



Tobacco Education and Prevention: Youth Activism at the Local Level

Number of Credits: 1*

Course Instructors: Mark Busch and Dana VanRenterghem

Course Description:

Today, more than 600,000 middle school students and 3 million high school students smoke cigarettes. Nearly 9 out of 10 smokers started smoking by age 18, and 99% started by age 26. Tobacco use by youth and young adults causes both immediate and long-term damage. One of the most serious health effects is nicotine addiction, which prolongs tobacco use and can lead to severe health consequences. The younger youth are when they start using tobacco, the more likely they'll be addicted. This course analyzes youth initiation of tobacco products and how to effectively prevent initiation utilizing Best Practices for Comprehensive Tobacco Control Programs.

This course will examine new tobacco products and the challenges that come with them. Rates of smokeless tobacco use are no longer declining, and they appear to be increasing among some groups. Use of multiple tobacco products—including cigarettes, cigars, and smokeless tobacco—is common among young people. Cigars, especially cigarette-sized cigars, are popular with youth. One out of five high school males smoke cigars and cigar use appears to be increasing among other groups. By exploring the challenges that come with new products, participants will understand and be able to identify new products as well as develop strategies to prevent youth initiation of new products.

Activities in this course will include discussions on new tobacco products, prevention at the local level and how youth and adults can work together to prevent initiation of tobacco products and encourage cessation among the tobacco user, then end with information and resources for practicing educators, parents and counselors.

Learning Objectives:

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

- Understand, analyze and explain the social issues of tobacco usage in schools and society at large
- Develop techniques and resources for tobacco prevention, specifically among LGBTQ and other populations at risk for tobacco 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 log in 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 "Attachment" option.
- You may work collaboratively and submit similar responses on all assignments except the Implementation Paper, which must be individually authored.

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 List/Timeline

This assignment list with estimated times for completion is meant to serve as a helpful checklist for you as a learner in completing all the assignments! This is a recommended amount of time to review all articles, webinars, videos, and other materials associated with each assignment. You may take longer or shorter to complete each assignment and times are only estimates based on past learners experiences.

| Week | Topic/Activity | In Class | Out of Class |
|----------|--|----------------------|--------------|
| | Getting to Know the Class; Additional Readings: 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! | | 3 hours |
| 1 | <u>Tobacco Seuss: Snuff, Snus, Shisha, Bidis, and Cigars</u> | | |
| | Discussion: Introductions | 1 hour 30 minutes | 3 hours |
| | Discussion: What is Tobacco and why is it Addictive? | 1 hour 30 minutes | 3 hours |
| | Discussion: Brief History of Tobacco Prevention & Cessation | 1 hour 30 minutes | 3 hours |
| 2 | <u>Marketing to the Masses</u> | | |
| | Discussion: Marketing to LGBTQ Youth | 1 hour 30 minutes | 3 hours |
| | Discussion: Marketing to People of Color | 1 hour | 3 hours |

| | | | |
|----------|---|----------------------|-----------------|
| | | 30 minutes | |
| | Discussion: Marketing to Women | 1 hour 30 minutes | 3 hours |
| 3 | <u>Youth Activism</u> | | |
| | Discussion: Youth Programs in Iowa | 1 hour 30 minutes | 3 hours |
| | Discussion: Equal Access Act | 1 hour 30 minutes | 3 hours |
| | Final: Implementation Plan | 3 hours | 3 hours |
| | Total Class Time | 15 hours | 30 hours |

Coursework

Participants can earn up to 65 points total for the course. The following table depicts the breakdown of points possible for the required coursework

| Activity | Points |
|---------------------------------|-----------|
| 8 Discussions (5 points each) | 40 |
| Final Implementation Plan/Paper | 25 |
| Total | 65 |

Grading Scale – Graduate Credit

| | |
|------------------------|---|
| 100-90% (65-59 points) | A |
| 89-80% (58-52 points) | B |
| 79-70% (51-46 points) | C |
| 69-60% (45-36 points) | D |
| 59%-Below (<35 points) | F |

Grading Scale - License Renewal Credit

| | |
|------------------------|----|
| 100-80% (65-52 points) | P |
| 79%-Below (<51 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 (40 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 |