



**Fayetteville State University**  
**School of Education**  
**Department of Health, Physical Education and Human Services**

Undergraduate

**1. LOCATOR INFORMATION**

Semester: Fall 2009  
 Credit Hours: 3  
 Course Number and Name: HEED 301-Drug Education

Course Location & Meeting Time: \_\_\_\_\_

Instructors	Office Location	Office Telephone	E-mail
Dr. Vikki Armstrong	Health and Physical Education Complex (HEPC) 316	672-2201	varmstro@uncfsu.edu
Ms. Chandrika Johnson	HPEC 317	672-1258	chjohnson01@uncfsu.edu

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

An in-depth study of drug use and abuse. All classes of drug including legal and illegal drugs, alcohol and tobacco will be discussed. Emphasis will be placed on psychological and sociological factors which may lead to drug experimentation and abuse as well as the psychosocial and physiological effects on human health and behavior.

**3. TEXTBOOK**

Ray, O and Ksir, C. Drugs, Society & Human Behavior, 11<sup>th</sup> edition., McGraw-Hill Book. Co., 2006, ISBN 0-07-313892-04

**4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

**5. COURSE GOALS AND OBJECTIVES**

**BEHAVIORAL OBJECTIVES**

At the completion of this course, the student will demonstrate a competency level of 85% in each of the following objectives:

1. Identify the relationships between nutritional habits, the body systems and health status;

2. Identify all nutrient categories, their food sources and relationship to good health;
3. Compare foods and their nutritional values and be able to plan menus that reflect Recommended Daily Allowances.
4. To demonstrate the significant role nutrition plays in health and disease.
5. To demonstrate the knowledge of the concepts and principles of nutrition in the maintenance and promotion of good health.
6. Identify food sources of nutrients and their possible substitutions for health promotion.
7. To apply nutritional knowledge in the analysis of food content.
8. Demonstrate the ability to identify nutritional inadequacies and make recommendations based on findings thereof.

#### 6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Health Education Standards	NCATE Standard(s)	Assessment(s)
X	<b>1. Teachers know health content including health risks for youth and prevention.</b>	Content Knowledge	
X	Indicator 1: Teachers have a medically and factually accurate base of knowledge in the following areas; nutrition, health related fitness, injury prevention and safety, decision making/problem solving, community and environmental health, conflict resolution, mental and emotional health, stress management, self esteem, substance abuse (specifically alcohol, tobacco, and other drugs), disease prevention, and consumer health.	Content Knowledge	Examination
X	Indicator 2: Teachers develop knowledge about health risks for youth that lead to morbidity, mortality, and social problems and apply relevant content to prevention strategies.	Content Knowledge	Examination Presentation on disease
X	Indicator 3: Teachers comprehend theories of behavior change and make connections between theory and practice.	Content Knowledge	Examination
	Indicator 4: Teachers have knowledge of the NCSCOS in healthful living education, the focus on a skills approach, and understand the organization and importance of all curricular strands.		
X	Indicator 5: Teachers demonstrate knowledge of organization and collaboration within schools and among school staff to promote and enhance coordinated school health programs.	Content Knowledge Pedagogical Content Knowledge	Examination
	Indicator 6: Teachers demonstrate knowledge of legislation and Board of Education policy that affects health education and comprehend the impact on health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary		

	resuscitation).		
X	<b>2. Teacher must be able to investigate and determine the health needs, problems, and interests of students.</b>	Professional Pedagogical Content Knowledge Student Learning	
X	Indicator 1: Teachers demonstrate the use of appropriate health behavior assessments.	Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination
	Indicator 2: Teachers utilize appropriate local, state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the relevance of instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 3: Teachers demonstrate the ability to address student needs in health education based on observation and communication.	Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Observation Examination
	Indicator 4: Teachers demonstrate assessing the community and accessing community resources to determine the needs of students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>3. Health teachers plan and implement effective instruction in the health component of healthful living education.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers plan and implement developmentally and age-appropriate instruction to meet competency goals and objectives in the <i>North Carolina Standard Course of Study</i> for healthful living education using a variety of teaching and learning strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Teachers facilitate a positive learning environment that is student centered and actively engaging for students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Teachers will have high expectations for student acquisition of skills for prevention of the following health risks: self esteem building, including self-perception, self acceptance, and self efficacy; behavior self management, including awareness/self monitoring, ethics development, decision making/problem solving, and planning behavioral strategies; communicating, including expressing empathy, assertiveness, conflict resolution and negotiation, and responding to persuasion;	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	

