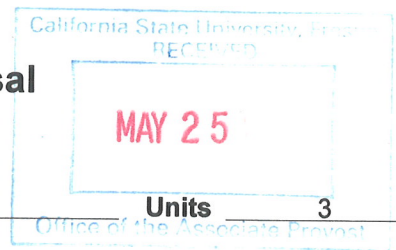


General Education Course Proposal



Proposed Course: HS 110 Drugs, Society, and Health
Prefix No. Title

Department: Health Science College/School: CHHS

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E X
Integration: B ___ C ___ D X International/Multicultural

Existing Course Revised Course ___ New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Examination of physical, neurological, emotional, social and political factors affection the use, misuse, and abuse of licit substances in contemporary American Society. Applies models of addiction and compulsive behaviors to gambling, food consumption, and sexual behavior.

Enrollment limit per section: 50

Expected number of sections per semester - Year 1 1 Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Diana D. By 5/11/01
Department Chair Date

Norm Kynes 05.23.01
College/School Curriculum Committee Date

Andrew Hoff 5/23/01
College/School Dean Date

Robert D. Merrill 12/10/02
General Education Subcommittee Date

J. Schereria 12/10/02
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

Attachment 2: Statement of elements common to all sections of the course.

As documented in the proposed course syllabus, all sections of the proposed HS 110 – Drugs, Society and Health will share common elements. These include:

- A. This course will provide students with an in-depth understanding of the physical, neurological, emotional, social and political factors affecting the use, misuse, and abuse of licit and illicit substances in contemporary American Society. The common content of all sections of this course will include: basic pharmacology and neurological effects of medicinal, recreational, licit and illicit drugs; historical, political and economic factors influencing drug development, regulation and distribution; cultural factors affecting the prevention and treatment of substance use; the role of advertising in promoting substance use among contemporary American society, and community, school and family based prevention strategies.
- B. All sections of the proposed course will include the following objectives:
 - 1. Define basic terms related to the processes associated with drug and alcohol use, misuse, abuse, addiction and recovery;
 - 2. Describe major historical and legislative benchmarks in the evolution and control of substances in the United States and other parts of the world;
 - 3. Demonstrate, in both oral and written formats, the effects of various substances on one's neurological, physical, cognitive, affective, and social functioning;
 - 4. Demonstrate, in both oral and written formats, the role of politics and economics in developing current policy and legislation regulating various substances;
 - 5. Describe contemporary issues in the treatment and prevention of substance use among families, women and youth; and
 - 6. Develop a critical awareness of his or her potential for developing problems with various habit-forming substances in the near or distant future.
- C. Students will be graded on their ability to apply the course concepts in the form of one term paper and several shorter written analysis of, or reaction to, case studies, guest speakers, or web-based information.
- D. As indicated in the proposed course syllabus, grading for the course will include three multiple choice/short answer essay exams, and the written assignments referenced in C above.

Attachment 2 – Common elements to all sections – HS 110

E. The representative texts that will be required in all sections of the course include:

Levinthal, C.F. (2001) Drugs, Behavior and Modern Society, 3rd Edition.
Boston, MA: Allyn and Bacon

Hanson, G. and Venturelli, P. (2001), Drugs and Society, 6th Edition.
Boston, MA: Jones and Bartlett

F. As documented in the proposed course syllabus, an approximate schedule for the topics will be covered as part of this course. The attached syllabus provides an overview of the specific substance use related topics that will be covered in the course. The impact of these issues will be presented from the perspective of how various social, political and economic institutions have affected, and been affected by, individual's decisions to ingest drugs and alcohol in contemporary American society.

Evaluation and Grading: Total Possible Points = 200

Examinations: Student grades will partially be determined by their performance on three short-answer essay / multiple-choice examinations, of varying point value, worth 50% of the final grade. The exams will cover material from lecture, assigned readings, case studies, and guest speakers. Make-up exams will be allowed only under extenuating circumstances and must be taken within one week of the regularly scheduled exam. Make-up exams will most likely take the form of essay or an oral exam. Students must provide written proof (e.g., a doctor's letter) attesting to the serious and compelling nature of the circumstances that prevented them from taking the examination on the scheduled date.

Written (typed) Homework Assignments -

University General Education Policy requires at least 4,000 words for upper-division general education courses. Students will produce one 500-word exercise (two typed pages, double spaced with one inch margins) at the beginning of class to assess writing skills and general knowledge of habit-forming substances. Students will be assigned six and out-of-class 250-word written assignments to communicate their reaction to, and understanding of, various social, political, cultural and economic factors that influence substance use behaviors. Students will also be required to complete a 2,000-word term paper on a faculty approved topic.

