

PubH 3005/6003 – sections 001, A84

Fundamentals of Alcohol and Drug Abuse for Teacher Education Spring 2009

Credits: 1

Meeting Days, Time & Place: N/A (course is entirely web-based)

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Teaching Assistant (TA): Ellen Orchard

Questions regarding the course content, procedures, day-to-day happenings, etc., should be directed to the teaching assistant.

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Office hours: by appointment

University Email

Individual issues will be addressed via University email. Per FERPA (Family Educational Rights and Privacy Act) regulations, all email communications with you must be done utilizing University-issued student email accounts. To ensure a response from us, send correspondence using your University email account.

We will not respond to emails sent from non-University email accounts. This is to ensure that someone other than yourself will not gain your student data by setting up a non-secure account in your name.

This is to protect your privacy.

You will be responsible for reading emails that we send to your University account. Therefore, you will need to have access to your University student email account and check it frequently. Information on initiating and maintaining your University email account can be found at <https://www.umn.edu/validate>. If you are uncertain about some aspect of your account, please contact the University of Minnesota Academic and Distributed Computer Services help-line either by phone (612-626-4276) or by email to help@umn.edu.

I. Course Description

The course consists of 19 lessons and their respective interactive and audio units on the scientific, socio-

cultural, and attitudinal aspects of alcohol and other drug abuse problems. Special emphasis is placed on the incidence and prevalence of drug and alcohol abuse, as well as on high-risk populations, prevention issues, and interventions. The course is intended primarily for teachers.

II. Course Prerequisites

Credit will not be granted if credit has been received for: PubH 6003, PubH 5023, PubH 5003, PubH 3033, PubH 3032, PubH 3005, PubH 3004, PubH 3003, PubH 3002; prerequisites: Undergrad in agricultural education, business/marketing education, career/technical education, foundations of education, kinesiology/pre-PE, technology education or music education.

III. Course Goals and 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 instructor and TA of this course take them seriously and have designed the lessons, quizzes, and assignments to meet these objectives.

The University of Minnesota. Founded in the faith that men are ennobled by understanding, dedicated to the advancement of learning and the search for truth, devoted to the instruction of youth and the welfare of the state.

Specific lesson objectives are listed at the beginning of each lesson.

IV. Methods of Instruction and Work Expectations

The University expects that for each credit for a regular course, students will spend a minimum of one hour per week in class and two hours per week outside of class reading, studying, completing assignments, etc. PubH 3005/6003 is a one (1) credit course, requiring approximately 45 hours (3 hours per week based on a 15-week semester) of effort.

This is an entirely web-based class. You will not be required to attend any lectures or classroom sessions. All of the lessons, assignments and quizzes for this class are presented via the course website. The course website will be available to registered students on Tuesday, January 20th. On that date, you should visit the course website:

- 1) Go to <http://myu.umn.edu>
- 2) Log in with your UMN Internet ID and password.
- 3) Click the "My Courses" tab OR "myU Space" link.
- 4) Scroll down the "Courses" until you see the link for this course: [PubH 3005 - 6003 - Sections 001 A84 - Spr 2009](#). Click this link to get to the course site.

Your UMN Internet ID is typically the first several letters of your last name followed by several numbers: for example, jone1234. This is the same as your UMN e-mail. You should have chosen a password upon initially accessing your e-mail account.

If you have not logged into myu.umn.edu before, you may not see your section immediately. Click the **WebVista C** link (the professor in mortar hat and gown) and the link will take you to WebVista C and your list of active WebVista C sites.

You'll likely be accessing the WebVista course site from a variety of locations: work, home, or the University campus. **Please check to make sure that your browser is compatible with WebVista** by visiting <http://www.webct.umn.edu/browser/>. A variety of supported browsers for Windows and Mac platforms are available at this site.

If you have tried the above ways to get into the course site but receive a message saying that you've been denied access to the course and telling you to contact your instructor, please send an email to the TA explaining your situation. Please note, you will not have access until January 20th; it is normal to receive this message before this date. If you continue to receive an "access denied" message after January 20th, please contact your TA.

