Course Syllabus

Rutgers University
Edward J. Bloustein School of Planning & Public Policy

10:832:262:01
Peer Education Advocacy
Fall 2017

Credits: 3

Meeting Days: Monday and Thursday  Meeting Time: 9:15am – 10:35am
Meeting Place: Hickman Hall Room 122

Instructor: Tanisha Riley, MA, MCHES  Office Phone: (848) 932-9166
Office Address: Health Outreach Promotion and Education  8 Lafayette Street New
Brunswick, NJ 08901

Office Hours: By appointment, Friday (10:00am – 3:00pm)  Email: tr362@echo.rutgers.edu
Course Assistant: Jackie Kimelman  Email: Jackiekimelman@gmail.com

Please Note: A course assistant is not the same as a Teaching Assistant. A Course Assistant is not permitted to grade assignments or view grades.

I. Course Description

This course is designed to introduce students to principles and practices of peer education. The course will prepare students to become alcohol and other drug peer educators, and to be resources for the campus community. The course will provide an understanding of Rutgers Student Health, campus resources, harm reduction, the addiction continuum, drug use, drug misuse, abuse, campus AOD policies, evidence-based interventions and social justice issues. Students will explore risk and protective factors and also learn strategies to reduce risk behavior. Students will have an opportunity to debate controversial topics related to legalization, needle exchange, health disparities, policies and drug treatment. Social justice issues such as economic inequality, gender inequality, and health inequality will be explored as it relates to substance use treatment and community health. Students will acquire and learn information about comprehensive services offered through Rutgers University. Students will have an opportunity to learn through reflection and explore how risk factors associated with community, family, school, individuals and peers inhibit healthy development. Students will learn and acquire skills to
effectively outreach, engage and educate the campus community. This course will use health promotion strategies to encourage students to implement and develop innovative health education programs, advocate for health-related issues and encourage healthy behavior amongst the university community.

II. Course Text and Readings

There is no textbook for this course. All reading materials are noted on the course syllabus. Supplemental reading materials and additional resources will be posted on SAKAI.

III. Course Goals and Objectives

Upon completion of the Peer Education Advocacy course students will be able to:

- Demonstrate a comprehensive understanding of the peer health education model in the Health Outreach Promotion and Education department
- Understand and articulate how risk factors such as: individual, community, peer, and family contribute to substance use
- Apply and use evidence-based interventions to screen for high-risk behaviors and discuss individual risk
- Demonstrate the skills necessary to provide effective outreach and education to the campus community
- Understand intoxication rate factors
- Debate controversial topics related to substance abuse
- Identify harm reduction strategies and techniques
- Communicate campus policies related to alcohol and drug use on campus
- Discuss the effects of alcohol and other drugs on the body

IV. Competencies

- Examine factors that contribute to behaviors associated with drug use
- Use evaluation feedback to improve and inform health education prevention and education programming
- Demonstrate leadership and collaborative skills related to health promotion
- Promote and enhance collaboration among campus student organizations
- Practice and apply critical thinking and public speaking skills

V. Course Policies

- CONFIDENTIALITY-Due to the nature of this course and the sensitive information that may be shared by others it is expected that students do not disclose personal experiences and testimonials that may be shared by others enrolled or presenting in the course. Students must exercise discretion and understand that personal content shared in the course are designed for learning opportunities to enhance the learning process. Information shared in the course should always remain private and never discussed outside of the class.
• Students are expected to assist in creating a safe space for their peers and others to share and express their thoughts, feelings and opinions. Our academic environment is designed for learning, please remain open-minded and judgement free in an effort to learn from each other and enhance your understanding.
• Students requiring accommodation due to a disability (mental health, attentional, learning, chronic health, sensory, or physical) should present proper documentation at the beginning of the semester. Rutgers University and the Office of Disability Services are committed to providing equitable access to learning opportunities for all students.
• Every assignment is due on the specified date listed in the course syllabus. Late assignments will not be accepted. NO EXCEPTIONS!
• Students are required to attend class regularly, on time, and participate during each class. Students arriving late to class will have a reduction in points reflected in the attendance grade.
• Students will be required to participate in activities outside of the classroom to enrich the classroom learning experience.
• Please refrain from cell phone use during the class. Please ensure that your phone is on silent or off to prevent distractions in the learning environment. Students found engaging in these activities during class time will have points deducted from the participation portion of their grade.
• Students must comply with all University standards on academic conduct for additional information please review the Code of Student.
• LAPTOPS, TABLETS, etc. are not to be used during class unless for notetaking related to classroom content. Students utilizing electronic devices unrelated to classroom activities will not earn participation points for that day.
• If issues arise that impact your class attendance, assignments or if you have a grade dispute, you must make an appointment to meet with the instructor in person. These issues will not be discussed or resolved via phone, class, or electronic mail.

