



Health and Human Performance

A&M-COMMERCE

HHPH 1364: Substance Use and Abuse COURSE SYLLABUS: Summer II 2024

Instructor: Dr. Katharine Halfacre

Office Location: Virtual by Appointment

Office Hours: By Appointment either Zoom or by Phone

University Email Address: Katharine.Halfacre@tamuc.edu (best contact method)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Hanson, G. & Venturelli, P. (2014 or later). *Drugs and society* (12th ed. or later). Jones & Bartlett: Boston.

(A hard copy of the 12th edition is available via Amazon and other outlets. Kindle version is available in later editions, but they are more expensive.)

APA RESOURCE: Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Description: This course is designed to examine the physiological and sociological effects of drugs and other harmful substances. Legal and ethical implications will also be considered.

Student Learning Outcomes:

By the end of the course, the successful student should be able to:

1. Examine current scientific information concerning the relationship between drugs and mental and physical health as well as risk-taking behavior.
2. Identify reasons to initiate drug use and why individuals choose to continue using drugs.
3. Explore how dependence occurs, the treatment necessary to break dependence, and how dependence might have been prevented.
4. Survey history's influence on the drug-oriented society and its bearing on personal drug behavior to include laws that arise related to substance use, misuse, and abuse.
5. Identify alternative highs to drug use highs and how they relate to healthy attitudes and behaviors.
6. Identify related factors and examine issues in making responsible choices about drugs (e.g. decision-making, refusal skills).
7. Make a distinction between over-the-counter (OTC) medications, prescription medications, alcohol, tobacco, and a number of illegal drugs.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

We will review many legal and illegal substances commonly used and abused. Activities include discussions of timely topics, application of knowledge through quizzes and exams, and a review of the literature on a substance use and abuse topic.

Course Structure

This course will consist of online modules which will open on a weekly basis. Specifically, each module will open on Monday, and all associated assignments in the module will be due by 11:59pm on the following Sunday. A detailed schedule is provided at the end of this document. Coursework will be completed asynchronously in the online LMS. Weekly coursework will include chapter lectures, worksheets, and discussion boards. Initial posts for discussions will be due by Wednesday of the corresponding week. The Course will be structured as follows:

- Course Home Module
- Week 1 Module
- Week 2 Module
- Week 3 Module
- Week 4 Module
- Final Project Module

Assignment 1: Worksheets (10 Worksheets at 50 points each = 500 points)

Student Learning Outcomes #1, #2, #3, #4, #5, #6, and #7

You will complete 10 worksheets over material presented in assigned readings (i.e. websites and articles); the chapters of the book; and lectures. The purpose of the worksheets is to ensure that you have the basic knowledge to perform other activities in class such as discussing, researching, and writing about a variety of substances and issues related to them.

Assignment 2: Discussions (3 Discussions at 100 points = 300 points)

Student Learning Outcomes #1, #2, #3, #4, #5, #6, and #7

Three discussions will take place during the term. You should post a **minimum of 5 posts per discussion thread**: one initial post answering the question (by 11:59pm Wednesday of the week it is assigned) and four response posts to your fellow classmates that further the discussion. All answers should be “backed up” with documentation. **Be sure to cite your references in APA format.** Each initial post should be a minimum of 150 words, and each response post should be a minimum of 75 words.

Grade Earned	Discussion Rubric: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none">• Participates with the required number of on-topic postings of required length (150 and 75-word minimum). Initial response plus at least four additional response posts.• Initial post was posted by 11:59pm Wednesday of the week it is assigned.• Posts contribute to the discussion by answering the initial question and then furthering the discussions of other students.• Consistently uses Standard American English with rare misspellings.• Frequently attempts to motivate the group discussion by asking questions (related to initial discussion question) that further the discussion.• Accurately cites accurate information in APA format (including in-text citations).• Provides reputable outside references (that support discussion material) as well as the book in APA format at the end of each post.	90-100% 90 - 100 points

B	<ul style="list-style-type: none"> • Participates with the required number of on-topic postings of required length • Posts contribute to the discussion by answering the initial question and then furthering the discussions of other students. • Postings reflect the reading and some outside source material but may not be accurately cited. • Consistently uses Standard American English with rare misspellings • Comments are logical and reflect critical thinking • Provides outside references (that support discussion material) as well as the book in APA format at the end of each post 	80-89% 80 – 89.9 points
C	<ul style="list-style-type: none"> • Participates with the required number of on-topic postings of required length • Participates, but does not further the discussion by asking other questions related to discussion question. • Minimal grammatical or spelling errors are noted in posts • Opinions and ideas are stated clearly • Provides references (that support discussion material) as well as the book at the end of most posts 	70-79% 70 – 79.9 points
D	<ul style="list-style-type: none"> • May participate with the required number of on-topic postings • Significant errors in spelling and/or grammar • Occasionally posts off topic • Posts do not meet length requirements • Provides references that support discussion material 	60-69% 60 – 69.9 points
F	<ul style="list-style-type: none"> • Does not meet the required number of posts • Poor spelling and grammar appear in most posts • Posts topics which do not relate to the discussion content • Postings may have inaccurate information • Did not provide references 	<60% 0 – 59.9 points

Assignment 3: Final Project (150 points)

Student Learning Outcome #1, #2, #3, and #7

The purpose of this project is for students to explore one of today's major substance abuse problems. The instructor must approve the topic for its relevancy and also so that other students will not duplicate it.

The final project is the culminating product (learning and application) to be completed by the end of the semester.

This Final Project has two parts: Issue Investigation and Video Creation Using Avatars.

