
DEPARTMENT OF HEALTH AND COMMUNITY SERVICES

HCSV 370-01, Drugs In Our Society (1487) **TTh : 2-3:15 p.m., Fall 2009**
Instructor: Dr. Roland Lamarine **Plumas 201**
Office Hours: TTh 7:30-8 a.m., 1-2 p.m. & 5-6 p.m. Phone: 898-6265
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Course Description

This course examines the use and abuse of alcohol, tobacco, and other drugs and consequences for young adults, families, and society. Historical, economic, social, political, psychological, and pharmacological determinants of drug use are considered. Decision-making skills regarding drug use are also addressed.

HCSV 370 fulfills the requirements of the General Education Upper Division Theme, **Contemporary Health Issues**, Area D. You must have already completed 45 units in order for this course to count towards the theme. This course has a 1500 word, writing requirement, which is discussed below. All the courses in this theme, including this one:

- address concepts of well being, health, and disease;
- focus attention on how class, ethnicity, and gender affect health;
- teach methods for distinguishing hearsay from valid information;
- develop knowledge and skills for making effective decisions that enhance health and facilitate understanding of public policy; and
- address the impact of biology, ethics, morality, politics, economics, and culture on health, health care, and health policy.

FURLOUGH DAYS

There will be no class on the following days: 9/8, 10/15, 11/19, 12/3, 12/10

Required Textbook:

Levinthal, C.F., (2008). *Drugs, behavior, and modern society*. (5th ed.) Boston: Allyn & Bacon. **(ANY EDITION OF LEVINTHAL WILL DO)**

Course Objectives:

The student will be able to:

1. outline the history of drug use in the United States.
2. discuss the extent of use of licit and illicit drugs in the United States
3. outline the cultural influences, including family, peers, and media, on the use of selected drugs.
4. describe the nature and characteristics of dependence and addiction.

5. list the major drug classifications and their physiological effects
6. discuss the social, economic, political, psychological, and pharmacological consequences of drug misuse on U.S. society.
7. evaluate current efforts to control drug use and suggest alternative approaches.
8. discuss the physiological and treatment aspect of alcohol and tobacco use.
9. list the major illicit drugs, their prevalence, physiological effects, and treatment strategies.
10. discuss the effects of maternal drug use on the fetus.
11. outline the political and legal ramifications of the use of alcohol and illicit drugs including possession, workplace testing, DUI, and alcohol policies.
12. discuss the political and legal ramifications of tobacco use.
13. discuss the major types of prescription, over-the-counter drugs, and sports supplements, their use and misuse, the effects of medical advertising, and regulation.
14. develop decision-making skills regarding personal alcohol, tobacco and other drug use, abstinence, responsible practices, alternative activities, and positive uses of drugs.

Student Responsibilities

1. **Attend class regularly**, class participation enhances learning. Attendance will be taken. Good attendance will be considered in the determination of a final grade.
2. **Three in-class examinations**, which may include both objective (multiple choice, true false) and subjective (essay) items.
3. **One two page reflection paper. Late papers will not be accepted.** In addition to content, papers will be graded on organization, style, grammar, spelling, punctuation, and neatness.
4. **A two page paper** describing a **behavioral change** made during the course of the semester.
5. **Participation** in CSUC'S "Fun Without Alcohol Fair."

Evaluation

Three exams	300 points
Two papers	100 points
Attendance	50 points
Fun Without Alcohol Fair	50 points
	500 points total

Final grades will be assigned on the following basis:

93-100% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	66-69% = D+
83-86% = B	60-65% = D
80-82% = B-	<60% = F
77-79% = C+	

Dates to Remember

Reflection Paper: Thursday, September 10

Test #1: Thursday, October 1

Fun Without Alcohol Fair: Thursday October 22

Test #2: Thursday, November 5

Behavior Paper: Tuesday, November 17

Test #3 (**final exam**): Thursday, December 17, **1-2 p.m.**

Course Outline

Unit 1: Introduction/Drug Use: An epidemiological perspective

Levinthal: Chapter 1

Unit 2: Distribution, history, and politics of drug use

Levinthal: Chapter 2

Unit 3: Social, economic, and psychological determinants

No readings

Unit 4: Pharmacology

Levinthal: Chapter 3

Unit 5: Treatment

Levinthal: Chapter 17

Test 1

Unit 6: Alcohol

Levinthal: Chapters 9, 10

Unit 7: Sedative hypnotics

Levinthal: Chapters 15, 16

Unit 8: Opiate narcotics

Levinthal: Chapter 5

Unit 9: Stimulants

Levinthal: Chapters 4, 12

Unit 10: Tobacco

Levinthal: Chapter 11

Test 2

Unit 11: Marijuana

Levinthal: Chapter 7

Unit 12: Psychedelics and related drugs

Levinthal: Chapter 6

Unit 13: Inhalants and ergogenic aids (steroids)

