

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Spring 2009

Public Health 3003

Fundamentals of Drug and
Alcohol Abuse

Course syllabus

Tuesday & Thursday 12:20-1:10

Phillips Wangenstein Building 2-470

2 Credits

INSTRUCTOR INFORMATION:

Dana Farley, MA, adjunct instructor, Division of Epidemiology and Community Health;
Associate Program Director, Public Health and Communications, Boynton Health Service.

Addresses:

Instructor's office: W235 Boynton Health Service

Phone:

Instructor: 612-625-5917 *Fax:* 612-625-2925

Office Hours: Monday, Tuesday, Wednesday 1:10-2:00 PM; Thursday 11:00 AM – Noon

Additional appointment times can be arranged by calling or sending an email to the instructor.

E-mail: dfarley@bhs.umn.edu

TEACHING ASSISTANT:

The TA for this course is Lindsey Merritt. You may contact her in person, by phone, or by e-mail.

Office: Moos Tower, 1-322 **Phone:** (612) 625-9407

E-mail: pubh3003@epi.umn.edu

Office Hours: Tuesday 11:30 AM-12:00 PM, Wednesday 2:30 PM –3:00 PM and
Thursday 11:30 AM -12:00 PM and Thursday 1:20 PM – 3:30 PM or by appointment

After Thursday, April 30, Lindsey will no longer hold her scheduled office hours

Note: Administrative and registration problems can be resolved by speaking to the TA.
Academic matters are best handled by the instructor.

COURSE WEBSITE:

Accessing the Site:

We recommend that users go to <http://myu.umn.edu> (the university MyU Portal) to access all Vista sites.

1. Go to <http://myu.umn.edu>
2. Click the "Click here to Sign-In" link at the upper left
3. Log in with your UMN Internet ID and password. If you don't know this information, call the technology helpline (612) 301-4357 or 1-HELP on campus).
4. Click the [myU Space](#) link
5. The course will be listed under WebCT Vista B. Click on the link to your course.

Logging In and Browser Configuration:

If you have not logged into myu.umn.edu before, you may not see your section immediately. Click on the WebCT Vista link (the professor in mortar hat and gown) and the link will take you to Vista and your sites. If you have problems accessing the website or logging in, it may be due your browser's configuration. You can fix this by going to <http://vista.umn.edu> and selecting "Check Browser." The browser check will ensure your browser is configured so that the application will be available to you. If your browser is not properly configured, the "Other Resources" option at the bottom of this window offers step-by-step instructions to properly configure your browser. You also want to be sure that your browser allows pop-ups.

Internet and WebVista Help:

- * Students can contact the Technology helpline at 612-301-4357 (1-HELP on campus) for help with internet and WebVista access problems
- * Browser Set-up - <http://webvista.umn.edu/browser/>
- * Student Support - <http://webvista.umn.edu/students/>

E-mail:

We will use your University e-mail address to notify you of important announcements such as examinations and forced cancellation of classes due to weather. If you use a different e-mail address than the University has assigned, please go to: <https://www.umn.edu/validate> and forward your University e-mail account to the one you are using. You can also get to this site via: www.onestop.umn.edu

Syllabus URL: <http://www.epi.umn.edu/students/syllabi.shtm>

COURSE DESCRIPTION:

Introduction to scientific, socio-cultural, and attitudinal aspects of alcohol and drug problems; emphasis on role of education in health conservation and drug abuse.

PREQUISITES:

There are no prerequisites for this course.

EDUCATIONAL OBJECTIVES:

The basic objectives of this course — indeed of all courses and of the University itself are engraved in stone over Northrop Auditorium. Glance at them from time to time. The instructors of this course take them seriously and have designed the lectures and examinations to meet these objectives. In a more practical sense, we can identify three major educational objectives:

1. To understand the impact of alcohol, tobacco, and other drug use and abuse, both legal and illegal, on history, cultures, religion, and a community's sense of values — even politics, law, and community.
2. To understand enough about the physiological, psychological, social, and economic effects of drugs on oneself and others to be able to communicate intelligently about drug use and abuse.
3. To understand enough about alcohol, tobacco, and other drug resources including information, people, and places for the purpose of making informed and responsible decisions.

