MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE
COURSE OUTLINE

DEPARTMENT: Health
COURSE NUMBER: 2220
NUMBER OF CREDITS: 3

COURSE TITLE: Drugs, Society, and the Individual

CATALOG DESCRIPTION:
Explores relationships between drugs, sociocultural influences, and individual attitudes and behaviors. With an emphasis on psychoactive chemicals, this course surveys the physiological effects and psychosocial impact of a wide array of drugs. Investigates patterns of drug use; drug laws; consequences of drug abuse; addiction, intervention, treatment, recovery; and prevention strategies from both individual and social perspectives. Meets the MN teacher licensure requirements (MS 122A.66) and the MN Board of Teaching Rule 8710.2000, Subp.11, Standard 10). This is a foundation course for those seeking careers in education, health, and law-enforcement and other service-related professions.

AUDIENCE:
Those seeking careers in education, health, law-enforcement, social work, and other service-related professions

FULLFILLS MN TRANSFER CURRICULUM AREA(S): None

PREREQUISITES OR NECESSARY ENTRY SKILLS/KNOWLEDGE:
At least one of the following courses: HLTH 1101, PSYC 1101, SOC 1101, BIOL 1100 or 1110.

LENGTH OF COURSE:
16 weeks (one semester/3 hours per week/48 total class hours)

THIS COURSE IS USUALLY OFFERED:
odd alternate years even alternate years
fall spring summer (on demand) undetermined

INSTITUTIONAL COURSE GOALS/ THEMES:
Four goals are emphasized in courses at Minnesota West Community & Technical College:

1) ACADEMIC CONTENT: This course will help students improve their knowledge-base in the area of drugs through...
   a) exposure to the continually updated academic material of this course both in the classroom and via out-of-class assignments. (See "Topics To Be Covered" section.)
   b) planned learning activities designed to facilitate student academic outcomes. (See "Expected Student Learning Outcomes" section.)
2) **THINKING SKILLS:** This course will help students improve the effectiveness of thinking skills through:
   a) small group activities, discussions, and individual assignments that utilize self-evaluation techniques, values clarification activities, critical thinking skills, and decision-making models.
   b) a curricular emphasis (i.e. recurring theme) on health consumerism, and support by the text.
   c) (Also see academic objectives #4, #5, #6, and #8).

3) **COMMUNICATION SKILLS:** This course will help students improve oral and written communication skills through:
   a) classroom presentations of individual research results.
   b) small-group and large-group discussions and structured, interactive activities.
   c) written reactions to controversial issues.

4) **HUMAN DIVERSITY:** This course will help students to recognize, understand and appreciate human diversity through:
   a) the fostering of a classroom socio-emotional climate that is sensitive, respectful, and “safe” for the exploration of diversity issues as they relate to drug-related concerns.
   b) the routine presentation of multiple perspectives on the topic at hand, invitation to share opinions, and recognition of the impact of cumulative experiences in shaping perspectives.
   c) in-class activities and out-of-class assignments emphasizing the universality of chemically-altered states of consciousness and drug-taking experiences across cultures, races, ages, gender, and socio-economic classes while at the same time exploring the uniqueness of how these experiences are played out within these diverse groups.
   d) (Also see student outcomes #3, and #4.)

**TOPICS TO BE COVERED:**

**I. Drugs In Context**
   A. Drugs Defined/Health Defined
   B. Current Patterns of Drug Use/Misuse/Abuse
   C. Cultural Influences of Drug Use/Misuse/Abuse
   D. The Drug Marketplace
   E. Regulation and Enforcement
   F. The Impact of Drugs in Sociocultural Settings
      1. Drugs and the Workplace
      2. Drugs and School
      3. Drugs and Family Dynamics
      4. Drugs in Recreation and Sports

**II. Basic Pharmacology**
   A. Review of the Anatomy and Physiology Affected by Drugs
   B. General Drug Actions
C. Psychopharmacology of Drugs
D. Drugs and Pregnancy

III. Addiction
A. Overview of the Addictive Process in the Individual
B. Interpersonal and Social Consequences of Addiction
C. Referral, Intervention, and Treatment of Substance Abuse/Addiction

IV. Overview of Specific Drugs and Drug Classifications
A. Stimulants
   1. Caffeine
   2. Amphetamines
   3. Other Chemical "Uppers"
B. Depressants
   1. Sedative-Hypnotics
   2. Alcohol
C. Nicotine
D. Narcotics
E. Hallucinogens
F. Cannabis
G. Over-the-Counter Remedies
   1. Medicinal Drugs
   2. Herbal Preparations
   3. "Nutritional" Supplements
H. Prescription Drugs (Including Psychotherapeutics)
I. Hormones (Including Steroids)
J. Deleriants/Inhalants
K. "Club" Drugs/Others

V. Drug Abuse Primary Prevention Strategies and Resources
A. In "Formal" Settings (e.g. schools)
B. In "Informal" Settings (e.g. peer groups)

LIST OF EXPECTED COURSE OUTCOMES:
1) See discussion of "Course Goals/Themes" above.
2) See "Expected Student Learning Outcomes" section below.

LEARNING/TEACHING TECHNIQUES used in this course are:

X Collaborative Learning
X Student Presentations
X Creative Projects
___ Project Critiques
X Lecture
X Demonstrations
X Problem Solving
X Interactive lectures
___ Individual Coaching
X Films/Videos/Slides
___ Labs
X Other (_________________)

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ASSIGNMENTS AND ASSESSMENTS for this class include:

- Reading
- Oral Presentations
- Textbook Problems
- Group Problems
- Other (Journals)
- Tests
- Worksheets
- Papers
- Term Paper
- Individual Projects
- Collaborative Projects
- Writing Portfolio
- Art Portfolio

EXPECTED LEARNING OUTCOMES: The academic objectives of this course are that the student will be able to ...

1) understand the basic pharmacological effects of a broad range of mood-altering substances and selected non-psychoactive drugs.
2) be aware of the current patterns and historical contexts of use/abuse/addiction for various psychoactive drugs.
3) articulate the issues and social ramifications surrounding drug use/abuse/addiction in various contexts.
4) appreciate the multicultural forces that influence the drug marketplace and drug-taking behaviors.
5) critically examine his/her own drug use and underlying attitudes/beliefs/emotions.
6) recognize early warning signs of drug abuse/addiction in self and others.
7) possess an introductory knowledge of the necessary components of effective drug abuse referrals, interventions, and treatment programs.
8) feel confident in seeking assistance with an intervention/treatment process.
9) identify factors and practice skills which can reinforce and sustain a drug-free/drug-responsible lifestyle.
10) identify/select/create effective, integrative teaching and support strategies for the primary prevention of drug misuse/abuse/addiction.

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or Minnesota Relay Service at 800-627-3529 or by using your preferred relay service.

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The information in this course outline is subject to revision.

Revised Fall ’06