

**Department of Health Promotion and Behavior
College of Public Health
University of Georgia**

**HPRB 5210
THE EFFECTS OF DRUG USE AND ABUSE
Spring Semester 2008**

Course Information

Instructor: Dr. David M. Hayes, Ph.D.
Office Location: 324 Ramsey Center
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Email:dmhayes@uga.edu
Office Hours: To be announced or by appointment (best)

Course Meeting Time and Location

Building: Ramsey Center
Room: 203
Day: Tu/Th
Time: 2:00pm-3:15pm

Textbooks and Other Required Course Material

Ksir, Hart & Ray (2008). Drugs, Society, and Human Behavior, 12th Edition, McGraw Hill

Course Description

Social, cultural, psychological, and physiological causes and effects of drug use and abuse. Individual, family and community factors related to prevention and treatment.

This course is designed to provide students an opportunity to explore the various issues, implications, and perspectives of drug use and abuse to relative to personal and professional understanding. With the ongoing need for education, prevention, treatment, and regulatory strategies in the U.S., this course will facilitate the awareness that knowledge, comfort, and choices relative to drug use behavior is imperative toward problem containment. Reducing the risks for substance abuse through a lifespan approach will be integrated into our classroom discussions and activities.

Course Learning Objectives

By the end of the course, the student will be able to:

- Distinguish between drug use, misuse, and abuse.
- Synthesize the major theories of drug abuse and dependence.
- Overview the historical trends of drug use and behavior and patterns in the United States.
- Explain how history, cultural stereotypes, contemporary political views, and legal approaches influence domestic and foreign policies toward drug problems.
- Assess the potential effects of drug use behavior on the various dimensions of health.

- Integrate research skills toward seeking additional knowledge and resources to support efforts to understand and promote risk reduction.
- Evaluate various media, websites, and other sources of drug-related messages and information as pertinent to developing personal and professional competencies advocating for drug abuse reduction.
- Analyze educational concepts and strategies designed toward the prevention of risk taking behavior according to contemporary criteria which include sensitivity to cultural norms and differences.
- Gather, interpret, and utilize appropriate educational information and materials in the design and application of educational strategies for selected target groups or individuals.
- Identify the major challenges and issues facing parents, educators, and drug policy makers.
- Reflect on personal health values and decision-making through various attitudinal assessments and classroom discussions.
- Develop a philosophical position that synthesizes your understanding of drug taking behavior and risk reduction approaches in the United States.

Course Requirements for Grading Purposes

Due dates for exams, assignments, etc. are designed for fairness to all classmates in planning, etc. No exceptions to these dates will be made unless extreme emergencies with PRIOR notification and approval by the instructor.

Text reading and other outside of class assignments have been selected and scheduled as part of your independent study to be conducted at your own pace. Preparation of the material for examinations is your responsibility. Valuable class time will not be spent covering most of the basic factual material that you can read in the book or other sources indicated (websites, journals, etc.) Each exam will cover approximately three chapters plus some information covered in class.

Not all chapters being read for each exam may correspond to class discussions. Asking questions about the preparation for each exam is your responsibility. It is strongly recommended that readings are not postponed until just before the exam. Steady and thorough study will best ensure success on the exams. You will invest in this preparation as you choose.

Examinations will be objective in nature using varied types of questions to assess your understanding of the material read in the text as well as the in-class discussions and notes. The intent of the exams is to reinforce your exercises in the study of the material. In essence, the textbook material is to cover basic factual information and the in-class work to explore issues, concepts, attitudes, and ethics associated with various selected topics in focus.

Consistent with the goals of health promotion, this course will provide you opportunities for development of competencies necessary for potential personal and professional needs in a variety of prevention/education settings. A culminating project (to be discussed in detail in class) will integrate various aspects of the course toward selected prevention/educational implementation strategies. This project will be presented in a professional format to the rest of the class.

* Investigative assignment and educational strategies assignment will be a cooperative effort with a partner and both assignments will be completed as one final project due near the end of the semester.

* It will be expected that honors students will produce work that is consistent with advanced skills and quality. Evaluation of work will be more critically scrutinized. Please consult with the instructor on project work prior to completion.

