Substance Use and Abuse: Supporting Students in Making Healthy Choices

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.

Lessons 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.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Identify the statistics of how substance use effects 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
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

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.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	**Introductions and Overview:** 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!	0.2 Hours
2	What is Drug Abuse? – Participants will learn exactly what the difference between drugs, substances, use, and abuse are. They will reflect on their preconceptions of each prior to coming into the course versus their new understanding.	0.85 Hours
3	Substance Use Among Youth – Participants will learn about the actual statistics surrounding current substance use among adolescents. Participants will reflect on these numbers as well as how this is either surprising or not, given their own experiences with their students.	0.85 Hours

4	**Tobacco** – Participants will learn about the prevalence of tobacco use among students and how it effects youth. They will reflect on why they believe use of tobacco is so prevalent as well as their own ideas for reducing tobacco use.	0.85 Hours
5	**Alcohol** – Participants will learn about both the statistics and effects of alcohol use in adolescents. Participants will reflect on their own experiences working as educators and whether the statistics match that experience.	0.85 Hours
6	**Marijuana** – Participants will learn about the most widely used illicit substance among youth. They will learn the stats and effects. Participants will reflect why they believe the numbers are so high, and how they have seen its effect in their schools.	0.85 Hours
7	**Opioids and Prescription Drugs** – Participants will learn what substances count in this category, and why they are often lumped together. They will reflect on whether they believe there ought to be more of a distinction between the two and strategies for combatting use.	0.85 Hours
8	**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 reflect on the programs and propose their own ideas for how to utilize these programs in their classrooms for maximum impact.	0.85 Hours
9	**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.	0.85 Hours
10	**Course Reflection:** In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	**Implementation Plan:** For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	TOTAL HOURS	10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

1. **Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
2. **Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

3. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	*Engage:* Lesson hooks audience and introduces lesson effectively.	5
	Explore and Explain: Lesson actively engages participants in learning new material using best practices.	5
	Evaluate: Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

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 email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.