	using appropriate resources, especially for assessing need for help, locating sources of help, exercising rights, and overcoming obstacles.		
	Indicator 4: Teachers evaluate and select instructional materials that support the competency goals and objectives in the NCSCOS for healthful living education, including evidence-based curricula and instructional materials where alignment exists.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 5: Teachers will be able to link health knowledge and skills with content and skill development in other disciplines.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 6: Teachers will use and incorporate student use of technology when planning and implementing instructional strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 7: Teachers use reading and writing as a means of teaching health education and promoting literacy.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>4. Teachers are able to select, design, and implement assessments to evaluate student learning and health behaviors and subsequently utilize information to improve teaching.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers apply a variety of assessment activities and instruction to evaluate students' health knowledge and skill, including authentic assessment and appropriate use of technology.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Teachers assess health behaviors as an outcome of learning. information in a variety of ways.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Teachers interpret and use assessment data to make informed curricular and instructional decisions.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	<b>5. Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination
X	Indicator 1: Teachers recognize special health needs and adapt instruction for various racial/ethnic, limited English	Professional Pedagogical Content Knowledge Dispositions for All Candidates	Examination

	proficient, and exceptional children.	Student Learning	
X	Indicator 2: Teachers integrate a variety of modes of instruction and evaluation to address diverse learning styles.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination Literature review
X	Indicator 3: Teachers recognize and value diversity of student learners.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination
	Indicator 4: Teachers promote fairness, social justice, and peer acceptance to ensure the development of social and emotional wellness.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 5: Teachers establish and maintain high expectations for all students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>6. Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers recognize the importance of coordinated school health programs and have a plan for coordinating health education with other components of a coordinated school health program.		
	Indicator 2: Teachers understand and communicate the value of health education to students, colleagues, administrators, parents, and other community members.		
	Indicator 3: Teachers demonstrate the disposition and skills to facilitate cooperation among other health educators, teachers of other disciplines, and appropriate school staff.		
	Indicator 4: Teachers serve as a resource for students, families, and staff by interpreting and responding to requests for health information.		
	Indicator 5: Teachers demonstrate their commitment to health and wellness by demonstrating with their own behavior a healthy lifestyle.		
X	<b>7. Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.</b>		

X	Indicator 1: Teachers stay abreast of current recent research and new innovations within the field of health education.		Examination Literature review Web Search
X	Indicator 2: Teachers demonstrate their ability to be life long learner		Literature review Web Search
	Indicator 3: Teachers reevaluate instructional decisions and analyze the relationships between practice and student learning.		
	Indicator 4: Teachers have multiple experiences with observation and field practice.		
	Indicator 5: Teachers demonstrate the ability to collaborate with colleagues to reexamine their practice critically and seek help from colleagues to continue to develop as teachers and learners.		

#### 7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Examination
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	
	4. Teachers are leaders.	
	5. Teachers are reflective about their practice	
X	6. Teachers respect and care about students.	Examination

#### 8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Examination
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Examination
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that	

	enhance the educational experiences and well being of diverse learners.	
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Examination Class discussion
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

### 9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
X	Productivity tool (Power Point)
X	Presentation software
X	Internet
	Web page construction
X	e-mail
X	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
	Lap Top and LCD panel
X	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Presentation Web-based literature search
	2. Teachers plan and design effective learning environments and experiences supported by technology.	
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Powerpoint Development and Presentation
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	

	5. Teachers use technology to enhance their productivity and professional practice.	
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

## 10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively		Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families		Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

## 11. GENERAL REQUIREMENTS

### Specific Course Requirements

- Class attendance - See FSU Catalog under class attendance policy.  
In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average. **Example:** Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade.  
  
Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. **This policy includes all levels of classes (100 thru 400 level)**
- Required reading from selected journals related to a health problem.
- All assignments due on or before due date. No make-ups.
- Oral presentation of your research study.
- Search and examine web-sites related to community health intervention programs and services.

