



SAN DIEGO STATE  
UNIVERSITY  
School of Social Work

**Alcohol, Other Drug  
Problems and Prevention  
Social Work 430**  
Section Number 01 & Schedule Number 23619  
Spring 2021

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## **COURSE INFORMATION**

Class Days: Thursdays	Email: <a href="mailto:sjchavez@sdsu.edu">sjchavez@sdsu.edu</a>
Class Times: 4:00-6:40 PM	Office location: ON-LINE
Class Location: ON-LINE	Office hours: Thursdays 7:00-8:00 PM and by appointment
Mode of Delivery: Lecture	
Instructor: Sarah Chavez, M.A. Ph.D.	
Candidate	

Co-and Pre-requisites: Social work, Gerontology Health Communication major and senior standing.

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## **PURPOSE AND DESCRIPTION**

Problems associated with alcohol and other drugs significantly impact individuals, groups, communities, and society as a whole. Social work professionals in generalist settings must be prepared to recognize and effectively intervene and prevent such problems, both among individual clients and larger social systems. This course will provide social work students with an introduction to alcohol and other drug issues as they relate to individuals, groups, and society. Through lectures, videos, exercises and assignments, students will become familiar with prevention interventions designed to address alcohol and drug problems. The course will cover the characteristics of mind-altering substances and their effects on users. In addition, preventive intervention techniques including secondary prevention with individuals, referral of addicted clients to self-help groups and treatment, and prevention strategies in communities will be discussed. Finally, the course will explore the impact of alcohol and other drug policies on alcohol and drug-related problems.

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## **STUDENT LEARNING OUTCOMES & PROFESSIONAL STANDARDS**

The Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS) competencies (2015), learning outcomes, and the method of assessment (in parentheses) addressed for this course are listed below.

### **EPAS 2 - Engage Diversity and Difference in Practice.**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. [exams, paper, presentation]
  - Discuss the ways in which the alcohol and tobacco industry target children, women, and minority groups and how such marketing practices negatively impact these populations.
  - Understand the impact of the illicit drug trade on oppressed populations

**California Social Work Education Center (CALSWEC) Foundation Competencies (CF 4.d)**

- Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding. [exams, presentation]

### **EPAS 3 - Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. [exams, paper, presentation]
  - Identify the major drug laws and policy in the United States and understand how these laws developed and the populations these policies affect. [exams, paper, presentation]

### **EPAS 4 - Engage in practice-informed research and research-informed practice.**

- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. [exams, presentation]
  - Identify the biological, psychological and social explanations of drug use behavior. [exams, paper, presentation].
  - Comprehend and apply theories and models of alcohol and drug prevention. [exams, presentation]
- Use and translate research evidence to inform and improve practice, policy, and service delivery. [paper, presentation]

**Differentiate between the major classes and types of drugs.** [exams]

**Identify the influence of popular culture on people's ATOD attitudes and behaviors.** [paper]

## **COURSE MATERIALS**

Hanson, G. R., Venturelli, P. J., & Fleckenstein, A. E. (2018). <i>Drugs and Society, 13<sup>th</sup> Ed.</i> Jones and Bartlett Publishers: Sudbury, MA.	Required	SDSU Bookstore or wherever books are sold
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## **COURSE DESIGN/ASSIGNMENTS**

I will be using Canvas to post assignments, lecture notes, other course materials, and class announcements. Please check Canvas at least once a week for up-to-date information. More information about course assignments will be given when they are assigned.

**Exams (50% of student grade):** There will be four non-cumulative exams for this course. These will be comprised of true/false and multiple choice questions based on course readings, lecture, and video presentations. The first exam is scheduled for **February 11<sup>th</sup>**. The second exam is scheduled for **March 11<sup>th</sup>**. The third exam is scheduled for **April 8<sup>th</sup>**. The fourth exam will be held during finals week and is scheduled for **May 13<sup>th</sup>**. Students will have a review session prior and will then complete the exam using Respondus technology.

