

School of Public Health

Syllabus and Course Information



PubH 3005/6003: Fundamentals of Alcohol and Drug Abuse for Teacher Education

Spring 2017

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| Credits: | 1 credit |
| Meeting Day(s), Time & Place: | This course is entirely web-based, delivered via a Moodle course site |
| Instructor: | Emily Matson, MPH, MCHES |
| Email: | mats0166@umn.edu |
| Phone: | 612-626-4215 |
| Office Address: | We are located in Suite 350-1 in the McNamara Alumni Center |
| Fax: | 612-625-8950 |
| Office hours: | By appointment. We are happy to meet with students and are here to help you succeed! |

Contact Information

*Please record (or print) the following Instructional Team contact information. That way, you can still contact us in the event that you have difficulty connecting to the Internet or otherwise don't have access to the syllabus.

| | | |
|----------------------------|--|--|
| Teaching Assistant: | Cecelia Weir | Email: pubh3005@umn.edu |
| RI Tech Support: | ritech@umn.edu | |

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|--------------------------------|--------------------------------------|
| Our mailing address is: | Our intercampus mail code is: |
| The Rothenberger Institute | 2004B |
| 350-1 McNamara Alumni Center | |
| 200 Oak St. SE | |
| Minneapolis, MN 55455-2008 | |

Communication

Communication is important in any college course, but especially in an online course. We encourage all students to frequently check the announcements and news discussion forum in the Moodle course site for up-to-date course information. In addition, you must check your U of M email at least once a week. Your University email account is the primary form of communication for PubH 3005/6003; **you are responsible for reading all course related emails sent to your University email account and contacting us in a timely manner with any questions you may have.**

Email Us

Please use your official University of Minnesota account for all email correspondence with us.

- **Please do not use personal email accounts to contact us for course related matters;** we will only respond to emails sent from University email accounts.
- When sending an email, help ensure a quick response by **including the name of your course and section number in the subject heading**. The course team works with and teaches multiple classes on multiple campuses.
- Our goal is to respond to emails within one-two business days; do not expect an immediate response. We do not respond to phone calls or emails outside of standard business hours: Monday-Friday, 9am-5pm.

Post a Message in the Discussion Forum in Moodle

If you have questions or comments that are not private and could benefit other students, please post them to the discussion forum in the Moodle course site rather than sending an email; you may even find that your question has already been answered. 😊

Note: Questions regarding personal grade-related situations should be posed to the TA via email, phone or in person. **Do not post these questions on the Discussion Board.**

I. Course Description

The course consists of interactive online lessons on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. The content was written specifically for educators and addresses how substance use-related topics may arise in their work with students. Special emphasis is placed on identifying resources related to incidence and prevalence of substance use and abuse, role of substance use on development, prevention issues and interventions, including an emphasis on high-risk populations. The course was developed to meet the legislative requirement for teacher licensure.

Fundamentals of Alcohol and Drug Abuse for Teacher Education is offered through the Rothenberger Institute (RI). RI provides a suite of wellness-based courses focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit the [Rothenberger Institute website](#).

Acknowledgments

The contents of PubH 3005/6003 have been developed with the contributions of numerous instructors. Emily Matson, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors, including James Rothenberger, Jerri Kjolhaug, Jolynn Gardner, Mary Hearst, and Dana Farley had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. We also acknowledge Travis Olives, Ellen Orchard, Erin Blair, Sarah Sevcik, Amy LimBybliw, Laurie Lucachick, Paul Bernhardt, and Xiong Xy for their contributions.

Board of Teaching Standards

A candidate for teacher licensure shall show verification of completing The Standards of Effective Practice for Teachers according to MR 8710.2000. This course meets standards 11E: understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning and 11L: understand mandatory reporting laws and rules.

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, career/technical education, early childhood education or elementary education foundations, directrack to teaching, special education, or music education; M.Ed. student.

III. Course Goals and Objectives

The goals for this course are to:

1. Know the basic physiological, psychological, developmental, social, and economic effects of various substances for the purpose of making informed decisions.
2. Understand the influence of use and misuse of and dependency on tobacco, alcohol, drugs, and other chemicals on students' life and learning.
3. Describe basic prevention theories, population-specific strategies, and how educators can incorporate these concepts into their teaching.
4. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Specific lesson objectives are listed at the end of the syllabus.

