

COURSE TITLE: DRUG EDUCATION FOR TODAY'S TEACHER

WA CLOCK HRS: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

OREGON PDUs: 30

PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Brian Long
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COURSE DESCRIPTION:

We live in a new era of technology and terminology, one that has created difficulties and boundaries between the common knowledge, language and perception of our students. This world has opened the doors to dangerous drugs; an inevitable problem our student population will face. Dive head first into the vast amount of online and community resources to combat this dynamic problem. Ultimately, teachers will be versed in identifying warning signs and symptoms, facts and myths, slang terms, current trends and prevention techniques. This class will empower teachers who wish to become up-to-date and ready to address drug use within his/her rights as an educator.

This course is appropriate for teachers of all subjects, grades 6-12. Internet access is required.

The required course text book; *Drugs & Alcohol Abuse: The Authoritative Guide for Parents, Teachers & Counselors* is available on Amazon for \$5, used.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Greater awareness for the importance of drug education among today's students & teachers.
2. Enhanced knowledge and understanding of drug trends of today's students.
3. Evaluated a research-based drug prevention program (D.A. R. E. or other).
4. Compare and contrast the differences and effectiveness of individual interventions compared to group interventions.
5. Enhance communication with students regarding drugs.
6. Develop effective drug education lessons & curricula
7. Identify federal laws and school policies relevant to student substance abuse.
8. Create a systematic referral process between teachers, schools and community-based services.
9. Identify online and community resources available to enhance the education of teachers, students, parents and administrators.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

- **Milhorn, Thomas, H.** *Drugs & Alcohol: The Authoritative Guide for Parents, Teachers & Counselors*. Da Capo Press, 2003, paperback, 412 pages, ISBN 0306813246
- This book is a guide to discovery, assistance and recovery for youth drug and alcohol abusers. It examines the reasons why kids use drugs and profiles drug abusers. The book also looks at the roles of parents, teachers and counselors with youth using drugs
- Internet access as well as iTunes is required for this course. iTunes is available for free download at www.apple.com/itunes/download
- ***Drug And Alcohol Abuse: The Authoritative Guide For Parents, Teachers, And Counselors***
ISBN# 0306813246
by Milhorn, H. Thomas
Da Capo Press

[Buy from Amazon](#)

MATERIALS FEE

Text, *Drugs & Alcohol: The Authoritative Guide for Parents, Teachers & Counselors*, is approximately \$5 from Amazon.com Internet access as well as iTunes is required for this course. iTunes is available for free download at www.apple.com/itunes/download

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduction Paper

- In 1-2 pages, provide some background information on your area of expertise and experience.
- Describe your thoughts on the need for quality drug education at your current or potential workplace and what you hope to gain from this class.

Assignment #2: When to Start the Conversation

At the link below, *The Partnership to End Addiction* describes ways to communicate with teens about drugs.

<https://drugfree.org/article/connecting-with-your-teen/>

- Read the passage: "Preventing Drug Use: Connecting and Talking with Your Teen"
- Select 2 tips (as mentioned by PEA in bullets) and describe how you can use that knowledge to adapt your approach to drug education.
- Reflect on the question: When should parents and educators start talking to their kids/students about drugs?
- Write a 1-2 page response.

Assignment #3: Why Kids Start

Read Chapter 1 in the required text.

In a 1-2 page response, compare what you have learned from the reading to your initial thoughts/beliefs:

- The drug problem among today's youth
- Statistics mentioned (on drug use, abuse, overdoses, etc)
- "What you as a teacher should know"
- Your thoughts on how "kids get started" (compare and contrast Biological vs. Psychological vs. Social vs. Disease Model)

Assignment #4: Fixing What's Wrong With Drug Education

Listen to one of the following podcast by Jeff Wolfsberg and answer the corresponding questions:

CHOICE 1: Podcast: "Future and Art of Drug Education with Jeff Wolfsberg" (available at link below) (1-2 page response based on the questions below)

<https://janebluestein.com/2012/drug-education-with-jeff-wolfsberg/>

- What are some reasons for the "lack of effectiveness" of the D.A.R.E. program?
- Why don't "scare-tactics" work for today's generation?
- What do most kids complain about when it comes to educators?
- What does Wolfsberg say about "the non-using student"?