**Short Paper (20% of student grade):** Students will be asked to write a short paper, **2 pages maximum**, based upon the analysis of a book, movie, television show, podcast, etc. that focuses on alcohol and/or other drug use. Details of the assignment are listed in the Short Paper section of the syllabus. The paper is due on Friday, **April 9<sup>th</sup>, 2021 @ 5:00 pm**. The paper must be uploaded to Turnitin before 5:00 pm. Papers turned in after 5:00 pm. (i.e. 5:01) will be considered late and subject to a late-penalty. **Late Penalty is -3% points each day it is late**

**unless the student has emailed me prior.**

**Group ATOD Prevention Project (30% of student grade):** Groups of 5-6 students will work collaboratively to **design a prevention communication** for a specific population of interest on alcohol use, tobacco use, marijuana use, or prescription drug abuse. This communication could be in the form of a short Public Service Announcement (video or audio), brochure or pamphlet, short skit or other type of multimedia presentation (other than a standard lecture using Powerpoint). These communications will be presented on the last two days of class. Each group will have approximately 15-20 minutes for the presentation. Details of the assignment are listed in the Group ATOD Prevention Project section of the syllabus below.

**Extra Credit:** For those students requiring an extra credit option, you will be allowed an opportunity to participate in a local event or review a movie, article, etc. that focuses on AOD prevention. **The selection of the activity must be agreed upon prior to attending the event or completing the review.** The student is required to write a one-page summary about their experience. If all of the requirements are met, 5 points will be added to your lowest exam score.

## GRADING POLICIES

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All grades are assigned in accordance with the policies set forth in the SDSU General Catalog.

A = 100-94	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59 or less
A- = 93-90	B = 86-84	C = 76-74	D = 66-64	
	B- = 83-80	C- = 73-70	D- = 63-60	

1. Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrated an excellent mastery of content and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in his/her approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.
2. A grade of B is given to student work that is judged to be praiseworthy. This grade denotes that the student has demonstrated a sound understanding of the material being tested in the assignment(s), and has demonstrated a moderate level of complexity in his/her approach to the assignment. The degree to which a student demonstrated this complexity or creativity determines whether he/she receives a B+, B, or B-.
3. A grade of C+ denotes that a student's grasp of the content and expectations of the assignment are more than satisfactory.
4. A grade of C is given to the student that meets the requirement of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
5. A grade of C- denotes that a student's performance was less than satisfactory on the assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.
6. A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
7. A grade of D- or F denotes a failure to meet minimum standards, reflecting serious deficiencies in a student's performance on the assignment.

Undergraduate grades, as per University policy are:

A: Outstanding achievement  
B: Average  
C: Minimally passing  
D: Unacceptable for graduate credit  
F: Failing

CR: Credit  
NC: No Credit  
RP: Report in Progress  
I: Incomplete authorized  
IC: Incomplete Charged  
WU: Withdrawal Unauthorized

**Written Assignments.** Students are expected to write at an undergraduate level and produce clear, well-organized papers with correct grammar and spelling. Proper citation of source material is required, whether in a written paper or on a visual presentation, such as posters, power points, etc. All papers must be typed, double-spaced on 8 1/2" x 11" white paper with 12-point Times New Roman font and 1" margins, page numbers and be free of typographical, formatting, spelling, and content errors- unless otherwise specified. Written assignments should follow the stylistic guidelines suggested by most recent edition of the APA manual. Students should pay particular attention to **APA guidelines** regarding expression of ideas (i.e., writing style, grammar, and guidelines to reduce bias in language); reference citations in the text; reference list; margins; page numbering and headings. References should be predominantly from highly reliable (e.g., peer reviewed) sources and current.

**Assignment Submission.** Students agree that by taking this course all required papers will be submitted to Turnitin for textual similarity review for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

## **COURSE AND UNIVERSITY POLICIES**

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**Classroom Conduct Standards:** SDSU students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
  1. physical abuse, threats, intimidation, or harassment.
  2. sexual misconduct.

Violation of these standards will result in referral to appropriate campus authorities.

**Academic Honesty:** The University adheres to a strict [policy prohibiting cheating and plagiarism](#). Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);

- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

### **Professional Code of Ethics and expected Class Etiquette:**

The School of Social Work has adopted the NASW Code of Ethics as an academic standard. The Code is available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>.

