15 | Final Examination Week  
| Exam scheduled for 12:30-2:30 PM, Friday 5/13 |

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**Tentative Class Outline** The course outline is subject to change. Directions, readings and/or activities and assignments may be added/subtracted and or modified during the semester. Due dates may fluctuate by the instructor, based on progress through the course materials. Students will be informed of changes.

**Emergency Procedures**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
IMPORTANT DATES *

Semester Class Begins..................................................01/19/2016

Last day to add a class (without instructor permission): ..................01/24/2016

Last day to withdraw completely and receive a 100% refund: 01/31/2016

Last day to drop a course using SalukiNet: ..................04/03/2016

Last day to file diploma application (for name to appear in Commencement program): ..................02/12/2016

Final examinations: ........................................................05/09–05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/PLEAGRIASM

Student Conduct Code http://srr.siu.edu/student_conduct_code/ Guidelines for Faculty

MORRIS LIBRARY HOURS http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SAUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siukares@siu.edu, http://salukicares.siu.edu/index.html

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INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring : http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available: SALUKINET:
https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/