HLTH 3093-Z01 Drugs & Health  
Summer 2020  
Department of Health and Kinesiology  
Whitlowe R. Green College of Education

Instructor: Dwedor Ford, Ph.D.
Section # and CRN: HLTH 3093
Office Location: Virtual Office
Office Phone: 936-261-3900
Email Address: dwford@pvamu.edu
Office Hours: M, T, W 2:00 – 5:00pm
Mode of Instruction: Online

Course Location: Online (Canvas)
Class Days & Times: Daily
Catalog Description: Focus on substances that modify human behavior and emotions; the nature of drugs; historical and contemporary use; drug abuse; social implications; development and implementation of drug programs; and legislative implications.

Prerequisites: None
Co-requisites: None

Copyright Year: 2015  
Publisher: McGraw-Hill

ISBN: 9781433805615

Supplemental Texts: N/A

Program Student Learning Outcomes (SLOs)
(1) Graduates can communicate effectively in written, oral and verbal forms of expression.
(2) Graduates can plan and implement effective health education programs.
(3) Graduates can evaluate health programs and coordinate health program services.
(4) Graduates can evaluate the scientific literature in the discipline, understanding and synthesizerelvent information.
(5) Graduates can demonstrate the ability of technologies to support inquiry and professional practice.
Upon successful completion of this course, the candidate will be able to:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand various concepts and terminology associated with drug use, misuse and abuse.</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Identify issues that may be at the root of the drug use.</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate a competency regarding warning signs of misuse or abuse of drugs.</td>
<td>3,4</td>
</tr>
<tr>
<td>4</td>
<td>Identify resources available for prevention and treatment of drug-related problems.</td>
<td>1,4</td>
</tr>
<tr>
<td>5</td>
<td>Identify community issues, problems and concern that result from the use of substances in our society.</td>
<td>3,4</td>
</tr>
</tbody>
</table>

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

Governing Organizations Alignment with Standards/Domains

<table>
<thead>
<tr>
<th>CAEP</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Content &amp; Pedagogical Knowledge (1.1)</td>
<td>The Learner and Learning: Standard #3 – Learning Environments</td>
</tr>
<tr>
<td>Standard 4: Program Impact (4.1)</td>
<td>Content Knowledge: Standard #4 – Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>Content Knowledge: Standard #5 – Application of Content</td>
</tr>
<tr>
<td></td>
<td>Professional Responsibility: Standard #9 – Professional Learning &amp; Ethical Practice</td>
</tr>
</tbody>
</table>

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Journal Article Critique</td>
<td>20</td>
<td>20 points</td>
</tr>
<tr>
<td>2) Quizzes</td>
<td>50</td>
<td>50 points</td>
</tr>
<tr>
<td>3) Discussions</td>
<td>10</td>
<td>10 points</td>
</tr>
<tr>
<td>4) Group Power Point Presentation</td>
<td>20</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:

- A = 90-100
- B = 80-89.99
- C = 70-79.99
- D = 60-69.99
- F = 59 and below
- I = Incomplete (Only issued under extraordinary circumstances that are beyond a student’s control.)
- W = Withdrawal from a course
- WV = Withdrawal from the University voluntarily
- MW = Military withdrawal
### Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal Article Critique (20%)</strong></td>
<td>Candidates will research assigned articles related to class objectives. Candidates will submit one (1) article critique for this course from a scholarly (peer-reviewed) journal. The article critiques should not exceed two pages and must be presented in APA format. The critique will be submitted in a word document to Canvas for grading. A cover page must be included with the title, author, publication and date of the article included along with the usual identification information.</td>
</tr>
<tr>
<td><strong>Quizzes (50%)</strong></td>
<td>10 objective tests will assess candidates’ understanding of course material. These tests will be online</td>
</tr>
<tr>
<td><strong>Discussions (10%)</strong></td>
<td>In the &quot;Discussion&quot; areas of the course, you, as a candidate, can interact with your instructor and classmates to explore questions and comments related to the content of this course. There will be 10 required.</td>
</tr>
</tbody>
</table>
| **Group PowerPoint Presentation (20 %)** | **Topic:** To be assigned by Instructor on first day of class  
**Overview:** This PowerPoint presentation will demonstrate your knowledge of your researched subject. Your PowerPoint Presentation must be written in APA format.  
**Aim:** You will report your findings on your topic. You will try to inform the audience about your topic, present the problem, offer optional solutions, and persuade your audience to adopt the point of view you have gained in your research.  
**Format:** You should  
1) Tell how the topic is important to listeners.  
2) Indicate the overall content and organization of the presentation  
3) Use research material to develop and support key issues  
4) Use 8-11 slides, one slide must be a title slide with the presenter(s)’ names on it, the last slide must include your references.  
5) Use 2-3 visuals (charts, tables, graphs, photos)  
6) Summarize and make a natural closing  
7) PowerPoint presentation should have at least seven reference in APA format |