Particularly relevant for this course are sections related to social workers' ethical responsibilities as professionals regarding dishonesty, fraud, and deception; and social workers' ethical responsibilities to the broader society regarding social and political action. Students in this class are expected to behave, during class and out-of-class work on this course, in a manner consistent with the social work value of integrity, and avoid all forms of academic misconduct.

Students are expected to be on time and remain until the end of class. Talking when others are speaking, texting, reading, or working on non-course material is not permitted in the class. Students who are engaged in activities other than coursework will be graded as absent for that day. Cell phones should be turned off and put away prior to class. **Laptops should not be used in class other than for attending the lecture online and taking notes.** Laptops are **not** to be used for email, messaging, shopping, online browsing during class. Students are expected to treat each other's contributions to discussions with respect.

Students failing to conform to the above etiquette requirements of the may be asked to leave the class, receive a reduced grade in the course, and/or be referred to the Graduate Advisor for action. See Student Discipline and Grievance Policy, (Section 41301) if you believe you have been treated unfairly.

### **Concerns Regarding Classroom Activity, Grades, or other Student Affairs Matters:**

Though students have the option of contacting the San Diego State University Ombudsman or the CHHS Assistant Dean for Student Affairs at any time regarding classroom activity, grades, or other student affairs matters, students are encouraged to take the following courses of actions:

- (1) meet with their professor first to discuss the situation. If the issue is not resolved at this level, the student should
- (2) contact the **undergraduate advisor**, Jennifer Cosio (jcosio@sdsu.edu) or the **graduate advisor**, Kellie Scott (kscott@sdsu.edu). If this problem is not resolved at this level, the student should
- (3) contact the **director of SWORK**, Dr. Jong Won Min (JWMIN@sdsu.edu). If there are still concerns, the student should
- (4) contact the **Asst. Dean for Student Affairs**, Jason Ramirez (jramirez@sdsu.edu) in the College of Health and Human Services, 619-594-6151.

**Classroom Recordings:** All students must obtain written permission to record a class lecture or discussion. These recordings and all course materials provided by me are my intellectual, copyrighted property and are for individual use only and are not to be shared with anyone else or to websites or via any other public means without my written permission. This includes any social media sites created among SDSU class cohorts, even if closed/secret. On request, the instructor will usually grant permission for students to record lectures, on the condition that the individual making the recording only uses these recordings as a study aid. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. If it is determined that a student has shared any written or recorded documents from this class without prior permission, that student may be reported for misconduct to the University.

**Medical-related absences:** Students are instructed to contact their professor/instructor in the event they need to miss class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors. [Student Health Services](#) (SHS) does not provide medical excuses for short-term absences due to illness or injury. When a medical-related absence persists beyond five days, SHS will work with students to provide appropriate documentation. When a student is hospitalized or has a serious, ongoing illness or injury, SHS will, at the student's request and with the student's consent, communicate with the student's instructors via the Vice President for Student Affairs and may communicate with the student's Assistant Dean and/or the [Student Ability Success Center](#).

**Medical Documentation for Student Illness:** If the option exists to make-up assignments due to illness and as noted in the syllabus, students are required to provide medical documentation. The student will need to provide proof of the visit (either discharge papers, doctor's note, etc.) that clearly identifies the student's name and the date/time of the visit to the facility (confidential or sensitive information should be redacted). It is the student's responsibility to obtain that documentation, and submit it to the professor/ instructor in a timely manner.

**Nondiscrimination Policy:**

- San Diego State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.
- SDSU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Students should direct inquiries concerning San Diego State University's compliance with all relevant disability laws to the Director of the Student Ability Success Center, Calpulli Center, Room 3101, San Diego State University, San Diego, CA 92128 or call 619-594-6473 (TDD: 619-594-2929).
- SDSU does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. More detail on SDSU's Nondiscrimination Policy can be found in the SDSU General Catalog, University Policies. Students should direct FERPA, Title IX, Discrimination, Harassment or any other protected categories inquiries and concerns to the office of Employee Relations and Compliance, phone number is 619- 594-6464 and their website is <http://oerc.sdsu.edu>

**Americans with Disabilities Act (ADA) Accommodation:** If you are a student with a disability and are in need of accommodations for this class, please contact Student Ability Success Center at (619) 594-6473 as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center.