Specific criteria for each of these typed homework assignments will be given in class at least one week before they are due. Many of these written homework assignments will be from the World Wide Web sites identified in the text and provided in class. Students are expected to rewrite, and resubmit for further evaluation after consultation with the professor, assignments that do not meet the minimum standards set forth for content specificity, length, format and grammar. These papers will account for 40% of the total points possible during the semester (80 points).

Attendance and Participation - Students are expected to completed assigned readings on time and come to class prepared to ask questions and discuss issues related to the weekly topics. Participation in class discussions and regular attendance is included in the grading criteria. Also, credit will be given for in-class assignments, critique of guest speakers / films, and other homework assignments. Attendance, participation and homework assignments account for 10% of the total grade (20 points). **There will be no make-ups for missed in-class assignments or non-completed homework.**

Grading Criteria:

Exams (3) at approximately 35 points each=	100 points	Grading Scale: 180 - 200 =	A
Short written assignments =	45 points	160 - 179 =	B
2,000 word term paper =	35 points	140 - 159 =	C
Participation/attendance =	20 points	120 - 139 =	D
<i>total</i>	<i>200 points</i>	Below 120=	F

Course policies and Procedures

E-mail and computer access: All students are required to have access to e-mail. The University provides free e-mail accounts to all students. If you do not yet have an e-mail account, you can obtain one through the University at the Student Union or at the Central Valley Internet Project office at the Bulldog Plaza, at Barstow and Cedar streets. All students are required to have his or her own computer or have personal access to a workstation (including a modem and printer) with all the recommended software. ***NOTE:*** *In order to participate in class assignments you will need access to the World Wide Web.*

Cheating and Plagiarism: Students are reminded that cheating and plagiarism are serious violations of University policy and will not be tolerated. University policy defines “cheating” as “the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit.” University policy defines “plagiarism” as “a specific form of cheating which consists of misuse of the published and/or unpublished works of another by representing the material so used as one’s own work.”

If cheating or plagiarism is demonstrated on an assignment or examination, the minimum penalty will be a grade of “F” on that assignment or exam. A report of the incident will be forwarded to the Dean of Students to be placed in the student’s permanent record. Further violations of these policies may result in receiving a grade of “F” for the course, academic probation, or expulsion from the University. (See “Policies and Regulations” section of the California State University, Fresno General Catalogue.)

Accommodations for Students with Disabilities: The Department of Health Science cooperates with the Office of Services for Students with Disabilities (SSD) to make reasonable accommodations for qualified students with disabilities. Present your written Accommodation Request to the instructor as soon as possible. Also, the Department complies with the University’s policies concerning discrimination and sexual harassment. If you have any complaints, please contact the Dept. Chair (See “Services for Students with Disabilities” section of the California State University, Fresno General Catalogue.)

Disruptive Classroom Behavior: Each student is expected to conduct them self in a professional manner by showing the utmost courtesy and respect to the instructor and other students in the class. The goal is to create a community of learners in a positive, insult-free zone. A student who is unable to conduct them self in a courteous and respectful manner will be asked to remove them self from the classroom. Removal from the class is a serious step that must be reported to the Vice President for Student Affairs. (See the University Policy on “Disruptive Classroom Behavior” listed in the Schedule of Courses.) ***NOTE:*** Students are expected to turn cell phones off during class. Receiving calls and leaving class to speak on the phone, without notifying the instructor of extenuating circumstances, is deemed disruptive classroom behavior.

Attachment 3 - Typical Course Syllabus – HS 110

The following course schedule reflects the anticipated content to be covered each week. Changes may be made in the amount of time spent on each topic throughout the semester in response to student interest.

<u>Week</u>	<u>Class Schedule</u> <u>Topic(s)</u>	<u>Text Reading</u>
1 / 24	Introductions, course overview, basic concepts, terminology and definitions Small group activity to discover range of attitudes re: substance use	Class handouts
1 / 31	Historical , social and economic issues <ul style="list-style-type: none">• Drugs in early times, the 19th and 20th century• Patterns of drug use in United States• Routes of ingestion, absorption and distribution In the body• Role of Government and business• Differentiating drug use from abuse – a social• Social Network diagnostic model Small group activity to explore motives for substance use First writing assignment – apply social network model to your use of substances	Chapters 1 & 2
2 / 7	Regulatory issues <ul style="list-style-type: none">• Changing government policy and laws• Corporate influence of legislation• Food and Drug Administration• Enforcement issues Guest speaker from Fresno Sheriffs Dept. Internet assignment - review statistics from DAWN Reports	Chapter 2 (cont)
2 / 14	Theories of addiction and the Nervous system <ul style="list-style-type: none">• Physiological and psychological dependence• Understanding the brain• Review of nervous systems• Biochemistry of psychoactive drugs Video – “The Hijacked Brain” – in class reaction paper	Chapters 3

