Course Information
Number: HLH 367-601
Credit Hours: 3
Semester/Year: Fall 2010
Location: Moffett 201
Meeting Time: Mon., Wed., & Fri. 8:00-8:50

Professor Information
Name: Dr. Alan J. Sofalvi
Phone: 753-2980
Office Location: Moffett 104
Off. Hrs: Wed. 10-12; Tue. & Thu. 1:00-2:30.
Other times by appointment.
E-mail: alan.sofalvi@cortland.edu

Textbooks:


Course Description: Review of literature on health consequences of consumption of drug substances. Formulation, implementation of comprehensive educational programs designed to reduce drug misuse and abuse. (Health Majors only.) (3 cr. hr.)

Resource Bibliography


Course attendance policy:

“It is the policy of the College that regular class attendance is a basic requirement in all courses. However, as long as absences are not excessive, it shall be the students’ performance and not their attendance record which shall determine their course grade. ... Penalties for excessive absences, as determined by the instructor’s policy, shall not exceed one-third of a letter grade per class hour of absence.” (State University of New York College at Cortland, 2010, Academic Policies section, Class Attendance, para. 1 and 2).


http://catalog.cortland.edu/content.php?catoid=12&navoid=805

Each student is permitted three absences: each absence after the third will lead to a lowering of your grade by one level. For example, a student with an average of 85% and four absences will have a grade of B- instead of B. In this example, a student with five absences would have a grade of C+. If you’re ill, you’re not expected to be here. Those absences do not count against you. However, if you’re absent (for whatever reason), do NOT ask me to provide you with the notes for that day’s class. You’ll need to get the notes from a student who was here that day.

Evaluation of student performance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>0-59</td>
</tr>
</tbody>
</table>

The health education competencies below are entry-level competencies only (from The National Commission for Health Education Credentialing, Inc. (2006). *A competency-based framework for health educators*. Whitehill, PA: Author.) Also see the National Commission for Health Education Credentialing website at http://www.nchec.org/aboutnchec/rc.htm

Paper #1 – 25% I B 1, 2, 3, 4; VII B 1, 3

Paper #2 – 25% I B 1, 2; VII A 1, 4

Midterm – 25% I B 1, 2, 3, 4

Final – 25% I B 1, 2, 3, 4; VII B 1, 3, 4, 5
Course objectives: By the end of the course, students will be able to:

1. Identify databases where information about numbers of drug users can be obtained. (VIII A 1-5)

2. Identify trends in the numbers of users of different drugs. (I B 1-4)

3. Describe the effects of different drugs. (I B 1-2)

4. Provide an overview of United States drug laws. (I B 4)

5. Describe the importance of set and setting. (I B 3-4)

6. Identify effective drug education programs. (V A 1)

7. Describe what makes an effective drug education program. (V A 1)

8. Explain the relationship between socio-cultural factors and drug use. (I B 4)

ADA statement: If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen. The phone number is 753-2066. Information regarding your disability will be treated in a confidential manner. Because many accommodations require planning, requests for accommodations should be made as early as possible.

Office of the Dean: Students are encouraged to use the services of the dean’s office.

School of Professional Studies Dean's Office
Dr. John Cottone, Interim Dean
Dr. Eileen Gravani, Associate Dean
Corey Union, Room 307
607-753-2701

This course helps students achieve the Conceptual Framework and Candidate Learning Outcomes in a variety of ways. The Knowledge Base of students improves through learning about a variety of drugs. The awareness of standards increases as the students become aware of standards related to drug education, especially as it relates to abstinence education. The diversity standard is addressed through increasing the need for respect of people with a variety of disabilities.
<table>
<thead>
<tr>
<th>Week of*</th>
<th>Topics</th>
<th>Readings Key: *DS Drugs, Society &amp; Human Behavior; TS = Taking Sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30th</td>
<td>Course introduction; Drug use. An overview</td>
<td>Chap. 1 DS</td>
</tr>
<tr>
<td>September 6th</td>
<td>Labor Day Monday (no class); Drug regulations</td>
<td>Cha. 3 DS; Issue 9 TS</td>
</tr>
<tr>
<td>September 13th</td>
<td>Actions of drugs</td>
<td>Chap. 5 DS</td>
</tr>
<tr>
<td>September 20th</td>
<td>CNS Stimulants</td>
<td>Chap. 6 DS</td>
</tr>
<tr>
<td>September 27th</td>
<td>Depressants and Inhalants</td>
<td>Chap. 7 DS</td>
</tr>
<tr>
<td>October 4th</td>
<td>Medication for mental disorders; Review</td>
<td>Chap. 8 DS</td>
</tr>
<tr>
<td>October 11th</td>
<td>Midterm (Monday); NO CLASS WEDNESDAY OR FRIDAY (ASHA/Fall Break)</td>
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<tr>
<td>October 18th</td>
<td>Alcohol</td>
<td>Chapter 9 DS</td>
</tr>
<tr>
<td>October 25th</td>
<td>Tobacco</td>
<td>Chapter 10 DS</td>
</tr>
<tr>
<td>November 1st</td>
<td>Caffeine</td>
<td>Chapter 11 DS</td>
</tr>
<tr>
<td>November 8th</td>
<td>APHA (no class Mon. or Wed.); OTC drugs (Friday)</td>
<td>Chapter 12 DS</td>
</tr>
<tr>
<td>November 15th</td>
<td>Opioids</td>
<td>Chapter 13 DS</td>
</tr>
<tr>
<td>November 22nd</td>
<td>Marijuana (Monday); Thanksgiving Break (no class Wed. or Fri.)</td>
<td>Chapter 15 DS</td>
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<tr>
<td>November 29th</td>
<td>Performance-enhancing drugs</td>
<td>Chapter 16 DS</td>
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<tr>
<td>December 6th</td>
<td>Drug education; Review</td>
<td>Chapter 17 DS</td>
</tr>
</tbody>
</table>

