| 1.) DATE: | 12/28/2011 |
| 2.) COMMUNITY COLLEGE: | Maricopa Co. Comm. College District |
| 3.) COURSE PROPOSED: Prefix: | HES |
| Number: | 201 |
| Title: | Substance Abuse and Behavior |
| Credits: | 3 |

| CROSS LISTED WITH: Prefix: | Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; |

| 4.) COMMUNITY COLLEGE INITIATOR: | SHARON MCLAUGHLIN |
| PHONE: | 480-461-7138 |
| FAX: | 480-461-7471 |

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: Social and Behavioral Sciences (SB)  
Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☒ Course Description  
☒ Course Syllabus  
☒ Criteria Checklist for the area  
☒ Table of Contents from the textbook required and/or list of required readings/books  
☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☐ DEC prefix  
☒ Elective

Current General Studies designation(s): None

Effective date: SUM-1, 2012  
Course Equivalency Guide

Is this a multi-section course? ☒ yes ☐ no

Is it governed by a common syllabus? ☒ yes ☐ no  
District-wide course competencies/outline

Chair/Director: AMY GOFF  
11/27/2011  
Chair/Director Signature: Emailed approval to J. Ricker

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved
Proposer: Please complete the following section and attach appropriate documentation.

## ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<tr>
<td>X</td>
<td></td>
<td><strong>1.</strong> Course is designed to advance basic understanding and knowledge about human interaction.**</td>
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<td>Syllabus; Course Description; Course Competencies; Course Outline; Textbook Table of Contents</td>
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<tr>
<td>X</td>
<td></td>
<td><strong>2.</strong> Course content emphasizes the study of social behavior such as that found in: **</td>
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<tr>
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<td></td>
<td>ANTHROPOLOGY, ECONOMICS, CULTURAL GEOGRAPHY, HISTORY Economics, Political Science Sociology, Psychology</td>
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<tr>
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<td></td>
<td>Syllabus; Course Description; Course Competencies; Course Outline; Textbook Table of Contents</td>
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<td><strong>3.</strong> Course emphasizes: **</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <strong>OR</strong></td>
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<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>Syllabus; Course Description; Course Competencies; Course Outline; Textbook Table of Contents</td>
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<tr>
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<td><strong>4.</strong> Course illustrates use of social and behavioral science perspectives and data. **</td>
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<tr>
<td></td>
<td></td>
<td>Syllabus; Course Description; Course Competencies; Course Outline; Textbook Table of Contents</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>HES</td>
<td>201</td>
<td>Substance Abuse and Behavior</td>
<td>SB</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>1. This course provides an overview of the effects on many areas of everyday life of the misuse/abuse of both legal and illegal drugs. In particular, it examines the psychological and behavioral effects of drug misuse/abuse on patterns of interpersonal communication and social interactions, especially in family relationships. The course includes discussions of all classes of drugs, but focuses especially on those most commonly misused and abused in our society. Students learn about sociological research in which patterns of drug use among various sociocultural groups (e.g., gender, race, class). Students also learn which intervention and treatment strategies for addictions are most effective.</td>
<td>SYLLABUS: Page 8: Class Discussions require students to read assigned textbook chapters, get information from two other reliable sources, and write summaries of what they've learned. Page 8: Students also are required to keep a journal in which they reflect on what they are learning in the course. Page 9: Students must complete a semester-long project in which they delve deeply into a topic related to the course content. At the semester's end, they present what they have learned to the class. COURSE COMPETENCIES: 1, 2, 5, 6, 7 COURSE OUTLINE: I, III, IV, V TEXTBOOK: Chapters 1, 2, 5, 6, 7, 9, 10, 11</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in economics, political science, sociology &amp; psychology.</td>
<td>2. The prevalence of drug use, misuse, and abuse in modern society has significant impacts on scientific exploration, healthcare, economics, and political policies. This course provides an overview of these issues. The evolution of drug laws and their enforcement at the federal, state, and local levels are examined. Students debate and discuss the consequences that drug use has on scientific research and drug development by pharmaceutical companies. Data</td>
<td>COURSE DESCRIPTION: Principles and factual bases of drug use and abuse. Physiological and sociopsychological effects of drug use. SYLLABUS: Class Discussions; Journal; Final Project (see entry for Criterion 1). COURSE COMPETENCIES: 2, 3, 4, 5, 7 COURSE OUTLINE: I, II, III, IV, V</td>
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<tr>
<td>3.b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences.</td>
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<td>3.b. The potential for the development of drug abuse/misuse varies among individuals. Students learn about the various kinds of research that allow investigators to better understand the biological, psychological, and sociological factors that contribute to these individual differences, which allows students to evaluate the relative importance of risk factors for the development of addictive behaviors in themselves and others.</td>
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<tr>
<td>TEXTBOOK: Chapters 1, 2, 3, 8, 10</td>
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<tr>
<td>SYLLABUS: Class Discussions; Journal; Final Project (see entry for Criterion 1). COURSE COMPETENCIES: 1, 2, 5, 6, 7 COURSE OUTLINE: I, III, IV, V TEXTBOOK: Chapters 1, 2, 4, 5, 6, 7, 8</td>
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<table>
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<tr>
<th>4. Course illustrates use of social and behavioral science perspectives and data</th>
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<tbody>
<tr>
<td>4. Students use the findings of research on biological, psychological, and sociological factors to evaluate the relative importance of risk factors for the development of addictive behaviors in themselves and others. These research findings also help students to better understand how drug misuse/abuse results in disturbances in patterns of interpersonal communication and relationships (see Criterion 1). Students also are required to get first-hand experience by attending a support-group meeting for individuals struggling with addiction and substance-abuse problems. This experience helps them to develop insights into the psychological and interpersonal effects of substance abuse and misuse that would be difficult to obtain by studying the scientific research alone.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION; SYLLABUS: Class Discussions; Journal; Final Project (see entry for Criterion 1). COURSE COMPETENCIES: 1, 2, 5, 6, 7 COURSE OUTLINE: I, III, IV, V TEXTBOOK: Chapters 1, 2, 3, 4, 5, 6, 10, 11</td>
</tr>
</tbody>
</table>
Official Course Description: MCCCD Approval: 5-24-2011

