TO ACCOMPANY PROPOSAL FOR ADDITION OF COURSE
TO AN EXISTING UNST CLUSTER

Name of proposing faculty membe.  MARK KAPLAN
Title of proposed course  DRUG EDUCATION
From which department(s)  PUBLIC HEALTH EDUCATION
For which cluster  HEALTHY PEOPLE / HEALTHY PLACES
Name of cluster coordinator  SY ADLER

********************************************

COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S):  [Signature]  DATE: 1-26-00

CLUSTER COORDINATOR:  [Signature]  DATE: 1-26-00
CHAIR, CLUSTER COORDINATORS:  [Signature]  DATE: 2/1/00
CHAIR, UNST COMMITTEE:  [Signature]  DATE: 2/8/00

Copies of completed document are to be filed with appropriate cluster coordinator(s) as well as sent to appropriate department chair(s), UNST Scheduling, and Chair, Cluster Coordinators.

University Studies: March, 1999
PHE 326 Drug Education
Proposal for Addition of Course to An Existing UNST Cluster

A. Course description
(Adapted from the course syllabus)
The subject of drug abuse is complex and filled with controversy--there is even disagreement over the terms "drug," "abuse," and "addiction." A comprehensive understanding of drug abuse requires the integration of individual, family, and societal systems. This course is designed to assist students in developing a multidimensional understanding of the treatment and prevention of addiction in society. Emphasis is placed on the relationship between drug use/abuse and a broad based range of social circumstances associated with socioeconomic status, race/ethnicity, and gender. Particular attention is given to treatment and prevention issues from a public health perspective.

B. Course development
PHE 326, drug education, is not based on an existing course. The course is not new and has been offered many times.

C. General education goals
The course is structured so that students are challenged and can master the material. The University's goals of General Education are achieved through the following pedagogical goals: (1) the course instills the value of reading and thinking critically (e.g., comparing the implicit assumptions and values undergirding drug policies among different industrialized countries); (2) method of instruction and content are adapted to the diversity of the students' backgrounds and personal experiences; and (3) use of collaborative/cooperative learning strategies to promote real-life teamwork. The instructor utilizes a range of methods including lecture/discussion, audio/visual presentations, small problem-solving groups, student presentations, debate-formats, individual projects, expert speakers, out-of-class assignments in community-based agencies.

D. Course outline
Please see the attached copy of the course syllabus.
INSTRUCTOR: Mark S. Kaplan, DrPH
Office: 251 HPE
Office Hours: Tuesdays and Thursdays 4:00 - 6:00 p.m.
Phone: 725-8588
E-mail: kaplanm@pdx.edu
Meetings: Tuesdays and Thursdays 2:00 - 3:50 p.m., Room HPE 219

Course Description

The subject of drug abuse is complex and filled with controversy--there is even disagreement over the terms "drug," "abuse," and "addiction." A comprehensive understanding of drug abuse requires the integration of individual, family, and societal systems. Specifically, this course is designed to assist students in developing a multidimensional understanding of the treatment and prevention of addiction in society. Emphasis will be placed on the relationship between drug use and a broad range of social circumstances associated with socioeconomic status, race/ethnicity, and gender. Particular attention will be given to policy and service issues regarding the treatment and prevention of drug abuse from a public health perspective.

Learning Objectives for Students

Upon completion of the course, students are expected to:

1. To acquire a broad understanding of the complex interplay of biological, genetic, psychological, social, and cultural forces involved in drug abuse.

2. To recognize the ways in which the conceptualization of drug abuse has influenced policies and programs.

3. To trace recurrent themes in drug policy through an understanding of the historical processes.

4. To develop a conceptual framework for translating the epidemiologic research into practice which meets the needs of the individuals, families, groups, and communities in the drug abuse treatment system and the community.

5. To understand the special needs of underserved groups--particularly minorities, women, children and aged--and to examine the impact of cultural and socioeconomic factors have on drug abuse treatment and prevention.
Teaching Methodology

The course will use a variety of teaching methods including prepared material from the instructor, class discussion, occasional guest speakers, oral presentations, and films/videos. Students are required to read thoroughly and be prepared to discuss the readings in class.

Reading

Readings for this course will be drawn primarily from the textbooks. Please note that I may add a small number of readings during the semester. These will either be handed out in class or placed on reserve in the Branford Price Millar Library.

You are advised that the readings will not always form the basis for lectures/discussions. I use readings to guide students in specific directions or to illustrate key themes. On many occasions I will refer to readings and perhaps even summarize what I see to be their main points. Readings therefore augment lecture material. You will be required to read independently and grasp essential ideas/themes, etc. The best way to do this is to take fairly extensive notes of your own on the readings.