Time permitting, other topics will be discussed. *Note that this schedule is organized by week, not by day. The final exam is scheduled for Thursday, December 16th at 10:30 a.m. and will be given at that time.
Assignments

1. Choose one of the following topics discussed in *Taking Sides*. Summarize the perspectives for each side of the issue in separate sections of the paper. Then, also in a separate section, provide your opinion regarding the issue you’ve chosen.

   In addition to the articles in *Taking Sides*, you may use other references, but are not required to do so. When summarizing each side of the issue, you MUST properly cite any and all references in APA format THROUGHOUT those sections. Failure to do so will have a negative impact on your grade for the assignment and may lead to the case being taken before the College’s Academic Grievance Tribunal.

   Choose one of the following issues:

   Issue 12 – Prescribing Ritalin and other stimulants for use by children

   Issue 17 - Drug testing of students

   Issue 19 – Abstinence as a drug education strategy

   The paper is worth 25% of your grade and is due September 17th. For each day the paper is late, 5 points will be deducted from your grade for the assignment. In addition to the content of the paper, writing style will also have an impact on your grade. Writing style includes (but is not limited to) proper sentence structure and punctuation, correct spelling and grammar, and following APA format. CANDIDATE LEARNING OUTCOMES: Knowledge Base, Diversity, Standards.

2. Identify a universal, selective or indicated drug prevention program. For the program you select, describe each of the following in separate sections of your paper:

   A. A brief history of the program, Include when and where it was developed, and who is credited with developing the program (this could be a person or an organization). Other pertinent historical information should also be included.

   B. The intended audience for the program. Include in this section an estimate of the number of participants in the program and/or indicate how widely the program is used.

   C. The mission, goals and objectives of the program.

   D. The strategies or techniques used to accomplish the mission, goals and objectives.

   E. The effectiveness of the program. In this section you need to cite evaluation data obtained from articles in the health education or medical education literature. This information can be SUPPLEMENTED by information from the program’s website, but only supplemented. Wikipedia is not appropriate for any citations in this assignment; that includes the other sections as well as Section E.
F. Your opinion of the program. In this section you need to identify what you see as strengths and weaknesses of the program. Also include your thoughts regarding how the program could be improved.

References must be properly cited (in APA format) throughout sections A through E. Regarding section F, if you use information or material from a source to reinforce your opinion, a reference should be cited there as well.

Make sure you critique a program in its entirety: don’t critique one lesson plan (for example) and assume you’ve done what’s necessary for the assignment. For example, you’ll need to review the lesson plans, the materials used during the lessons, teacher’s guides, etc. The materials that need to be reviewed will vary from program to program, but be sure to review the entire program. Give me the name of the program you intend to describe for this assignment by October 22nd.

Use the following sites to see a list of programs. These sites list programs and provide a brief description of them. However, the limited information on these sites will not be enough for you to complete the assignment. You’ll have to use additional sources. This site was active as of July 12, 2010. You may be able to use a program for the paper other than those listed on this site, but I MUST approve it. Again, the deadline for telling me the program you’ve chosen is October 22nd. I will not approve changes of your choice after November 5th.

http://www.drugabuse.gov/Prevention/examples.html

The paper is worth 25% of your grade and is due November 19th. For each day a paper is late, 5 points will be deducted from your grade for the assignment. In addition to the content of the paper, writing style will also have an impact on your grade. Writing style includes (but is not limited to) proper sentence structure and punctuation, correct spelling and grammar, and following APA format. References in the health education literature or medical literature should be cited in your paper. Don’t just use the agency website when obtaining information about the program you’ve chosen.

You MUST properly cite any and all references in APA format THROUGHOUT those sections. Failure to do so will have a negative impact on your grade for the assignment and may lead to the case being taken before the College’s Academic Grievance Tribunal.

. CANDIDATE LEARNING OUTCOMES: Knowledge Base, Diversity, Standards, Assessment.

The following is based on Chapter 340 of the SUNY Cortland handbook (http://www.cortland.edu/handbook/handbook.pdf) and relates to academic honesty. You may not submit the same paper for different classes (this leads to automatic failure for that assignment and/or the course); you are expected to properly cite references, following APA format; buying or taking a paper from another source, such as a student who has taken the course previously or other sources (this leads to automatic failure for the assignment and/or the course). Other examples of unacceptable academic behavior are described in Chapter 340 of the college handbook and will be dealt with appropriately. In addition to the penalties
mentioned above, there exists the possibility of bringing the matter to the College’s Academic Grievance Tribunal.