Department of Public Health Sciences
Health Promotion Program Syllabus

Course name:	Substance Abuse
Course no.:	HSCI 3305
Course CRN:	14054
Semester/year	Fall 2016
Graduate credit hours:	3
Class location:	Campbell Building Room 234
Class meeting time:	Tuesdays 9:00 am – 11:50 am
Class instructor:	Jeannie B. Concha, PhD MPH ; (Teaching Assistant to be Determined)
Office location:	Health Sciences & Nursing Building Room 414
Phone:	(915)747-8308
Email:	jeannie@utep.edu
Office hours:	Wednesdays 1:30 pm – 3:30 pm, Thursdays 1:30 pm – 2:30 pm, or by appointment
Preferred contact method:	Email and Blackboard
Syllabus Purpose	This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without notice.
Course description:	Pharmacological, psychological, and sociological effects of drug abuse on the individual and society. Emphasizes individuals' responsibility in regard to peer pressure, self-esteem, decision-making and communication. Field trips may be required. This course will provide the student relevant information on drugs and the role they play in human behavior and society. Students interested or considering being involved on public health education, promotion, social sciences and community service should enroll in this course. There are no restrictions for this course.
Course pre-requisites:	N/A
Required textbooks:	Title: Drugs, Society, and Human Behavior Authors: Charles Ksir, Carl L. Hart, Oakley Ray Publisher: McGraw Hill (Latest edition)
Supplemental reading:	Supplemental readings will be assigned throughout the term as they relate to each chapter.

Course format:	Teaching method is based on Problem Based Learning (PBL), which can include but not limited to:
	    1. Introductory lectures
	    2. Problem solving group work
	    3. Student discussions, presentations and exercises
	    4. Movies and other visual media materials
	    5. Possible guest lecturers (to be announced)
	
	Using this technique will enable the student to apply the gained knowledge to solve common and practical problems related to the research process. It is crucial that you prepare for each lesson, reading and reviewing the material before coming to class. Your instructor will use class time to overview the assignment, clarify difficult concept and expand your knowledge of selected topics and to challenge you intellectually. This means that very possibly more material will be covered in class

and your instructor will not teach out of the book. Instead, the readings will be used as a springboard for classroom activities and discussions. In addition to your reading, in-class lectures will provide additional information that will be testable. Handouts and other additional reference materials will be posted and made available through Blackboard.

Group Work:
Group work will be an integral part of the course. Groups will be formed during the first week of the course. During these time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date the instructor will again the student at random to a group. The maximum number of members allowed will be determined in the first day of class. Blackboard's group sign-in section is set to not allow joining freely or going over this number; groups can be less than the set number of members, or students can elect to work individually.

Although group work should be equally distributed, each will appoint a "Group Leader" who will be the liaison between the group and other groups and the instructor; another student (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members; however, at the end of the course, each group member can complete a "group-peer evaluation". The evaluation will be used to rank member's participation in order to receive extra credit points. If a group member is not performing at a satisfactory level, there is the option to change or drop from a group. The deadline for changing/dropping from a group is Week 3 September 9th.

Other Requirements:
- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make sue of several computer labs on campus.
- Have access to a broadband internet connection with a "speed" that is capable of accessing, downloading, playing, etc. several types of program files. Follow the URL to tests your system's speed capability: http://www.speedtest.net/
- Be able to have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your "My UTEP" portal at http://my.uetp.edu and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at http://admin.utep.edu/Default.aspx?tabid=63402
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use e-mail and Blackboard.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use work processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.

	• Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).
Major learning objectives (must be numbered):	After completing the course, the student will: 1. Identify different types of drugs and drug uses, its actions, and their effects on human health. 2. Understand individual problems and social conflicts related to substance use and abuse focusing on prevention. 3. Practice his/her ability to critically review research-based materials related to substance abuse issues. 4. Practice and increase his/hers oral and public presentation abilities necessary in future health care professionals.
Assessment strategies: (must be numbered)	Instructor will update syllabus with strategies

Program Competencies (core competency area must be identified & number according to that listed by the MPH program)	
This course meets the following health promotion competencies	

After completing this course, the student will be able to:

1. Assess needs, assets and capacity for health education by accessing and collecting existing health-related data; identifying factors that foster or hinder the process of health education, and infer needs for health from obtained data (Objectives 1, 2 & 3).
2. Conduct evaluation and research related to health education by developing plans for evaluation and research, review research and evaluation procedures, carry out evaluation and research plans, and interpret results from evaluation and research (Objectives 2, 3 &4).
3. Serve as a health education resource person by using health-related information resources, selecting resource materials for dissemination, and apply a variety of communication methods and techniques (Objectives 3 & 4).