IV. Methods of Instruction and Work Expectations

Course Workload Expectations

PubH 3005/6003 is a one (1) credit online course. The University expects that for each credit, undergraduates will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week semester. Thus, this course requires approximately 45 hours of effort spread over the course of the term in order to earn an average grade. It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

Note: All grades for academic work are based on the quality of the work submitted, not on hours of effort.

However, because this course is entirely web-based, you are not required to attend any lectures or classroom sessions. Instead, this is an interactive, computer-based class; your time will be spent reading/listening to the online lessons, posting on the discussion boards, and completing assigned coursework via the Moodle course site. Going through the lessons online is the same as going to class, except you can complete this course while in bed, at a coffee shop, or from anywhere else you have access to the Internet!

Moodle Course Site

You can find all course related materials on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information.

To access the course site:

- Go to your [MyU Portal](#)
- Log in using your UMN Internet ID and password
- Click on “Key Links” in the maroon horizontal menu bar toward the top of the page
- Click on “Moodle”
- Once the Moodle homepage opens, scroll down to the link for this course; click it to access the course site.

If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email [Moodle Support](#) for help.

Computer and Internet Expectations and Access

PubH 3005/6003 requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't have reliable computer and/or Internet access at home, the [University has many free, public computer labs](#) on campus.

In addition to those mentioned in the link above, most libraries on campus, as well as public libraries in the community, have computers with reliable Internet for general use.

Computer Skills and Online Course Readiness:

You are expected to have basic computing skills. If you are concerned about how you will succeed in an online course, we encourage you to review the [U of M Resources and Tips and Training](#) provided by the U of M, Twin Cities' digital campus initiative.

U of M Technology Support

The U of M provides technical support services to students through the Office of Information Technology (OIT). [U of M tech support](#) can help with any questions about your University accounts (Email/Google Apps, Moodle access, myU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop ([locations and hours](#)).

Note: U of M Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit “Technology Issues with Course Materials” below for more information.

V. Course Text and Readings

The text is required, but we also believe it is an important resource for your future as an educator. The text is:

Kuhn, C., Swartzwelder, S., & Wilson, W. (2014). *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy*. New York: W.W Norton & Co., Revised (4th) edition. ISBN-10: 0393344517

This book can be found in the University of Minnesota – Twin Cities and Crookston Bookstores, and through [Amazon](#) in both a Kindle and paperback version.

Interactive Lessons

Some students learn better when they see or read learning materials (visual). Others learn better when they hear the learning materials (auditory). Others may need to be moving or doing something in order

to learn the material (tactile/kinesthetic); for these students, participating in activities or taking notes in their own words reinforces the learning process.

We have designed the interactive lessons to meet all three learning styles. You can control the way in which you access the material. We encourage experimentation with the following options to discover which works best for you.

- Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
- Download the lesson transcripts using Adobe Reader and read the text from the computer or print the file to read from hard copy.
- Download the lesson .mp3 and listen to it from an iPod or other .mp3 player.

If you choose to read the transcripts or download the lesson .mp3s, you're still expected to revisit the online lessons to engage with the interactive activities.

Access to interactive online lessons will end after the semester is over; if you think you would like to refer back to lesson content after the semester is over, be sure to download the lesson transcripts and/or audio files.

Browser Recommendations for the Online Interactive Lessons

The Rothenberger Institute recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing the online interactive lessons through the Moodle course site. Both of these web browsers can be downloaded for free:

- [Download the latest version of Firefox](#)
- [Download the latest version of Google Chrome](#)

Note: We do not recommend using Internet Explorer as your web browser to view the online interactive lessons.