CHOICE 2: Podcast: "Fixing What's Wrong With Drug Education"

<http://?https://drive.google.com/file/d/1UmAU0RX-IMQyUOKJSVb7Xx2IPjm2CE1/view?usp=sharing>

(1-2 page response based on the questions below)

- What are some of the things that teacher's request in order to be less "skeptical" about carrying out drug prevention programs?
- What are some reasons for the "lack of effectiveness" of the D.A.R.E. program?
- Why don't "scare-tactics" work for today's generation?
- Why does Wolfsberg think that high school drug prevention programs are more important than those aimed at other ages? What does Wolfsberg say about drug testing and "catching more kids"? Do you agree or disagree?

Assignment #5: Epidemiology

Research the statistics provided by the US Department of Health & Human Services and/or the CDC, to compare drug use in your home state (or where you teach/want to teach) to other states using the following link(s):

<https://nccd.cdc.gov/youthonline/App/Default.aspx>

<http://www.samhsa.gov/data/>

-You may wish to follow Samhsa's links: Substance Abuse>Drug Use Trends. From there: filter for *location* and *time period*.

Oregon State Info! <https://public.health.oregon.gov/BirthDeathCertificates/Surveys/OregonHealthyTeens/Pages/index.aspx>

Describe your predictions and reactions to your state's statistics in each of the following areas for your designated age group (most likely the 12-17 years old. Identify areas of need for your particular state. Write a 2-3 page response.

- Illicit Drug Use
- Marijuana Use
- Illicit Drug Use other than Marijuana

- Non-medical Use of Pain Relievers
- Cocaine Use
- Alcohol Use

Assignment #6: The Teacher/Counselor's Role

- Read Chapter 8 "The Teacher/Counselor's Role".
- Describe several techniques you can use to prevent drug abuse.
- Choose at least 2 of Milhorn's suggestions and describe why they are needed in your school district and how they can be implemented.
- Also choose 1 skill Milhorn suggests that can help a child to remain drug free.
- Describe how you would teach that skill.
- Write a 1-2 page response.

Assignment #7: Adolescent Drug Abuse & The Parent's Role

- Read Chapter 5: "Why Do Adolescents Abuse Drugs" and Chapter 7: "The Parent's Role" :
- Describe several ways that you can combat "risk factors" (described in Chapter 5) by using "protective factors" (Chapter 7) in your classroom or school.
- Be sure to focus on "age-specific prevention efforts". You also may wish to review the DEA's *Growing Up Drug Free - A Parent's Guide to Prevention* at the following website: <https://www.getsmartaboutdrugs.gov/publication/growing-drug-free-parents-guide-substance-use-prevention-2021>
- See "Risk Factors and Protective Factors", page 22, 25.
- Write a 1-2 page description

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #8: Media Literacy

Although students have access to an unlimited amount of information on drugs and alcohol, much of this information is incomplete or inaccurate.

- Read "What is Media Literacy?" provided by Media Literacy Now
 - <https://medialiteracynow.org/what-is-media-literacy/>
- Watch: "What is Media Literacy?"
 - <https://www.youtube.com/watch?v=GlaRw5R6Da4>
- Choose a piece of media that **targets the demographic that you teach**/will teach/want to teach (TV commercial, magazine ad, online ad or social media) posted as an advertisement by a company
- Answer the following "Key Questions"
 - Who created these questions?
 - What creative techniques are used to attract my attention?
 - How might different people understand this message differently than me?
 - What lifestyles, values and points of view are represented in; or omitted from this message?
 - Why is this message being sent?
- Next, create a 1 page Media Literacy lesson plan in your subject area using these 5 key questions.

Assignment #9: Annotated Bibliography

- Develop an annotated bibliography of web sites that will provide students & parents with safe, reliable and age-appropriate resources for drug education.
- Use at least 5 sources different than those used in this class.
- Include links to local substance abuse help centers as well as general drug information.
- Write a title and a 1-sentence description for each resource or website.

Assignment #10: Talking to Students About...

- Based on what you have learned so far, create a "Talking to Students about _____" resource. (ie. vaping, fentanyl, etc.)
- You can choose alcohol or a drug specific to the need of your area.
- This may be a brochure, PowerPoint, video or paper. It can target the audience of your choice (students, parents, or colleagues). You may use the text and other resources.
- Send sample of your work to your instructor.

Assignment #11: Create/Share a Lesson Plan

Assignment #11-A:

- Adapt a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- Download THI's lesson plan template at <https://www.hol.edu/about/lesson-template/>
- Send your modified lesson and your commentary via email to your instructor.

OR

Assignment #11-B:

Use this option if you do not have a classroom available.

- Adapt a lesson to reflect what you've learned in this course. (Do not implement it.)
- Share what you've learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- Download THI's lesson plan template at <https://www.hol.edu/about/lesson-template/>
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to [Yvonne Hall](#) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your modified lesson along with your article via email to your instructor.