CREDITS AND WORKLOAD EXPECTATIONS

Public Health Course Credits:

Public Health 3003 (i.e., the class described by this syllabus) is a two (2) credit course meeting on Tuesdays and Thursdays for Education students and for others interested in a basic chemical health course. This course can be used to fulfill the Drug Abuse requirements designated as necessary for teacher certification by the Minnesota Department of Education.

Public Health 3001 is a two (2) credit course, which will meet on Mondays and Wednesdays.

Public Health 3004 is a four (4) credit course, which will meet M, T, W, Th.

Note: Only those students who went through the computerized registration or who obtain official certification of late registration will be listed on the instructor's class-roll. Others will receive no grade! Please make certain that you have registered for the correct section! If you have registered for PubH 3001 and PubH 3003 separately, please notify the TA before an exam.

Workload:

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a two credit course that meets for two hours a week should expect to spend an additional four hours a week on coursework outside the classroom. Language from Senate policies on grading standards and workload expectations can be found at <http://www1.umn.edu/usenate/policies/grades&acadwork.html>.

GRADING

University Grading Standards:

It is suggested that students be familiar with "Grading Policies and Practices" found at <http://www1.umn.edu/usenate/policies/gradingpolicy.html>.

This course uses the following guidelines in assigning grades, in accordance with the University Senate policies on grading standards:

- A - achievement that is outstanding relative to the level necessary to meet course requirements.
- B - achievement that is significantly above the level necessary to meet course requirements.
- C - achievement that meets the course requirements in every respect.
- D - achievement that is worthy of credit even though it fails to meet course requirements.
- S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).
- F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
- I (Incomplete) – A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If the instructor deems an incomplete appropriate, the student, in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college).

Grading Basis:

Grades for PubH 3003 will be given either under the A/F or the S/N option. In general, an “S” is awarded automatically to anyone doing “A,” “B,” or “C”. Academic work equivalent to a “D” and below will earn an “N”.

It is your responsibility to see that the grading basis you choose is compatible with your career goals and your college requirements. Consult with your advisor about the appropriate grading basis.

Changing Grading Basis:

No changes can be made after Monday, February 2. For more information regarding the university’s grade base change deadlines for Spring 2009, go to

http://www.onestop.umn.edu/onestop/Grades_Transcripts/GradesFAQ.html.

Withdrawing from the Course:

Students may withdraw from the course through the second week of the term (**Monday, February 2**) without college permission; no “W” will appear on the transcript. After the second week of the term, students are required to follow the procedures of their college. For

more information regarding the university's refund and add/drop deadlines for Spring 2009, go to <http://onestop.umn.edu/onestop/Calendar.html>

Grading Percentages:

This course will be graded on a curve if necessary; however, the scores are traditionally high enough so that no curve is needed. If history repeats itself this semester, you can expect the grade lines to be drawn as follows:

100 - 92% = A; 91 - 90% = A-;
89 - 88% = B+; 87 - 82% = B; 81 - 80% = B-;
79 - 78% = C+; 77 - 72% = C; 71 - 70% = C-;
69 - 68% = D+; 67 - 60% = D,
59% and lower = F

Note: Requests for information regarding grades or test scores should be made in person during TA office hours or by appointment. Grade information will not be disclosed via e-mail or by phone.

Grade Changes:

Once a final course grade is submitted, grade changes will be made only if:

1. The student successfully argues points on the exams.
2. There has been a computational error.

Course Evaluation: Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

EXAMS

Midterm 1:

Tuesday February 24. The test will consist of 40 questions (multiple choice) and will be worth 25% of your final grade. The test will cover all of the information presented in lecture and in the text from Tuesday, September 2 – Tuesday, September 30. A study guide for the test will be distributed in class on Tuesday, September 30. There will be a review session for the midterm. The date, time, and location for this session will be announced in class.

Midterm 2:

Tuesday, April 7. The test will consist of 40 questions (multiple choice) and will be worth 25% of your final grade. The test will cover all of the information presented in lecture and in the text from Thursday, October 2 – Tuesday, November 4. A study guide for the test will be distributed in class on Tuesday, November 4. There will be a review session for the midterm. The date, time, and location for this session will be announced in class.

