



Course Syllabus: Substance Use and Abuse: Supporting Students in Making Healthy Choices

Number of Credits: 1*

Course Instructors: Miriam Woods and Jordan Mix

Course Description:

With the exception of marijuana, use of illicit drugs has declined consistently over the last twenty years for middle and high school students, according to the National Institute on Drug Abuse. But how can we as educators continue to ensure that number continues to decline? How can we help our students who are using drugs stop using? How do these drugs effect students' ability to perform at school?

This course will help answer these questions and more by examining the current drug use statistics among youth as well as delving deeper into how specific substances effect adolescent brains. The course will also explore how current and past institutional intervention programs have succeeded and how some need to be improved upon.

Activities in this course will include discussions about individual substances and how participants have handled situations when their students have either used substances or talk about substances. Participants will also learn about strategies for recognizing use and helping students who are using.

Learning Objectives:

Upon completion of this course, students will be able to:

- Identify the statistics of how substance use affects students
- Demonstrate awareness of what substances are being used by students and what misconceptions there are about usage
- Identify and Access resources for substance use treatment and recovery options
- Develop techniques for creating curriculum to help address the issue of substance use

*** Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.

- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<p><u>Getting to Know the Class; Additional Readings:</u> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!</p>		2 hours
1	<u>Week One</u>		
	<p>Discussion: Introductions – Class participants will introduce themselves to each other and talk about why they are taking this course.</p>	1 hour	2 hours
	<p>Discussion: What is Drug Abuse? – Participants will learn exactly what the difference between drugs, substances, use, and abuse are. They will discuss their preconceptions of each prior to coming into the course versus their new understanding.</p>	1 hour	2 hours
	<p>Discussion: Substance Use Among Youth – Participants will learn about the actual statistics surrounding current substance use among adolescents. Participants will discuss these numbers as well as how this is either surprising or not, given their own experiences with their students.</p>	1 hour	2 hours
	<p>Discussion: Tobacco – Participants will learn about the prevalence of tobacco use among students and how it effects youth. They will discuss why they believe use of tobacco is so prevalent as well as their own ideas for reducing tobacco use.</p>	1 hour 30 minutes	2 hours 30 minutes

	Discussion: Alcohol – Participants will learn about both the statistics and effects of alcohol use in adolescents. Participants will discuss their own experiences working as educators, and whether the statistics match that experience.	1 hour	2 hours 30 minutes
2	<u>Week 2</u>		
	Discussion: Marijuana – Participants will learn about the most widely used illicit substance among youth. They will learn the stats and effects. Participants will discuss why they believe the numbers are so high, and how they have seen its effect in their schools.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Opioids and Prescription Drugs – Participants will learn what substances count in this category, and why they are often lumped together. They will discuss whether they believe there ought to be more of a distinction between the two, and strategies for combatting use.	1 hour	2 hours 30 minutes
	Discussion: Substance Use in the LGBTQ Youth Community – Participants will learn about how substance use disproportionately affects the LGBTQ population and why they tend to be more susceptible to use. Participants will discuss additional reasons they think the LGBTQ community is targeted, as well as strategies for ensuring the LGBTQ students in their schools have adequate supports to not use substances.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: How to Spot Substance Use and How to Help – Participants will learn about the	1 hour	2 hours 30 minutes

	traditional warning signs that adolescents are using substances. They will also learn about strategies for approaching these students to get them help. Participants will discuss their own experiences, as well as their evaluation of how the strategies presented would actually help individual students.		
3	<u>Week 3</u>		
	Discussion: Prevention – Participants will learn about curriculum based and group prevention strategies that have been used to curb adolescent substance use, including the DARE Program. Participants will discuss the programs, and propose their own ideas for how to utilize these programs in their classrooms for maximum impact.	1 hour	2 hours 30 minutes
	Discussion: Harm Reduction – Participants will learn about the harm reduction philosophy, traditionally used with adults, and how it can be used to help adolescents. Participants will discuss how that might look in a classroom, and whether they believe it would be successful in a school setting.	1 hour 30 minutes	2 hours 30 minutes
	Implementation Plan – Participants will conduct research on the available resources for youth in their geographic area who use substances. They will then evaluate the number of available and accessible resources and think critically about how	2 hours	2 hours

	this may be impacting their community and its substance use statistics.		
	Total Class Time	15 hours	30 hours

Coursework

Participants can earn up to 80 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
11 Discussions (5 points each)	55
Final Implementation Plan/Paper	25
Total	80

Grading Scale – Graduate Credit

100-90% (80-72 pts)	A
89-80% (71-64 pts)	B
79-70% (63-56 pts)	C
69-60% (55-46 pts)	D
59%-Below (45-0 pts)	F

Grading Scale - License Renewal Credit

100-80% (80-64 points)	P
79%-Below (<63 points)	NP

Student Requirements

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

Discussion Forums (55 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1

	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25