VI. Student Responsibilities
• Prompt attendance is required.
• Complete all required readings and assignments as outlined in the syllabus by the assigned date.
• Remain an active participant in class discussions and activities.
• Communicate in a timely manner regarding any concerns or challenges related to the course.
• Review the Peer Education Advocacy course website on SAKAI http://sakai.rutgers.edu routinely.
• Commit to the process of becoming an active Alcohol and Drug Peer Educator and student leader with the Health Outreach Promotion and Education department.

VII. Instructor Responsibilities
• Value and respect students as co-learners in the course.
• Adapt and modify the course framework to the needs, interests and concerns of students.
● Availability by appointment for meetings with students; availability by phone and e-mail.
● Maintain the SAKAI course website to accurately reflect the requirements of the course.

VIII. SAKAI

This class utilizes SAKAI to manage the course, its assignments, requirements, announcements, and course readings. All students are REQUIRED to log into SAKAI in order to access these functions from the beginning of the course until the end. Important updates, announcements and other useful information will be posted to the SAKAI site on a regular basis. All written assignments are to be submitted through the SAKAI Assignment function unless instructed otherwise to submit a hardcopy of an assignment or to submit the assignment via email.

IX. Policy on Class Attendance and Participation

Students are required to attend each class session and arrive promptly on time. To document attendance, students must sign the attendance sheet upon arrival to each class. Regular attendance and class participation is required for you to fully understand the material in the class. Reading assignments must be completed beforehand in preparation for discussion, class activities, quizzes and examinations. Classes missed will result in points deducted from the attendance portion of your grade. In addition, late arrivals to class will also affect the attendance portion of the grade. In the event of an emergency or illness requiring you to miss class or if you expect to miss one or two classes, you must use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email will automatically be generated and sent to my attention. If you miss class, it is your responsibility to obtain notes or handouts and other updates from a classmate, not the instructor. Please note that assignments due on the date of a missed class are still due on that specific date and should be submitted on the assigned due date to earn credit. There will be no exceptions regarding late submissions of an assignment.

X. Helpful University Resources

If you require additional assistance during the semester a list of University resources can be found below:

- Rutgers Student Health: http://health.rutgers.edu
- Medical: http://rhsmedical.rutgers.edu
- Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS): http://rhscaps.rutgers.edu
- Pharmacy: http://rhsparmacy.rutgers.edu
- Health Outreach, Promotion & Education (H.O.P.E.): http://rhshope.rutgers.edu
- Learning Centers: http://lrc.rutgers.edu/
- Writing Centers: http://wp.rutgers.edu/tutoring/writingcenters
- Math & Science Learning Centers: http://mslc.rutgers.edu/
- Office of Violence Prevention & Victim Assistance: http://sexualassault.rutgers.edu/
- Office of Disabilities Services for Students: http://disabilityservices.rutgers.edu/
XI. GRADING PHILOSOPHY

Grades are assigned following the Grading Philosophy of the Edward J. Bloustein School of Planning & Public Policy.

