COURSE OUTLINE

COURSE CODE       COCR 1031

COURSE TITLE       MANAGING YOUR HIGH

NO. OF CREDITS     2

LEVEL             CO-CURRICULAR

PREREQUISITES     NONE

COURSE DESCRIPTION
This course looks at socio-cultural factors that influence the use of alcohol and other commonly used drugs in the Caribbean society. It describes the harmful effects of these substances when misused, including the development of addiction. Case discussions are used to understand addictions to behaviours like internet use, gambling, sex and pornography. The adverse consequences of these common behavioural addictions are described. Basic skills training in stress management and refusal assertiveness are included. The course encourages students to reflect on their own behaviours and to integrate the material and skills learnt into their personal experiences.

COURSE RATIONALE
Alcohol and drug use and misuse are pervasive throughout the society, with major public health implications. The use of alcohol is considered a social norm but can have deleterious effects on an individual’s physical, sexual, mental and emotional health, impairing success in school or work. Other drug use is also associated with significant harm, including the risk of addiction. There is also an increasing prevalence of behavioural addictions among young adults. Education and skills training are crucial to reducing the risk of problems associated with alcohol and drug use, and the risk of developing addictions. Students need to be able to use healthy coping skills, and identify problem behaviours when they occur.

INSTRUCTOR INFORMATION
Name of instructor(s):
Office address and phone:
Email address:
Office hours:
**COURSE CONTENT**
This course gives students an understanding of the variables that impact alcohol and drug use in a society. It particularly looks at the influence of socio-cultural and gender norms, and the media. Students will appreciate the difference between recreational and harmful alcohol and drug use, and understand the concept of addiction to alcohol, drugs and specific behaviours. Students will also engage in basic assertiveness training, stress management and refusal skills. With the knowledge gained in this course, and exposure to healthy stress management approaches, students will be encouraged to make lifestyle changes consistent with harm reduction.

**COURSE LEARNING OUTCOMES**
At the end of this Course, students will be able to:
1. Describe the effects of alcohol and drugs on feelings and behaviours
2. Identify the socio-cultural and gender norms in the Caribbean society that influence alcohol and drug use
3. Differentiate between recreational use of alcohol and drugs, harmful use and addiction.
4. Explain how harmful alcohol and drug use impacts the individual, the family and the society.
5. Describe the etiology of addiction
6. Describe common behavioural addictions – the Internet, gambling, pornography, sex, food.
7. Identify potential personal lifestyle changes consistent with harm reduction,
8. Develop basic coping skills and increased refusal assertiveness.

**SESSION LEARNING OUTCOMES**

**SESSION 1 - Introduction To Alcohol and Drugs**
Students will be able to:
- Explain the psychosocial factors and cultural norms that promote or limit the use of alcohol in the Caribbean society
- Identify how alcohol and other drugs are marketed and the effects of advertising on buying decisions
- Describe the impact of one’s own personal and family values, including gender differences, on one’s attitude to drinking and using drugs.

**SESSION 2 - Harmful Alcohol Use**
Students will be able to:
- Identify high risk behaviours associated with alcohol use including binge drinking, violence, impaired driving and sexual risk taking
- Describe the signs of alcohol intoxication
- Compare responsible drinking, at-risk drinking, problem drinking and alcohol addiction with respect to drinking patterns, consequences and need for intervention
- Identify the importance of refusal skills with respect to alcohol and drug use
- Practice basic assertiveness skills
SESSION 3 – Health Effects of Alcohol Use
Students will be able to:
- List the range of health problems caused directly or indirectly by alcohol use, including foetal alcohol syndrome.
- State the proposed beneficial health effects of moderate alcohol use
- Contrast the benefits and harmful effects of alcohol, particularly among a university population.
- Practice basic assertiveness skills