Final Exam:

Monday, May 11, 6:30-9:30 pm. The location of the final exam will be announced during the last week of class. It is your responsibility to be at the right place at the right time for the exam. The test will consist of 75 questions (multiple choice) and will be worth 35% of your final grade.

MAKE-UP OF MISSED EXAMS POLICIES AND PROCEDURES

If you are prevented by illness or other emergency from taking an exam at a regularly scheduled time, please (1) if possible, notify the TA by phone or email before the start of the exam and (2) talk to the TA as soon as possible after returning to schedule a make-up exam.

Note: An alternate final exam will not be offered unless at least one of the following criteria is met:

- 1) Student has three or more exams scheduled within a 24-hour period.
- 2) Student has two or more exams scheduled for the same time on the same day.

*Alternative finals are usually given prior to the regularly scheduled exam.

If you find yourself in one of the above situations, you must provide your TA with documented proof (i.e. syllabi, or instructor letter or email) of your conflict(s) no later than two full weeks before the scheduled final exam. If you have any other final exam conflict, you must talk with the TA as soon as possible – no later than two full weeks before the regularly scheduled final exam.

REVIEWING PAST EXAMS

If you wish to view your midterm exams prior to the final exam, you must do so no later than **Thursday, April 30. NO EXCEPTIONS!** You may take notes on your past exams, but it is not acceptable to write down the Question verbatim.

ASSIGNMENTS

Assignment 1 - BAC

Due Date: Thursday, February 5

Percentage of Grade: 5%

Assignment Description: Directions are posted on the course calendar (found on the course website) under the due date. Bring the assignment to class on Sept 16. Answers may be hand-written or typed in and printed out.

Assignment 2 – Sources and analyzing an ATOD issue

Due Date: Thursday, March 26

Note: Papers must submitted at the beginning of class. In addition to turning in a hard copy on the due date, you must submit an electronic copy in the assignment drop box on the course website. Instructions for submitting your paper will be discussed in class.

Percentage of Grade: 10%

Assignment Description: An outline of the assignment is included on pages 25-6 of this syllabus. It will also be posted on the course calendar (found on the course website) under the due date.

***** Late Assignments:** Any late assignments/papers must be hand delivered to the TA or instructor. One point will be deducted for each calendar day the assignment is late.

EXTRA CREDIT

Students can choose **one of six** extra credit options to submit for **up to three** extra credit points. All extra credit must be submitted no later than **Thursday, April 30**. Details are provided on pages at the end of this syllabus and on the course website. Please contact the TA with any Question regarding extra credit.

ATTENDANCE

Students are strongly encouraged to attend every lecture. Dependence on the reading assignments alone, on other student's lecture notes, or on lecture notes from past years usually has negative consequences.

Spring Semester usually marks the end of the annual cold and flu season. In consideration of your fellow students and the faculty, if you are ill, please do not attend class. You should contact the TA for information about catching up on any missed material.

STUDENT ACADEMIC INTEGRITY AND SCHOLASTIC DISHONESTY

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; the presentation of another's writing or ideas as your own; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course that have already been submitted for other courses, unless by prior agreement with

the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

The following is a statement on scholastic dishonesty and plagiarism:

“Students are responsible for knowing the University of Minnesota Board of Regents’ policy on student conduct and scholastic dishonesty;

<http://www1.umn.edu/regents/policies/academic/StudentConductCode.html>.

Scholastic dishonesty as defined in the policy and will be reported to the Office of Student Judicial Affairs; <http://www.sja.umn.edu/>, and may result in a grade of “F” or “N” for the entire course. For information regarding the procedures regarding academic integrity, please visit <http://www.osai.umn.edu/>.

If you have any questions regarding the expectations for a specific assignment or exam, ask!