VI. Course Outline/Weekly Schedule

THERE ARE DUE DATES. All coursework must be submitted via the Moodle course site before the date and time specified below; note that there is something due by 11:55pm every Tuesday throughout the term.

| Deadline – 11:55pm CST | Submission | Standard Assessed | Material Covered | Points |
|--------------------------|---------------------------------|-------------------|---|--------------|
| January 24 th | Course Orientation Quiz | | Syllabus, How-to Videos, Tech Forum | 0 - Required |
| | Small Group Questionnaire | | | 1 |
| Module 1 | | | | |
| January 31 st | Discussion – Introduce Yourself | | Lesson: Context of the Course | 4 |
| | Module 1 Quiz | 11E, 11L | Readings: MN DHS Mandated Reporter Training | 15 |
| February 7 th | Discussion – Mandated | 11E, 11L | Reporting Child Abuse and Neglect | 10 |

| | | | | |
|-------------------------------|--|----------|--|----|
| | Reporting | | Family Guide to Child Protection | |
| Module 2 | | | | |
| February 14 th | Module 2 Quiz | 11E, 11L | Lessons: Spectrum of Use Drug Classifications | 15 |
| | Reflection – Test Your Drug Knowledge | 11E, 11L | Buzzed: Introduction (p.17-22) Test Your Drug Knowledge (p.27-30) | 5 |
| February 21 st | Discussion – Self-Disclosure | 11E, 11L | Drug Basics (p.315-326) | 10 |
| Module 3 | | | | |
| February 28 th | Module 3 Quiz | 11E, 11L | Lessons: Development Substances and Learning Fetal Alcohol Spectrum Disorders | 15 |
| March 7 th | Reflection - Values and Beliefs | 11E, 11L | Buzzed: Alcohol - Children and Adolescents (p.59-62) Marijuana - Effects on Memory and Other Mental Functions (p.185-190) Addiction (p.327-338) | 30 |
| | Reflection – Buzzed Chapter | 11E | Readings: The Science of Addiction (p.15-20) | 5 |
| Module 4 | | | | |
| March 21 st | Module 4 Quiz | 11E | Lessons: Introduction to Prevention | 15 |
| March 28 th | Discussion – The War on Drugs | 11E | Types of Prevention | 10 |
| Module 5 | | | | |
| April 4 th | Module 5 Quiz | 11E | Lessons: Prevention Theory Population-Specific Strategies | 15 |
| | Reflection – Risk & Protective Factors | 11E | Extra Credit | 5 |
| Module 6 | | | | |
| April 11 th | Module 6 Quiz | 11E, 11L | Lessons: When Use Becomes a Problem When You’re Concerned Expert Teachers | 15 |
| April 25 th | Final Assignment – Role-Play/Policy Analysis | 11E, 11L | All course material | 40 |
| Wrapping Up The Course | | | | |
| April 28 th | Reflection – Prohibition Doc. | | Extra Credit | 5 |
| | Self-Test | | | 1 |

NOTES: Discussion postings will open one week prior to the specified due date. You will not be able to reply to the discussion question until this point.

VII. Evaluation and Grading

Assessments Overview

Your performance in this course will be assessed in a variety of ways, including quizzes, discussions, and assignments. A brief summary of each category is included here. More specific instructions are located in the submission descriptions in the Moodle course site.

It is expected that you do your own work and that you work individually. Cheating will not be tolerated and will be dealt with according to University policy.

Quizzes

Moodle Support recommends that you complete quizzes using a wired, high-speed Internet connection (not a wireless connection) to limit potential issues with Internet connectivity that could result in quizzes not submitting properly. If you typically use a wireless router, we strongly recommend that you plug your computer/laptop directly into your router using a LAN cable while taking quizzes.

While we understand that technical problems could still occur, it is your responsibility to take all the steps possible to limit potential issues that may interrupt the submission of your quiz answers; the course team reserves the right to take these factors into consideration when making final determinations on quizzes that do not submit properly.

Course Orientation Quiz (0 points, but required)

The course orientation quiz is required and should be taken after you have read the entire syllabus and carefully reviewed the Tech Hub website linked in the Moodle course site that are available in the “start here” section of the course site. You should be able to identify the course goals, policies, and procedures, as well as general technical requirements for accessing the interactive lessons. You will not be able to view any of the course materials until you receive 100% on the Orientation Quiz, but you can take the quiz as many times as necessary to receive that score.