HES201 2011 Fall - 9999

Substance Abuse and Behavior
Principles and factual bases of drug use and abuse. Physiological and socio-psychological effects of drug use and law enforcement of drug abuse. Consultants used extensively to enrich course.
Prerequisites: None.

MCCCD Official Course Competencies:

HES201 2011 Fall - Substance Abuse and Behavior
9999

1. Describe the common physical, psychological and behavioral effects of drug use. (I)
2. Identify and describe behavioral and social conditions associated with the contemporary drug scene in America. (I)
3. Identify and describe the major classifications of drugs and the physiological effect they have on the body. (II)
4. Identify and use the language of the contemporary drug scene to describe drugs and their effects. (I, II, III, IV)
5. Analyze cultural attitudes toward drug use and examine the regulations and laws regarding licit and illicit drugs at the federal, state, and local level. (III)
6. Describe the major components of drug abuse prevention, treatment, and rehabilitation programs. (IV)
7. Evaluate biological, sociological and psychological risk factors for developing addictive behaviors. (V)

MCCCD Official Course Outline:

HES201 2011 Fall - Substance Abuse and Behavior
9999

I. Characteristics Associated with Drug Use
   A. Behavioral
   B. Psychological
   C. Social
   D. Physiological
   E. Basic pharmacology of drugs (e.g. Tolerance, Dependence)

II. Classification of Drugs
   A. Narcotics/opiates
   B. Hallucinogens/psychedelics
   C. Sedative/hypnotics
D. Stimulants
E. Depressants
F. Analgesics
G. Other

III. Law Enforcement and Drugs
A. Laws
   1. Federal
   2. State
   3. Local
B. Law enforcement agencies
   1. Tax supported
   2. Voluntary
C. Law enforcement techniques
   1. Punishment
   2. Rehabilitation
   3. Other

IV. Drug Abuse Programs
A. Prevention
B. Treatment
C. Rehabilitation

V. Characteristics and Risk Factors of Addiction
A. Biological
B. Sociological
C. Psychological
DRUG ABUSE AND SUBSTANCE ADDICTION

HES201, Section 27435

Fall, 2011
August 22, 2011 – October 14, 2011

Laura Kobar, Instructor
E-mail Address: Laura.Kobar@gmail.com

Phone Message: 480-461-7551
(Exercise Science Office at MCC)

Contact Information:

You may contact me via the e-mail address above. This same e-mail has been embedded at the bottom of each page within the Internet course. You will receive a response within 24 hours.

You may leave a phone message with the Exercise Science Department located at the MCC Southern/Dobson campus at the phone number listed above. You will receive a response within 72 hours.

Required Textbook:

Drugs in Perspective
By Richard Fields

You may purchase a hard copy of this textbook in the MCC bookstore at Southern/Dobson campus.
New: $118.00
Used: $89.00
Digital (e-book): $84.50

This same textbook is also available to rent as an e-book at the following link for $45.49
Chegg Bookstore
Description of Course:

The course, HES (Health Science) 201, Substance Abuse and Behavior provides the student with a historical background of substance abuse, the addictive process and approaches to treatment. The student will increase his/her awareness and understanding of the biological, psychological and sociological characteristics associated with drug use and abuse.