**Religious observances:** According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

**Deferred Action for Childhood Arrivals (DACA):** All students with questions or concerns regarding DACA are encouraged to see the College of Health and Human Services Assistant Dean for Student Affairs.

**Commitment to Diversity and Inclusion:** The University is committed to cultivating "...a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community... Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people."

**Student Privacy and Intellectual Property:** The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

**Resources for students:** A complete list of all academic support services--including the [Writing Center](#) and [Math Learning Center](#)--is available on the Student Affairs' [Academic Success](#) website. [Counseling and Psychological Services](#) (619-594-5220) offers confidential counseling services by licensed therapists; you can Live Chat with a counselor at [http://go.sdsu.edu/student\\_affairs/cps/therapist-consultation.aspx](http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx) between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

**SDSU Economic Crisis Response Team:** If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, visit [sdsu.edu/ecrt](http://sdsu.edu/ecrt), email [ecrt@sdsu.edu](mailto:ecrt@sdsu.edu), or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center.



## SCHEDULE (COURSE TOPICS AND OUTLINE)

Week/Date	Topic	Readings
<b>Session 1</b> Jan. 21.	Course Overview Introduction and Expectations	Chapter 1
<b>Session 2</b> Jan. 28.	Explaining Use and Abuse Drug Regulation and Laws Criminal Justice Sanctions	Chapters 2 & 3 Handouts
<b>Session 3</b> Feb. 4.	Prevention and Treatment	Chapters 17 & 18 <b>Deadline:</b> Email me Group Presentation Topic of Interest <b>(11:59PM)</b>
<b>Session 4</b> Feb. 11.	Exam Review (Zoom) Exam # 1 (Respondus)	Covers Sessions 1-3 Covers Chapters 1-3, 17-18
<b>Session 5</b> Feb. 18.	Homeostatic Systems and Drugs How and Why Drugs Work	Chapter 4 Chapter 5
<b>Session 6</b> Feb. 25.	Alcohol: Pharmacological Effects	Chapter 7
<b>Session 7</b> Mar. 4.	Alcohol: Behavioral Effects	Chapter 8
<b>Session 8</b> Mar. 11.	Exam Review (Zoom) Exam #2 (Respondus)	Covers Sessions 5-7 Covers Chapters 4-5 & 7-8
<b>Session 9</b> Mar. 18.	CNS Depressants Stimulants	Chapters 6 & 10
<b>Session 10</b> Mar. 25.	Narcotics Hallucinogens	Chapters 9 & 12
<b>Session 11</b> Apr. 1.	Tobacco & Marijuana	Chapters 11 & 13
<b>Session 12</b> Apr. 8.	Exam Review (Zoom) Exam #3 (Respondus)	Covers Sessions 9-11 Covers Chapters 6, 9-13
<b>No Session.</b> Apr. 9.	<b>Short Paper Due</b>	<b>Paper Deadline (5PM)</b>
Apr. 15.	Rest & Recovery Day No Formal Zoom Class	<b>Deadline:</b> ATOD Group Presentation Worksheet <b>(11:59PM).</b>
<b>Session 13</b> Apr. 22.	Inhalants OTC, Prescription and Herbal Drugs Drug Use in Special Populations	Chapters 14 & 15 Chapter 16

<b>Session 14</b> Apr. 29.	Group Prevention Presentations	<b>Deadline:</b> If your group Presented - Submit ONE ATOD Group Project Merged Document <b>(11:59PM)</b>  <b>Deadline:</b> All students: Submit 2 Group Process Questions <b>(11:59PM)</b>
<b>Session 15</b> May 6.	Group Prevention Presentations	<b>Deadline:</b> If your group Presented - Submit ONE ATOD Group Project Merged Document <b>(11:59PM)</b>  <b>Deadline:</b> All students: Submit 2 Group Process Questions <b>(11:59PM)</b>
<b>Session 16</b> May 13.	Exam Review (Zoom) Exam #4 (Respondus)	Covers Session 13 Covers Chapters 14-16