Small Group Questionnaire (1 point)

This questionnaire asks you to tell us about your current/future student population. Based on what you tell us, we will assign you to a small discussion group with others who will be teaching the same type of students. This will make discussions easier because you will not have to read all of the postings from the entire class. Failure to complete this questionnaire will lead to a random group assignment.

Module Quizzes (6 x 15 points each = 90 points)

There are six required module quizzes throughout the semester. You are given a short window of time to complete your quiz, so be sure to carefully review the required content for each quiz before beginning.

All quizzes include multiple-choice or true/false questions. The quizzes are timed, and you will be allowed an average of 2 minutes per question to complete each quiz. You will be given 30 minutes to take each quiz.

Quiz Times and Scores

Pay attention to the timer so that you complete and submit your quiz before the 11:55 pm CST deadline. Even if your quiz timer shows you still have time left, only answers saved at the 11:55 pm CST deadline will count, so be sure to start your quiz with enough time to complete it before it closes. You will be allowed one attempt on each quiz.

You will be able to review quiz questions, scores, and correct answers immediately upon submitting a quiz on the course site. We encourage you to review the correct answers for any questions you may have answered incorrectly; this will further your understanding of important course concepts and help guide your studying for future quizzes and assignments. Feel free to contact us if you have any questions.

Discussion Board

The discussion board postings are an opportunity for you to reflect on your role as a teacher and how drugs and alcohol affect the lives of your students. One benefit of this class is that there are students who will teach across the spectrum of age and ability. This is a unique opportunity to share your perspective and experience with others.

“Introduce Yourself” Discussion (4 points)

This is your opportunity to introduce yourself to your small group. You’ll describe where are you in your educational process and the students you hope to teach - who, what, where.

Content Discussions (3 x 10 points each = 30 points)

Because this is an online class, the discussion board can be used to extend discussions beyond the classroom – into the “virtual hallway.” The instructor has written 3 specific discussion questions for the course designed to integrate what you are learning in the class into your current or future role as a teacher. This is a wonderful opportunity for you to share your ideas and opinions about the course concepts. Feel free to provide examples from your own life if you have experience working in a classroom setting (without naming people or school districts). Your insight will be very beneficial to your colleagues.

We do have several requirements for discussion board postings. First, this is not intended to be a venue for discussing your personal drug, alcohol or tobacco exploits unless there is a clear link to the topic at hand. Even then, post with consideration and professionalism. Although online courses seem anonymous, they are not. Alternatively, we expect a thoughtful, professional and when appropriate applied response to the questions posed. Please read your classmates postings and contribute to the discussion by offering an alternative perspective, asking a probing question or clarifying the material in a meaningful and respectful manner. The discussions are student-centered, therefore the instructional team will read all of your postings, but they will

only respond to posts on a limited basis. Instead, they will send out an email to each group summarizing their discussion and posing more questions to think about and/or providing additional resources.

Your participation is required in each of the 3 discussion board questions. Discussion forums will open one week prior to the specified due date and will close after the indicated due date. In order to facilitate interaction and meet the requirements of the rest of the course, **late postings will only be accepted within 24 hours after the due date and will receive a maximum of half credit. You additionally have up to 24 hours after the discussion post submission deadline to reply to your group members. No late replies will be accepted for credit.**

Assignments

Assignments ((1 x 5) + (1 x 30) + (1 x 40) = 75 points)

Although many of you will never teach a subject that deals explicitly with drugs (such as health, etc.), the issues related to the protective and risk factors, basic physiological, psychological, social and economic effects of drugs are applicable to all subject areas and grade/age levels. As a member of a school and larger community you have an opportunity to contribute to effective prevention efforts and how students will respond to drug-related issue.

There are three assignments throughout the course. The first assignment asks you to reflect on your experience taking the “Test Your Drug Knowledge” quiz in the *Buzzed* textbook. The second assignment asks you to consider what your personal values are related to substance use and how those values may influence you in your role as a teacher. The final assignment options focus on ways in which you can advocate for your current or future students. The first option is to role-play a difficult conversation with a student or guardian. The second option is to analyze the substance policies of two schools and write a persuasive memo regarding proposed improvements. Instructions for each assignment are located in the corresponding module on the course Moodle site and can also be accessed by clicking the “Assignments” link in the “Activities” box on the Moodle site. Assignment turned in late, within 24 hours past the due date, will lose 50% of the graded assignment. Assignment turned in over 24 hours late will receive zero points.

