



Course Syllabus – Fall 2020

Course Name: Substance Misuse in Maternal and Child Health (MCH) Populations

Course Number: FCM 301

Instructor: Alicia Allen, PhD, MPH; aliciaallen@arizona.edu

Office Hours: Wednesdays at 5:00-5:30pm, Fridays 12:30-1:00pm, or by appointment

Office hours will be held on Zoom ID: 520 626 8157

Prerequisites: None

Course Meeting Times: Online Only

Workload Expectations: As per University of Arizona accreditation guidelines, students are expected to complete 45 hours of work per unit of credit. In this course, this equates to 135 hours (or approximately 9 hours per week). You will be expected complete weekly readings and other content (e.g., videos), participation in and leading of assigned online discussion groups, share a synopsis of prior content with other students via oral presentation, and prepare informatics that may be shared with lay populations on the effects of substance misuse in MCH populations.

Course Description and Goals: The effects of addiction, substance use disorders, and other forms of substance misuse has many broad and persistent health effects in MCH populations. This course will cover the effects of several substances (including, but not limited to, tobacco, alcohol, marijuana, and opioids) on the psychological and physical wellbeing of women, infants, and children. We will also cover current clinical guidelines for treatments and expected treatment outcomes. The course will be especially useful to pre-health science professions students (such as medicine, psychology, pharmacy, nursing, social work, and public health) as well as students planning a career in addiction-related fields.

Learning Objectives: During this course, students will study the following topics as they relate to MCH populations, with a focus on alcohol, tobacco, marijuana, and opioids:

1. Definitions of substance use, misuse, abuse
2. The stages of addiction/dependence, including the abstinence-relapse cycle
3. Diagnostic criteria for substance use disorders
4. Major physiological and psychological effects of substance use/misuse
5. Treatments for substance use disorders

Learning Outcomes: After successful completion of this course, students will be able to:

1. Describe the differences in DSM criteria for substance use disorder for at least four substances (tobacco, alcohol, marijuana, opioids)
2. Identify major psychological and physical implications of substance misuse in MCH populations
3. Report on recommendations for treatment of substance use disorders in MCH and current gaps
4. Describe expected substance use disorder treatment outcomes

Credits: 3

Semester Offered: Fall

Last revised: 08/20/2020

Academic Term: Fall 2020

Textbook:

There is no course textbook. However, you are expected to complete a series of readings and watch selected videos. These will all be posted on D2L.

Grading:

Standard letter grades will be given (ABCDE). The grade will be based on the following:

Component	Percent of course grade
Participation: You will earn credit for the submission of a “one-minute reaction” at the end of each week. You will also earn credit for participating in the online discussions.	10%
Online Discussion Facilitation: Each student will be responsible for facilitating one online discussion based on the assigned content. The grade will be determined based on instructor (75%) and peer (25%) scoring.	15%
Oral Recaps: Each student will be responsible for providing an oral recap to the class based on the previous lecture and assigned content. The grade will be determined based on instructor (75%) and peer (25%) scoring.	15%
Quizzes: There will be a short quiz administered after each topic; quizzes will not be cumulative.	25%
Final Project: Each student will be responsible for preparing one document that may be used for lay populations to inform them of what is known about substance use disorders (e.g., a hand-out about the risks of adolescent vaping, a short podcast with an interview with a mother who has a substance use disorder).	35%
Total	100%

Grades:

A ≥ 90%; B 80%-89%; C 70%-79%; D 60%-69%; E ≤ 59%

Description of Grading Components

- Participation consists of 10% of your grade (or a total of 80 points) and is assessed by four activities:
 - One-minute reaction will be due every Saturday by 11:59pm during the semester. Each one minute reaction addresses the following three questions: (1) What is one thing you learned? (2) What is one thing that is unclear? (3) What is something you want to know more about? It should response to corresponding week’s content. Each one-minute response is completed in D2L within the corresponding module. Each one-minute reaction will be worth 2 points (15 one-minute papers x 2 points = 30 points).
 - Online discussion is expected each week with final graded responses to be posted by Saturday by 11:59pm each week. Each student should, at minimum, post at least twice in the discussion with at least one of the posts in response to another student’s post. Each week your discussion participation will be worth will be worth 2 points (15 weeks x 2 points = 30 points).
 - Each week you will complete peer-evaluation of online facilitators (see below). You will earn one point each week for a total possible 10 points.
 - Each week you will complete peer-evaluations of oral recappers (see below). You will earn one point each week for a total possible 10 points.