A: Excellent, shows initiative, synthesizes and integrates assigned material with external sources and own thinking; 92% - 100%
B+: Very good work, innovative thinking or excellent integration of work; 88% - 91%
B: Exceeds minimum requirements, either shows own thinking or synthesizes and integrates assigned material with external sources; 81% - 87%
C+: Good understanding of assigned material, but no effort to integrate own thinking or that of others; 78% - 80%
C: Average work that meets the minimum requirements but does not show consistent understanding of material, poor quality; 70% - 77%
D: Meets minimum requirements but does not show understanding of material, poor quality; 60% - 69%
F: Unacceptable, does not meet minimum requirements; 0% - 59%

XII. EVALUATION AND GRADING (Out of 1000 Points)

Student Resources & Services: 20 Points
Show & Tell: 27 Points
Marijuana E-Toke survey/Marijuana E-check Up to Go: 30 Points
Photo Voice Activity: 35 Points
Select an Alcohol & Drug Ad-hoc committee (Responsible Drinking Happy Hour, Hero Campaign, Passive Messaging & Freaky First): 15 Points
Midterm Exam: 100 Points
Attend an AA/NA Recovery Meeting: 30 Points
Recovery Meeting Reflection Paper: 50 Points
Under the Influence of Music: 40 Points
Quizzes: 75 points (25 Points per quiz)
Outreach and Engagement-Hero Campaign Tabling Event 20 Points
Attend & Participate in an Alcohol & Drug Ad-Hoc committee event: 35 Points
Group Project/Presentation: Develop a new alcohol and drug workshop: 100 points
Recruit a Peer Educator: 40 Points
Final Exam: 100 Points
Class Attendance: 54 Points
Class Participation: 54 Points
Alcohol & Other Drug Programs (4-Components): 100 Points
(1) Observe a Workshop (25), (2) Prepare materials for a workshop (25), (3) Co-present a workshop Alcohol 101 or The Party: Breaking it Down (25), & (4) Outreach-Contact a campus RA or Student Organization and schedule to present Rx 101 or the BeLeaF Me workshop (25)
Current Event Articles: 50 Points (2 articles required (1) from each source: 25 Points per article)
SBIRT Screening Tool: 25 Points
*Service Learning Activity
*Narcan Training
*Design a Passive Messaging AOD board in a Residence Hall
*Panel Discussion: Racism as a Public Health Issue

XIII. Topics and Reading Assignments

September 7, 2017
Topic: Course Overview & Introductions
Introduction to Student Health & Campus Resources (HOPE, CAPS, Do Something, KnightTrak, Smart Party Guide, Knights Call, Recovery House, Pharmacy, etc.)
Reading: http://news.rutgers.edu/feature/safehalo-demand-buddy-system-walking-home/20170201#.WaNmioWcHIV
Assignment: Upload SafeHALO & RUPD-NB Escort Service information

September 11, 2017
Topic: Peer Education & Defining the Role of a Peer Educator
Reading: https://en.wikipedia.org/wiki/Peer_education
Reading: https://www.bing.com/images/search?view=detailV2&ccid=lh%2bBWSyY&id=1AD89B496F5380868802EA160C3EC757444F0C30&thid=OIP.lh-BWSyY8tZtqIoUNBiKagFBDC&q=5+dysfunctions+of+a+team&simid=608047498267591843&selectedIndex=0&ajaxhist=0
Reading: http://www.oit.edu/docs/default-source/integrated-student-health-center-documents/phe/the-5-roles-of-a-peer-educator.pdf?sfvrsn=0
Reading: http://www.collegedrinkingprevention.gov/niaa collegematerials/peerBrochure.aspx
Assignment Due: Show & Tell bring in an item that represents Alcohol and Other Drug peer education. Review the Health Outreach Promotion and Education website