SESSION 4 – Understanding Addiction
Students will be able to:
- Define the basic terminology of addiction and explain the concept of addiction
- Explain the biological risk factors for the development of addiction
- Explain the psychological risk factors for the development of addiction
- Explain the environmental risk factors for the development of addiction in the Caribbean

SESSION 5 - Basic Assertiveness Training and Development of Refusal Skills
Students will be able to:
- Practice basic assertiveness skills
- Develop refusal skills
- Identify a personal habit to be changed

SESSION 6 – Stress management
Students will be able to:
- Identify the signs of stress and potential impact on studies
- Explain the role of stress in increasing risk of engaging in addictive behaviours and substance use
- Identify useful stress management activities
- Implement the basic principles of relaxation therapy

SESSION 7 - Nicotine
Students will be able to:
- List the range of health problems caused directly or indirectly by smoking including lung cancer, cardiovascular and pregnancy effects.
- Describe the concept of nicotine as a gateway drug
- Explain the risks of passive smoking
- List symptoms of nicotine withdrawal
- Identify principles and methods of changing personal behaviour
- Practice relaxation therapy
SESSION 8 - Cannabis

Students will be able to:
- List the physical and mental health problems caused directly or indirectly by cannabis, including increased risk of motor vehicle accidents, effects on learning and memory, and sexual behaviour.
- Describe the signs of cannabis intoxication
- Identify and clarify myths concerning cannabis use
- Compare the advantages and disadvantages of decriminalization of cannabis in the Caribbean

SESSION 9 – Stimulant Use

Students will be able to:
- Describe the health risks associated with use of stimulants - amphetamines, caffeine, ecstasy, energy drinks, and combining energy drinks and alcohol
- Develop recommendations for safe use of stimulants
- Practice relaxation therapy

SESSION 10 – Behavioural Addictions

Students will be able to:
- Define and describe Internet addiction, problem gambling, sexual addiction, addiction to pornography and food addiction
- Identify the adverse consequences associated with these behavioural addictions
- Describe ways to modify addictive behaviours e.g. safer and healthier Internet use
- Practice relaxation therapy

COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Debates</td>
<td>20</td>
</tr>
<tr>
<td>Final group project</td>
<td>50</td>
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<tr>
<td></td>
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</tbody>
</table>

There will be two mini-debates. All students will be assigned as members of the two affirmative teams (4 each), members of the two negative teams (4 each) or audience for either one of the mini-debates (all other students). Research materials and other data will be provided to all students. Debaters will present and develop their arguments, and provide rebuttals to the opposing team. Members of the audience will chart the debate's progress taking notes of the main points and compare the strength of arguments and rebuttals. The tutor will provide feedback following both mini-debates. Participation in this activity will be assessed towards the final mark. Members of the audience will submit their progress notes as evidence of participation.

In groups of 6-8, students will create a dramatic presentation highlighting the following: the risk factors and features of addiction, consequences of addiction, demonstration of assertiveness skills and
healthy coping. The dramatizations will be presented on the final day of class.

<table>
<thead>
<tr>
<th>Student reflections</th>
<th>15</th>
<th>Each student will submit at the end of the course, reflections on the relevance of the course material to their lives, and the lives of those around them, including any attempts at behaviour change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15</td>
<td>Students are expected to attend all classes. It is mandatory to sign the class register on the day of the class.</td>
</tr>
</tbody>
</table>