### Course Procedures or Additional Instructor Policies

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in Canvas.

*Incomplete grades are only issued in extraordinary circumstances that are beyond a candidate’s control.*

**Submission of Assignments**

When applicable, work should be submitted utilizing APA (American Psychological Association) style. All assignments must be typed, black ink, 12 font size, double –spaced and must include a title page. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

All assignments, unless otherwise noted, must be submitted through its respective link in Canvas. The student must submit the assignment by its due date and time; otherwise, the candidate will receive a zero (0). The student will not have another opportunity to submit the assignment beyond due date and time. Please note that it is the student’s responsibility to ensure that his/her assignment has been submitted through Canvas. Any and all technical issues should be resolved prior to the assignment’s due date and time. *Suggestion: Please do not wait until the last minute to submit assignments through Canvas as a number of potential problems may occur.*
that will preclude assignment submission; thereby, resulting in the student receiving a zero (0) for the assignment.

Note: The student does not have the instructor’s permission to submit his/her assignment to persons or locations (i.e. instructor’s mailbox, department’s front office, instructor’s email, another student, another assignment link, etc.) other than the link in Canvas. No hardcopy assignments will be accepted for credit.

**Retention of Assignments and Exams**
After the student has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the candidate.

**Penalties for Late Assignments**
Assignments must be submitted on time in Canvas. Any assignment not submitted by its due date and time will receive an automatic zero (0).

**Formatting Documents**
Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Make up Assignments**
Make-ups for missed assignments or quizzes resulting from extenuating circumstances will be considered on a case-by-case basis. Student should note that missed assignment make-up is not guaranteed.

**Exam Policy**
Missed mid-term or final exams cannot be made up unless permission is granted by the instructor PRIOR to the exam and/or proper documentation is submitted.

**Extra Credit**
There are NO extra credit opportunities in this course.

**Final Grades**
- Final grades will not be rounded up to the next grade.
- No grade pleading will be entertained. Your grade is exclusively your responsibility. Work hard right from the beginning. Every little bit helps, so don’t miss assignment deadlines.

**Email Response Time**
*Emails* must be sent to the instructor directly (dwford@pvamu.edu). Emails will be responded to within a 48-hour time period if sent during the 5-day work week. Thus, if an email is sent on Friday evening or during the day on Saturday, your 48 hours will begin on the following Monday. When emailing the instructor, please follow proper format for composing an email (ex. [https://academicpositions.com/career-advice/how-to-email-a-professor](https://academicpositions.com/career-advice/how-to-email-a-professor)); otherwise, a response may be delayed or not sent.

If a student sends an email with a question that affects the entire class, a response will be sent in an Canvas announcement.