September 14, 2017
Topic: Who Gets Addicted? (Biology, Age, Social Values, Environment, Mental Health & Type of Drug) & Individual Factors Contributing to Risk for Adolescent Substance Use
Reading: http://pubs.niaaa.nih.gov/publications/aa68/aa68.htm
Reading: http://www.hindawi.com/journals/jad/2013/579310/
Assignment Due: Current Event Articles Due. Read and review the Alcohol and Other Drug Policy Handbook located under useful links on the HOPE website www.rhshope.rutgers.edu
September 18, 2017
Topic: The Addiction Continuum (Non-Use, Experimental Use, Recreational/Social Use, Regular Use, Dependent Use/Compulsive Use) and Stages of Addiction (First Use, Continued Use, Tolerance, Dependence & Addiction)
Guest speaker: Keith Murphy, Counseling Alcohol Drug Assistance Program & Psychiatric Services
Reading: http://imgur.com/gallery/NNLkp
Assignment Due: Review the (CAPS) Counseling Alcohol Drug Assistance Program & Psychiatric Services website & The Recovery Housing Program. Complete the Marijuana E-Toke survey/Marijuana E-Check Up to Go online assessment under the self-help section of the CAPS website. Submit completed assessment via hardcopy with the confirmation number.

September 21, 2017
Topic: Street Drugs: Drug Misuse, Drug Abuse, Drug Dependence, & Drug Addiction
Activity: Video http://www.hbo.com/documentaries/warning-this-drug-may-kill-you
Reading: http://www.naturalnews.com/2017-05-08-dangerous-new-opioid-street-drug-is-so-dangerous-it-can-kill-you-just-by-touching-your-skin.html#
Reading: http://www.nytimes.com/2016/07/15/nyregion/k2-overdose-spike-in-new-york-at-least-130-cases-this-week-alone.html?_r=0
Reading: http://www1.nyc.gov/site/doh/about/press/pr2017/pr043-17.page
Reading: http://www.dailymail.co.uk/news/article-4431160/Police-About-dozen-sickened-ingesting-synthetic-pot.html
http://psycchedelicfrontier.com/word-clouds-show-what-like-drugs/
Reading: https://www.tapinto.net/towns/new-brunswick/articles/fighting-new-brunswicks-heroin-problem
Assignment Due: Current Event Articles & Photovoice Projects

September 25, 2017
Topic: Addiction and Greed
Assignment Due: Current Event Articles
September 28, 2017
Topic: Narcan: Harm Reduction theories, practice and techniques
(Naxalone & Needle Exchange: ESAP, NEP)
Guest Speaker: Sgt. Marlise Correa-Rutgers University Police Department
Reading: http://stopoverdoseil.org/narcan.html
Reading: http://harmreduction.org/about-us/principles-of-harm-reduction/
Reading: https://tsnnews.com/using-narcan-to-save-lives/
Reading: https://patch.com/new-jersey/westfield/union-county-hospitals-restock-narcan-supplies-police
Assignment Due: Review the RUPD website and community programming

October 2, 2017
Topic: Intoxication Rate Factors, Understanding Blood Alcohol Content, Risk Reduction & College Drinking
Reading: Party Smart Guide
Assignment Due: Current Event Articles

October 5, 2017
Topic: Educating Greek Organizations on Alcohol & Drug Use
Reading: https://www.zetataualpha.org/cms400min/Template5SF.aspx?id=3838
Reading: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2701101/
Guest Speaker: Stephanie Wright-Rutgers University Office of Student Conduct
Assignment Due: Review the Student Conduct Website (Medical Amnesty & Student Fines)

October 9, 2017
Topic: Outreach & Engagement Strategies
Guest Speakers: Alcohol & Drug HOPE Peer Educators
KaDreamia Sims- AOD Program Coordinator
Charity Smith- Freaky First Subcommittee Chair & Director of SHADES Theatre
Reading: http://ctb.ku.edu/en/table-of-contents/implement/access-barriers-opportunities/outreach-to-increase-access/main
Assignment Due: Current Event Articles

October 12, 2017
Topic: Tobacco, Vaping & Marijuana
Guest Speaker: Mara Carlin-Wellspring Prevention Center
Reading: https://www.colorado.gov/pacific/sites/default/files/M_RM_Marijuana-and-Methods-of-Use-FAQs.pdf
Reading: https://www.aol.com/video/view/college-students-caught-hotboxing-in-igloo/518138870/  
Website: http://i.imgur.com/GsCwJBd.jpg

October 16, 2017  
Topic: Facilitating Small Group Discussions & Group Facilitation Skills  
Reading: https://www.mindtools.com/pages/article/newLDR_76.htm  
Reading: https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating  
Reading: http://www.buzzle.com/articles/how-to-facilitate-a-group-discussion.html  
Assignment Due: Current Event Articles. Research and prepare (2) icebreakers to present to the class in a 3-4 minute engaging presentation.