## DRUGS AND POPULAR CULTURE ANALYSIS PAPER ASSIGNMENT

**DUE: 04/09/2021 @ 5:00 PM**

The use and abuse of psychoactive substances is documented frequently in American popular culture—in movies, music, books, TV shows, podcasts, TV commercials, etc. Some of these portrayals glorify the use of psychoactive substances while others portray the use of drugs in a negative light. Additionally, drug users and drug sellers can be portrayed in a positive or negative light. Moreover, negative racial and ethnic stereotypes as well as stereotypes about drugs users/sellers are frequently used in these portrayals. The purpose of this paper is to describe the portrayal of drug use in popular culture and to assess whether research supports (or refutes) a connection between media portrayals of drug use and the use of alcohol, tobacco or other drugs among children, adolescents or young adults. Thus, you will need to find one research article that supports (or refutes) this connection.

**The paper is due on Friday, April 9<sup>th</sup>, 2021 @ 5:00 PM.** Papers uploaded after 5:00 PM will be considered late and will be subject to point deductions as described under class policies in the syllabus. To ensure your paper is uploaded by 5:00 PM, please upload it well before 5:00. You will access Turnitin through Canvas.

**To upload your assignment into Turnitin:** first go to course assignments for this course on Canvas and look for the assignment with the Turnitin icon on the left—the icon will look different than the other icons typically used in Canvas. You will not be able to upload your paper via the Turnitin.com website—if you are asked for a login and password, you are in the wrong place. Turnitin will time stamp the submission and you will receive a receipt of your submission

that will be emailed to the email address attached to your Canvas account. Please keep this receipt, as it is proof that you submitted your paper into the system.

For this paper, choose a song (or CD), movie, book, TV show, podcast, or commercial (or commercials), etc. that includes references to the use or sale of drugs. In this paper you will need to address the following:

- 1) Describe the media portrayal in enough detail so that I understand what it is you are describing. In this description, comment on whether you believe the use (or sale) of drugs is being glorified or repudiated. Be sure to think about and comment on the cultural context of the portrayal. Describe whether this portrayal is steeped in cultural or racial stereotypes and how this affects our society in general. **(Recommended: 2 paragraphs)**
- 2) Describe the research articles you found (i.e., the purpose of the study, how the study was conducted, and the study results). **(Recommended: 1 paragraph)**
- 3) Discuss whether you believe this article presents good evidence linking (or refuting) an association between media portrayals of drug use and the use of alcohol, tobacco and/or other drugs by young people in the U.S. Is the evidence compelling or is it weak? Why or why not? **(Recommended: 1 paragraph)**
- 4) Discuss whether you believe the government (Federal, State or Local) should enact stricter policies limiting exposure to media portrayals of ATOD use/abuse to young people in this country. Why or why not? **(Recommended: 1 to 2 paragraphs)**

This paper should be **2 pages maximum** in length (double spaced, 12-point font). Please do not go over 2 pages (use the paragraph guidelines I've provided as a rough guide). Exceptions will be made if emailed beforehand. There is value in being succinct in your writing. The reference should be formatted according to current APA standards; however, the rest of the paper does not need to conform to that standard. I expect well-written papers. Be sure to proofread, I encourage each of you to have another person read your paper before you turn it in to me.

## **GROUP ATOD PREVENTION PROJECT**

### **Assignment Overview**

The use and abuse of alcohol, tobacco and other drug use results in increased social problems, crime, increased medical costs and lost lives in the United States and other nations around the world. The purpose of this assignment is to utilize the knowledge you've gained in this course concerning the use of alcohol, tobacco, marijuana, or misuse of prescription medications to design a prevention communication focused on reducing (or eliminating) the use of one of these substances in a focused population of interest (pregnant mothers, adolescents, older adults, young adults, a community of color, LGBT community, etc.). Depending upon your target population, this could be a primary or secondary prevention communication. This prevention communication should be theoretically derived and evidence-based; that is the heart of the prevention message needs to be based upon theory and research evidence. For example, many college campuses in the United States have used social norms correction campaigns to reduce harmful drinking on campus, with varying levels of success.