Levinthal: Chapters 8, 13

Unit 14: Prevention/Education

Levinthal: Chapter 18

Unit 15: Over-the-counter products

Levinthal: Chapter 14

Test 3

Reflection Paper

Select ONE of the following topics for your two page paper:

1. What role have chemicals (use, misuse, abuse, dependency) played in your life? This could include problems you are currently addressing or have addressed, family members, friends whom you care about, employers, neighbors, etc. You may have a family history of addiction or abuse that has been a part of your life. Describe the problems, drugs, when started, what has happened, what are you or the persons you have concerns for or who are affected by the problem doing to address it? They might not be addressing the problem at all (denial). What has been tried (treatment, 12 step programs, religion, therapy, etc.)? Include as much information as possible. It could have been a stranger like a drunk driver who changed things for you or a friend or family member. Include different people as needed. What is happening now, if anything? Be as thorough as possible. This paper is only to be read by the instructor and will not be shared in class unless desired.
2. Reflect back upon your experiences in a drug education or drug prevention class which you took in high school or at another four year college or community college.
 - a. What was the name of the course/program? When did you take this class and how old were you at that time? What techniques were used to deter you from drug use (e.g. fear arousal tactics, informational program, alternative program, values clarification, abstinence model such as "Just Say No," harm reduction or some combination of these strategies.
 - b. Was the instructor(s) well prepared for their job? Did they appear to be comfortable in their role? Were they knowledgeable about the drugs they discussed?
 - c. How effective was the program for you in achieving its goals? For your friends in the class? What did you perceive the goals of the program to be? Was your knowledge about drugs improved significantly as a result of this class? Did your behaviors at the time of the class change noticeably? If so, in what direction? Do you feel that this class has had any significant effect upon your drug using behaviors today? If so, how would you describe that effect?
 - d. Please add any other comments/reflections relevant to your experience with this drug prevention class. Would you recommend it to your friends? Why of why not? Do you think you would want your children to enroll in this program?

N.B. To improve your chances of getting a good grade on this and subsequent assignments, be sure to edit your work carefully for grammar, spelling, and especially diction. Also, it is important to supplement your own observations and insights with references from the **professional** literature, refereed journals and scholarly books. *Caveat emptor.*

Behavior Change Paper

Select an activity that you find difficult to stop doing. You must agree to forego this activity for at least a week, but preferably a month. Some examples of activities that you might select include:

- Excessive use of sweets in your diet
- Meat & other animal products
- Stop seeing or talking with a close friend
- How long can you go without gossiping: talking about others who are not physically present
- Not use telephone or not use email/text messaging
- Not use motor vehicle
- Not use television, radio, or computer
- Caffeine, alcohol, tobacco, marijuana, or any other psychoactive drug
- Pornography/ Sex/ Gambling
- Chewing gum or finger nails
- Sleeping excessively

Keep a diary of your behavior and feelings during the experiment to help you write your paper. You may wish to record your experiences on a cassette.

Guidelines for writing your paper

1. Did you succeed in refraining from your activities for the entire period of time? If not, how soon did you give in? If you failed, how did it make you feel? If you succeeded, how did you feel?
2. What did not doing the activity feel like?
3. Did your relationships with other people change?
4. Did talking or being with other students who were also undergoing behavioral changes help you resist the temptation to give up?
5. Did other people change their behavior, attitudes, or feelings toward you as a result of the experiment? If so, how did you feel or react to these changes?
6. Did you start doing things that you do not usually do, such as forgetting things, becoming less observant, overeating, or developing physical symptoms such as headaches, stomach aches, tics, loss of appetite, insomnia, or unusual fatigue?
7. Did your other activities change at all? Did you compensate for the lack of your “forbidden” activity by participating more in some other pursuit? Did the substitute activity help take your mind off the thing you wanted to do? Did your efforts at compensation affect any of the people around you?
8. Were you confronted with an opportunity to lapse and did your will power diminish in the presence of the forbidden activity or object? Were other people considerate in not mentioning the activity or substance or were they helpful in suggesting a substitute?
9. Did you go out of your way to avoid the activity, substance, or things that might remind you of it? Did your avoidance behavior help reduce your craving?

10. Did you cheat at all? If so, did you try to engage in your activity just a little and find you could not resist resuming it completely? Did you bother to hide your lapses from other people? If so, did anyone catch you cheating? How did they react? How did you feel about being discovered?
11. When you finally did go back (or did you?) to the activity, how did it feel? Did you try to “make up for lost time?”
12. Were your actions and feelings at all similar to an alcoholic, drug addict, cigarette smoker, compulsive eater, or other addicted person? How were your experiences different from those of truly addicted people? How did this exercise make you feel about addicted people? Did you feel the same way about alcoholics or drug addicts as you did about yourself during the experiment? Did you gain any new insights into what it feels like to have an addiction and how addicted people can best be helped to overcome their dependency? Were you able to identify any compulsive behaviors of your own and gain a better understanding of how to evaluate and cope with them?