Prerequisites: None. 3 credits

Course Competencies:

MARICOPA COMMUNITY COLLEGE DISTRICT

Course competencies

for

Substance Abuse and Behavior

HES 201

1. Describe common psychological and behavioral characteristics associated with drug use
2. Identify social conditions in America related to drug use and abuse
3. Identify behavioral and social conditions associated with the contemporary drug scene
4. Identify major classifications of drugs
5. Identify language of the contemporary drug scene to describe drugs and their effects
6. Identify effects of drug usage on the central nervous system
7. Identify normal functions of major physiological systems within the human organism
8. Describe physiological effects of drugs on the human body
9. Describe pharmacology of drug action associated with the use of common substances
10. Describe the physical and psychological effects of multiple drug use
11. Cite current drug laws at the federal, state, and local level
12. Identify contemporary drug enforcement agencies and describe current enforcement techniques
13. Describe major components of drug abuse prevention, treatment, and rehabilitation programs
Internet Course Responsibilities:

Taking a course via the Internet offers many exciting possibilities as well as some unique challenges, both to the student and the instructor. While providing flexibility, an online course demands more independent learning from a student than an on campus course. Not everyone is ready to take HES 201 via the Internet. Review the following considerations:

- Are you good at time management?
- Are you comfortable with the technology used in course delivery?
- Are you highly motivated to learn the subject at hand?
- Are you able to learn through written modes with little visual/oral mediation?
- Are you in possession of good reading and writing skills?
- Are you comfortable not being part of a class group?
- Do you enjoy working independently?

There will be deadlines each week. If you are prone to routine procrastination, you may find yourself unsuccessful learning exclusively online. Also, you will not be receiving a lot of emotional support or guidance to learn the material, as you would in a face-to-face class on campus. You must be willing to read the textbook! You need to take responsibility for your own learning!

Required Technologies:

This course is fully online and utilizes the Mesa Community College learning management system for most activities; however, you will be asked to occasionally use the Internet for researching and completing assignments. Below are technologies you need in order to maneuver within this course.

- All students must have access to a computer with an Internet connection (preferably high-speed).
- MS Word or other word processor software in order to open assigned documents.
- The Flash Player and Java plug-in are required for this course. Review the technology web sites shown in Folder 2.
- Adobe Acrobat
- Real Player; you may download this application for FREE at http://www.real.com/freeplayer/?rpr=downloadcom1
- Quick Time; you may download a PC link at http://www.download.com/QuickTime/3000-2139_4-10002208.html or the download for a MAC link at http://www.apple.com/quicktime/download/
- It is recommended that you have multiple browsers on your computer in case there are issues with your primary browser. You may download the Firefox browser at http://www.mozilla.com.
Code of Conduct for Communicating On-line:

"Netiquette" refers to the rules of behavior while on the Internet. When interacting within the online course environment, please follow the guidelines listed:

- Show professionalism and courtesy in all communications within the course.
- No one else should be given access to the course or utilize materials without the instructor’s permission.
- Do not use the words or text from others without acknowledging the source.
- Humor can easily be misinterpreted within the online environment, please be cautious with the use of humor and use symbols to help prevent misunderstandings. :-} :{}
- Adhere to the same behavioral standards as you would in a face to face classroom and as is specified in the student handbook.
- Avoid typing in all capital letters, for those of us using the Internet frequently, this can seem like you are “yelling”.
- Respect fellow student’s time and contribute thoughtful comments and ideas to the discussions rather than simply making statements such as “I agree”.
- **Use correct spelling and grammar.** Avoid the use of abbreviations and use spell check within your word processor or within the course itself to check the spelling of your communications.

Disagreement within the classroom does not equal disrespect. You are encouraged to have different points of view, different opinions and values; however, it is required that students monitor their language within discussions. Racist, sexist, or homophobic language will not be tolerated. Consult the student handbook for college policies regarding these types of behavior.

Attendance:

The expectation is that each student will login into the course no less than twice a week in order to complete assignments and assessments in a timely manner. Please contact the instructor if you anticipate not being able to login to the course for a full week during the semester or term. If an emergency does arise, you must notify me immediately of the problem so we may work out a solution together.

The instructor has the ability to track data indicating a student’s activity while logged into the course. From previous calculations, the average “B” student will spend approximately 75 hours completing the course online. **Remember, this course is only eight weeks long!**

A lack of activity by the student may result in the student being withdrawn from the course. Withdrawals by the instructor will be recorded as “F”, for failing; or “Y”, withdrawn as failing. **Only** if the student initiates the withdrawal by contacting the instructor with the request,
he/she will be assigned a “W”. A student, who has been dropped for lack of activity, cannot request a change of the withdrawal code.

