



RANGER COLLEGE
STEPHENVILLE, TEXAS

COURSE SYLLABUS

Substance Use and Abuse

PHED 1346

3 credit hours

Fall 2017

INSTRUCTOR:

William Mayfield

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OFFICE: Online
PHONE: 254-592-6913
HOURS: Monday – Thursday 8-5pm

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

The study of the use of drugs in today's society. Emphasizing the physiological, sociological, and psychological factors involved. Legal and ethical implications are considered.

III. Required Background or Prerequisite

None

IV. Required Textbook and Course Materials

DRUGS in Perspective, Causes, Assessment, Family, Prevention, Intervention, and Treatment by Richard Field, 8th edition.

V. Course Purpose

To educate students about the use of drug in our society. Understand the positives and negatives of different situations about the use and abuse of drugs.

VI. Learning Outcomes

Listed below are exemplary educational objectives that are components of a system designed to prepare college students to become well educated men and women who are intellectually flexible, articulate and have capacity to become responsible creative members of society. In certain areas of this course, many of these objectives have been incorporated. In this syllabus when these objectives are present, they are so noted by abbreviations such as C-1, C-6, N-3, which correspond with the following list.

A. Communication C-1 – to understand and demonstrate writing and speaking processes through Invention, organization, drafting, revision, editing and presentation. C-2 – to understand the

importance of specifying audience and purpose and to select appropriate communication choices C-4 – to participate effectively in groups with emphasis on listening, critical and reflective thinking and responding C-5 – to understand and apply basic principals of critical thinking, problem solving and technical proficiency in the development of exposition and argument C-6 – to develop the ability to research and write a documented paper and/or give oral presentation B. Mathematics M-1 – to apply arithmetic, algebraic, geometric, higher order thinking and statistical methods to modeling and solving real world situations. M-4 – to use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results M-5 – to interrupt mathematical models such as formulas, graphs, table, schematics and draw inferences from them M-6 – to recognize the limitations of mathematical and statistical models C. Humanities and Visual and Performing Arts H-4 – to engage in the creative process of interpretative performance and comprehend the physical and intellectual demands required of the author or visual or performing artist D. Institutionally Designated Option (Computer Literacy) D-1 – to use computer based technology in communicating and acquiring Information D-3 – to understand limits, problems and possibilities associated with the use of computer based technology

VII. Core Objectives

Students will learn the names of many drugs. Students will learn to classify drugs into a few categories. Students will learn the therapeutic values of many drugs. Students will learn the side effects of many drugs. Students will learn the immediate effects of many drugs. Students will learn the long range effects of many drugs. Students will learn the laws and punishments concerning many drugs. Students will learn the most recent statistics of drug use. Students will learn the theoretical reasons why people take drugs. Students will learn about drug tolerance. Students will learn about drugs and their financial costs to the individual as well as the cost to society. The students will learn current theories on drug abuse prevention.

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

Material will be covered by: Textbook readings, audio visual material, library research, and internet research. This class will be taught online.

IX. Methods of Assessment

- A. Daily Work (Quizzes, Assignments, Attendance) = 60% B. Midterm / Final Exam= 40%
C. Report / Page - Extra credit - End of the course

Grading scale: A = 90-100% B = 80-89 C = 70-79 D = 60-69 F = Below 60

X. Course/Classroom Policies

This is an online class, so you will need to check in a couple of times a week. I am able to see if you have been on blackboard for that week or not. Makeup work will need to be cleared by the instructor.

XI. Course Outline/Schedule

- A. Understanding Substance Abuse
1. Putting Drugs in Perspective
 2. Why Do People Abuse Drugs
 3. Drug – Specific Information
 4. Definitions of Substance Abuse, Dependence, and Addiction
- B. Family
1. Substance Abuse and Family Systems
 2. Parenting: Impact on Alcohol/Drug Use and Abuse
 3. Growing Up in an Alcoholic Family System
- C. Prevention, Intervention and Treatment
1. Prevention of Substance-Abuse Problems
 2. Change, Motivation, and Intervention for Substance-Abuse Problems
 3. Disorders Co-occurring with Substance Abuse
 4. Alcohol/Drug Recovery Treatment and Relapse Prevention

XII. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.