October 19, 2017  
Midterm Examination

October 23, 2017  
Topic: Taking Sides/The Great Debate  
• Does status truly matter…. Is it harder to kick addiction if you are poor?  
Reading: https://www.theguardian.com/commentisfree/2016/jun/01/drug-addiction-income-inequality-impacts-recovery?CMP=soc_3156  
• Should mothers that give birth to drug addicted babies maintain their parental rights?  
Reading: http://www.uky.edu/~sbarron/psy459/discussions/article2.pdf  
• Are Drug Courts Helping Substance Abusers?  
Reading:https://www.sciencedaily.com/releases/2016/06/160621115655.htm  
• Should the Government Consider Safer Consumption Locations for Substance Abusers?  
Reading: http://harmreduction.org/blog/safer-consumption-spaces/  
• Harm Reduction: Needle Exchange…Does it work or just encourage and promote drug use?  
Reading: https://caps.ucsf.edu/uploads/pubs/FS/NEPrev.php  
• Exchanging Drugs for Help  
http://www.townofnashville.com/2016/02/hope-initiative/  
Assignment Due: Prepare to present your opinion to the class on your assigned topic in a 3-5 minute presentation. Reflection papers are due.

October 26, 2017  
Topic: The Message in the Music-Music, Messaging & Drugs  
Reading:http://www.academia.edu/19500058/A_qualitative_study_of_college_student_respones_to_conflicting_messages_in_advertising_anti-binge_drinking_public_service_announcements-versus_wine_promotion_health_messages  
Assignment Due: Download the radio version of an influential music artist’s song with an alcohol and/or drug message. Prepare to present your song and lyrics to the class in a 3-5
minute presentation. Please bring a hardcopy of the lyrics to submit. Current event articles are due.

October 30, 2017
Topic: Alcohol, Sexual Assault & Clear Consent
Guest Speaker: Jean Semelfort, MA, LPC Office of Violence Prevention and Victim Assistance
Reading: http://www.collegedrinkingprevention.gov/media/Journal/118-Abbey.pdf
Reading: http://www.cdc.gov/ViolencePrevention/sexualviolence/definitions.html
Assignment Due: Review the Rutgers University Sexual Assault Policy http://policies.rutgers.edu/sites/policies/files/00004538.PDF and the Violence Prevention and Victim Assistance website http://vpva.rutgers.edu/

November 2, 2017
Topic: Social Justice, Addiction & Sexual Assault
Assignment Due: Current Event Articles Due

November 6, 2017
Topic: High Times
Reading: https://www.drugs.com/article/drug-testing.html
Assignment: Current Event Articles Due

November 9, 2017
Topic: Training Intervention Procedures (TIPS Training)
Guest Speaker: Mara Carlin-Wellspring Prevention Center
Assignment Due: Review the Party Smart Guide (Website: Off-Campus Living & Community Partnerships or Health Outreach Promotion & Education)

November 13, 2017
Topic: TIPS Evaluation
Assignment Due: Current Event Articles

November 16, 2017
Topic: Refusal Skills
Reading: http://study.com/academy/lesson/what-are-refusal-skills-for-drugs-definition-activities.html
Assignment: Create an AOD high-risk scenario. The scenario must require a decision to be made that refuses engagement in an activity/behavior. The scenario must be a situation
that college students can identify with or may have experienced. Current event articles are due.

**November 20, 2017**
Topic: SBIRT (Screening Brief Intervention and Referral to Treatment)
Screening Instruments: AUDIT-1, CUDIT-R, CRAFFT, and DAST-10
Guest Speaker:
Reading: [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3801194/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3801194/)
Reading: [http://www.annfammed.org/content/13/3/261.full](http://www.annfammed.org/content/13/3/261.full)
Assignment Due: Complete the SBIRT Screening Tools: AUDIT, CRAFFT, DAST & CUDIT. Current event articles are due.