V. Course Text and Readings

There is no required textbook for the course. The suggested text is:

Kuhn, Cynthia, Scott Swartzwelder, and Wilkie Wilson. *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy*. New York: W.W Norton & Co., Revised (3rd) edition, 2008. Paperback; ISBN: 0393329852.

VI. Course Outline/Weekly Schedule

This is not an independent study course; **THERE ARE DUE DATES. All quizzes and assignments are due by 11:55pm on the specified due date (usually Wednesday)**. If you have travel plans or other commitments that conflict with due dates, it is your responsibility to make sure that you complete your quizzes and assignments ahead of time. **Students who do not complete a quiz or assignment by the specified due date will receive a score of 0 for that quiz or assignment. Exceptions may be granted only due to extraordinary circumstances.** If extraordinary circumstances will prevent you from completing a quiz or assignment by the due date, contact the TA prior to the due date to make special arrangements.

Due Date		Point Value & Percent of Final Grade	Modules Covered
Wed, Jan 28	Quiz 0	0 (required)	Module 0
	Assignment 0	0 (required)	Module 0
Wed, Feb 4	Quiz 1	10	Module 1
Wed, Feb 11	Quiz 2	10	Module 2
Wed, Feb 18	Assignment 1	5	N/A
Wed, Feb 25	Quiz 3	10	Module 3
Wed, Mar 4	Quiz 4	10	Module 4
Wed, Mar 11	Assignment 2	5	Lesson 10
Wed, Mar 25	Quiz 5	10	Module 5
Wed, Apr 1	Quiz 6	10	Module 6
Wed, Apr 8	Assignment 3	5	Lesson 10
Wed, May 6	Final Assignment	25	Varies
	Total	100	
Tue, Feb 11	Library Session	+ 2 (optional)	N/A
Fri, May 8	Self-Test (Extra Credit)	+ 3 (optional)	All

VII. Evaluation and Grading

Final grades will be determined by performance in two areas: 1) six brief online quizzes, and 2) a final written assignment. Three smaller assignments throughout the semester will help you in the development of your final assignment.

The 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:

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

NOTE: Once a final course grade is turned in, the only changes allowed are:

- 1) When the student successfully argues points on a quiz, OR
- 2) When there has been a computational error.

QUIZZES

There are six quizzes. They will ask questions regarding the information provided in the online lessons, the interactive units and the audio clips. Quizzes can be accessed through links on the course site's "Calendar" or "Assessments" functions.

- Each quiz consists of 10 multiple-choice questions.
- Quiz questions will cover information from relevant lessons, including assigned readings, audio clips, and interactive models.
- There is a 12-minute time limit on each quiz. If you exceed the time limit, you may still submit the quiz but 1 point will be deducted from your score. If you have a documented disability or English is not your first language and you may need more time on quizzes, please contact your TA prior to taking the first quiz to arrange for more time.
- You have only one chance per quiz; you cannot re-enter the quiz after the 12 minutes has passed. **THERE IS NO RETAKING OF QUIZZES.**
- You may NOT review the lessons during the quiz, but you can use notes that you've taken. We suggest that you become very familiar with the lesson content covered in each quiz before taking the quiz, as 12 minutes does not leave much time for shuffling through your notes.
- Save the answer to each question as you progress through the quiz. If you go back to a question and change the answer, make sure that you resave the new answer. When you are finished and all of your answers are saved, submit the quiz. Wait for a message that your quiz has been submitted successfully before logging out and closing your browser.
- **Take each quiz a day or two in advance** of its due date so that, if you experience technical difficulties, the problem can be resolved and you can still complete the quiz prior to its deadline. You are responsible for taking each quiz by the deadline, so please resolve any connection issues early in the semester.
- If your connection with the WebVista server is lost during a quiz, log back in as soon as possible and try to finish in the allotted 12 minutes.
- If you experience other technical difficulties during the quiz, call the ADCS 1-HELP Technology Helpline at 612-301-HELP.