Required Texts


Course Requirements

1. A midterm will be scheduled for February 2 and final exam March 16 (10:30 a.m.).

2. Each student will be required to attend an open meeting of Alchoholics/Narcotics Anonymous and then write a two-page (500 words), double-spaced, typewritten or word processed paper based on his/her attendance. The paper should begin with a brief and very general summary of the meeting. The bulk of the paper should contain student's impression of the meeting including thoughts on topics such as whether or not you would make referrals to the group based on this initial experience, the types of individuals you think might do well in this particular group, and how you felt as an individual attending a meeting, or how you think a "newcomer" with an alcohol abuse problem might feel attending for the first time. You must take the utmost care in writing this paper to guarantee that you do not reveal anyone's identity. It is not appropriate to retell "Stories" that speakers may have relayed during the meeting in your
paper. Do not bring a tape recorder to the meeting or take notes at the meeting. This assignment is due on February 16. A schedule of meetings will be made available and preparation for the assignment will be discussed in class.

3. Students will be organized into small groups. Each group will prepare a presentation on a drug-use issue studied over the term. Each group will write a term paper and give a classroom oral presentation based on their research. This is an opportunity to use your creativity as a group to address a current drug problem. Suggestions will be discussed in class. No later than January 21, submit a one-page (250 words) proposal describing your project. Your final project is due no later than March 9. The paper should be 15 word-processed pages (excluding bibliography). Please use the referencing style of the American Psychological Association. All papers must be appropriately referenced. Any paper which fails to give due credit to other authors will receive a grade of zero. All members of the group will receive the same grade. If problems arise regarding uneven or lack of participation on the part of a member, please let me know so that we may deal with it.

Your paper will be graded according to the following criteria:

a. **COMPLETENESS AND THOROUGHNESS.** How fully has the issue been addressed? Has the student sufficiently researched the issue using library resources, interviews, and other means in order to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions have been considered, or are important issues not addressed? Has the paper been carefully proofread? **Maximum points = 2.5**

b. **ORGANIZATION AND CLARITY:** Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Is the sentence structure, syntax, and grammar of appropriate quality? Have subtitles been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issue as well as someone knowledgeable about this particular issue? **Maximum points = 2.5**

c. **REFERENCING:** Are there a sufficient number of references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? **Maximum points = 2.5**

d. **ORIGINALITY AND CREATIVITY:** Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about the issue? Has the student compared and contrasted the different viewpoints on the subject in a way that shows that
she or he understands the issues? Has the student suggested points that have not been addressed by others? Maximum points = 2.5

4. Each student will read required material and participate in class discussion. Assignments are expected when due. Points may be deducted for late submission. Evidence of comprehension of readings and lecture material must be clearly demonstrated in all test situations. Make up exams will not be given unless verified personal emergencies make attendance impossible. Time will be set aside in class for a review prior to the tests. If you do badly on an exam, come in and go over it. Sometimes you can discover a pattern of errors. You may go over each exam within two weeks after it is taken.

**Evaluation of Students**

- Midterm Exam: 30%
- Final Exam: 30%
- AA Assignment: 10%
- Group Term Paper (including oral presentation): 30%

**Grading Scale**

- 95 - 100 = A
- 90 - 94 = A-
- 87 - 89 = B+
- 84 - 86 = B
- 80 - 83 = B-
- 77 - 79 = C+
- 74 - 76 = C
- 70 - 73 = C-
- 67 - 69 = D+

**Course Outline**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic:</th>
<th>Readings:</th>
</tr>
</thead>
</table>
| 1/5     | a. Orientation on objectives and requirements of the course  
          b. Drug use: A history | Abadinsky (chs. 1 & 2)  
Opposing Viewpoints (ch. 1) |
| 1/12    | The psychology and sociology of drug abuse | Opposing Viewpoints (ch. 2)  
Abadinsky (chs. 4)  
"Addicted to Addiction" |
| 1/19    | Women and addictions  
Guest speaker: Felesia Otis, Women's Residential Center | Ettore (chs. 1, 7, & 8) |
| 1/26    | The psychopharmacology of drugs | Abadinsky (ch. 3) |
2/2 Tobacco: The non-drug drug Video: "The Nicotine War" Midterm Exam Ettore (ch. 5) Handouts

2/9 The uses and abuses of alcohol Film "Drinking 101" Ettore (ch. 2)

2/16 Twin epidemic of substance abuse and HIV/AIDS Guest speaker: Colleen Eigsti, IDU Harm Reduction Coordinator, Outside In Ettore (ch. 4) Handouts

2/23 Prevention and treatment of drug abuse Guest speaker: Julie Dodge, Mainstream Youth Programs Abadinsky (ch. 5) Opposing Viewpoints (Ch. 3)

3/2 Drug abuse: Public policy and alternatives Video: "War on drugs" Opposing Viewpoints (Ch. 4) Abadinsky (chs. 7 & 8)

3/9 Student presentations Summary of course

3/16 Final Exam

Note--This is an anticipated schedule; changes will be made if necessary.