**November 23, 2017**
Class Cancelled: Thanksgiving Recess
Assignment: Review Instructions on SAKAI: Design a new AOD program

**November 27, 2017**
Topic: Motivational Interviewing & Evaluation
Guest Speaker: Mark Cruz, Health Outreach Promotion and Education
Reading: [http://her.oxfordjournals.org/content/15/5/533.full](http://her.oxfordjournals.org/content/15/5/533.full)

**November 30, 2017**
Presentation: Medical Amnesty: Don’t Stall Make the Call
Presentation: Prescription Drugs: Pills & Potions

**December 4, 2017**
Presentation: “Smart” Drugs: Adderall
Presentation: 420: Smoked Out & Edibles

**December 7, 2017**
Presentation: Blurred Lines…Know The Limits: Intoxication vs. Incapacitation
Presentation: Bystander Intervention: Stand Up or Stand By: What Should You Do When Things Go too Far?

**December 11, 2017**
Last day of class
Final Exam Review
Assignment Due: Submit HOPE Forms & Documents

**December 14, 2017**
Reading Day
December 15th – 22nd
Final Exam Week
Exam details will be posted on SAKAI

*Syllabus content is subject to change at the discretion of the instructor*

Please be advised that there will NOT be any extensions for assignments or late assignments accepted. It is your responsibility to adhere to the course syllabus as outlined.

XIII. Course Requirements

The course will be a process in which the goal is to stimulate your thinking through readings, experiential exercises and through the exchange of ideas. Students are expected to complete the following:

- **READINGS**: Complete readings prior to attending class. All information for reading materials may be found on the course syllabus and supplemental materials may be posted on SAKAI. Students are expected to be prepared to discuss the assigned readings in class and participate during the discussions on the date the assignment is due.

- **CLASS ATTENDANCE**: Students are required to attend each class session and arrive promptly on time. To document attendance, students must sign the attendance sheet upon arrival. Regular attendance and class participation is required. Tardiness to class will result in points deducted from your attendance.

- **CLASS PARTICIPATION**: Students are strongly encouraged to be an active participant in the course by asking questions and sharing their comments and opinions.

- **STUDENT RESOURCES**: Students are required to download services to be aware of campus resources that are available to students. 

  *Due: September 7, 2017*

- **SHOW & TELL**: Students are required to bring in an item that is associated with alcohol and drugs and represents AOD Peer education *Due: September 11, 2017*

- **MARIJUANA e-TOKE SURVEY**: Students are required to complete the Marijuana e-Toke Survey located on the Rutgers University CAPS website. The survey is a brief assessment and feedback tool designed to help students assess marijuana use and enable them to decide what to do based on personalized feedback. Student must submit the e-toke confirmation number via hardcopy to receive credit for completing the assignment. *Due: September 18, 2017*

- **PHOTOVOICE**: Students will be responsible for identifying a location on campus that high-risk alcohol and/or drug use takes place. This location should be a “known, popular, or discrete” location that students know exist on campus. Students will be required to bring in a photo image and complete a SWOT analysis to tell the story behind the photograph. The image should tell the story of how the location is a contributor to AOD use. Students should answer the following questions: **What have you observed in this**
location, What behaviors are taking place, How does this behavior impact the campus community, Why does this behavior take place in this location, How can your photo educate administrators on campus, and What can Peer Educators do to reduce alcohol and drug use in the location?

The following information should be included in the SWOT analysis:

**Strengths:** Why do students identify this place an area or “spot” to engage in AOD use?

**Weakness:** What makes students vulnerable at this location?

**Opportunities:** What opportunities exist to educate students and university staff about high risk behavior?

**Threats:** How does this location threaten the personal safety of students using alcohol or drugs at this location? What are the consequences associated with AOD use at this location?