TEXTS AND READING ASSIGNMENTS

Following are the official texts for PubH 3003:

Kuhn, Cynthia, Scott Swartzwelder, and Wilkie Wilson, *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy -Third Edition*. New York: W. W. Norton & Co., 2008, 3rd. Edition. Paperback, ISBN: 0-393-32493-1

Wilson, Hugh T, *Annual Edition: Drugs, Society, and Behavior 08/09*, Wilson, HT: McGraw-Hill/Dushkin, 2009. Paperback, ISBN: 0-07-339742-3

The textbook can be found at the UMN Bookstore located in Coffman Union. If you cannot find the textbook in the normal academic section, try the Health Science section. A text book will also be put on reserve in the Bio-Medical Library.

Note: In addition to the assigned reading in the text, all students will be expected to be knowledgeable about CURRENT EVENTS AND DEVELOPMENTS in alcohol and drug abuse. This can be accomplished by reading and understanding current newspapers and news magazines, and/or following news broadcasts and health-related documentaries on television. The examinations will include questions dealing with current alcohol and drug issues and developments that are discussed in class.

SLIDE OUTLINES

The lectures will have Powerpoint slide outlines available on the website before class. The instructor may update slides up to the time of the lecture. **The slides should be used as a note-taking guide**, as some important information may be omitted from the slides. **Simply downloading the slide outlines will not take the place of class attendance!**

STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of the semester. All discussions will remain confidential. For

further information, contact the University of Minnesota Services website at <http://ds.umn.edu> or call 612/626-1333 (V/TTY).

Please contact the TA at least **two weeks** prior to any examinations if you will need accommodations. Students wanting printed documents in an alternative form should contact the Disability Services office.

ESL STUDENTS

Students who experience any difficulties in mastering course content due to English as a second language may arrange for alternative testing such as essay exams or more time on multiple choice exams. Please contact the TA in the course at least two weeks before taking examinations if you wish to discuss this option.

STUDENTS MAKING UP INCOMPLETES, RETAKING THE CLASS, AND NAME CHANGES

Incompletes: Students making up incompletes from previous terms should notify the TA early in the semester.

Retaking the Class: If you are retaking this course to improve a previous grade you should contact the instructor to develop a study plan before the end of the second week of class.

Name Changes: If you change your name during the semester, please inform the TA so that you may receive a grade.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu

LECTURE SCHEDULE SPRING 2009

This is a tentative course schedule listing the subjects to be covered during the lectures as well as the reading assignments. This schedule will be followed as closely as practicable. However, it is subject to change.

Tuesday, January 20

Introduction to Drug Use I: Context of the Course

Objective: Student will be able to describe the three underlying frameworks of the course, list five reasons why this course fits a public health model, and discuss six basic assumptions regarding alcohol and drugs inherent in this course.

Reading: *Buzzed*, Introduction
Annual Editions, preface pages 1, 2

Thursday, January 22

Introduction to Drug Use II: Measuring drug use and Spectrum of Drug Use

Objective: Student will be able to list common sources of measuring drug use, and describe the strengths and weakness of the information, be able to identify trends in use, and be able to describe stages of drug involvement on a spectrum model.

Reading: *Annual Editions*, Article 4, 9

Tuesday, January 27

Introduction to Drug Use III: Sources, and Quality of Information

Objective: The students will be able to categorize sources of information; give examples of correlations, causations, retrospective studies, and prospective studies; and cite four basic errors in research.

Reading: posted on calendar

Thursday, January 29

Introduction to Drug Use IV: Brain Basics and Pharmacology

Objective: Students will gain a basic understanding of pharmacology as well as be able to differentiate between the pharmacological characteristics of stimulants, depressants, hallucinogens, and marijuana.

Reading: *Buzzed*, Chapter 4, Chapter 10, Chapter 12, Chapter 14; *Annual Editions*, Article 16

Tuesday, February 3

Introduction to Drug Use IV: Brain Basics and Pharmacology (continued)

Thursday, February 5

ASSIGNMENT 1 (BAC WORKSHEET) DUE TODAY

Why Do People Take Drugs? Psychology of Intoxication

Objective: The student will be able to discuss a model of intoxication, give examples of non-chemical ways people achieve states of intoxication, and relate this model to prevention and treatment activities.

Reading: *Buzzed*, Chapter 13
Annual Editions, Articles 3, 17

Tuesday, February 10

Why Do People Take drugs? Mystification, marketing and other forces.