Attachment 3 - Typical Course Syllabus – HS 110

- 2 / 21 Legally Restricted Drugs – The Major Stimulants Chapter 4
- Historical and medicinal development of stimulants
 - Cocaine: pharmacology, acute and chronic effects, patterns of use to abuse
 - Methamphetamine: pharmacology, acute and chronic effects, patterns of use to abuse
- Case study – Methamphetamine Labs in the Central Valley of California
- 2 / 28 Legally Restricted Drugs – The Major Narcotics Chapter 5
- Opium in history
 - Pharmaceutical/medical industry role in development of morphine and heroin
 - How opiates work in the brain
 - Patterns of use to abuse
 - Treatment and long-term recovery programs
- Guest speaker from Methadone Maintenance program
- 3 / 7 Exam 1 (approximately 35 points) *students have 60 minutes to complete*
- Legally restricted drugs: Hallucinogens and Marijuana Chapter 6 & 7
- Classification, history, and neurological effects of hallucinogens
 - Hallucinogens in cultural and religious rituals
 - Lysergic Acid Diethylamide (LSD)
 - Phencyclidine (PCP)
 - Efforts to regulate hallucinogens
 - Marijuana – classification, history, and neurological effects of THC
 - Current trends and causes of concern
 - The issue of decriminalization
- Small group assignments and instructions for research on student run debate on legalization of marijuana
- 3 / 14 Hallucinogens and Marijuana (Cont) Chapter 6 & 7
- Student teams present their cases for legalization of marijuana
- Guest speakers from drug treatment programs serve as moderators

Attachment 3 - Typical Course Syllabus – HS 110

3 / 21 Central Nervous System Depressants: Hypnotics & Alcohol Chapt. 15 & 9

- Historical development of Barbiturates, nonbarbiturate
- Hypnotics
- Social norms regarding use of anti-anxiety drugs
- Alcohol use through history
- Pharmacology of alcohol and effects on brain
- Patterns of use
- Advertising's effect on alcohol use, misuse and abuse

Web-based assignment to analyze popularity and addictive potential of various hypnotic drugs

3 / 28 Alcohol use, misuse, abuse, alcoholism Chapter 20

- Historical attempts to regulate alcohol chronic use
- Genetic, behavioral and medical models of alcoholism
- Stages of alcoholism
- Treatment approaches – 12 Step programs

Guest speaker from Alcoholics Anonymous – short reaction paper

4 / 4 Tobacco and Caffeine Chapter 11 & 12

- Tobacco use through history
- Health concerns and smoking behavior
- Tobacco today – an industry on the defensive
- The pervasiveness of caffeine in food and beverages
- Cultural and social aspects of caffeine use
- Health risks of caffeine
- Dependence, tolerance and withdrawal

4 / 11 /No Class – SPRING BREAK

4 / 18 Exam 2 (approximately 35 points) *students have 60 minutes to complete*

Over the counter (OTC) and prescription drugs Chapter 15

- History of regulation of OTC and prescription drugs
- Trends and patterns of OTC development
- The pharmaceutical industry today – advertising and Consumer demand for immediate relief

Guest speaker – Pharmaceutical industry sales representative

Attachment 3 - Typical Course Syllabus – HS 110

- 4 / 25 **Special Topics and Drug use within subcultures** **Chapter 8**
- Patterns of anabolic steroids and sports
 - Hazards of steroids
 - Drug testing policy in sports
 - Club Drugs – Ecstasy and Ruffinol – precursors to date rape?

- 5 / 2 **Treatment Strategies** **Chapter 17**
- Medical Models
 - Residential models
 - Outpatient / behavioral modification
 - Cultural issues in treatment

Guest speaker – Fresno County Alcohol and Drug Abuse Council

- 5 / 9 **Prevention Strategies** **Chapter 18**
- Lessons from the past – failed prevention strategies
 - Community-based
 - School-based
 - Developing protective factors in families, schools and communities
 - Cultural issues in prevention

Course evaluations – and test review

Term Paper due in class

Finals week Exam # 3 (approximately 35 points)