For this assignment, students will work in groups of 5-6 students who will work collaboratively to design a prevention communication for a specific population of interest. **The group will be assigned a grade for the whole group; however, students have the option to do the assignment individually.** There is not set format for this communication. The communication

could be in the form of a short Public Service Announcement (video or audio), brochure or pamphlet, print or billboard advertisement, short skit or other type of multimedia presentation—with the exception of a standard lecture using PowerPoint. **Remember, this is a communication focused on prevention and not treatment.** Be creative and think outside of the box. Think about what might resonate with you or the community you grew up in; above all, have some fun with this assignment.

### **Assignment Specifics**

Each group (or individual) will present their communication in class (the last two weeks of class) and will have approximately 15-20 minutes for the presentation. Groups can begin forming immediately and **I will want the formalization of groups by the third week of class.** Once you are in a group you cannot switch to another group. As noted above, the prevention message must be evidence-based; thus, groups (individuals) will be expected to utilize at least 3 different sources to base the communication upon. These sources could be journal articles, book chapters or books; however, the content of the source must be evidence-based.

**Presentation:** For the presentation, each group (or individual) should first introduce which drug the communication is focused on as well as the target population of interest. Next, the communication should be presented followed by a discussion of what theory(ies) and research was used to inform the design and construction of the communication. Lastly, the group should allow for a few minutes for comments/questions from the class. **It is recommended that the group pre-records the presentation which can then be played during the group presentation slot.**

## **Resources for Social Work and Gerontology Students**

**2020-2021**

### **Counseling and Psychological Services (CPS):**

[http://go.sdsu.edu/student\\_affairs/cps/services-overview.aspx](http://go.sdsu.edu/student_affairs/cps/services-overview.aspx)

**CPS Group support: (transfer students, helping professions students, women's groups, AA, etc.)**

[http://go.sdsu.edu/student\\_affairs/cps/groups-workshops.aspx](http://go.sdsu.edu/student_affairs/cps/groups-workshops.aspx)

**Economic Crisis Response Team: Confidential concerns with food insecurity, homeless, housing**

[http://go.sdsu.edu/student\\_affairs/ecrt/Default.aspx](http://go.sdsu.edu/student_affairs/ecrt/Default.aspx)

### **Mobile Food Pantry:**

<https://as.sdsu.edu/foodinsecurity/>

### **Pride Center:**

[http://go.sdsu.edu/student\\_affairs/pridecenter/Default.aspx](http://go.sdsu.edu/student_affairs/pridecenter/Default.aspx)

### **Veterans' Center:**

<http://arweb.sdsu.edu/es/veterans/>

### **Women's Resource Center:**

[http://newscenter.sdsu.edu/student\\_affairs/wrc/](http://newscenter.sdsu.edu/student_affairs/wrc/)

**Project Rebound: Support for formerly criminally justice involved and/or family members;**

**Dr. Alan Mobley, [amobley@mail.sdsu.edu](mailto:amobley@mail.sdsu.edu)**

<https://www.facebook.com/projectrebounddsu/>

### **Student Disability Services:**

[http://go.sdsu.edu/student\\_affairs/disabilities.aspx](http://go.sdsu.edu/student_affairs/disabilities.aspx)

### **Social Work Student Organizations info:**

<https://socialwork.sdsu.edu/student-resources/student-organizations/>

### **CHHS International Coordinator:**

Roxanne Riedel, rriedel@sdsu.edu, 619-594-6477

**Assistant Dean of Student Affairs:**

Jason Ramirez, jramirez@sdsu.edu, 619-594-6151

**Social Work Librarian:**

Linda Muroi, lmuroi@sdsu.edu, 619-594-2554

**BSW/Gero Advisor:**

Jennifer Cosio, jcosio@sdsu.edu, 619-594-3870

**MSW Program/Graduate Advisor:**

Dr. Eunjeong Ko, eko@sdsu.edu, 619-594-3548

**MSW/MPH program advisor:**

Dr. Lianne Urada, lurada@sdsu.edu, 619-594-1712

**MSW/JD program advisor:**

Dr. David Engstrom, engstrom@sdsu.edu, 619-594-5966

**School Associate Director:**

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**School Director:**

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