**Due: September 21, 2017**

- **SELECT AN AOD AD-HOC COMMITTEE:** Students are required to research and join one of three ad-hoc committees under the AOD discipline in HOPE (i.e. Freaky First, Responsible Drinking Happy Hour, or the Hero Campaign). Student selections will be provided to committee chairs to be added to the committee roster. Committee selections should be emailed to the instructor. **Due: October 9, 2017**

- **RECOVERY MEETING:** Students are required to attend a local community based recovery meeting. Meeting options in the community can be located on the following NA/AA websites [http://www.nanj.org/meetings/index.shtml](http://www.nanj.org/meetings/index.shtml) and [http://nnjaa.org/intergroup/meeting-finder.html](http://nnjaa.org/intergroup/meeting-finder.html)

**Due: October 22, 2017**

- **REFLECTION PAPER:** Each student is responsible for writing a 2-3 page reflection paper double-spaced based on their experience at an AA/NA local community meeting. The paper should be a reflection that summarizes your personal experience and thoughts about the meeting. Construct your reflection paper to (1) share if the experience challenged you emotionally, (2) discuss if you modified your way of thinking about addiction, (3) address personal bias that you had to examine and confront (4) note any stereotypes that you learned from family and friends and (5) explain why you now believe that these stereotypes are untrue as a result of attending the NA/AA meeting. If your paper exceeds 3 pages you will have points deducted from the assignment. **Due: October 23, 2017**

- **UNDER THE INFLUENCE OF MUSIC:** Each student is required to bring in a music selection from a popular artist. Students will be asked to present the piece and review the lyrics and messaging. Music will also be discussed as an external factor that influences behavior. **Due: October 26, 2017**

- **OUTREACH AND ENGAGEMENT ACTIVITY-HERO CAMPAIGN TABLING EVENT:** Students will be required to attend at least (1) Hero Campaign tabling event to practice outreach and engagement strategies. **Due: November 12, 2017.**

- **ALCOHOL AND OTHER DRUG PROGRAMS:** Students will progressively work as a Peer Educator during the semester. This will be an experiential learning experience,
providing students the opportunity to learn and apply concepts discussed throughout the course.

Activity #1: During the first AOD program you will simply observe an experienced Alcohol and Drug Peer Educator. You will be responsible to confirm that the program is actually taking place with the Alcohol and Drug Peer Educator presenting the program. You are also required to post your name to SAKAI as an “observer” only once to view a workshop. You are encouraged to attend additional AOD programs to learn from the current Alcohol and Drug Peer Educators. Please note that there should be (no more than 2) “observers” per workshop. **Due: October 22, 2017**

Activity #2: The second AOD program that you attend, you will assist the veteran Alcohol and Drug Peer Educator in gathering the necessary materials for the planned workshop activity. You are required to contact the Peer Educator and meet at HOPE to gather all materials such as brochures, evaluation forms, etc. prior to the start of the program. You are required to post your name to SAKAI as the “preparer”. This also is an additional opportunity for you to observe another workshop which you are not required to post to SAKAI and to network with the Alcohol and Drug Peer Educators in the department. Please note that there should be (2) “preparers” per workshop. **Due: November 12, 2017**

Activity #3: The third program you will be responsible for preparing and planning the session activities for the workshop/program and co-facilitating this program along with a seasoned Alcohol and Drug Peer Educator. You are required to post your name to SAKAI as the “co-facilitator”. This workshop should be either (The Party: Breaking it Down or Alcohol 101). Please note that there should be (1) “co-facilitator” from the class if the workshop is 40 students or less. If the program requested will have 41 or more individuals (2) students from the course may sign up on SAKAI as co-facilitators. **Due: November 24, 2017**

Activity #4: The fourth program is your Residence Life Outreach Project. You will be responsible for outreaching a Resident Assistant to schedule a marijuana or prescription drug workshop. This workshop must focus on prescription drugs or marijuana (BeleaF Me or Rx 101). You are responsible for preparing and planning the activities for the workshop/program and co-facilitating the fourth program alongside a seasoned Alcohol and Drug Peer Educator. You must post your name to SAKAI as the “co-facilitator”. Please be advised that in order to receive credit for this program a workshop request must come directly to the HOPE website http://rhs.hope.rutgers.edu from the Residence Assistant and have your full name noted as the reference. No exceptions. Please note that there should be (1) “co-facilitator” from the class per workshop for groups with 40 or less students unless other directives regarding the assignment have been approved by the instructor. **Due: December 10, 2017**

- **EXAMS/QUIZZES**: Exams and quizzes may consist of a variety of question formats (short answer, fill in the blank, multiple-choice, true/false or essay). Make-up exams and
quizzes will not be provided. Quizzes may or may not be announced. Please ensure that you are up to date on your reading assignments and review any supplemental reading materials posted, assigned or discussed.