Possible topics include the following: Diagnosis and Treatment of Addiction; Athletes and Drug Abuse (Steroids); Drug Abuse and Psychiatric Disorders; Fetal Alcohol Syndrome; Alcohol and the College Student; Narcotics; Stimulants; Tobacco Use and Health Problems; Drugs, Sex, and Violence; Marijuana; Inhalants; OTC Drugs; Herbal Drugs; Women and Drugs; Drugs and the Older Adult; Drugs and Children; Drug Abuse Prevention (**This is not an all-inclusive list.** You may create your own topic, with instructor approval.)

Part I: Issue Investigation (75 points): Each student will choose one topic related to today's major substance abuse problems and answer a variety of questions. Then, the answers will be posted in Discussion 11.

Grade Earned	Final Project Part I: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> • Topic was approved by the instructor. • All key elements of topic were covered in a substantive way. • Detailed answers were provided for each question. • References were provided to support answers and cited in APA format. • Answers were posted in discussion board. 	90-100%
B	<ul style="list-style-type: none"> • Topic was approved by the instructor. • Most key elements of topic were covered in a substantive way. • Detailed answers were provided for each question. • References were provided to support answers and cited in APA format. • Answers were posted in discussion board. 	80-89%
C	<ul style="list-style-type: none"> • Topic was approved by the instructor. • Some key elements of topic were covered in a substantive way. • Answers were provided for each question. • References were provided to support answers. • Answers were posted in discussion board. 	70-79%
D	<ul style="list-style-type: none"> • Topic was approved by the instructor. • Some key elements of topic were covered in a substantive way. • Answers were provided for most questions. • References may or may not have been provided to support answers. • Answers were posted in discussion board. 	60-69%
F	<ul style="list-style-type: none"> • Topic may or may not have been approved by the instructor. • All key elements of topic were not covered in a substantive way. • Detailed answers were not provided for each question. • References were not provided to support answers and cited in APA format. • Answers may or may not have been posted in discussion board. 	<60%

Part II: Video Creation Using Avatars (75 points): Each student will create a **script** for a video representation of this chosen issue using the website, [www.powtoon](http://www.powtoon.com) or other platform (e.g., Evertoon, Dvolver, YouTube, etc.) approved by the instructor. The script (and subsequent video) you create should clearly demonstrate the knowledge you gained on this issue.

Grade Earned	Final Project Part II: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> Scenario and script were well-thought-out and complete. Flow of conversation was appropriate for scenario. Dialogue was coherent and followed a path that was believable. Video covered the required issues related to: Summary of the issue; U.S. and five other countries' political stance/laws; media portrayal of topic; organizations combatting the problem; supported personal views on stances and laws; and U.S. world leader obligation view. 	90-100%
B	<ul style="list-style-type: none"> Scenario and script were well-thought-out and mostly complete. Flow of conversation was appropriate for scenario. Dialogue was coherent and followed a path that was believable. Video covered the majority of the required issues related to: Summary of the issue; U.S. and five other countries' political stance/laws; media portrayal of topic; organizations combatting the problem; supported personal views on stances and laws; and U.S. world leader obligation view. 	80-89%
C	<ul style="list-style-type: none"> Scenario and script were somewhat well-thought-out and complete. Flow of conversation was mostly appropriate for scenario. Dialogue was mostly coherent and followed a path that was believable. Video covered some of the required issues related to: Summary of the issue; U.S. and five other countries' political stance/laws; media portrayal of topic; organizations combatting the problem; supported personal views on stances and laws; and U.S. world leader obligation view. 	70-79%
D	<ul style="list-style-type: none"> Scenario and script were only marginally well-thought-out and complete. Flow of conversation was somewhat appropriate for scenario. Dialogue was somewhat coherent and followed a path that was believable. Video covered a few of the required issues related to: Summary of the issue; U.S. and five other countries' political stance/laws; media portrayal of topic; organizations combatting the problem; supported personal views on stances and laws; and U.S. world leader obligation view. 	60-69%
F	<ul style="list-style-type: none"> Scenario and script were not well-thought-out and complete. Flow of conversation was not appropriate for scenario. Dialogue was not coherent and did not follow a path that was believable. Video did not cover all of the required issues related to: Summary of the issue; U.S. and five other countries' political stance/laws; media portrayal of topic; organizations combatting the problem; supported personal views on stances and laws; and U.S. world leader obligation view. 	<60%

Grading

Syllabus Quiz	50 points (5%)
Chapter Worksheets	500 points (50%)
Discussions	300 points (30%)
Final Project (2 parts)	150 points (15%)
TOTAL	1000 POINTS (100%)

Grade Scale:

900 - 1000 = A
800 - 899 = B
700 - 799 = C

600 - 699 = D
0 - 599 = F

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click **Live Chat** or click on the words “[click here](#)” to submit an issue via



please on the email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

I will return your grades within one week of assignment submission in most circumstances. Please email me if you have a question or are unable to view your grades at Katharine.Halfacre@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments

Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-

Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

HHPH 1364		
Planned Summer II 2024 Schedule		
Week	Topic	Assignments
1	Syllabus & Introduction Chapters 1 – 3	DUE 7/14 Syllabus Quiz Worksheets 1 – 3 Discussion 1 (Welcome)
2	Chapters 4 – 6	DUE 7/21 Worksheet 5 Worksheet 6 Discussion 2 (Drug Abuse)
3	Chapters 7 – 10	DUE 7/28 Worksheet 7 Worksheet 8
4	Chapter 11 – 15 Begin Final Project	DUE 8/4 Worksheet 9 Worksheet 10 Discussion 3 (Marijuana)
5	Final Project	DUE 8/8 Final Paper Final Project Video