

PH 3260 Substance Abuse Prevention for School Educators Syllabus

Meet Your Instructor

Welcome to Studies in Substance Abuse Prevention for School Educators! I am Barb Bakker, instructor of School Health Education at the University of Northern Iowa, Department of Kinesiology, Allied Health and Human Services. My primary responsibilities include teaching the following courses: Secondary School Health Education Methods; Health Education Curriculum; Health and PE for Elementary Teachers; and Drug Prevention Education for School Health Educators. I am also the Coordinator for the Guided Independent Study School Health Education Endorsement Program.

As we correspond frequently throughout the course, feel free to address me as Barb or Ms. Bakker. I will address you by your first name unless you advise me differently. I look forward to working with you and helping you develop into a skills-based school health educator. Please read the rest of the syllabus, then, begin work on the course.

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Background



Prior to arriving at the University of Northern Iowa, Ms. Bakker taught Health Education for 33 years and for 24 years was head volleyball coach at the Dike-New Hartford Community School District in Dike, Iowa. For 10 years she served as an adjunct instructor for the Health Division at the University of Northern Iowa. Ms. Bakker was the 1989 recipient of the IAHPERD Health Educator of the Year Award. She was inducted into the University of Northern Iowa Health, Physical Education and Leisure Services Hall of Excellence, the University of Northern Iowa Athletics Hall of Fame, the National High School Athletic Coaches Association Hall of Fame, and the Iowa Girls Coaches Association Volleyball Hall of Fame. She holds several State of Iowa coaching achievements including seven state championships and six state runner-up titles. Ms. Bakker has presented at the National Athletic Coaches Convention, AAHPERD National Convention, IAHPERD State Convention, Lakeshore Wellness, ISACA State Conference, Midwest Regional Middle School Conference, and was on Iowa Public Television: Student Voices.

Ms. Bakker resides in Dike with her husband. They are the parents of three children who are all educators and coaches, as well as, the grandparents of 6 (and counting) grandchildren.

Education

- M.A. School Health Education, University of Northern Iowa
- B.A. Physical Education Major, Health Minor, University of Northern Iowa

Course Overview

The course is designed for school health educators. The reading and coursework are focused on material and skills related to relevant school health substance prevention education. Coursework is applicable to the needs of a school health educator and can be implemented into the school health education classroom.

Required Text

Page, Randy M., & Page, Tana S. (2015). Promoting Health and Emotional Well-Being in Your Classroom (6th ed.). Sudbury, MA: Jones and Bartlett. ISBN: 978-1-4496-9026-7

Note: The text is also used for the Continuing Education Guided Independent Study Courses: HPE 4186 Studies in Sexuality Education for School Health Educators and HPE 4186 Studies in Mental/Emotional Health Education for School Health Educators.

Course Goal and Outcomes

The overall goal for the course is:

- to provide school health educators with basic information, skills, and coursework relevant to substance prevention education in the school health education classroom.

Upon completion of the course, the student should be able to:

- access national and state surveys and analyze substance use trends among youth.
- analyze media promotion of alcohol and tobacco use.
- compare and contrast substance abuse prevention education strategies.
- examine substance abuse prevention curricula.
- examine the psychosocial factors that need to be addressed in a successful tobacco use prevention program.
- critique a school policy on tobacco use utilizing the CDC recommendations.
- recognize signs and symptoms of alcoholism and problem drinking.
- analyze the impact of addiction on the family.
- access reliable sources of information regarding drugs of abuse.
- chart pertinent facts pertaining to various drugs of abuse.
- cite the health consequences of various drugs of abuse.
- conduct a self-analysis utilizing the CDC's School Health Index.
- navigate the Web to access reliable sources for substance prevention education.
- design an engaging skills-based substance abuse prevention lesson plan aligned with either the National Health Education Standards or the Iowa Core Curriculum Health Literacy Essential Concepts.
- identify and utilize a variety of reliable resources, materials, and instructional strategies.
- advocate for substance abuse prevention education.

Course Expectations

- A. Demonstration of the skills and knowledge of a post-secondary student
 1. Complete all course work and readings.

2. Use proper grammar, sentence structure, spelling, and punctuation in all written work.
 3. Use the Bb Learning System.
 4. Use email when necessary.
- B. Academic honesty
1. Forms of academic dishonesty include: cheating, sharing course work with others, "recycling" assignments from other courses, plagiarism, tampering, or assisting others to perform these acts.
 2. Any evidence of dishonesty will be investigated and dealt with. **Recycling or using the work of others on assignments and projects is cheating and will result in failing.**
 3. Read University Policy 3.01 Student Academic Ethics Policy in Course and University Policies in START HERE.
- C. Accessing URLs (resources on the internet)
1. If a URL cannot be found, use a search engine (i.e. Google). Type in the name of the program, reading, etc. Websites occasionally change or are temporarily "down." Make an effort to access the URL by alternate means.

Course Organization

The course is divided into five Modules. All written assignments will be submitted as file attachments via eLearning. Please refer to each individual assignment for specific instructions.

Written Assignments

Please save the assignment files as Rich Text format if using a word processing program other than Microsoft Word. Written assignments will be graded based on the correct completion of the assignments, including thoughtfulness and detail of responses. Please word-process each question before answering it. Expectations and points are stated for each assignment.

Quizzes

Modules 1 and 4 concludes with a quiz. Module 3 concludes with a quiz including both Modules 2 and 3. The quizzes may include multiple choice, matching, short answer, and/or essay questions; and range from 15-35 points.

To prepare for the quizzes, review the study guides you will complete for each Module. The study guides are provided as a tool to help you prepare for the quizzes and the exam and will not be submitted.

Course Grading

There is a total of **276 points** in the course. Points earned will be totaled and a percentage figured. A final letter grade will be assigned according to the following scale:

94-100% = A	90-93% = A-	
87-89% = B+	84-86% = B	80-83% = B-
77-79% = C+	74-76% = C	70-73% = C-
67-69% = D+	64-66% = D	60-63% = D-
		59% and below = F

UNI Guided Independent Study requires that you complete **all** assignments, quizzes and/or exams to pass the course.