Objective: The student will be able to explain “mystification” as it relates to this course, discuss causes of mystification and suggest five solutions to the problem.

Reading: *Buzzed*, Chapter 5
Reading: *Annual Editions*, Article 1, 31, 46

Thursday, February 12

Historical Aspects of Drugs I: Why are some drugs wide spread and legal? The Big Three - Alcohol, Tobacco and Caffeine

Objective: Students will be able to illustrate six general principles of historical drug use by using examples involving alcohol, tobacco and caffeine.

Reading: *Buzzed*, Chapter 1; Chapter 2; *Annual Editions*, Article 1. 7, 13

Tuesday, February 17

Historical Aspects of Drugs II: Why some drugs were legal and are now illegal? Opium, Marijuana, and Coca

Objective: Students will be able to illustrate six general principles of historical drug use by using examples involving opium, marijuana, and cocaine.

Reading: *Buzzed*, Chapter 7, Chapter 9; *Annual Editions*, Article 16,

Thursday, February 19

Historical Aspects of Drugs III: The Pharmacological Revolution: Depressants, Stimulants and, Hallucinogens

Objective: Students will be able to illustrate six general principles of historical drug use by using examples involving depressants, stimulants, and hallucinogens.

Reading: *Buzzed*, Chapter 4; *Annual Editions*, Articles 27, 43

Tuesday, February 24

Drug exam I: Please bring #2 pencil and your student ID.

Thursday, February 26

Prevention I: Informal Social Controls, Personal Prevention, and Mortality in College

Objective: Students will be able to differentiate between formal and informal social controls and give examples of each as well as personal prevention strategies. Students will be able to identify common denominators in college population mortality and also present harm reduction strategies for this population.

Readings: *Annual Editions* 23, 32, 38

Tuesday, March 3

Prevention II: DWI

Objective: The student will become familiar with a public health approach to DWI including data, prevention, and safety. The student will be able to briefly describe Dram Shop Act, DWI Legislation and Drinking Age Legislation.

Reading: *Annual Editions*, Articles 26

Thursday, March 5

Prevention III: Drugs and Legal Enforcement Strategies (Guest Speaker Mark Karon)

Objective: The student will be able to briefly describe English Common Law, discuss confidential relationships, describe Minor Consent Act, Uniform Controlled Substance Act, Good Samaritan Act, understand the reasons for drug testing, possible uses of drug test information, limitations, and ethical concerns of drug testing.

Reading: *Annual Editions*, Article 39, 40, 41, 42,

Tuesday, March 10

Prevention IV: Drugs and Birth Defects

Objective: The student will be able to identify drugs that cause birth defects, describe fetal alcohol spectrum disorder, and cite evidence regarding crack/cocaine, LSD, and marijuana and birth defects.

Reading: *Annual Editions*, Articles 34, 35

Thursday, March 12

Prevention V: Tobacco and Tobacco Control

Objective: The student will be able to discuss the history of tobacco use, describe current use patterns, identify major health effects, and describe programs of smoking prevention/cessation.

Reading: *Buzzed*, Chapter 8; *Annual Editions*, Articles 46, 49

March 16-20 No Classes - Spring Break – Don't forget to pack your textbook ☺

Tuesday, March 24

Prevention VI: Social Factors, Community, Schools

Objective: The student will be able to describe a major goal of prevention programs, describe a model of three levels of prevention and apply that model to community or school programs, and list community prevention strategies.

Reading: *Buzzed*, Chapter 11; *Annual Editions*, Article 2, 47, 48, 50; Review article posted on calendar

Thursday, March 26

Drug Assignment 2 (Sources and analyzing an ATOD issue) DUE TODAY

Prevention VII: Harm Reduction Theory

Objective: The student will be able to name the main components of harm reduction theory and describe their relationship to drug and alcohol policies.

Articles Posted on the Calendar:

“Addicts Learn to Save Others From Death” by Daniel Costello, *LA Times* October 31, 2005

“SF Mulls Safe Haven For Shooting Up”, Oct. 19, 2007 CBS News

“City to Spend \$650,000 on Needle Exchange Programs” By David Nakamura *Washington Post*, January 3, 2008

Tuesday, March 31

Prevention VIII: Popular Drug Culture

Objective: The student will be able to discuss use patterns, potential risks, and harm reduction principles for Ecstasy, GHB, and Ketamine.

