COURSE SYLLABUS

Substance Abuse Prevention I

DAAC 2306
Number

3 – 0 - 3
Lecture - Lab - Credit

NONE
Prerequisite

This syllabus has been reviewed and is current on the date indicated.

Prepared By                          Date
Patricia Bundick                   5/21/15

Reviewed By

Andy Weaver                           Date
Division Director/Designee            08/12/15
I. Instructor Information

Name: Patricia Bundick Phone: (254) 559 7721

Campus Office: BRK113 email: patty.bundick@tstc.edu

Office Hours: MWF 8-5 Advisement Hours: By appointment

Department Chair: Patty Bundick Chair email: patty.bundick@tstc.edu

II. Class Times, Location

This class will be held:
8/31/15-12/11/15, Mondays and Wednesdays
Lecture: Monday- 10:00AM -12:00AM
Room: BRK-124, BWD-124, AB-224
Distance Learning Class- with Face to Face Labs
Lab: Wednesday 10:00AM- 12:00AM
Rooms
BRK-105- P. Bundick
BWD 146- E. Jones
AB117G- L. Eccleston

III. Program Outcomes

Students will:
CDC students will demonstrate competence in their ability to apply counseling, criminal justice theories; neurobiological, psychological and social aspects of addiction; cultural sensitivity; ethical boundaries and rules within a therapeutic counseling setting.

IV. Course Description and Introduction

Examination of substance use disorder prevention

V. Learning Outcomes

LO1: Identify evidence based prevention strategies within a cultural context
LO2: Identify risk and protective factors for substance use disorders.
LO3: Describe resources for prevention program planning
LO4: Explain program evaluation methods

VI. Assessment Methods & Grading Policy

TSTC Grading Policy:
(Grades for all Major courses must be C or better)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent/Superior Performance Level</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Required Performance Level</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Minimum Required Performance Level</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Required Performance Level</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
<td>Failure to meet Performance Requirements</td>
<td>0</td>
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</tbody>
</table>
Course Assessments & Grading Scheme:

Grading: Final grade is determined by the following:
20% Affective Assessment
40 % Four Unit Exams
20% Lab attendance and involvement
20% Team/Individual Projects/Presentation

Description of Graded Elements of the Course:

Lab: Student will attend weekly Lab to work on Individual/Team/ and Community research, projects/ presentations.

Team Presentation/Project: Students will work in a team to complete team projects dealing with topics of interest in substance abuse prevention. The project will culminate with a presentation on the facts obtained from the assignment and students will be graded using the presentation rubrics.

Individual Presentation/Project: Students will be required to complete individual in class assignments as well as comprehensive individual presentations on the subject of substance abuse prevention. Students will develop a survey instrument and utilize this instrument to conduct information on specific community needs for substance abuse prevention. They will then develop their own idea for a substance abuse program or treatment facility based on those survey results.

Affective Assessment: Affective learning involves attitude, motivation, and values. It is our goal to build and reinforce these values in each student who completes this course of study.
Your overall grade can be impacted on a weekly basis depending on your adherence to the affective guidelines. You have the opportunity to receive a “100” in this area each week. Each area will be graded on an objective “yes or no” criterion. Each area assessed will carry a percentage of that weekly objective grade. The breakdown will be: Punctuality 33%, Preparedness/Participation 33%, and Professionalism 34%.

Punctuality –being on time to class, on time back from breaks, turning assignments in on time.
Preparedness/Participation will be assessed through your involvement in class discussion, bringing your books, writing utensils, and paper to class. Reading any assigned materials prior to class.
Professionalism Appearance (clean clothes, no holes, neat, good hygiene) Demonstrating good personal boundaries and judgment, following class rules, no tobacco products or e-cigarettes, cell phones off or on silence. No use of cell phones during class. no caps worn in class, no excessively low tops or short shorts.

Exams: There will be a 4 unit exams.

VII. Textbook/Reference Materials

*Drug Abuse Prevention, A school and Community Partnership* 3rd edition
ISBN: 978-0-7637-7158-4
VIII. Additional Resources & Supplies
Computers will be used during Lab. Student must have access to a laptop computer.

IX. Class Participation Policy & Student Conduct

Participation Policy:
A. Policy of this Department:
• Students are expected to attend all classes and classroom activities. If a student misses more than 20% of the class periods, the instructor will assign the student an “F”. This policy does not affect the right of the student to drop a course before the mandated deadline or the right of the instructor to assign, with approval of the department chair, an IP under the appropriate extenuating circumstances.
• Responsibility for dropping a course lies solely with the student.