**12. EVALUATION CRITERIA:** The final grade in this course will reflect the average of class discussions, school observations, written reports, chapter tests, and class attendance.

**A. Grade Distribution**

<u>Activities</u>	<u>% of Grade</u>
1. Mid-term Exam	35%
2. Final Exam	35%
3. Drug prevention program project and presentation	15%
4. Written report (Re: specific drug-related problem)	10%
5. Quizzes and class participation	5%

**B. GRADING SCALE**

- 92 - 100 = A
- 83 - 91 = B
- 73 - 82 = C
- 64 - 72 = D
- Below 64 = F

**13. COURSE OUTLINE**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Week 1 - 2	Drug Use	
Week 3-8	The Nervous System The Actions of Drugs Stimulants Depressants and Inhalants Medication for Mental Disorders Alcohol Tobacco	
Week 9-10	Caffeine Dietary Supplements and Over-the Counter Drugs	
Week 11-12	Opioids Hallucinogens Marijuana Performance-Enhancing Drugs	
Week 13-15	Preventing Substance Abuse Substance Abuse and Dependence	

**14. TEACHING STRATEGIES**

1. Lecture and discussion
2. Audio-visual aids
3. Reading and written assignments
4. Field trips/visiting consultants
5. Seminars
6. Research topics
7. Hands on computer competencies

**15. DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## 16. REFERENCES

- Ames, Evelyn. Designing School Health Curricula: Planning for Good Health. WC Brown Publishers, 2002.
- Avis, Harry. Drugs and Life. WC Brown Reprints Dubuque, 2000.
- Eric Goode. Drugs, Society, and Behavior. 12th Ed. The Dushkin Pub. Co., 2000/2002.
- Fields, Richard. Drugs and Alcohol in Perspective. WC Brown Publishers, 2002.
- Goldberg, R. Drugs across the spectrum. Wadsworth, 2000.
- Hanson, G. And Venturelli. Drugs and Society. 10th Ed. Jones and Barlett Pub. Co., 2002.
- Inaha, D.S., Cohen. W.E. Uppers, Dowers, All Arounders. CNS production, 2003.
- Kinney, Jean. Loosening the Grip: A Handbook of Alcohol Information, 10th Ed., Mosby Year Book Inc., 2001.
- Lydic, R. And Baghdoyan, H. Handbook of Behavioral State Control. CRC Press, 2001.
- Meeks, Linda B. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health. MeeksHeit Publishing Co., 2005.
- Niesink, R.J.M. et al. Drugs of Abuse and Addiction. CRC Press. 2002.
- Rothenberger, James. Aids Education. WC Brown Publishers, 2006.
- Wilson R. And Kolander, C.D. Drug Abuse Prevention. Jones and Barlett Pub. Co., 2005.

## PERIODICALS

Behavioral and Brain Sciences  
Behavioral Disorders  
Behavioral Research Methods and Instrumentation  
Behavioral Science  
Behavior Science Research  
Behavior Therapy Journal of Alcohol and Drug Education  
Health Education Journal  
Journal of Applied Biobehavioral Research  
Journal of Behavior Modification  
Journal of Chemical Education  
Journal of Counseling and Development  
Journal of Counseling Psychology  
Journal of Drug Education  
Journal of Drug Issues  
Journal of Health Consequence of Smoking  
Journal of Health Education  
Journal of Health Education and Behavior  
Journal of Health Education Quarterly  
Journal of Health Psychology

## AUDIO-VISUAL AIDS

Alcohol and the Brain. Video Tape, Edu.dex., 2004.  
Teenage Heroin Abuse. Video Tape, Edu.dex., 2004.  
Sports and Drugs. Video Tape, Edu. dex., 2005.

Web of Addiction. Video Tape, Edu.dex., 2000.

Under the Influence: The Science of Drug Abuse. Edu.dex., 2005.

## **SOFTWARES**

Dealing with Smoking. CD-ROM, Edu.dex., 2002.

Dealing with Alcohol. CD-ROM, Edu.dex., 2002.

Quality Tobacco. CD-ROM, Edu.dex., 2002.

Uppers, Downers, All Arounders: A Psychoactive Drug Education. CD-ROM., 2005.