ASSIGNMENTS

Drug-related issues pervade nearly every aspect of our world. Research indicates that many of the factors that influence how an individual will respond to and embrace the reality of drugs are dependent upon interactions and lessons they learn in approximately the first 18 years of life. Most children spend a good deal of this time in a formal educational setting, thus much of what they learn in regard to drug use occurs at school. As educators you will be faced with this reality throughout your career. Although most of you will never teach a subject that deals explicitly with drugs and drug issues (health, biology, etc.), all of you should be aware of how drugs affect your field of expertise. For example, as an economics or history teacher you might believe that drug issues are not relevant to your courses. In reality, there are a number of examples where drug issues play a very important role in these subjects. Prohibition, the Opium Wars, and the Whiskey Rebellion have all played important roles in the history and economics of our society.

The purpose of this assignment is for you to develop a lesson plan geared towards the audience you will be working with in the future (1st graders, 12th graders, parents/adults, etc.). If you have never instructed before or are unsure about the age group you would like to teach, please choose the age group that you would feel comfortable working with.

It is acceptable to design your lesson plan for multiple grade levels, within reason. The lesson plan should focus on a particular drug and on any one of several different aspects of that drug's use (physical, mental, social, economic, historical, political, occupational, familial, etc.). The fundamental goals should be: 1) To prevent or delay the use of a particular drug or 2) At least to encourage students to make thoughtful, responsible considerations and decisions when faced with drug issues. In many instances, students may still choose to use a particular drug, but they may do it in a more responsible and educated fashion as a result of your lesson. Within the lesson plan, you will need to list in detail your lesson objectives.

Possible lesson plan topics could include: "family drug or alcohol use," "teens, parties and underage drinking," "health effects of tobacco use," "Joe Camel, that disgusting dromedary!" etc. A generic "just say no" lesson plan is not acceptable. This list is not meant to put any restrictions on your topic, but simply to give you an idea of what would be acceptable.

The first three assignments are presented to guide the process of writing a lesson plan within the framework of this course. No prior knowledge of lesson plan development is needed for this assignment. You may have learned various other formats for writing lesson plans, but **follow our format to ensure that you meet all of the requirements for this course**. Your assignment will be graded based on how well you address the sections described for each assignment, in addition to the quality of your research, writing techniques, critical thinking, and relevancy.

There is neither a minimum nor maximum page requirement; however, our experience suggests that most final lesson plans fall between 6 and 10 pages in length. Please use 12-point Times or equivalent font. Your assignment needs to **be detailed, well-researched, and supported by citations**. It also needs to be spell- and grammar-checked prior to submission. To this end, we suggest that you have someone else proof your assignment prior to submitting it. This is an upper-level course, and we expect articulate, high-quality writing from all of our students.

It is strongly suggested that you read through the assignments at least a week before they are due to ensure that you have allotted enough time for research, writing and revising.

A more detailed description of the lesson plan format as well as what's expected in each of the assignments is available via the "Assignments" link of the course website.

A note to Addiction Studies students: We expect you to complete the Lesson Plan assignment along with the teacher education students. Not only is it important to be able to create and justify a drug-related lesson or lecture, but you also may work in a sober school or substance-free academic environment. Core Function IX, Client Education, is extremely relevant to this assignment, as you will be educating in a group, individual and/or classroom setting. The Lesson Plan assignment would be an example of education through a formal process.

A message to Addiction Studies students from the Addiction Studies Program:

Students who go into a treatment setting do prepare and give "lectures" or teach lessons to the treatment population. The skills developed through the Lesson Plan assignment will be utilized, as you will need to prepare and deliver lectures to your clients in treatment.

You are encouraged to tailor the subject matter to topics from which a treatment population would benefit,

e.g., effects of alcohol/methamphetamine/marijuana on the body, personal boundaries, triggers, lapse/relapse, etc. This would be more of a maintenance focus rather than a prevention focus, but the skill set for lesson planning, evaluation and delivery would be the same.

Also, in order to get the maximum benefit from the assignment, your Lesson Plan should be focused on a population within treatment that you are interested in, i.e., elderly, GLBT, women, African-American, etc. You are encouraged to pick a group or population about which you would benefit from learning more.

HOW TO SUBMIT ASSIGNMENTS

Assignment 1 will be submitted through the “Assignments” tool on WebVista. You can choose this from the list on the left side of the course WebVista homepage or choose the Assignment 1 folder on the course homepage (between Module 1 and Module 2).