B. Instructor’s Policy:
• I will enforce the department’s participation policy. I will allow scheduled make up work on an individual basis. It will be the student’s responsibility to schedule the make-up work with the instructor. If a student misses 20% or more of a class make up work will not be allowed.

C. Integrity:
You are expected to maintain absolute integrity in all scholastic work. This is true in the workplace as well. Therefore, learn and practice it now. As stated in the Student Code of Conduct, TSTC Catalogue: ‘Any attempt on your part to receive credit for work other than your own – by cheating, plagiarizing, or collusion – will be the basis for disciplinary action. An accessory to an act of cheating shares the guilt with the principal, and is dealt with in the same manner.’ This means a zero will be received on the exam or assignment and/or a failing grade in the course, and/or removal from the program.

D. Behavior:
Students are expected to behave in a manner that is respectful of others in the class. Disruptive behaviors will not be tolerated. You will be asked to leave and will not be allowed to make up any work missed. Continual disruption will result in permanent removal from class.

Other Course Policies:

Late Work:
• Students need to be on time to class sessions. Late admission will be based on the individual instructor’s discretion. When a student is repeatedly late this is disruptive to the class and can impede the group assignments. If a student is repeatedly late this will reflect in a lower grade for attendance and can affect their individual grade in the group projects.
• Contact the instructor if you know you have to miss a class. If you are sick or have unforeseen circumstances you must contact the instructor to make arrangements to make up the work. Try not to wait more than a week as this makes make up more difficult.
• If you miss any group projects or Unit Tests you will only have one week to make those up. You will receive a 10 point deduction for late tests and presentations unless a valid doctor’s excuse or other valid excuse is presented to the instructor.

Make-up Work:
• If you have a valid doctor’s excuse or other valid excuse, we will reschedule a due date.
• If you DO NOT have a valid excuse, being permitted to reschedule a due date will depend on your past attendance, performance, class attitude, and advanced notification when possible.
XI. Safety

- Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building.
- Students requiring evacuation assistance should inform the instructor during the first week of class.
- In the event of evacuation, follow the faculty’s or class instructor’s instructions.
- Do Not re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

XII. Special Needs

If you have a documented disability that will impact your work in this class, please contact the ADA Coordinator, so that appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the ADA Coordinator. For more information call (325)-236-8292 or email amy.freeman@tstc.edu.

XIII. Course Schedule

(Recommended Timeline)

The following Activities / Assignments are subject to change; however, reasonable notice will be given.

Week 1:
Introduction
Syllabus
Learning Activity Assignments-Individual & Team Projects
Chapters 1 "An Introduction to Drug Education"
Lab: Learning Activities: Page 14

Week 2:
Chapter 2 "Drug Abuse Problems: Background and Setting",
Lab: Each Student will develop an awareness poster and article on a specific drug or a problem associated with addiction.

Week 3:
Chapters 3 "Alcohol and Tobacco: Fugitives from the War on Drugs"
Lab: Conduct a field trip to Wal-Mart or other liquor stores and systematically chart a cross section of beer brands, noting placement and graphics, designs of warning labels. Assess the placement by determining which products display the warning signs so consumers can read the warning labels./ Visit a “smoke shop” or store that specializes in tobacco products. They will chart a cross section of tobacco products, noting placement and graphics, designs of warning label. They will then assess the placement determining which products display the warning signs so consumers can read the warning labels.
Week 4:
Unit 1 Exam: Chapters 1-3
Chapter 4 "Other Drugs, Mostly legal"
Lab: Speaker, Pharmacist- speak on generic vs. brand name drugs. Teams will report on comparisons of
over the counter drugs.

Week 5:
Chapter 5 "Other Drugs, Mostly Illegal
Lab: Students will research and present findings on types of drugs either, illegal, OC or prescription that
are being abused or misused in different regions around the state and nation.

Week 6:
Unit 2 Exam –Chapters 4-5
Chapter 6 "Focus on the Community"
Lab: Team project: Students will develop a prevention flyer with local resources for help.

Week 7:
Chapter 7 "Focus on the Individual"
Lab: Learning Activities, page 150; each student will develop an “At Risk Tree” poster

Week 8:
Chapter 8 "Focus on the Schools"
Lab: Learning activity, # 3, Select on life skills lesson plan, a curriculum guide, or a website. Modify the
lesson plan based on your knowledge of best practices. In your team, practice teaching the lesson.
Videotape your presentation, present to the class and critique the performance.

Week 9:
Chapter 9 "School and Community Violence Prevention"
Lab: Divide into teams of 4-5, Conduct an interview with a person who is age 60 or older and ask how
they a seen the extent and nature of violence change over his/her lifetime.