**Netiquette**
In an online classroom/environment, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.
| Week One: Topic Description | Course Introduction  
Faculty expectation and Syllabus |
|-----------------------------|----------------------------------|
| **Readings:**              | Chapter 1 Drug use in Modern Society  
Chapter 2 Drug Use as a Social Problem |
| **Assignment (s):**        | Pre-test Due  
Discussion 1 and Chapter 1 Quiz Due: July 6, 2020 by 11:59pm  
Discussion 2 and Chapter 2 Quiz Due: July 6, 2020 by 11:59pm |
| Week Two: Topic Description | **Drug Use in Modern Society & How Drugs Work** |
| **Readings:**              | Chapter 3 Drug Policy  
Chapter 4 The Nervous System |
| **Assignment (s):**        | Discussion 3 and Chapter 3 Quiz Due: July 13, 2020 by 11:59pm  
Discussion 4 and Chapter 4 Quiz Due: July 13, 2020 by 11:59pm |
| Week Three: Topic Description | **How Drugs Work and Uppers and Downers** |
| **Readings:**              | Chapter 5 The Actions of Drugs  
Chapter 6 Stimulants |
| **Assignment (s):**        | Discussion 5 and Chapter 5 Quiz Due: July 20, 2020 by 11:59pm  
Discussion 6 and Chapter 6 Quiz Due: July 20, 2020 by 11:59pm |
| Week Four: Topic Description | **Uppers and Downers and Alcohol** |
| **Readings:**              | Chapter 7 Depressants and Inhalants  
Chapter 9 Alcohol |
| **Assignment (s):**        | Discussion 7 and Chapter 7 Quiz Due: July 27, 2020 by 11:59pm  
Discussion 8 and Chapter 9 Quiz Due: July 27, 2020 by 11:59pm  
**Journal Article Critique Due:** Friday, July 24, 2020 by 11:59pm |
| Week Five: Topic Description | **Familiar Drugs and Restricted Drugs** |
| **Readings:**              | Chapter 11 Caffeine and Dietary Supplements  
Chapter 13 Opioids |
| **Assignment (s):**        | Discussion 9 and Chapter 11 Quiz Due: Aug 4, 2020 by 11:59pm  
Discussion 10 and Chapter 13 Quiz Due: Aug 4, 2020 by 11:59pm  
**Group PowerPoint Presentation Due:** Friday, July 31, 2020 by 11:59pm |

Note: Each student is responsible for all work that is covered in class, whether the student is present or not. Also, course outline schedule is tentative and may change due to class needs.
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of student and faculty. [https://www.pvamu.edu/library](https://www.pvamu.edu/library)
Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View student in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist student in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Student taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist student in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to student who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law student, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school student. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and student. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585
Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of student. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports student through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for student at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning student are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all student with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Student who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other student to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Student under nonacademic procedures.
Sexual Misconduct (See Student Handbook):
Sexual harassment of student and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting student and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to student rests with the faculty. However, in those instances where student believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.
Technical Support:
Student should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding Canvas, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that student type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1 – Knows and understands how to use existing and personal research to analyze and assess educational problems.</td>
<td>S 1 - Demonstrates intellectual curiosity through creative and collaborative projects.</td>
<td>D 1 - Demonstrates the ability to find and implement new information, best practices and educational concepts.</td>
</tr>
<tr>
<td>K 2 – Knows how to apply and interpret fundamental principles of assessment.</td>
<td>S 2 - Uses critical reflection to improve professional practice.</td>
<td>D 2 - Values professional interactions.</td>
</tr>
<tr>
<td>K 3 – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</td>
<td>S 3 - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</td>
<td>D 3 - Demonstrates ethical behavior in personal and professional relationships.</td>
</tr>
<tr>
<td>K 4 – Knows the importance of diversity in a global educational context.</td>
<td>S 4 - Creates learning environments that foster respect, safety, and trust.</td>
<td>D 4 - Acts in a manner that demonstrates the belief that all children can learn.</td>
</tr>
<tr>
<td>K 5 – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.</td>
<td>S 5 - Demonstrates the effective use of current technology in teaching and learning.</td>
<td>D 5 - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</td>
</tr>
</tbody>
</table>

(Approved February 2014) Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whittowe R. Green College of Education