Please write a maximum of two pages, typed, and double-spaced. The guidelines above are intended to serve as a general outline for your paper but it is not necessary to address each point, only those that are relevant to your experience. Feel free to support your position with documentation from the professional literature.

Adapted from “Empathizing With Addicts” by Peter Finn, pp. 78-79, *Teaching Ideas*, Association for the Advancement of Health Education.

Fun Without Alcohol Fair

The Project Manager of the Campus Alcohol and Drug Education Center (CADEC) will be directing this year’s “Fun Without Alcohol Fair” schedule for a Thursday (see “Dates to Remember”). Since prevention of alcohol abuse is one of the objectives of this course, student participation in the Fair is a class requirement. You are to report to the CADEC contact person for a two-hour (longer if you wish) assignment related to the Fair. A CADEC representative will describe the organizational needs for the Fair during one of our classes (TBA). If you are working at the Fair under the auspices of some other campus organization, you may count that time towards your requirement for this project. If you are unable to participate in the Fair, an alternate task will be assigned to you. It is your responsibility to make arrangements ahead of time with CADEC (phone 898-6450). This project will be graded on a credit/no credit basis and is worth 50 points.

STUDY GUIDE HCSV 370 TEST 1

INTRODUCTION

Near drugs; epidemiology of drug use; causality & types of associations; Berserkers; instrumental vs recreational drug use; laudanum; crack; drug abuse; drug mortality rates; senna; dose-response relationship; psychedelic movement

HISTORY & POLITICS

Comprehensive Drug Abuse Prevention Act of 1970 (drug schedules); other drug laws; drug control strategies; asset forfeiture; major crises in U.S. history; Monitoring the Future surveys; U.S. drug crises; shamanism

PSYCHOSOCIAL

Psychological drug-related problems (e.g. panic reaction)

PHARMACOLOGY

Reasons for drug use (e.g. Kung Fu Kerosene Drinking and Amotz Zahavi's theory); placebo effect; drug antagonists; standard safety margin; drug administration routes & dangers; neurons, axons, dendrites, & synapses; neurotransmitters; drug half-life; generic, brand, & chemical names; nervous system; needle exchange; drug effects

TREATMENT

12 Step programs; stages of change in drug treatment; stages of change

ALL READINGS FROM TEXTBOOK: READ CAREFULLY, TAKE NOTES, STUDY THOSE NOTES

STUDY GUIDE, HCSV 370, TEST 2

ALCOHOL

History (e.g. temperance movement); mental & physical damage to body; drink equivalent/proof; consumer issues/production/fermentation/distillation; metabolism

SEDATIVE HYPNOTICS

Medical uses & dangers; minor & major tranquilizers; benzodiazepines/history; anti-depressant drugs i.e. SSRIs; barbiturates & methaqualone; bipolar drugs; withdrawal problems

OPIATE NARCOTICS

History (e.g. Opium Wars); opium preparation; heroin/synthetic opiates: history, pharmacy, dangers; methadone maintenance; medical uses/dangers

STIMULANTS

Amphetamines/Ritalin/physiological effects/history; cocaine history, medical use, dangers; Belladonna type drugs; methylxanthines (e.g. caffeine) & history

TOBACCO

History, marketing; 3 active ingredients in smoke (dangers); diseases; smokeless tobacco; clove & other specialty cigarettes: ingredients; tobacco use patterns

*****all the readings from Levinthal*****

STUDY GUIDE, HCSV 370, TEST 3

MARIJUANA

Dangers; history; facts & myths; physiology; synthetic; medical uses; THC; anandamide; Marinol; hashish

PSYCHEDELICS

LSD flashbacks: LSD trip compared to psychosis; history; effects; dangers; ergot fungus; PCP; DMT; peyote; *Amanita muscaria*; Native American Church; ecstasy (MDMA); mescaline

INHALANTS

Effects; dangers; varieties

ERGOGENIC AIDS (meaning of the name)

Anabolic-androgenic steroids; catabolic reactions; human growth hormone; steroid cover-ups & side effects e.g. gynecomastia; dangers; legal status; muscle dysmorphia; acromegaly

PREVENTION

Shedler & Block study of children in Oakland; Moskowitz review of successful methods to reduce alcohol dangers; successful drug prevention programs/harm reduction; Health Belief Model; primary, secondary, & tertiary prevention; characteristics of successful drug prevention programs

OVER-THE-COUNTER & PRESCRIPTION DRUGS

Food & Drug Administration policies; aspirin/side effects & main effects; OTC stimulants; analgesics; sports supplements; Frances Kelsey; analgesia; creatine;

*****Readings*****