

COURSE OUTLINE

SUBSTANCE ABUSE CONTROL

Course Title

CPH 212

Dept. & Course No.

I. COURSE DESCRIPTION:

This course addresses real-life concepts relevant to Alcohol consumption, Tobacco use, and Drug abuse especially among adolescents, including recognized factors leading to adolescent alcohol, tobacco and drug abuse; cultural and environmental factors and their role; and legal implications and societal responsibilities.

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PERWEEK: Lecture: 3 Lab: 0 Total: 3

IV. PREREQUISITE: CPH 153

V. STUDENT LEARNING OUTCOMES: VI. COURSE CONTENTS:

Upon completion of this course the student will be able, with 65% level of accuracy, to:

1. Describe the main real-life concepts pertaining to adolescent alcohol abuse
 2. Describe the role played by culture and the environment as factors determining or limiting adolescent alcohol abuse.
 3. Discuss the cultural reality of “sharing” and its impact on recreational drugs use among youths, as well as the societal perception of marijuana use.
- A. Pathways leading to early adolescent alcohol abuse
 1. Peer pressure
 2. Role models observed at home, school and in the community
 3. Susceptibility of surreptitious addiction of young adolescents
 - B. Culture and environmental factors contributing to early adolescent alcohol abuse
 1. Role of the Palauan culture in adolescent upbringing
 2. Availability and ease of acquisition of alcohol
 3. Acceptance of abnormal behaviors in the community
 - C. Culture of “sharing” and community perception of marijuana use, especially among the young.
 1. The traditional culture of “sharing”
 2. Role of peer pressure and emulation drive in drug abuse.
 3. Impact of drug abuse on development, school life and results and life at home

4. Describe the possible advantages and likely disadvantages of the legalizing of the use of selected substances among the young, and define and address the known effects of drug abuse in humans.
 5. Describe the most frequent reasons for tobacco use early in life, and debate how and why such reasons trigger tobacco use, especially among the young.
- D. Legalizing marijuana: pros and cons. Known effects of drug abuse in humans
 1. Possible advantages of marijuana legalization
 2. Likely problems of marijuana legalization
 3. Adverse effects of drug abuse in man
 - E. Reasons and modes of tobacco use, especially among the young
 1. Peer pressure force in early tobacco use
 2. The main adverse effects of nicotine in man
 3. Possible strategies for the prevention and/or control of tobacco use, especially among the young

VII. EQUIPMENT AND MATERIALS:

1. Projector
2. Routine classroom materials
3. 1 USB storage device (at least 1 GB)—student-furnished

VIII. TEXT:

Required Text: Instructor-made handout

IX. METHODS OF INSTRUCTION:

1. Problem – Based Learning [PBL]
2. Group work with tutor guidance
3. Self-learning from identified resources
4. Group reporting and consolidation of outcomes
5. Questions and Answers (Discussion)

X. METHOD OF EVALUATION:

1. Description	Points
a. Class participation & presentations	50%
b. Unit Tests/Quizzes	<u>50%</u>
Total	100%
2. Transmutation of percent to letter grade	
a. 90-100	A
b. 80-89	B
c. 70-79	C
d. 65-69	D
e. 0-64	F

Palau Community College
CPH 212 Substance Abuse Control
Course Learning Outcomes

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

Rating Scale: 4. Exceeds Expectations 2. Developing
 3. Meets Expectations 1. Below Expectations

CLO#1: Students will be able to describe the significance of peer pressure even in the first approaches to alcohol consumption.

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none">• Describe from own experience or that of others the “first time” with alcoholic beverages• Describe the possible factors leading to binge drinking• Discuss possible deflectors, among peers, away from pathways of drinking assumed “normal”• Discuss the role of athletes and music performing peers in averting the attraction of alcohol
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#2: Students will be able to describe the influence of role models in the home, in the community and at school in the determination of the “first time” experimenting with alcohol.

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none">• Describe the “at home” role models and their influence• Discuss the “at school” role models and their influence• Describe the “in the community” role models and their influence• Discuss the current perceived impact of the above in adolescent alcohol abuse
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#3: Students will be able to describe the culture of “sharing” and its relationship to marijuana use among adolescents.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none">• Describe traditional culture of “sharing”• Relate how the culture of sharing and peer pressure can be a risk factor for marijuana use• Describe reasons for either legalizing or illegalizing marijuana• Describe possible ways to control marijuana use among adolescents
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#4: Students will be able to describe reasons for early tobacco use in life.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none">• Describe peer pressure and relate it to personal experiences• Describe the other environmental and social factors that contribute to early tobacco use in life• Describe Palauan culture (and other related beliefs) of tobacco chewing during pregnancy or ‘chelsang’ and relate it to early tobacco use in life
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.