- Online discussion facilitation consists of 15% of your grade (or a total of 120 points). Each student will sign up to facilitate one of the weekly online discussions. Depending on course enrollment, there may be more than one facilitator in any one week but each facilitator will be graded individually. Your goal as a facilitator is to keep the conversation going and make sure important key points are covered. You have freedom in how you decide to accomplish these goals. Your grade for will be calculated by instructor and peers. Peers will evaluate you using the following scoring: *“On a scale of 1-10 with 10 being the highest, how effective was [student name] at facilitating the online discussion?”* The average of this item be multiplied by 4 add your score (for example, if you have an average peer-evaluation score of 9 then you will earn 36 points out of a total of 40 possible points). The instructor grading will also assess facilitation on a 10 point scale, but will look at four areas – frequency (i.e., how many posts were made over the week), engagement (i.e., did the student post all on one day or over multiple days), clarity (i.e., how clear were the student’s posts; did the student provide clarity when others asked for it), and thoughtfulness (i.e., how thoughtful was the student in their posts). Using these four areas the students will earn up to a maximum of 80 points.
- Oral recaps consists of 15% of your grade (or a total of 120 points). Each student will sign up to provide one of weekly oral recaps. You must post your oral-recapping video by Thursday, 11:59pm each week so that everyone has a chance to review. Depending on course enrollment, there may be more than one oral recapper per week but each student must work independently. Your goal as a recapper is to describe the key takeaway points from the corresponding lessons. This should be done orally in a five-minute video (to be recorded by zoom or similar). Your grade for will be calculated by instructor and peers. Peers will evaluate you using the following scoring: *“On a scale of 1-10 with 10 being the highest, how helpful was [student name] oral recap?”* The average of this item be multiplied by 4 add your score (for example, if you have an average peer-evaluation score of 9 then you will earn 36 points out of a total of 40 possible points). The instructor grading will also assess facilitation on a 10 point scale, but will look at four areas – accuracy (i.e., were the main takeaways identified), clarity (i.e., how clear were the take away points made), engaging (i.e., how engaging was the video), and creativity (i.e., how creative was the video). Using these four areas the students will earn up to a maximum of 80 points.
- Online quizzes consist of 25% of your grade (or a total of 200 points). There are a total of 5 quizzes, each worth 40 points. Each quiz will have approximately 20 questions in multiple choice, true/false, and/or short-answer form.
- Final project consist of 35% of your grade (or a total of 280 points). The final project will be a document that can be used to inform a lay population about the specific substance effect’s on a specific population. This could be a visual document (e.g., a brochure), an audio document (e.g., a podcast), or in another format. In addition to the lay population educational document, you will also provide a document describing who your target population is and what the goal of your document is. Additional details and instructions, including a grading rubric, will be provided at a later date.

Class Schedule

Week	Dates	Topic	Submissions ^{1, 2}
1	8/24/2020 to 8/29/2020	Course Introduction	<input type="checkbox"/> Sign-up for discussant
		Introduction to Substance Misuse and Maternal and Child Health	<input type="checkbox"/> Sign up for oral re-capping <input type="checkbox"/> Post a welcome video <input type="checkbox"/> Submit one-minute reaction
2	8/30/2020 to 9/5/2020	Introduction to Alcohol Misuse	<input type="checkbox"/> Submit one-minute reaction
3	9/6/2020 to 9/12/2020	Alcohol Misuse: Maternal	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction
4	9/13/2020 to 9/19/2020	Alcohol Misuse: Infants & Children	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction <input type="checkbox"/> Complete Alcohol Misuse Quiz
5	9/20/2020 to 9/26/2020	Introduction to Tobacco Misuse	<input type="checkbox"/> Submit one-minute reaction
6	9/27/2020 to 10/3/2020	Tobacco Misuse: Maternal	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction
7	10/4/2020 to 10/10/2020	Tobacco Misuse: Infants & Children	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction <input type="checkbox"/> Complete Tobacco Misuse Quiz
8	10/11/2020 to 10/17/2020	Introduction to Cannabis Misuse	<input type="checkbox"/> Submit one-minute reaction
9	10/18/2020 to 10/24/2020	Cannabis Misuse: Maternal	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction
10	10/25/2020 to 10/31/2020	Cannabis Misuse: Infants & Children	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction <input type="checkbox"/> Complete Cannabis Misuse Quiz
11	11/1/2020 to 11/7/2020	Introduction to Opioid Misuse	<input type="checkbox"/> Submit one-minute reaction <input type="checkbox"/> Submit Final Project Proposal
12	11/8/2020 to 11/14/2020	Opioid Misuse: Maternal	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction
13	11/15/2020 to 11/21/2020	Opioid Misuse: Infants & Children	<input type="checkbox"/> Score discussant <input type="checkbox"/> Score oral re-capping <input type="checkbox"/> Submit one-minute reaction <input type="checkbox"/> Complete Opioid Misuse Quiz
14	11/22/2020 to 11/28/2020	Other Topics in Substance Misuse in MCH Populations (Part 1 of 2)	<input type="checkbox"/> Submit one-minute reaction <input type="checkbox"/> Optional: Submit Draft of Project

15	11/29/2020 to 12/9/2020	Other Topics in Substance Misuse in MCH Populations (Part 1 of 2)	<input type="checkbox"/> Submit one-minute reaction
		Wrap-up and Final Project Submission	<input type="checkbox"/> Submit Final Project by Wednesday, 12/16 at 11:59pm

¹ Except for quizzes and the final project, everything is due on Saturday by 11:59pm (see specific due dates in D2L). ² Quizzes are due by Wednesday of the following week (see specific due dates in D2L)

Classroom Behavior and Attendance Policy:

- Success in the course will depend on keeping up with course content and completing assignments on time including attending and participating in class, facilitating and participating in online discussions, completing quizzes, and completing readings and other related content. Note that online discussions will be asynchronous, meaning students will not have to be present online at a specific time; however, there will be due dates and times for discussion assignments.
- All religious holidays and special events will be honored according to University policy: (<http://policy.arizona.edu/human-resources/religious-accommodation-policy>).
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- Students are expected to be fully engaged in the activities of the class, to study all online content, and to read all course materials provided by and/or assigned by the instructor.

Code of Academic Integrity

- Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Threatening Behavior Policy

- The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

- At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let the instructor know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

UA Nondiscrimination and Anti-harassment Policy

- The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Subject to Change Statement

- Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.