Grading scale & criteria	Completion of course will require that the student fulfills the following: a) Attendance (see correspondent sections for details) b) Completing one main writing assignment and oral presentation on it (see correspondent sections for details): c) Online examinations: Two (2): 1 midterm and 1 final (optional: comprehensive) d) Active participation (Instructor's prerogative points) e) Extra credit assignment (s) **Attendance: The student must comply with at a minimum of 80% attendance** translated as weekly participation in asynchronous online discussion. Refer to the attendance criteria on Course Policies section for details. **Online examinations: One (1)** two-and-a-half-hour midterm examination and **one (1)** final comprehensive examination will be given for the Fall 2016 Semester. **All examinations will be online through UTEP's Blackboard platform, and available only during the specified day and time.** Examinations will consist of combination of multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The exams can also be conceptual in nature. They are designed to test your ability to think about the material, not your memory. The midterm examination is worth **100 points**. The **final comprehensive examination is also worth 100 points** and it will be schedule during final's week. There is no re-scheduling of the final test.

Examination Schedule		
Examination type	Point Value	Date
Midterm online examination	100	9/30
Final online examination	100	12/6

Group project writing and presentation assignment:
Systematic Review
For this project, you and your colleagues will be writing a short systematic review paper. This paper will be worth 0 to **100 points**. You will present your results in two ways: **a)** as a written report and b) an in-class presentation. Refer to writing Assignment #1: Systematic Review" section for further instructions and deadlines.

Oral Presentation
Additionally, each team will be required to deliver a 15 to 20 minute oral presentation on their project:
a. Presentations will be scheduled for the last class meetings. Dates will be set by the instructor according to the number of groups. However, if a group feels prepared and the writing assignment has been finished, they may opt to present at an earlier date. The presentation can be scheduled to be held at any date after Week 10.
b. The total amount of possible points for the oral presentation is **100 points**.
c. The presentation score will consist of both group and individual participation. The total score for the presentation is the sum of both group and individual points given. Check for parameters and values to be considered for scoring oral presentations in the Oral/visual Scoring Rubric section.

Instructor Prerogative (IP) and Extra-Credit Points
A maximum of 25 IP extra points can be awarded based on class preparation, class participation, and professional behavior (e.g., attitude and teamwork) throughout the semester **at the instructor's discretion**. A student can be awarded additional extra points for turning in correct and complete assignments. The amount of extra points to be awarded will be notified to students by the instructor once the assignment is given.

Active Participation:
Students are encouraged to actively participate in the learning process. This includes attentive listening when meeting face-to-face. A second component of active participating is asking questions for clarification of confusing information and expressing opinions. Participation in online discussions, chats, and forums will be scored according to set criteria. Please refer to "Discussion Participation Rubric" section for details.

Extra-credit
Up to 25-extra credit points can be accumulated throughout the course. Engaging in service learning activities is the preferred option for getting extra-credit points. This means engaging in community or organization activities associated with substance abuse issues. One point will be granted for each documented/demonstrated hour of service learning. Other extra-credit opportunities will be announced during the course.
NOTE: These activities must NOT be associated to your job responsibilities, organizing committee, etc., and are just limited to volunteer service work.

Final grading:
The final score is based on the accumulation of points throughout the course. This includes points for the two online examinations and the group written systematic review and presentation (total 400 points). Additional points are possible through the completion of

extra credit assignments/activities and an additional 25 points via instructor prerogative (IP) points.

Type	Point Value
Midterm online examination	0 to 100
Final online comprehensive examination	0 to 100
Group project (report & presentation)	0 to 200
Extra credit; IP points	0 to 50
TOTAL POINTS	0 to 450

The points earned is distributed into the following grade categories:

Point distribution	Grade
406 points and above	**A**
361 - 405	**B**
316 - 360	**C**
271 - 315	**D**
270 or less	**F**

Student Progress: Grades will be available on Blackboard's Grade Center; feedback from the instructor can be sent via e-mail.