It is extremely important that you configure your browser so Assignment 1 will submit correctly (www.webct.umn.edu/browser/). If you are having difficulties with attaching/submitting assignments, try submitting from another computer or calling the ADCS 1-HELP Technology Helpline at 612-301-HELP.

Assignments 2, 3 and the Final Lesson Plan will be submitted through their corresponding SafeAssign function on the course homepage. This will allow for the assignments to be screened for possible scholastic dishonesty.

Follow these instructions when submitting assignments through SafeAssign:

- 1) Read Assignment instructions, located in the corresponding folder. If you have any questions, contact the TA **PRIOR** to the due date.
- 2) Complete the Assignment and format it as a .doc, docx, .rtf, .txt, .pdf or .html file. **NOTE:** Please do not format using .lnk, .wps, .odt or formats other than those listed.
- 3) Under the corresponding Assignment folder (2, 3 or Final Lesson Plan), click the icon that looks like a computer with an arrow.
- 4) Locate the Assignment on your computer by clicking “Browse...”
- 5) If you agree with the terms, click “I agree to submit my paper to the Global Reference Database.”
- 6) Leave a comment if you wish. **If it is a pertinent question, please email it directly to the TA.**
- 7) Click “Submit.”

Because so many students are taking this course during any given semester, the SafeAssign function is a consistent way to deter plagiarism and other types of scholastic dishonesty. SafeAssign recognizes any statements that are copied, word for word, from papers previously submitted to the site and all works published on the Internet. From past semesters, we have found that plagiarism is a common problem that seems to plague those students who wait until the last minute to complete their assignments. Along with this, some students will write their assignments, then begin the research. This technique is NOT recommended. Please follow this timeline when completing each assignment:

- 1) Find sources
- 2) Read those sources for relevant ideas
- 3) Take notes (in your own words)
- 4) Use the notes to back up main ideas of the given section
- 5) Write the assignment

Make sure to allow sufficient time to research **AND** write each assignment.

We take the University’s scholastic dishonesty policies seriously and have submitted plagiarism cases to the Office of Student Conduct and Academic Integrity in the past. Please familiarize yourself with these policies, as you are responsible for all assignments or quizzes that you submit. You may also wish to use the following resources for assistance or clarification:

- <http://writing.umn.edu/sws/quicktips/quicktips.htm>

- <http://www.indiana.edu/~istd/>
- <http://www.wisc.edu/writing/Handbook/QuotingSources.html>
- http://www.turnitin.com/research_site/e_home.html
- http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html
- <http://www.umn.edu/oscai>
- <http://www.biomed.lib.umn.edu/services/reference>
- <http://www.lib.umn.edu/site/refworks.phtml>
- <http://wiki.scholar.com/x/UBU>

SELF-TEST

The self-test is an optional, extra-credit opportunity for you to assess what you've learned throughout the course. It will be available in the "Assessments" tool by Wednesday, April 22nd, is due no later than 11:55pm on Friday, May 8th, and is worth three extra credit points if completed.

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.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when most of the coursework has been completed but, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing all of the coursework 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 an incomplete is deemed appropriate by the instructor, 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). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

We believe it is our job to protect the integrity of the degree you are working so hard to receive. Please feel free to contact the TA with any questions about correct citations or other issues dealing with

scholastic dishonesty.

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; 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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

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 for which you receive credit in another course 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 preceding information also applies to students who are retaking the course (i.e., have taken this exact course with this instructor in the past). It is not acceptable to use assignments that have been previously submitted for a grade. All work must be original and unique to the student and this term of enrollment. Please contact the instructor or the TA if you have a question about this.

For additional information on issues of scholastic dishonesty, see the Office of Student Conduct and Academic Integrity website at <http://www.umn.edu/oscai>.

"Clarity and the appropriate use of grammar and spelling are professional expectations. Please make certain that all personal communication and submitted assignments reflect a high standard. Student may be asked to resubmit their electronic and/or written work and points may be deducted if such standards are not met."

Assistance with writing or organizational skills can be obtained through University Counseling and Consulting Services at <http://www.ucs.umn.edu> (612-624-3323).

Classes and tutors are available for students for which English is a second language. Contact Lynne Ackerberg, Director, MN English Center, <http://cla.umn.edu/mec> (612-363-4548).

If you have any questions, contact the instructor or TA.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).