Reading: *Buzzed*, Chapter 3; *Annual Editions*, Article 25,

Thursday, April 2

Prevention IX: Alcohol, Drugs, Sexuality and Drug Facilitated Rape

Objective: The student will be able to describe the impact of intoxication on decision-making, communication, and possible impacts on sexuality and sexual behavior.

Reading: *Annual Editions*, Article 37

Tuesday, April 7

Drug exam II: Please bring: #2 pencil and your student ID.

Government Policy and the Global Drug War

Objective: The student will be able to identify current and past government policies toward licit and illicit drugs and describe their components and consequences.

Reading: *Annual Editions*, Articles 20, 21, 22, 44, 45

Thursday, April 9

Drugs and Crime

Objective: The student will be able to describe the relationship of different types of crime with drug use, manufacturing and distribution. Also, describe the relationship and impact of drug use and drug control strategies on the justice system.

Reading: *Annual Editions*, Articles 33, 54

Tuesday, April 14

Drug Testing, Medical Marijuana, and 21 drinking age

Objective: The student will be able to identify current and past government policies toward specific issues.

Reading: To be determined.

Thursday, April 16

Chemical Dependency I: Overview and Sizing Up Alcohol and Drug Use

Objective: The student will be able to identify theories of chemical dependency, define chemical dependency, and identify “warning signs” of chemical dependency.

Reading: *Buzzed*, Chapter 15; *Annual Editions*, Article 11, 14, 4

Tuesday, April 21

Chemical Dependency II: Assessment in College Populations (Mary Roske-Groth)

Objective: Students will be able to describe the process of a chemical dependency assessment at Boynton Health Service. Also, student should be able to describe a “history taking” process as it relates to the assessment of chemical problems.

Reading: *Annual Editions*, Article 15,

Thursday, April 23

Chemical Dependency III: Intervention and Treatment:

Objective: The student will be able to describe a model for matching client needs with treatment programs, list components of an intervention, describe a treatment process, and define aftercare.

Reading: *Annual Editions*, Articles 8, 51, 53

Tuesday, April 28

Chemical Dependency IV: Substance Abuse and Mental Health

Objective: The student will be able to describe the epidemiological data of substance abuse and mental health problems, identify how co-morbid disorders may interact, discuss implications for treatment

Reading: *Annual Editions*, Articles 18, 47, 52

Thursday, April 30

Chemical Dependency V: Drug Use and Underserved Populations

Objective: The student will be able to define underserved populations, identify seven groups of people that are underserved, and state why each has chemically dependent needs that are not being met.

Reading: *Buzzed*, Chapter 6; *Annual Editions*, Article 30, 36

Tuesday, May 5

Chemical Dependency VI: Continuing care & Self Help Groups - Panel

Objective: Students will be able to list four characteristics of self help groups and discuss five ways in which social values conflict with recovery values.

Reading: *Annual Editions*, Article 56

Thursday, May 7 -- *In class review session*

FINAL EXAM

Monday May 11, from 6:30-9:30 PM

****Location to be announced during last week of class****

If you have a conflict with this exam, please see page 6 of this syllabus.

Drug Paper Assignment: Sources and analyzing an ATOD issue

Due Date: Thursday, March 26. Paper assignments are due **in class**.

Percentage of Grade: 10% of final grade

Late Assignments: One point will be deducted for each calendar day the assignment is late. All assignments must be hand delivered to either the instructor or TA. There will be no exceptions made for late assignments unless an extension has been arranged with the TA prior to the due date.

Description of Assignment: Choose one of the assigned Annual Editions articles listed in the Lecture Schedule included in the syllabus. Based on information from the lecture on Sources and Quality of Drug Information, critique* two sources of information the chosen article following the outline given below.

Section I. *Summarize the article (3 points)*

1 point Choose an article in *Annual Editions* and briefly describe the main topic that the article discusses.