Assignment #12: (500 Level ONLY)

In addition to the 400 level assignments, complete one of the following:

Option A):

- Watch the TED Talk video "Everything you think you know about addiction is wrong | Johann Hari"
 - <https://www.youtube.com/watch?v=PY9DclMGxMs&t=21s>
- Briefly summarize the video and describe whether you agree with the message.
- Identify and describe at least 3 ways in which you and/or your school can use the information here (or in your own research) to create a safer school environment that will combat drug abuse among student.
- Write 2-3 pages.

OR

Option B):

- Conduct a survey (in coordination with your school district's policy) on substance abuse in your classroom.
- You may create your own or use research-based questions from the Youth Risk Behavior Surveillance Survey available for free through CDC's website: <http://www.cdc.gov/healthyyouth/yrbs/index.htm>.
- Make the survey is anonymous, but share the results with your classes.
- Discuss the results with the students and write a 2-3 page description of your findings.

OR

Option C):

- Another assignment of your own choice with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Brian Long, M.A. is a teacher at a public high school. He has earned his B.S.E. in Physical Education as well as his M.A. in health education from the State University of New York at Cortland.

He has served as a member of the C.A.R.E. (Character Alliance Reaches Everyone) Committee and Drug Awareness Coalition in his school district. Brian has created in-service workshops in computer programs and has developed extra curricular intramural programs at his school.

In 2008, Brian was the recipient of the Middle Country Central School Districts SPARC (Special Performance/ Achievement Recognition & Commendation Award) as well as NYSUT's Community Service Award in 2009. He is currently in his 20th year as a health education teacher.

BIBLIOGRAPHY

DRUG EDUCATION FOR TODAY'S TEACHER

Burrow-Sanchez, J. J. & Hawken, L. (2007). *Helping Students Overcome Substance Abuse: Effective Practices for Prevention and Intervention*. New York: Guilford (24\$ Used on Amazon). Unique in its coverage of both prevention and intervention, this book provides evidence-based strategies and ready-to-use tools for addressing substance abuse in middle and high school settings. Readers learn ways to identify students at risk and implement programs that meet a broad continuum of needs--from psycho educational and support groups to individual intervention and referral to community services. Also provided is up-to-date information on the nature of adolescent substance abuse problems, their prevalence, and how they develop. Clearly organized and accessible, the book is designed for optimal practical utility. Special features include illustrative case examples, resources, and reproducible worksheets and forms.

Home Box Office. (2010). *Adolescent Addiction*. < http://www.hbo.com/addiction/adolescent_addiction/> Informative website created as a supplementary aide for understanding the special "Addiction". Special features include: "Five Things to Know About Adolescents' Brain Development and Substance Abuse", "Teens, the Internet & Illicit Drugs" as well as "Treatment" advice and

information. Can be geared towards parents, teachers or students.

Kuhn, C., Swartzwelder, S., and Wilson, W. 1998. *Buzzed: The Straight Facts about the Most Used and Abused Drugs from Alcohol to Ecstasy* (pp. 29–54). New York: W.H. Norton. The essential, accessible source for understanding how drugs work and their effects on body and behavior. Scientifically accurate and easy to read, this no-nonsense handbook gives the most balanced, objective information available on the most often used and abused drugs, from alcohol, caffeine, and nicotine to heroin, ecstasy, and special-K. It reports both in quick-reference summaries and in depth on how these drugs enter the body, how they manipulate the brain, their short-term and long-term effects, the kinds of "high" they produce, and the circumstances in which they can be deadly.

Milhorn, Thomas, H. *Drugs & Alcohol: The Authoritative Guide for Parents, Teachers & Counselors*. Da Capo Press, 2003, paperback, 412 pages, ISBN 0306813246 This book is a guide to discovery, assistance and recovery for youth drug and alcohol abusers. It examines the reasons why kids use drugs and profiles drug abusers. The book also looks at the roles of parents, teachers and counselors with youth using drugs.

National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health. *Healthy Schools: Healthy Youth!* July 8, 2010. < <http://www.cdc.gov/healthyyouth/index.htm>> Leading organization provides the latest health information in various categories: School Health – key strategies to improving Coordinated School Health programs, Health Topics and Data and Statistics, most notably on youth risk behaviors.

Wolfsberg, Jeff, *Fixing What's Wrong With Drug Education*, August 27, 2008, < <http://jeffwolfsberg.libsyn.com/rss>> Host Jeff Wolfsberg discusses what is wrong with drug education from the public school system to college. A mix of research and evidence-based material with a slice of humor!