Tropical Outline

Date	Topic	Outline
Tues 1/8	Course Orientation	
Thurs 1/10		
Tues 1/15		
Thurs 1/17		
Tues 1/22		
Thurs 1/24		
Tues 1/29	Exam 1 Perspectives/History/Trends/Regulations) (Notes)	Chapters 1,2,3
Thurs 1/31		
Tues 2/5		
Thurs 2/7		Investigative Proposal Due
Tues 2/12		
Thurs 2/14		
Tues 2/19		
Thurs 2/21		
Tues 2/26	(Midterm) Exam 2 (Drug effects/Over –the-Counter Drugs) (Notes)	Chapters 4,5,12
Thurs 2/28		
Tues 3/4	Investigative Assignment Presentation 1's	(Withdrawal deadline)
Thurs 3/6q	Investigative Assignment Presentations 2's	
Tues 3/11	Spring Break	
Tues 3/13	Spring Break	
Tues 3/18		
Thurs 3/20		
Tues 3/25		
Thurs 3/27		
Tues 4/1	Exam 3 (Alcohol/Tobacco/Caffeine/Marijuana) (Notes)	Chapters 9,10,11,15
Thurs 4/3		
Tues 4/8		Extra Credit #2 due
Thurs 4/10		
Tues 4/15	Strategy Presentations	
Thurs 4/17	Strategy Presentations	
Tues 4/22	Strategy Presentations	
Thurs 4/24	Strategy Presentations	Projects Due
Tues 4/29	Reading Day	

Exam 4 (Chapters 6, 7, 16) (Stimulants/Depressants/Performance Enhancing Drugs)

Grading Policy

	<u>Total Value</u>
Exams 4@ 50 pts each	200 pts (from textbook-objective type)
Attendance/participation	125 pts (one excused-minus 15 pts each absence after)
Investigative Assignment (With brief presentation)	50 Pts. (criteria and format will begin) 15 pts
Educational Strategies Assignment (With brief presentation)	50 pts (criteria and format will be given) <u>15 pts</u>
	Total 455 pts

Extra Credit

You will be given opportunities, as appropriate, for additional experiences beyond the course requirements. Options, criteria, and format will provide in class. It is recommended that you complete and extra credit opportunities. However in order for any work to be considered, eligibility must be maintained. This means missing no more than two absences (for any reason) throughout the semester. Extra work will be filed and used only if the course grade is borderline. Grades are not curved nor are points added to the final grade beyond those opportunities provided in the class. **Any extra credit is due at the start of class on the due date. In fairness, no excuses or exceptions!**

Grading Scale:

94 and above	=A	79-77	=C+
90-93	=A-	74-76	=C
89-87	=B+	70-73	=C-
84-86	=B	65-69	=D
83-80	=B-	61-below	=F

Points can be deducted within any assignment for grammatical, spelling, or lack of adherence to guidelines provided (if such guidelines given). Proofread all work before submission for grading. All assignments will be typed using an 11 or 12 font print size unless told otherwise.

Make-Up Policy

Missing an exam or due date without notification and approval prior to class will not be granted the possibility of a make-up. This decision will be at the discretion of the instructor.

It is the responsibility of the student to do their own make up work and find out about their missed assignments.

Attendance Policy

Class attendance and participation are required and expected as an important investment into this class. One absence is allowed (no excuse needed). Each absence after the first will cost fifteen points from this category's total point value. Arriving late or leaving class early will cost five points. This behavior is disruptive and rude to both instructor and fellow classmates.

An accumulation of five or more absences (inclusive of the granted absence) will result in an instructor withdrawal or a drop in letter grade at the end of the semester. If failing at the time of a withdrawal or after the midpoint drop period, a grade of WF will be issued. Hardships can occur for various reasons and at any time within a semester. Please discuss with the instructor (if necessary) for council/advice on course progress or potential withdrawal. Do not jeopardize your learning or grade in order to "stay on track" for graduation! While that approach is understood, it is not advised. Signing the attendance sheet is your responsibility.

Participation points are granted at the discretion of the instructor based on any submitted work from in-class activities and observations made during class discussions.

*** All electronic devices must be turned off and out of sight while in class.

University Honor Code and Academic Honesty Policy

Academic honesty means performing all academic work without plagiarism, cheating lying, tampering, stealing, receiving unauthorized or illegitimated assistance from any other person, or using any source of information that is not common knowledge. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers.

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.

Failure to comply with class 'ground rules' (which we will create) and/or any academic dishonesty may result in withdrawal from the class.

Students with Disabilities

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

General Disclaimers

The views expressed by the course instructor or other guest lecturers do not necessarily represent those of the Centers for Disease Control and Prevention, the Department of Health and Human Services, or any other federal representative of the United States.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.