

Course Syllabus : ALCOHOL, TOBACCO AND OTHER DRUG (ATOD) EDUCATION

This content of this course fulfills State Board of Education Ruling 4200 (Act 51)

This syllabus covers information for those taking the course for non-credit and credit. All course content and online assignments are required for the non-credit course. Students may earn one graduate credit from the University of Vermont by completing the course project (description provided in this syllabus).

Instructor:

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Meeting Dates and Times:

This course is offered at different times throughout the year and fulfills Vermont Act 51 requirements for staff training in Alcohol, Tobacco and other Drug Education. Students may complete a course project described in this syllabus to obtain one graduate credit. The graduate credit is offered as one of a series of courses by the Vermont Higher Education Collaborative toward health education licensure.

Course Description:

It is widely recognized that problems related to drug use, misuse, and abuse pervade our society at all levels. While use of alcohol, tobacco, and other drugs (ATOD) can have a profound effect on many important aspects of an individual's life, including mental, emotional, social, physical, and spiritual health and success in school and/or work, very few people have had any direct education about factors related to drug use. Education at the school and community level is critical to reducing problems that arise from ATOD use.

This course is offered in conjunction with a one-credit fifteen-hour training that is mandated by the Vermont Board of Education to fulfill Board Rule 4213.2, which states: "...that teachers and health and guidance personnel have a sufficient level of professional development to enable them to competently teach or provide other services required in the school's alcohol and drug abuse prevention education program." This training is conducted according to a common syllabus at multiple sites each year across Vermont. Participants apply the course teachings in a practical personal, school, or community-based project.

Instructional methods include lecture, small- and large-group discussion, audiovisual and other media, student and community presentations, simulation and assessment.

Goals and Objectives:

Classes focus on the following curriculum areas:

1. Pharmacology
2. Chemical Use, Abuse, and Dependence
3. Chemical Dependence in the Family
4. Societal and Personal Attitudes
5. Policy and Legal Issues
6. Support and Referral for Students in Distress
7. Curriculum Development, Methods, and Classroom Issues

8. School Climate
9. Drinking and Driving and Other Risky Behaviors

Pharmacology: Effects of Drugs on Body Function

- Identify substances, including alcohol, prescription drugs, over-the-counter medications, steroids, stimulants, inhalants, and popular drinks, and their short- and long-term effects on the way a person thinks, acts, and feels
- Identify dosage amounts of alcohol
- Identify high-risk behaviors associated with ATOD use, including binge drinking, such as: pregnancy, violence, HIV and other sexually transmitted diseases, impaired driving, and lack of safety-belt use
- Describe the effects of ATOD on fetal development

Chemical Use, Misuse, Abuse, Dependence, and Recovery

- Recognize that alcoholism and drug addiction are diseases
- Define the terms *use*, *misuse*, *abuse*, *dependency*, *addiction*, and *recovery* as applied to ATOD
- Describe the alcohol continuum (nonuse to recovery), including signs and symptoms of chemical dependency and the process of recovery
- Identify drug use that poses potential risk for HIV transmission
- Discuss how substance use affects the transitional developmental stages from adolescence into adulthood (5-15 rule) including social, emotional, interpersonal and educational development
- Identify relevant Vermont statistics on trends in adolescent behavior including drug use and other risky behaviors such as HIV exposure and drinking and driving

Chemical Dependence in the Family

- Define what is meant by “family system” and describe how chemical dependency affects families, including the five survival roles that emerge in the dysfunctional family of the addict
- Describe risk factors for substance use, including environmental influences, inherited factors, and brain chemistry, and the role they play in a child’s development including potential increase of substance use and other mental-health issues

Societal and Personal Attitudes

- Identify personal and societal norms and attitudes that influence drug use in society
- Identify how alcohol and other drugs (including over-the-counter drugs and popular drinks) are marketed and the effects of advertising on buying decisions
- Identify examples of how binge drinking influences peers
- Recognize how behaviors that put students at risk for HIV infection and other health concerns are promoted in the marketing of alcohol and other drugs
- Identify the relationship between body image and drug use, including steroid use

Policy and Legal Issues

- Identify strengths and deficit areas of school Alcohol, Tobacco, and Other Drug (ATOD) policies
- Identify federal, state, and local agencies and laws related to the regulation, prevention, and treatment of ATOD use