- **EXTRA CREDIT**: Throughout the semester there may be possible extra credit opportunities which will be announced in class if not noted on the course syllabus. Please take advantage of these additional learning opportunities to enhance your grade. If you attend extra credit events you must sign in with the Instructor or the Course Assistant and provide documentation confirming participation in the activity if applicable.

- **CURRENT EVENT ARTICLES**: On selected days at the beginning of class students will be randomly selected to present and discuss articles related to substance use and harm reduction. Please visit Wellspring Prevention and the Harm Reduction Coalition for your weekly current event articles (https://wellspringprevention.org or http://harmreduction.org/). Articles associated with Wellspring Prevention can be located under information and referrals (National News). Articles from the Harm Reduction Coalition can be located under the tab (Issues). These articles will be discussed in class and will be open for other students to comment on. This is an ideal time to ensure that you have participated in the class discussion for the day. **Please ensure that you bring a hard copy of your article to class to receive credit.** Articles should not be duplicated, if the article has already been discussed in class by a student you must select another article to present to earn credit for the assignment. Students are required to share two articles for the semester (1) article from each source to earn credit. If you are unprepared on the date that you are selected you will not receive credit for the missed article.

- **ATTEND AN AD-HOC COMMITTEE PROGRAM**: Students are expected to attend and participate in (1) ad-hoc AOD committee event on campus to become acclimated to HOPE programming. Ad-hoc committee events can be found on the SAKAI website. Please ensure that you sign-in at any event with the Peer Educator who is chairing or leading the event. **Due: December 7, 2017**

- **DESIGN A NEW AOD PROGRAM**: Students are expected to work in assigned groups of (2) to develop a new 45-minute AOD workshop (i.e. Marijuana Edibles, Adderall-Smart Drugs, Intoxication Rate Factors, Prescription Drugs, Medical Amnesty, Bystander Intervention, and Know Your Solo). Students will be provided sample rubrics to assist them in preparing for the presentation. Rubrics will be used by the course instructor to evaluate the workshop. Students will also be required to evaluate their peers to provide feedback. **Group Presentations will take place November 30, 2017 – December 7, 2017.** You must be present to earn credit for the presentation and participate in the group presentation.

- **RECRUIT A PEER EDUCATOR**: Students are required to promote the AOD Peer Education program and recruit one student to the program. Students will be required to ensure that the student recruited submits an online application via the HOPE website by the deadline to receive credit for the assignment. **Due: December 10, 2017**

Academic Misconduct: A Bloustein School Perspective:
Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. We talk about misconduct and ethical behavior in classes and expectations are set forth in student handbooks and catalogues. Penalties for misconduct can range from failing an assignment/exam or dismissal from the university. The Bloustein School is appending this memorandum to your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable. Academic misconduct almost always happens for two reasons. One is ignorance of academic rules and practices. For example, in virtually every recent plagiarism case in the school material has been taken from an Internet site and placed in text without appropriate note or attribution. You must learn the proper rules for attribution. If you are not sure, ask your instructor! If you do not know the rules that govern the use of data sets, attribution, analysis and reporting of these sets, the faculty will help you. There is no such thing as a stupid question regarding this subject. Pressure is the second common reason for academic misconduct. Students, faculty, every one of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are potentially allowing pressure to drive you to misconduct, please step back and resist that urge. You can cope with pressure in a positive way by reaching out to friends, counselors, and faculty members. Within the Bloustein School community, you will find understanding people and positive direction. The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.