Saving and Submitting Coursework

Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.

Students are expected to submit all course assignments in a PDF file format. PDF files can easily be opened on all computers; requiring this file format ensures that the instructional team can open all submitted assignment files and students receive credit for submitting their assignments on time. Directions on how to convert a variety of word processing file formats to PDFs can be found in the Tech Hub website.

In addition, we strongly encourage you to **save an electronic copy of each of your assignments to your Google Drive, a portable flash drive, and/or email the file(s) to yourself.** This is especially important if

you are using a public computer, but is also recommended even if you have another copy saved on your personal computer.

Checking Assignment Scores and Feedback

It is our goal to complete the grading of assignments within a week of their deadline. In addition to grading your work, we provide feedback relevant to your knowledge and attitudes. Be sure to read the feedback that's in the comment box and/or attached for you. This will enhance your learning experience, and it is expected in this course. You can check your assignment score and feedback by clicking the assignment title. Then, scroll to the bottom of the page. You should see your score and feedback.

Please let us know if you have any questions about assessment feedback or your scores. If you have general questions about your grade, email your TA. If you would like an assignment or quiz score or your final grade to be reconsidered by the instructional team, please email the instructor *within two weeks of grading* with a detailed justification as to why you believe your score or final grade should be reconsidered.

Technical Issues with Course Materials

You are expected to submit all coursework on time and **it is your responsibility to ensure that your work is submitted properly before the deadline**. Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page; assignments successfully submitted will be attached on this page or your quiz score should appear if it was successfully submitted.

If you experience technical difficulties while navigating through the course site or attempting to submit coursework:

1. Search for a solution in the RI Tech Hub website, linked in the Moodle course site.
2. If you cannot find a solution, you should submit a Tech Help Form within 30 minutes of the problem's occurrence. This form is located in the RI Tech Hub Website, linked on your Moodle course site. Provide as much information as possible, so your tech administrator can best help you as soon as possible. You can expect a response within 1-2 business days to help resolve the problem.
3. If you cannot access the Moodle course site, [contact Moodle support](#) and explain what you are experiencing so they can help you.

Late Work

Because there is something due every week throughout the term, it's especially important to stay on track with your coursework. If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted for only a limited amount of time (up to 24 hours past its deadline) and will be worth only half credit. This means that all work submitted after 11:55 pm CST on its given due date will earn a maximum of half credit; so, do not wait until the last minute to submit! No work will be accepted more than 24 hours past its posted deadline. The only potential exception to this policy is for a legitimate reason as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past its posted deadline.

Makeup Work for Legitimate Reasons

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your TA as soon as possible. Per University policy, legitimate reasons for making up work may include illness, a serious accident or personal injury, hospitalization, a death or serious illness within the family, bereavement, religious observances, subpoenas, jury duty, military service, participation in intercollegiate athletic events, or similar situations. Further, circumstances that qualify for making up missed work must be verifiable (e.g., copy of funeral program or obituary, doctor's note, etc.) and will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. They do not include "working too much," "took too many credits," and so forth. Additionally, such circumstances do not include voting in local, state, or national elections. For complete information, please see the [U of M's policy on Makeup Work for Legitimate Absences](#).

Optional Extra Credit (up to 11 points)

You may earn a maximum of 11 points of extra credit throughout the semester. All extra credit opportunities are optional. They are meant to enhance what you're learning throughout the course content and may take several forms (e.g., optional/bonus work on required assignments, experiential activities, campus or community events related to course topics, current events articles, etc.). Check the course outline (on the main page) to see extra-credit opportunities as well as the news and announcements forum for additional extra credit opportunities that may become available throughout the semester.

