



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Drug Use and Abuse

Course Prefix and Number – PHED 1346

Department - Kinesiology

Division – Math & Science

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description – Study of the use and abuse of drugs in today’s society. Emphasizes the physiological, sociological and psychological factors.

Prerequisites/Co-requisites – TSI reading requirements met or concurrent enrollment in READ 0306 or INRW0307

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by Peggy J. Fitt

Date 10/20/2014

Reviewed by Department Head Gene Bahnsen

Date 10/29/2014

Accuracy Verified by Division Chair Kevin Dees

Date 10/29/2014

Approved by Dean or Vice President of Instruction Lac

Date 12/1/14



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

DRUGS, SOCIETY, AND HUMAN BEHAVIOR

I. Drug Use in Modern Society

- A. Drug Use: An Overview
- B. Drug Use as a Social Problem
- C. Drug Policy

II. How Drugs Work

- A. The Nervous System
- B. The Actions of Drugs

III. Uppers and Downers

- A. Stimulants
- B. Depressants and Inhalants
- C. Medication for Mental Disorders

IV. Alcohol

V. Section Five: Familiar Drugs

- A. Tobacco
- B. Caffeine
- C. Dietary Supplements and Over-the-Counter Drugs

VI. Restricted Drugs

- A. Opioids
- B. Hallucinogens
- C. Marijuana
- D. Performance-Enhancing Drugs

VII. Prevention and Treatment

- A. Preventing Substance Abuse
- B. Treating Substance Use Disorders

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> Analyze the physiological, pharmacological and psychological effects of licit and illicit drugs, related to use, misuse and abuse, including but not limited to alcohol, tobacco, performance enhancing, over-the-counter prescription and designer/synthetic drugs. Evaluate the sociological impact of drugs within the context of health literacy, recreational use, social implications, stereotypes, family dynamics and work environments. Articulate and apply behaviors related to personal responsibility including but not limited to healthy attitudes and behaviors, refusal skills, decision-making and risk-taking behavior. Compare and contrast how dependence and addictions occurs, including but not limited to treatments and prevention strategies. Survey the historical influence on the drug-oriented society, sport and cultural beliefs and its bearing on personal drug behavior to include but not limited to laws that arise related to substance use, misuse and abuse. 	<ol style="list-style-type: none"> Lecture quiz, written term paper/project, other departmentally approved methods and/or mastery of related material. Lecture quiz, written term paper/project, other departmentally approved methods and/or mastery of related material. Lecture quiz, written term paper/project, other departmentally approved methods and/or mastery of related material. Lecture quiz, written term paper/project, other departmentally approved methods and/or mastery of related material. Lecture quiz, written term paper/project, other departmentally approved methods and/or mastery of related material.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Hart, Carl L. and Charles Ksir: *Drugs, Society and Human Behavior* (15th ed. *or* current version), McGraw-Hill Higher Education, New York, 2013

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

TV/DVD; Internet Connectivity

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

The grading scale used for all tests, papers, and projects will be as follows:

- 90% to 100% = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D

Writing Project(s) – 25-50% (may include research papers, exam essays, abstracts, book/film reviews, and/or response papers)

Exams – 25-75% (may include quizzes, unit exams, exam essays, and/or oral presentation)

Participation – 0-50% (may include daily assignments, projects and class participation)

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Review Forms

- x Critical Thinking
- x Communication
- x Empirical & Quantitative Skills
- Teamwork
- x Social Responsibility
- Personal Responsibility

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
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<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
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<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: _____

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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Department Head: _____

Date: _____