

Course Syllabus

Department : Physical & Health Education
Course Title : Drug Use & Abuse
Section Name : 12MW.PHED-1346.X1WB **Day:** WEB **Time:** WEB
Start Date : 12/18/2012
End Date : 01/08/2012
Modality : WEB

Credits : 3

Instructor Information

Name : Jon Staton
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Course Description

This course provides instruction in the current use and abuse of drugs in today's society. Emphasis is placed on physiological, sociological and psychological factors involved in the use and abuse of drugs. This course also will include instruction in the personal, legal and societal consequences of substance abuse.

Prerequisites/Corequisites

None

ICO's

1, 4, 5, 6

Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Explain how drug use is affected by biological, genetic, and pharmacological factors as well as cultural, social, and contextual factors.
 - B. List and briefly describe the four sociological theories broadly known as social influence theories.
 - C. Identify **and** briefly discuss the relevance of major Drug Legislation in our society.
 - D. Distinguish and be able discuss roles of various components within: nervous system, endocrine system, sympathetic nervous system, parasympathetic nervous system.
 - E. Explain why the dosage of a drug may affect individuals differently.
 - F. Identify the primary drugs used for CNS Depressant effects.
 - G. Discuss how prolonged use of alcohol may have adverse effects on the following: brain and nervous system, liver, digestive system, blood, cardiovascular system, sexual organs, endocrine system, kidneys, and how it possibly leads to mental disorders as well as damage to a fetus.
 - H. List and discuss at least three scientific reasons why the effects of alcohol consumption differ between women and men.
 - I. Describe the principal pharmacological effects of narcotics, their biological targets, their main therapeutic uses, and the major side effects for each.
 - J. Discuss the major effects on the brain and nervous system, cardiovascular system, endocrine system for various types of stimulants.
 - K. Describe the social and economical effects of tobacco in the United States.
 - L. Outline how psychedelic, stimulant, and anticholinergic effects are expressed in the three principal types of hallucinogens.
 - M. List and explain the potential effects marijuana use has on the body.
 - N. Explain how the use of OTC drugs, Inhalants, and Prescription drugs has changed in our society in the last 30 years. Give reasons as to why the change has occurred.
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COURSE UPDATES

The **student is responsible** for checking the syllabus online, announcements, assignments, discussions, exams on blackboard **daily**. *Please be sure to log into Blackboard every day.*

Required Readings/Materials

a) You must purchase the following *required* readings/materials:

Hanson, Venturelli, & Fleckenstein. **Drugs and Society, 11th Edition.** Jones & Bartlett Publishing.
ISBN: 978-1-4496-1369-3

b) You are encouraged to buy the following *optional* books/materials: None

Course Requirements (Lectures, Assignments and Assessments)

Throughout a combination of written exams, assignments, participation and the final exam, your ability to meet the course objectives will be evaluated. **Remember this is tentative!!**

Written Exams (3) 620 points

Discussion 20 points

Topic Overview:

Summary of Assignments & Activities

Item (Name)	Type	Description	Tentative Due Date
Week 1	Introduction Assignment Assignment <i>Exam</i> <i>Exam</i>	<i>Read Syllabi – Do Discussion Question</i> <i>Read Chapter 1&2</i> <i>Read Chapters 3 & 4</i> <i>Exam on Chapters 1 & 2</i> <i>Exam on Chapters 3 & 4</i>	12/25/2012
Week 2	Assignment Assignment <i>Exam</i> <i>Exam</i>	<i>Read Chapters 7 & 8</i> <i>Read Chapters 9 & 10</i> <i>Exam on Chapters 7 & 8</i> <i>Exam on Chapters 9 & 10</i>	1/01/2012
Week 3	Assignment Assignment <i>Exam</i> <i>Exam</i>	<i>Read Chapters 11 & 12</i> <i>Read Chapters 13 & 14</i> <i>Exam on Chapters 11 & 12</i> <i>Exam on Chapters 13 & 14</i>	1/08/2012
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

Grading Policy

Final grades will be determined according to the following point system:

TOTALPOINTS POSSIBLE:

900 - 1000 =A (90-100% of points possible)

800 - 899 =B (80 - 89% of points possible)

700 - 799 =C (70 -79% of points possible)

600 - 699 =D (60 -69% of points possible)

0 - 599 =F (0 -59% of points possible)

THIS IS A SELF-PACED COURSE! You should use self-discipline to be efficient with this class, pay attention to the calendar, and take notes over the material.

It is important that you log-on to Blackboard every week - it is expected. **You will receive an absence for each week that you do not access the course online. Your final grade will be dropped 1 letter grade after each consecutive 3 absences** You should expect that each absence will adversely affect your course grade. The only excused absences that I will accept are college-sponsored activities and medical emergencies (must show proof). It is your responsibility to complete assignments by the scheduled date.

Assignments: Material is presented primarily from reading assignments on the chapters of the text. All assignments posted in the course are expected to be completed and submitted in the assignment response box. **DO NOT send** as an attachment. **Do not email assignments to my email address. All assignments must be submitted on Blackboard.** This will allow for the student and instructor to see if the assignment was posted and for viewing of instructor comments.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian "](#) service provide additional help.

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free Wi-Fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Student Success Discount

10% Discount: Upon completion of 30 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 10% tuition discount on future registrations until reaching 45 credit hours.

20% Discount: Upon completion of 45 credit hours of college-level courses with a 2.0 GPA, students are eligible for a 20% tuition discount on future registrations until reaching 60 credit hours.