Support and Referral for Students in Distress

- Recognize the importance of intervention, and describe how interventions are carried out
- Identify the importance of positive adult role models when it comes to reducing ATOD use
- List the attitudes, skills, and knowledge (ASK) students need to resist ATOD use
- Identify strategies for effectively talking about ATOD issues with students and making appropriate referrals

Curriculum Development, Methods, and Classroom Issues

- Develop a concept for how ATOD use is addressed in the curriculum consistent with the Vermont Health Education Guidelines for Curriculum and Assessment

School Climate

- Identify strategies to coordinate school health initiatives that impact ATOD use, including peer leadership
- Understand the forty developmental assets and how they relate to building resiliency

Drinking and Driving and Other Risky Behaviors

- Define blood-alcohol content (i.e., consumption rate is greater than elimination rate– typically considered to be one drink in an hour for a 160-pound male)
- Identify the effects of alcohol and other mind-altering drugs on driving
- Describe the concept of tolerance and the difference between the terms *drunk* (subjective) and *impaired* (describing a condition)
- Make links between alcohol and other drug use and the transmission of HIV disease
- Make links between ATOD use and violence, pregnancy, injury, car crashes, and other accidents

Learning Outcomes:

The goal of this course is to give participants the personal and professional development they need in order to competently provide services required in Vermont schools' alcohol and drug abuse prevention education program.

General Course Information

Course Policies/Expectations:

This course is designed to help participants integrate the teachings into their personal or professional experience. While all participants must fulfill the same basic requirements, each participant will have freedom and flexibility in adapting the course project to fit individual and professional needs.

Course expectations are:

1. Full attendance and active participation in all course meetings, and completion of an evaluation

If taking the course for one graduate credit:

2. Submission of a *Project Implementation Plan* **within one week of the end of the course**
3. Submission of a *Project Implementation Final Report* **within 3 months of the face-to-face training** for a grade

Attendance Expectations:

Full attendance and active participation in all course assignments and completion of an evaluation

Contributions in Class:

Full participation in online activities is expected.

Academic Honesty & Professionalism:

All students are required to be familiar with and adhere to the "Academic Honesty Policy Procedures" delineated in the most recent edition of "The Cat's Tale". (<http://www.uvm.edu/~dosa/handbook/>).

Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what accommodations will be necessary. If you are unfamiliar with ACCESS, visit their website at <http://www.uvm.edu/access> to learn more about the services they provide. ACCESS: A-170 Living Learning Center, University of Vermont, Burlington, VT 05405. PH: 802-656-7753, TTY: call 711 (relay), Fax: 802-656-0739, Email: access@uvm.edu, Instant Messenger: UVMaccess. General office hours: 8:30am – 4:30pm Monday through Friday. Call to make an appointment.

Required and/or Recommended Readings:

Resources for the course (developed by the Department of Education and the Center for Health and Learning titled "Alcohol, Tobacco and other Drug Education") are assembled in hard copy and placed online at www.healthandlearning.org. Participants are responsible for reading these materials and using them, along with other necessary resources, to complete their course project.

Electronic Submissions/Internet Use:

Respectful internet use is expected for the online course. The guidelines for internet use are outlined fully in the introduction section of the online course.

Student Evaluation/Assessment

Grading for graduate credit:

Grades will be based on a point system using the following criteria:

1. Full attendance and active participation in all course meetings, and completion of an evaluation (20 points)
2. Submission of a *Project Implementation Plan* **within one week of the end of the course** (20 points)
3. Submission of a *Project Implementation Final Report* **within 3 months of the face-to-face training** for a grade (60 points)

Description of Class Assignments for graduate credit:

A Project Implementation Plan and Final Project must be submitted according to due-dates specified. The requirements and assessment rubrics for these submissions are found below.

Scoring Rubrics:

The points will be totaled and a grade will be assigned based on:

Letter	Quality	Grade Point	Course points
A	Excellent	4.00	85-100
B	Good	3.00	70-85
C	Fair	2.00	55-70
D	Poor	1.00	40-55
F	Poor	.00	0-40

Percentage Contribution of Each Assignment:

See Grading above

Instructional Sequence:

Please see Goals and Objectives at the beginning of the syllabus. Course is sequenced accordingly.