Grade Calculation

There are 200 total points possible in this class. You can calculate your course grade throughout the semester:

1. Add the points earned on the work that's been graded. Include any points earned through extra credit. Do not include your score from the Orientation Quiz, as it is required, but not worth any points toward the course total. (Note: you can view your scores by clicking on the "grades" link located within the "Administration" block. This block can be found on the left-hand side of the course site.)
2. Divide that number by the total number of points that were possible on the work that's been graded. *Do not include extra credit in the total points possible, or work that's been submitted but not yet graded.*

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

| | | | | | |
|------------|-------|-------|----------|----|--------|
| % In Class | Grade | GPA | 78 - 79% | C+ | 2.333 |
| 92 - 100% | A | 4.000 | 72 - 77% | C | 2.000 |
| 90 - 91% | A- | 3.667 | 70 - 71% | C- | 1.667 |
| 88 - 89% | B+ | 3.333 | 68 - 69% | D+ | 1.333 |
| 82 - 87% | B | 3.000 | 60 - 67% | D | 1.000) |
| 80 - 81% | B- | 2.667 | ≤ 59% | F | |

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 fully the course requirements.

F = failure because 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 (Incomplete).

S = achievement that is satisfactory, which is equivalent to a C- or better

N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Please see the [U of M's policy on Grading and Transcripts](#) for more information.

Grade Option Change

For full-semester courses, you may change your grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e., summer and half-semester) can be found at [One Stop Student Services](#).

Incomplete Contracts

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 official 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). Students can learn more information and initiate an incomplete contract through the [SPHGrades website](#).

Note: We will not grant an "I" grade unless a majority of the coursework has already been completed satisfactorily (e.g. 75% of the coursework has been completed at or above a C-level). See the [U of M's policy on Incomplete Grades](#) for more information.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found on [One Stop Student Service's website](#).

VIII. Other Course Information and Policies

Other Important Dates

Please visit the [University's academic calendar](#) for important University dates, deadlines, and holidays.

Course Evaluation

Student feedback on course content and faculty teaching skills are an 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. The SPH collects 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 grade as soon as the faculty member renders the grade in [SPHGrades](#). All students will have

access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only. Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted.

Course Withdrawal

Students should refer to the [Refund and Drop/Add Deadlines for the particular term or 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 Office of Admissions and Student Resources](#) for further information.

Student Conduct

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to [Board of Regents Student Conduct Code](#).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Please see the [U of M's policy on the Use of Personal Electronic Devices in the Classroom](#) for more information.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the [Student Conduct Code](#)). If it is determined that a student has cheated, they may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see the [U of M's policy on Teaching and Learning: Instructor and Unit Responsibilities](#).

We take scholastic dishonesty seriously in this course. As future educators, you are expected to know how to properly cite your sources. **We require written work to follow APA formatting and style guidelines.** If you are unfamiliar with this style of formatting, we suggest obtaining a copy of the [APA Publication Manual](#). Additional tips on APA style can be found on the [Purdue Online Writing Lab website](#).

The Office for Student Conduct and Academic Integrity has compiled a useful list of [Frequently Asked Questions pertaining to scholastic dishonesty](#). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Indiana University [offers a clear description of plagiarism and an online quiz](#) to check your understanding.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see the [U of M's policy on the Appropriate Student Use of Class Notes and Course Materials](#).

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the [Board of Regents Policy on Sexual Harassment](#).

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult [Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#).

Inclusive Language

While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing sex assigned at birth, we at the Rothenberger Institute recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers,

recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.

Topic Sensitivity

In higher education, it is common for courses to contain content that exposes students to sensitive content, including trauma, racism, classism, violence, sexual assault, and other content that one might find upsetting, disturbing, or triggering. If you have significant difficulty with any of the course assignments, activities, or discussions, please contact the instructor so it can be addressed. Students are reminded to share only at the level they are comfortable sharing.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 (V/TTY) or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please visit the [DRC website](#).

Mental Health and Stress Management

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website](#).

The Office of Student Affairs at the University of Minnesota:

The [Office for Student Affairs](#) provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, your adviser, the associate dean of the college ([Dr. Kristin Anderson](#), 612-626-8568), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS)

Students who wish to improve their academic performance may find assistance from [Student Academic Support Services \(SASS\)](#). While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Student Writing Support

[The Center for Writing](#) provides one to one tutoring services to students for all levels of writing; students can schedule appointments to meet face-to-face with a student writing consultant, drop by during drop in hours (15 Nicholson Hall), or work with a consultant online.

