

Eastern Illinois University

From the Selected Works of Kathleen Phillips

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HST 4800 Drugs and Society Internet

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Available at: https://works.bepress.com/kathleen_phillips/8/

HST 4800 Drugs and Society Internet

- **INSTRUCTOR:** Dr. Kathleen Phillips
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Availability: Anytime by email
- **COURSE DESCRIPTION:** This course is designed to examine the psychological, pharmacological, and legal aspect of drugs that are used, misused, and abused.
- **THEME:** Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, and societies.
- **OBJECTIVES**
 - Identify the pharmacological categories of drugs and describe the commonalities and differences of the drugs within each category. [**7.1.1; 7.1.2**]
 - Identify various neurotransmitters and describe how drugs impact them. [**7.1.1; 7.1.2**]
 - Examine behavioral, environmental, and genetic factors of drug use that either promote or compromise health from a personal, family, community and global perspective. [**1.4.1; 1.4.3**]
 - Demonstrate proficiency in acquiring and communicating factual information about the various licit, illicit, prescription, over-the-counter, and unrecognized drugs used in society. [**6.1.2; 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6**]
 - Determine the extent of available drug prevention programs and resources. [**1.6.1**]
 - Demonstrate the ability to think critically by developing an analytical framework for understanding specific drug-use issue

** [Bracketed items are for *Health Studies Majors ONLY* for Portfolio use]

- **COURSE MATERIALS:** Drugs and Society. Hanson, Venturelli, Fleckenstein. 11th edition. Jones & Bartlett
- **COURSE OVERVIEW:**
 - The class is broken down into 5 **Modules**.
 - Each **Module** will require you to complete a **Worksheet**, do some **activities**, respond to **Module Discussions**, and take a short **Quiz**.
 - Each student will also be required to be a **Discussion Leader** at least once during the course.
 - Each student will develop and submit a **Final Project**
- **COURSE OUTLINE:**

Week 1: Intro to Course
READINGS: Ch 1,2,4,5
OBJECTIVES:

 - Match neurotransmitters with their actions
 - Identify the parts of a neuron.
 - Describe how a neuron functions in terms of the action potential.
 - Distinguish between agonistic and antagonistic receptors.
 - Understand how drugs are administered.

- Know the names, target groups, and purposes of major surveys that gather drug trends and patterns in the US.

Week 2: Pharmacology

READINGS: Ch 6,10, 11, 12

OBJECTIVES:

- Identify the common stimulants and summarize the commonalities and differences among them
- Describe the psychoactive effects of stimulants using neurotransmitters, mechanism of action, and route of administration.
- Distinguish between the medical uses and recreational uses of stimulants.
- Understand how nicotine causes addiction.
- Explain how caffeine works in relation to staying awake.
- Appreciate the impact of cigarette butts on the environment.

Week 3: Uppers

Text Readings: Ch 7, 8, 9, 13

OBJECTIVES:

- Identify the common depressants and summarize the commonalities and differences among them.
- Describe the psychoactive effects of depressants using neurotransmitters, mechanism of action, and route of administration.
- Identify common date rape drugs and summarize the commonalities among them.
- Identify the common narcotics and summarize the commonalities and differences among them.
- Distinguish between the medical uses and recreational uses of narcotics.
- Identify substances used as inhalants and recognize the signs of inhalant abuse.
- Describe common myths and misconceptions about alcohol use.
- Identify the amount of alcohol in a 'standard drink'.
- Debate the benefit of standard drink policies.
- Describe the concerns associated with "pharming"

Week 4: Downers

Text Readings: Ch 14, 15

Objectives:

- Identify the common hallucinogens and summarize the commonalities and differences among them.
- Describe the psychoactive effects of hallucinogens using neurotransmitters, mechanism of action, and route of administration.
- Identify designer drugs and club drugs and appraise the dangers associated with them.
- Describe the psychoactive effects of marijuana using neurotransmitters, mechanism of action, and route of administration

Week 5: All- Rounders & Drug Issues

Text Readings: Ch 3, 16

OBJECTIVES:

- Identify performance enhancing substances that are banned or illegal.
- Describe the primary concerns associated with performance enhancing substances.
- Match specific performance enhancing substances to specific sports.
- Identify the components of the Drug Free Workplace Act and the Omnibus Transportation Employee Testing Act
- Compare and contrast the techniques of drug screening.
- Describe drugs and dietary supplements as defined by the FDA
- Compare generic and brand name drugs.
- Explain the FDA approval process for new drugs.
- Describe the implications of the Rx-to-OTC concept

• ASSIGNMENTS:

- **Worksheets (50 points)** - Each module contains one worksheet that will direct the student to one or more web sites to find answers to a series of 5 to 10 questions about specific issues. 10 points each. [1.2.1, 1.2.2, 1.2.3; 1.4.1, 1.4.2, 1.4.3, 1.4.4; 1.5.1, 1.5.3, 1.5.4]
- **Quizzes (50 points)** - Each module has a short quiz based upon the worksheets, discussions, and other activities. 10 points each.
- **Discussion Leader (25 points)** - Each student is the leader for one discussion. The “leader” will select and research a topic (from a list of controversial topics provided), post an “Overview” giving the respondents some background information about the controversy and post 1-2 “Discussion Questions” to initiate the discussion. [6.1.3;7.1.1, 7.1.2, 7.2.1, 7.2.2, 7.2.4, 7.3.2]
- **Discussion Respondent (20 points)** - Each student is expected to be an “active” participant in at least 15 of them during the course. Active participation means that each student responds to the questions posted by the Discussion Leader for the topic and engage in the discussion throughout the course of the week.
- **Final Project** – The final project will be a written assignment that will challenge you to demonstrate your understanding of the key concepts of the course.
 - You will create a **“D.I.R.” -Drug Information Resource**
 - The end result of the **D.I.R.** will be a product that can communicate information or a drug prevention message for a specific target group. The product will be something that could be presented or displayed to the target group in a specific setting.
 - **HST Competencies associated with the Final Project: 7.6.1**
- **Movie/Book Recommendation (5 points)** - Provide a recommendation, and reason for the recommendation, for a book or movie related to aging and/or this course. For books, provide the full title, author, date, and publishing company. For a film provide the title, date, producer, director, studio or distributor

[Bracketed items are for HST Majors Only – Portfolio Items]

• GRADING POLICY:

Undergraduate:

Module Worksheets	50	180-200 = A
Module Quizzes	50	160-179 = B
Discussion Leader	25	140-159 =C
Discussion Participation	20	120-139 =D
Project	50	<120 =F
Movie/Book Recommendation	5	
Total Points	200	

Graduate

GRADUATE CREDIT:

Students taking the course for graduate credit will be required to do an additional project that involves a research component. See D2L for details.

Module Worksheets	50	225-250 = A
Module Quizzes	50	200-224 = B
Discussion Leader	25	175-199 = C
Discussion Participation	20	150-174 = D
Project	50	<120 = F
Book/Movie Review	5	
Graduate Project	50	
Total Points	250	

- **GENERAL INFORMATION**

- Respect: for self and others at all times in the classroom.
- Professionalism: This includes attitude, behavior, class attendance and contributions, attire, meeting deadlines and due dates, etc.
- Attendance policy is consistent with the University attendance policy concerning excused absences. Attendance records will be kept and used only to help with a borderline grade.
- Any student in need of special accommodations should contact the Office of Disability Services at 581-6583.
- Academic misconduct and disrespect will not be tolerated and will be dealt with according to university guidelines.

- Student Success Center

- Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217.581.6696 or go to 9th Street Hall, Room 1302.