Computer problems will not excuse late work. It is the student’s responsibility to find a computer and internet connection that is working properly in order to complete all work on time! Contact the MCC Help Desk at 480-461-7217 if you run into any issues that require technical support.

This course is not self-paced (meaning it is not open-entry/open-exit.) The student is expected to follow the published calendar to complete and submit assignments, discussions, and assessments.

Discussions:

Each student will participate in three class discussions (does not include introductions). The topic to be discussed is outlined in corresponding Units or Weeks. The student will complete the required reading for the week; then do additional research on the assigned topic. The student will need to gather additional information from at least two reliable sources (outside the student text manual). The post should contain a thoughtful summary of information and ideas; include vocabulary words from the reading assignment; and use appropriate grammar and correct spelling. Instructions for posting a discussion will be included in the folder for that week. At the conclusion of each original discussion, include the URL internet link(s), and/or the Bibliographical information for professional journals or books (five points for each of two references. The original posting should result in approximately 250 -300 words (equivalent to one to one and one-half pages if typewritten, with a size 12 font, and double-spaced) and will need to be submitted by Thursday at midnight. Before midnight on Sunday (three days following the discussion dead-line), each student will respond with comments to discussions posted by (at least) two other students in the class.

Assignments:

All assignments must be submitted as “.doc” or “.docx” files, unless otherwise specified. If the assignment is submitted using a different format, there is a risk it will not be graded.

Journal and Reflection:

The form for each journal entry has been included in each of the folders for six consecutive weeks. Each form must be down loaded to your (computer) desk top; filled in using the designated spaces; saved; and submitted using the WebCT portal—or, as a last resort, sent as an attachment o the instructors e-mail. Directions for the reflection paper are included in the last folder of the course.
Final Project:

There will **not** be a final examination, but rather, a student project and presentation over a subject of interest. By the end of the FIRST week, each student will select and submit a topic, from a designated list. The student will focus on presenting scientific facts, as well as using his/her own interpretation of those facts. The completed project may be given as a power-point presentation using “WORD” or prepared and presented using “Google Docs.” There is no limit on the number of slides you use, but it is recommended there be between six and twelve. It is important to recognize that the quality of this presentation be at a collegiate level. The project will be graded using the following guideline for a total of 100 points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
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<tbody>
<tr>
<td>10</td>
<td>Cover Slide (student name, subject title, class name/date)</td>
</tr>
<tr>
<td>10</td>
<td>Introduction</td>
</tr>
<tr>
<td>40</td>
<td>Main body</td>
</tr>
<tr>
<td>15</td>
<td>Conclusion</td>
</tr>
<tr>
<td>15</td>
<td>Bibliography (must include at least five professional sources—one may be your textbook—but no Wikipedia); use APA style.</td>
</tr>
<tr>
<td>10</td>
<td>Design/Layout</td>
</tr>
</tbody>
</table>

Students are encouraged to submit their presentation to the instructor for occasional review and feedback, and to answer any questions.

Grading and Feedback:

Your graded submissions will be returned to you approximately one week following the dead line. Bonus points may be offered as part of some assignments. Students may earn a total of 650 points:

- ✔ Introductions: 10 points
- ✔ Syllabus Quiz: 10 points
- ✔ Discussions: 120 points
- ✔ Quizzes: 160 points
- ✔ Assignments: 150 points
  - Drug approval and Regulations: 50 points
Prevention Education (50)
Energy Drinks, etc. (50)
12 step programs, etc. (50)
✓ Journal (6 x 10)
   Reflection paper (40)
✓ Final Project

Grades will be calculated by the percentage of total points accumulated:

- 90 - 100%          A
- 80 - 89          B
- 70 - 79          C
- 60 - 69            D
- 59% or less           F

Academic Misconduct:

All forms of academic dishonesty (which may include but are not limited to) cheating, plagiarism, or fabrication are subject to disciplinary action as outlined in the Mesa Community College student handbook. This policy is described in detail at the following link:

http://www.mc.maricopa.edu/students/pdfs/handbook.pdf.

All assessments (quizzes and tests) must be taken individually and without assistance from other students or resources. Any questionable activity, as observed by the instructor, will result in zero ("0") points on the current examination.

Early Alert Referral System (EARS)

MCC is committed to the success of all students. Numerous campus support services are available throughout your academic journey to assist in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. It is possible a student may receive a follow up call from one or more campus services as a result of being referred to EARS.

Students are encouraged to participate; however, these services are optional. Additional information is available at:

http://www.mesacc.edu/students/ears
Course Disclaimer:

This syllabus is intended to contain complete and accurate information; however, the instructor reserves the right to make adjustments to this same syllabus during the course. If there are additions or modifications, students will be notified via course announcement on the “Homepage.” Additional information is provided at the following link:

http://www.mesacc.edu/disclaimer.html
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