Role and Purpose of Policies

The above course policies are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.

IV. Course Outline

| Module | Lesson | Objective |
|-----------------|-----------------------|---|
| Why You're Here | Context of the Course | Name and describe the State of Minnesota statute defining the requirement of drug and alcohol education for teachers. |
| | | Name and describe the Minnesota Board of Teaching standard defining the requirement of teacher education on the effects of substance use on student learning. |
| | | Describe the role and responsibilities of a mandated reporter. |
| | | Explain and interpret why substance-related behaviors fit well within a public health framework. |
| | | Identify the foundational assumptions of the course. |

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|---|----------------------------------|--|--|
| Substances | Spectrum of Substance Use | Define drug in the context of the course. | |
| | | Demonstrate an understanding of the A.P.E. model as it relates to drug consumption patterns. | |
| | | Describe and interpret how drug-related experiences may fluctuate by route of administration, tolerance, set, and setting. | |
| | | Identify and explain the different stages in the spectrum of substance use. | |
| | Drug Classifications | Describe the government schedules as outlined by the Federal Controlled Substances Act. | |
| | | Identify key characteristics, components, and properties of each of the drug classifications. | |
| Impact of Drugs on Healthy Development and Learning | Development | Identify and describe key social/emotional, physical and cognitive developmental stages. | |
| | | Describe developmental changes throughout life. | |
| | | Provide a basic overview of neurological changes at each stage of development. | |
| | Substances and Learning | Describe how substance use behaviors differ by the age of the student, including who is using, what they are using, and how students are impacted. | |
| | | Demonstrate an understanding of how substance use at varying ages can impact social/emotional, physical, and cognitive development. | |
| | | Identify and interpret possible warning signs of substance use when interacting with students in a classroom. | |
| | Fetal Alcohol Spectrum Disorders | Define Fetal Alcohol Spectrum Disorders. | |
| | | Identify and differentiate common symptoms of FASD. | |
| | | Identify and dispel common myths of FASD. | |
| | | Discuss how FASD can impact classroom learning and behavior. | |
| | Fundamentals of Prevention | Introduction to Prevention | Briefly describe the history of prevention efforts in the United States. |
| | | | List and describe prevention strategies and analyze their degree of effectiveness based on their theoretical components. |
| Types of Prevention | | Demonstrate an understanding of the effects of prohibiting substances. | |
| | | Describe harm reduction and its use in prevention programs. | |
| | | Interpret three different types of prevention based on the timing of drug use: primary, secondary, and tertiary. | |
| Science of Prevention | Prevention Theory | Explain the importance of using prevention theory. | |
| | | Identify and demonstrate an understanding of promising prevention approaches. | |
| | | Describe and apply Risk and Protective Factor Theory. | |
| | | Interpret each of the domains of prevention programs. | |
| | Population-Specific Strategies | Apply substance use prevention strategies to appropriate developmental levels and population groups. | |
| | | Identify risk and protective factors at each developmental level and | |

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|---------------------|----------------------------|--|
| | | population group. |
| | | Explain the connection between mental health and substance use disorders. |
| When Problems Occur | When Use Becomes a Problem | Identify the prevalence of substance use disorders in the U.S. |
| | | Demonstrate an understanding of six theories of substance dependency. |
| | | Describe five components of an intervention. |
| | | Identify the goal of assessments as they relate to substance use. |
| | | Describe basic treatment philosophies and practices. |
| | | Discuss the role of personal motivation in treatment. |
| | | Discuss recovery in regards to treatment programs. |
| | | List the characteristics of self-help groups. |
| | When You're Concerned | Identify warning signs of possible substance use. |
| | | Demonstrate an understanding of the Minnesota statutes that mandate teacher reporting of student substance use and the role of the preassessment team. |
| | | Identify key resource people in a school that can help with substance use issues. |
| | | Describe the role paraprofessionals and chemical abuse specialists play in substance use issues. |
| | | Identify and discuss the model for raising a sensitive issue. |
| | Expert Teachers | Identify common challenging situations that teachers face in regards to substance use and its impact on student life and learning. |
| | | Discuss strategies that teachers can use to address substance use issues among students and their families. |