Course Project – Only required for those taking the course for one graduate credit

Participants will choose a Personal, Curriculum, or Community Project (described below), subject to instructor approval

Project Requirements

- ❖ Submit a completed *Project Implementation Plan* (attached) within one week of the end of the course
- ❖ Carry out the course project
- ❖ Submit a typed FINAL REPORT within 3 months of the face-to-face training

Project Descriptions (All steps outlined are required)

Option 1: Personal Project

Throughout the course, participants often have realizations about their own substance use, or about their relationship with someone who is using or has used alcohol, tobacco, or other drugs in a way that is detrimental to their health and well-being and/or to those around them. This project provides participants an opportunity to learn more about the role substance use plays in people's lives, decide how they want to relate to it, and practice new behavior in relationship to the situation. Obviously, confidentiality between the instructor and the participant choosing this project is critical and will be maintained. This project will incorporate the following steps and the final report should include these five sections:

Final Report: Prepare a paper that includes the Problem Identification, the two Resource Reviews (approximately two pages), the Reflection on Support (approximately one page), the Action Plan, and a final reflection (1-2 pages) on what this process meant to you.

1. Problem Identification: Identify an issue or specific behavior to address (e.g., tobacco use, communication skills with partner, dealing with stress, etc.). **Maximum 20 points**
2. Resource Review: Choose two resources (e.g., Alcoholics Anonymous materials, website, or chat room) that provide information and perspective on the issue. Write a one-page review of each resource, including a brief summary, key points, and relevant applications to the project.
(Each resource is worth 10 points) Maximum 20 points
3. Reflection on Support: Talk to or meet with someone who can be a support, resource, or mentor as the issue is addressed (this should be someone you know who you feel safe discussing the issue with, a substance-abuse or other counselor, a clergyperson, etc.). Write a one-page reaction paper about this experience. **Maximum 10 points**
4. Action Plan: Choose a personal attitude or behavior that you want to modify. Develop an action plan (goal, steps toward goal, evaluation of progress). **Maximum 10 points**

Total Maximum Points for Final Report is 60 points

Option 2: Curriculum and/or Community Project

The purpose of this project is to provide participants the opportunity to facilitate a learning experience that teaches about ATOD to some targeted group, e.g., students or a parent or community group. This project will incorporate the steps below.

Final Report: Write a paper that includes the Audience and Needs Assessment, Instructional Objective, Resources, Outline, and a reflection on what this process taught you.

1. Audience and Needs Assessment: Identify who you will teach and what they need to know. **Maximum 10 points**
2. Instructional Objective: Articulate teaching objective (e.g., Students will be able to identify signs and symptoms of drug use and familiarity with continuum of use). **Maximum 10 points**

3. Resources: Identify instructional resources. **Maximum 10 points**
4. Outline: Develop a training plan (who – audience; what- objective and content; how – instructional methods; when). **Maximum 10 points**
5. Reflection: discuss what this project has taught you **Maximum 20 points**

Total Maximum Points for Final Report is 60 points

PROJECT IMPLEMENTATION PLAN
Required for graduate credit
Due within one week of course completion

Name: _____ School: _____

Address: _____

Phone: _____ (work) _____ (home) **E-mail:** _____

Date and location of Drugs in Perspective training: _____

Instructor: _____

Final-report due date (one month from completion of course): _____

Select project (choose one):

___ Personal

___ Curriculum

___ Community

Generally describe what you will do to carry out this project. All steps outlined in the project description must be addressed.

For graduate credit

Project Implementation Plan Criteria – worth a maximum of 4 points each			
Outstanding 15-20 points	Good 10-15 points	Satisfactory 5-10 points	Needs Improvement 0-5 points
1. Plan is submitted on time	Plan is submitted on time	Plan is submitted late with instructor approval	Plan is submitted late without instructor approval
2. All steps outlined in the Project Description in the syllabus are addressed clearly	Most of the steps outlined in the Project Description are addressed	Some steps outlined in the Project Description are addressed	Few steps outlined in the Project Description in the syllabus are addressed

Final Report Criteria – worth a maximum of 4 points each			
Outstanding 50-60 points	Good 40-50 points	Satisfactory 30-40 points	Unsatisfactory 0-30 points
1. Paper is submitted on time	Paper is submitted on time	Paper is submitted late with instructor approval	Paper is submitted late without instructor approval
2. Paper contains all required components	Paper contains most of the required components	Paper contains some of the required components	Paper contains few of the required components
3. Paper extensively utilizes and synthesizes course teachings and shows in-depth understanding as applied to a project that has significant impact	Paper utilizes and synthesizes course teachings and shows understanding as applied to a project that has impact	Paper utilizes and synthesizes some course teachings and shows some understanding as applied to a project that has impact	Paper inadequately utilizes and synthesizes course teachings and shows minimal understanding as applied to a project