TEACHING AND LEARNING STRATEGIES
Instructional methods include 20 contact hours of small and large group discussions, discussion of hypothetical cases, interviews with recovering drug users and skills training. Students will also work on a group Project (6 contact hours), which contributes to the final grade.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to alcohol and drugs</td>
<td>• Group discussion using advertisements for alcohol and popular soca and chutney songs</td>
</tr>
</tbody>
</table>
| 2    | Harmful alcohol use                        | • Discussion of a comprehensive case report of an alcoholic/drug addict, which will also be used for Sessions 3 and 4.  
• Engage in assertiveness training (1 hour) |
| 3    | Health effects of alcohol use              | • Continued discussion of a comprehensive case report of an alcoholic/drug addict  
• Engage in assertiveness training (1 hour) |
| 4    | Understanding addiction                    | • Continued discussion of the case report  
• Testimony of an alcoholic/drug addict in recovery |
| 5    | Basic assertiveness training and development of refusal skills | • Engage in assertiveness training  
• Demonstrate new skills under supervision  
• Identify a personal habit to be changed |
| 6    | Stress management                          | • Group discussion  
• Learn and practice relaxation therapy |
<p>| 7    | Nicotine                                   | • Using smoking cessation as an example, students will discuss the principles and methods of changing personal behaviours |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage in relaxation therapy</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cannabis</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Students will be provided with state of the art data concerning the physical, mental and public health problems associated with the use of cannabis, and the proposed benefits of cannabis. This data will be discussed in groups, following which there will be mini-debates on the advantages and disadvantages of decriminalization of cannabis in the Caribbean.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Stimulant use</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Group discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop recommendations for change using principles of behaviour change applied to hypothetical case scenarios</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in relaxation therapy</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Behavioural addictions</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Students will report on real or fictional occurrences of behavioural addictions and discuss aspects of each case</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate in relaxation therapy</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Group work</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Work on group project</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Group work</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Work on group project</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Group work</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Group presentations</td>
<td></td>
</tr>
</tbody>
</table>

**GRADING SYSTEM**
The following rubrics will guide assessment.

1. Final group project

<table>
<thead>
<tr>
<th>Marking rubric</th>
<th>Total</th>
<th>Very good (Mark=8-10)</th>
<th>Good (Mark=5-7)</th>
<th>Poor (Mark=0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features of addiction</td>
<td>10</td>
<td>Includes most or all of the features of addiction</td>
<td>Includes some of the features of addiction</td>
<td>Includes few or no features of addiction</td>
</tr>
<tr>
<td>Consequences</td>
<td>10</td>
<td>Includes most or all of the consequences of addiction</td>
<td>Includes some of the consequences of addiction</td>
<td>Includes few or no consequences of addiction</td>
</tr>
<tr>
<td>Assertiveness skills</td>
<td>10</td>
<td>Demonstrates effective assertive refusal skills</td>
<td>Demonstrates assertiveness</td>
<td>Does not adequately demonstrate assertiveness</td>
</tr>
<tr>
<td>Healthy coping</td>
<td>10</td>
<td>Demonstrates healthy coping relevant to campus life</td>
<td>Demonstrates general healthy coping</td>
<td>Does not adequately demonstrate healthy coping</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>Very good (Mark=4-5)</td>
<td>Good (Mark=2-3)</td>
<td>Poor (Mark=0-1)</td>
</tr>
</tbody>
</table>
2. Student reflections

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Good (Mark = 3-5)</th>
<th>Poor (Mark = 0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-appraisal</td>
<td>5</td>
<td>Student demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to learning in class.</td>
<td>Student does not connect concepts from class to personal experiences.</td>
</tr>
<tr>
<td>Self-disclosure</td>
<td>5</td>
<td>Asks probing questions about self and seeks to answer these</td>
<td>Self-disclosure is superficial and factual, without self-reflection.</td>
</tr>
<tr>
<td>Connection to course teachings</td>
<td>5</td>
<td>Synthesizes, analyzes and evaluates selected aspects of teachings as they relate to the topic</td>
<td>Restates some general ideas or issues from the class discussions as they relate to this topic</td>
</tr>
</tbody>
</table>

3. Attendance

<table>
<thead>
<tr>
<th>% classes attended</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100%</td>
<td>10</td>
</tr>
<tr>
<td>75-84%</td>
<td>5</td>
</tr>
<tr>
<td>&lt; 75%</td>
<td>0</td>
</tr>
</tbody>
</table>

This course is a pass/fail course. All assignments/projects must be completed. Overall pass mark = 50%