2 points Summarize the position/argument that the author takes in the article. Is the author arguing in support of something or are they disagreeing with the topic?

Section II. *Identify and critique 2 sources of information from the internet (2 points)*

2 points (1 point per article) Find two PRIMARY articles which either support or refute the position assumed in *Annual Editions*. For each article explain why you decided that it is a primary article, not a secondary or tertiary.

Note: a web site may contain more than one type of information! Apply the source criteria discussed in class Critically evaluate and discuss the accuracy of the information presented in the web site (as compared to material learned in class or from other valid sources), and discuss the validity and believability of the web site based on certain criteria discussed in lecture, such as presence (or absence) of documented research, type of research, and possible errors in research. Use examples to support your reasoning!

Section III. *Compare sources (3 points)*

3 points Briefly summarize the two primary articles that you found. Describe the position that each article takes and compare these positions to the *Annual Editions* article. This should take approximately 4 paragraphs (2 per article). Provide a detailed description of the facts from the internet sources supporting or refuting the main points in the Annual Editions article. What factors may account for the similar or differing viewpoints on the issue?

Section IV. *Personal Opinions* (2 points)

2 points State your viewpoint regarding the issues chosen from the Annual Editions article. What information from your research has influenced your viewpoints on these issues? Give a quality summarization of your opinion/position on the topic.

Format:

Use the outline described above, complete sentences/paragraph form, approximately 4 typed pages, double-spaced, 12 point font. **Please do not attach a cover page or use report binders**; include your name as well as course number and assignment information on the top of the first page of your assignment. **A copy of the first page of each web site must be included.** Attach a bibliography and be sure the names of the web sites, web addresses and access dates are clearly given in a consistent format. Staple all pages in the top left-hand corner. It is expected that students will demonstrate proper use of grammar, spelling, and punctuation throughout their writing.

To receive full credit:

The outline format shown above **must** be used. For full credit you must include all of the elements of this assignment. That includes a **copy of the first page of each web site (2 in all) as well as the name of the web site, web address and access date.** Successful students will illustrate critical thinking in their analysis of the web sites and provide examples to support their reasoning.

***Definition of critique:** (v.) to discuss critically, looking for faults and expressing judgment.

Note: It is assumed that all students are knowledgeable of the University's policy on plagiarism. Please be sure to credit any ideas that are not your own. We do not require a bibliography for this assignment, but if you take information from the lectures, text, or some other source, we expect you to acknowledge that source within the text of your assignment.

Questions?? Please direct all questions regarding this assignment to the TA via email: pubh3003@epi.umn.edu or visit the TA during office hours in 1-322 Moos Tower.

Public Health 3003 Extra Credit

Students can choose **one** extra credit option to submit for **up to three points**. Extra credit points will be added onto the score of your final exam. If you complete your extra credit before the due date, you are encouraged to hand it in early. No late extra credit will be accepted.

Option 1: Observe a DWI and/or Alcohol related case at one of the Judicial Courts in Hennepin County. Write a short paper summarizing your experience. This paper should be no more than two typed pages (double-spaced, 12-point font) and should address the following issues: 1) A description of the case/cases 2) the charge brought against the defendant. 3) the results of the proceeding. 4) something that this experience has taught you. 5) How this experience relates to course material. Please include the date, time, and location of the proceeding. The addresses and time of court proceedings for Hennepin County can be found at

Hennepin County Govt. Ctr. (Division I)
300 South Sixth Street
Minneapolis, MN 55487

Division II (Brookdale)
6125 Shingle Creek Parkway
Brooklyn Center, MN 55430-2181

Division III (Ridgedale)
12601 Ridgedale Drive
Minnetonka, MN 55305-0744

Division IV (Southdale)
Public Safety Facility
401 South Fourth Street
Minneapolis, MN 55401

Option 2: Attend a University Task Force ATOD (Alcohol, Tobacco, and Other Drugs) meeting and write a short paper summarizing your experience. This paper should be no more than two typed pages (double-spaced, 12 point font) and should address the following issues: 1) a description of the program and its purpose, 2) a summary of the issues discussed at the meeting, 3) how the issues discussed at the meeting affect you as a student and how the program is relevant to course material. Please include the date, time, and location of the meeting that you attended. Turn in your paper by **Thursday, December 4** NOTE: The members of the task force ask that you actively participate in the discussion! *Each of these meetings is limited to only four students; you must sign up with the TA at least one week in advance if interested in attending!* Meetings are held from 8:30 AM to 10:30 AM in the Great Room (W120) at Boynton Health Service on the Minneapolis campus and will be listed on the calendar.

