

**University of Wisconsin - Stevens Point**  
**Wellness and Drugs**

**Health Education 390**  
**Course Syllabus**

**Instructor:** Tim Wright, Ph.D.  
**Office:** HEC 133  
**E-mail:** [tim.wright@uwsp.edu](mailto:tim.wright@uwsp.edu)  
**Phone:** 346-4822  
**Office Hours:** By appointment; before and after class.

**Required Text: Drugs and Society, G. Hanson, P. Venturelli, A. Fleckenstein – 9<sup>th</sup> edition**

**Course Objectives:**

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

1. Understand basic, factual information on the historical uses of drugs in our society and how that has formulated many of the current laws and societal views.
2. Comprehend the decision-making process leading to use of drugs including but not limited to caffeine, nicotine, alcohol, over-the-counter, prescription, and illegal drugs.
3. Research and identify various drug effects, consequences, and alternatives and access how treatment may be applied.
4. Grasp the concept of the sociological, environmental and psychological factors incorporated with drug use and abuse.
5. Identify how the use of drugs affects adolescent well-being and how drug use in the environment may influence lifestyle choices.
6. Articulate how a future educator can impact student's decision-making on drug use through education of this multi-faceted topic through applying the learned material in a pedagogical framework.

**InTASC standards**

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## 8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## Professional Responsibility

## 9. Professional Learning & Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.

### **Attendance:**

You are expected to show up and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the “Course Assignments” section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled due date or exam time.

### **Academic Integrity:**

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another’s work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

### **Student Academic Disciplinary Procedures**

#### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Classroom Behavior:**

I do not just want you present in class; I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, pagers, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

### **Course Assignments:**

#### In-Class Assignments: (100 points)

Throughout the semester, there will be in-class assignments that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up.

#### Exams: (300 points)

There will be 3 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each others. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No "make-up" exams are available for students who perform poorly or are absent from class on an exam date.

#### Media Analysis Paper 3-5 pages (50 points)

##### **GENERAL DIRECTIONS:**

Alcohol, drugs, and tobacco are substantially represented in the various forms of media in this country. For this paper, you will find a piece of media and analyze the portrayal of either alcohol,

drugs, or tobacco, or a combination of the above. Media pieces include songs, music videos, TV shows, movies, books, etc... You will select a piece of media that you wish to use and submit proof of its existence to your professor before you write the paper. Proof may include a video clip or a link to a song on Youtube or another similar website, an actual CD or DVD, etc... To write this paper, please follow the outline below.

### **Source**

- What is the piece of media?
- Why did you select this particular media piece?
- Describe the piece in detail.
  - What is the song about?
  - What is the movie about?
  - Etc...
- Who created the piece of media?
- In your opinion, what is the purpose of this piece of media?
  - Entertainment
  - Public service
  - Scare tactic
  - Education
  - Etc...
- How would you characterize this media piece in general and WHY?
  - Drama
  - Comedy
  - Documentary
  - Serious
  - Fun
  - Etc...
- Who is the intended audience?
- Who has access to this?

### **Drug use**

- What types of drugs are portrayed in this piece of media?
- How are they portrayed? Positively or negatively and WHY?
- How would you characterize the use of drugs in the piece and WHY?
  - Heavy, abusive
  - Recreational
  - For medical purposes/instrumental
  - Etc...
- What are the circumstances of the use depicted or described in the piece and HOW DO YOU KNOW?
  - Fun
  - Party
  - Addiction
  - Intervention
  - Etc...

### **Impact**

- What is the overall message regarding drug use in this media piece and HOW DO YOU KNOW?

- Describe how this piece would/could/does impact school aged (K-12) children?
- Is this piece inappropriate for school aged (K-12) children? WHY or WHY NOT?
- How would you explain to school aged children that this piece is either appropriate or inappropriate for their viewing/listening?
  - What would you tell them about it in general?
- For what ages is this piece appropriate and WHY?

### Conclusion

- Based on the above, does this piece of media have a place in society, should it be allowed to be shown/played?
  - If no, why?
  - If yes, why?
  - Please have a comprehensive, detailed response. Do not simply regurgitate what you have already stated. Think, and develop an analytical, conclusive summary.

Personal use paper: 3-5 pages (50 points)

### GENERAL DIRECTIONS:

Basically you will be describing the impact of OTCs, prescription medications, and non-clinical drugs (ATOD) in your life. **To keep it from being too personal, the use of ILLICIT drugs may be treated from the perspective of their use by people you know, without using names, rather than disclosing of your own possible illicit drug use.** I feel it is important as an individual and future educator to identify your own philosophy and drug usage in order to reveal any possible biases to this topic. Also, it is important to identify how drug usage by yourself or others may be affecting your lifestyle in a positive or negative way. Self-analysis will be required in this assignment and in order for you to freely write without fear of negative ramifications from me; you will be asked to include a cover page for your paper. On that cover page you will put the last 4 digits of your social security number and nothing else. I will grade your paper and include the total points on the cover page. Upon returning the papers to class, you will tear off your own cover page, put your name on it and return to me so I can enter the appropriate grade for each of you. I trust that you will be honest about the identification of your paper, even if it is not the grade you had hoped for.

### GRADING:

Your paper will be assessed using the following criteria:

Extent to which directions were followed

Depth and thoughtfulness of analysis in each category;

Explanation of ATOD philosophy and projected future application this philosophy

Quality and clarity of writing

### FORMAT:

1. *PHILOSOPHY*: An explanation of your current philosophy/position related to drug use, personally and professionally.

2. *OTC DRUGS & PRESCRIPTION DRUGS*: A description of your use of drugs for clinical/medical applications. Include use within your family, esp. if you are living with any family members/partners/kids.

\*use of OTCs (remember to include OTCs like caffeine, acetaminophen, cough medication, etc.

\*use of PRESCRIPTION DRUGS

3. *TOBACCO, ALCOHOL, ILLICIT DRUGS* A description of use of these drugs by self and significant others, indicating the type of relationship\*, level of use, effects on user, effects on others, etc.

-Organize by type of relationship, using relationship subtitles for ease of reading and writing.

-Sample of possible categories: health, mood, relationships, environment, economics, work

\* self

\* best friend/partner/spouse

\* closer friends/peers

\* other family members, other friends

4. *ANALYSIS OF IMPACT*: A thoughtful, reflective SUMMARY of the impact of drug use in your life and on the lives of those who are close to you. Note: Do not simply regurgitate what you have previously stated. Think, and develop an analytical, conclusive summary.

\*Clinical use of drugs \*Non-clinical use of drugs

<b><u>Grading Evaluation</u></b>	<b><u>Points</u></b>
----------------------------------	----------------------

In-Class Assignments:	100
-----------------------	-----

Exams (3):	300
------------	-----

Legalization paper:	50
---------------------	----

Personal use paper:	50
---------------------	----

Total:	500
--------	-----