Week 10:
Unit 3 Exam: Chapters 6-9
Chapter 10 "Public Policy and Drug Abuse Prevention"
Lab: Debate: Students will develop debate arguments in favor of and against legalization of schedule 1
drugs. Their arguments should include current issues and ethical concerns. Students will organize and
conduct a debate on the topic.

Week 11:
Chapter 11 "Early Intervention with Drug Abuse and Related Problems"
Lab: Workshop by ARCADA prevention specialist.

Week 12:
Chapter 12 "Treatment of Alcohol, Tobacco, and Drug Addiction"
Lab: Workshop by Betty Hardwick, on Tobacco Cessation program

Week 13:
Chapter 13 "Needs Assessment and Program Evaluation."
Lab: Presentations

Week 14:
Unit 4 Exam: Chapters 10-13
Lab: Community Presentations

Week 15:
Group Presentations
XIII. Instructor CV – Patricia Bundick

### Education

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Degree Earned</th>
<th>Date Earned</th>
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<tbody>
<tr>
<td>Hardin Simmons University</td>
<td>Bachelor of Science</td>
<td>May 1980</td>
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<tr>
<td></td>
<td>Major: Social Work</td>
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<td></td>
<td>Minor: Psychology</td>
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### Certifications

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<tr>
<th>Name of Certification</th>
<th>Date Expires</th>
<th>Date Earned</th>
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<tr>
<td>Licensed Chemical Dependency Counselor</td>
<td>December 2014</td>
<td>December 1992</td>
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### Industry, Teaching or Training, and Other Experience Relevant To Course

<table>
<thead>
<tr>
<th>Description of Experience Related To Course</th>
<th>Date Ended</th>
<th>Date Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Texas State Technical College</strong> CDC Department Chair Assisted in developing the Chemical Dependency Counseling Associates Program, Instructor. All Chemical Dependency Counseling Courses. Continuing education courses for corporate college</td>
<td>Current Position</td>
<td>Full time: 2004</td>
</tr>
<tr>
<td></td>
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<td>Part time 2000</td>
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<tr>
<td>• <strong>Gateway Foundation/Walker Sayle TDCJ Unit Assistant Director</strong> 2003-2004 Oversight of clinical program on 644 bed, TDCJ substance abuse treatment facility</td>
<td>August 2004</td>
<td>July 1994</td>
</tr>
<tr>
<td>Clinical Supervisor 1997-2003 Oversight of delivery of services to 165 clients &amp; Supervision of 8 clinical staff. Coordinated continuing education for clinical staff Taught courses for continuing education to clinical staff Worked on management team to provide training for Gateway clinical staff throughout Texas</td>
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<tr>
<td>• <strong>Counselor</strong> 1994-1997 Provided substance abuse counseling in a therapeutic prison setting. 20 person caseload</td>
<td></td>
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<tr>
<td>• <strong>Hospice of North Texas Medical</strong> Social Work Assistant: Assisted treatment team in identifying significant social and emotional factors of ill and chronically ill patients. Assessment of social, emotional, and environmental factors.</td>
<td>Part time</td>
<td>Contractual 1995-1996</td>
</tr>
<tr>
<td>• <strong>Stephen/Shackelford Mental health Center Center Director</strong> Management and supervision of mental health and substance abuse services in Stephens /Shackelford Counties. <strong>Caseworker</strong> Center Provided screening, intake, clinical evaluation, treatment planning, and implementation of outpatient services</td>
<td>1984-1990</td>
<td>1982-1994</td>
</tr>
<tr>
<td>• <strong>Girling Home Health Care, Inc. Medical Social Work Assistant</strong> Assisted treatment team in identifying significant social and emotional factors of ill and chronically ill patients. Assessment of social, emotional, and environmental factors.</td>
<td>(part-time) (contractual) 1984</td>
<td></td>
</tr>
<tr>
<td>• <strong>American Red Cross Taylor County Chapter Director</strong>- Administered all Red Cross service in Taylor County <strong>Caseworker</strong>-Counseling and support services to military personnel and their families in emergency situations</td>
<td>July 1982</td>
<td>July 1980</td>
</tr>
<tr>
<td>• <strong>HONORS/AFFILIATIONS</strong> 2009 (NISOD) National Institute for Staff and organizational Development Award 2006 W.R. Potter Mark of Teaching Excellence Award 2002 Clinical Supervisor of the Year, Gateway Foundation</td>
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Student Acknowledgement

This is to acknowledge that I have received a copy of the syllabus for the course Substance Abuse Prevention I, DAAC 2306.

I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

__________________________________  ______________________________
Student Printed Name    Signature

__________________
Date