Option 3: Attend any Open AA, Ala-anon, Ala-teen, NA, or similar type of meeting and write a short paper summarizing your experience and turn it in to the TA by **Thursday, December 4**. This paper should be no more than two typed pages (double-spaced, 12 point font) and should address the following issues: 1) a description of the program and its purpose, 2) your experience at the meeting – what did you learn, did you feel comfortable? 3) how this experience and the program itself are relevant to course material. Please include the type of meeting that you attended and its location, date, and time. NOTE: These meetings are anonymous! Personal disclosures you hear in these meetings should not be discussed outside the meeting. Please keep your paper focused on your experience and how it relates to this course. Following is a list of websites to assist you in finding a meeting location and time that is compatible with your schedule. Remember it is imperative that you attend an open meeting, attached is a listing of open meetings in the Minneapolis area.

www.aaminneapolis.org/pages/openmeet.htm	952-922-0880
www.aastpaul.org	651-227-5502
www.naminnnesota.org	952-939-3939
www.al-anon-alateen-msp.org	952- 920-3961

**** When attending any of these meeting options, please make sure it is an open meeting ****

Option 4: Web Postings: Because of the size of this class, our in-class discussions are more limited than I'd like. Vista discussion board can be used to extend discussions beyond the classroom – into the “virtual hallway.” All of your online interactions must be professional and observe good “netiquette.” Up to 3 extra credit points will be issued for six (6) quality web postings on the DRUG section. An example of a “quality post” will be posted on the discussion board for your reference. You must make a copy of your 6 posts and turn them in to the TA by **Thursday, April 30**. Here are some ideas:

a. **Post a reflection related to key issues or concepts.** Over the course of the term, the instructor will offer various thoughts for reaction or reflection. Mention a key point or issue that you would like to pursue with discussion outside of class on the Vista discussion board. Compose a thoughtful reflection on a concept or issue presented in lecture, in the readings, or a current news item. This can include an international perspective from your experience or research.

b. **Post a web link to a news story relevant to this class or to a health related website or article,** along with (a) a short summary of the story and (b) a response to the piece that at a minimum draws some sort of analytical connection to the course topics. Simply posting a link to a site and writing “I liked this!” will not count towards extra credit postings.

c. **Post additional information that we were not able to cover in class.** The instructor encourages students to pursue areas of special interest that are related to course material. Students are encouraged to share the health related information or

issues they are interested in, but which we are not able to cover in class due to time constraints. This information may be a more in-depth exploration of an issue or cover new topics.

d. Respond to other students and the instructor on the bulletin board.

Students are encouraged to comment on other students' reflections and reviews and build off of their postings. This is an important component of a discussion board! Such comments should go beyond "great stuff" or "I agree" to reflect comprehension and thoughtful commentary, but don't need to be lengthy. You can support a position, add onto an existing discussion with additional facts, provide a different point of view that includes facts to support your point, or write about an "aha" moment.

Option 5: Letter to the Editor. See the instructor for more details.

Option 6: Volunteer Service Hours. You could volunteer for an organization on campus (such as SNAP or SOBER), or volunteer for an organization that is related to some aspect of substance abuse (please see your instructor with questions regarding appropriate organizations). Complete the Volunteer Experience Form (signed by an official of that organization), and hand it in to your TA by **Thursday, December 4**. You may print the Volunteer Experience Form off of the course website. It will be posted on the calendar option, under the due date. You will receive 1 extra credit point for each 5 hours of volunteering (max 3 points = 15 hours). See the instructor for more details.

***It is recommended that you make and keep a copy of all of your extra credit assignments before you turn them in. This will be your insurance in case there is a discrepancy in points at the end of the semester.**