Incomplete policy:	An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Course/Instructor & Institutional Policies

Attendance:	It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified. The student must comply with at a minimum of 80% attendance translated as weekly participation in asynchronous online discussion. Refer to the attendance criteria on "COURSE POLICIES" section for details. Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 9:00 AM. - Attend all classes and be punctual. - You are expected to personally sign the attendance sheet at the beginning of each class. Responsibility for doing so is solely of the student. Not signing-in equals being absent. - Avoid being late to class; students are discouraged from coming to class late or leaving early since this is disruptive to the instructor and more importantly to classmates. If you are late, please sign in after class. However, it will have an effect on your grade; being late is arriving 30 minutes pass the start of the lecture; two

(2) late sign/ins is equal to one (1) absence, and will also affect the possibility of being awarded IP points. Leaving class early without previous permission or notification will count the same as being late and subject to point deductions.

- **Absences will affect your final score/grade.** You required at least an 80% attendance (13 out of 16), including the first week of class. Furthermore, for each absence you will be deducted approximately 33% of a grade (15 points). **You are allowed three excused absences; a fourth absence means that there is the risk of being dropped from the course at any time and regardless of your current performance, even if it occurs in the final week of class. Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).**

Communication and Feedback Plan:
This section includes how the instructor and students are expected to communicate during the course. When can students expect feedback from you and how can they contact you?
- I check emails three times a day (morning, afternoon, end of business day) and I or a Teaching Assistant will respond within 24 to 48 hours during weekdays M-F.
- Preferred method to contact me is via email at jeannie@utep.edu or via Blackboard. Additional methods of communication are also available i.e. Skype or Google hangout.

Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our Public Health Sciences program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful. **Plagiarism**: Electronic reports will be submitted by the instructor to **TURNITIN and/or SAFEASIGN** for evaluation of potential plagiarism. A maximum of 25% of similarity will be considered as acceptable. Greater similarity percentages will be return for correction, which must be completed and re-submitted before the last day of class.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be

	advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
Field trip policies:	N/A
Class participation:	**Active Participation** Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities. Students are encouraged to actively participate in the learning process. This includes attentive listening when meeting face-to-face. A second component of active participation is asking questions for clarification of confusing information and expressing opinions. Participation in online discussions, chats, and forums will be scored according to set criteria Please refer to Discussion Participation Rubric section for details. **Class disruptions** The use of cell phones (even for text messaging), headphones in any manner, is **prohibited** during class. Laptop computers can be used if needed for in-class assignments. Students who are continuously talking during lectures are showing disrespect for their classmates who are serious about learning. In such case, students will be asked to leave the lecture and will only be invited to return at the discretion of the instructor and will be considered absent for the day.
Special accommodations:	<u>**American Disabilities Act:**</u> If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
Student conduct:	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts". **Examples of "cheating" include:** • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;

- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

"**Plagiarism**" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

"**Collusion**" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

Policy on examinations
Exams will be accessible online using Blackboard platform and will be available on the scheduled day. You may access it at any time; however, once you begin the exam you will have a time limit to complete it. You will not be able to start the exam, stop, and then re-start again. You will have a maximum of 3 hours to complete the midterm and final examinations.
            Missed examinations: Extensions will be granted only if proven Blackboard failure occurs. There is NO re-scheduling of missed quizzes, so please do not ask to re-open them for you. If a student misses **the midterm or final examination**, a make-up exam may be re-scheduled **only** if the student has informed the instructor of the absence *prior* to the beginning of the examination, and only if the absence is approved by the instructor. Al re-take exams have a point deduction penalty of 20% of the value of the exam, which will not allow the student to score higher than 80% of the value of the assessment. Only in rare instances will a student be excused from the examination. Students that due to a **University excused absence** missed a quiz will be given the opportunity to complete it at the end of the semester, and before the scheduled date for final examination; however, a similar penalization will be applied also. All other reasons or justifications are not valid for re-taking a quiz. This is not negotiable.

Policy on late assignments
Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every **24 hours** an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.

Notice on dropping the course, withdrawals, and incomplete.
Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at www.utep.edu/calendar or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

   a) **Student-initiated Drops**
It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

   b) **Administrative Drops**
During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

   c) **Grade Assignment for Drops and Withdrawals**
Grades will be assigned as follows when a student drops a course or completely withdraws from the University:
   1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
   2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of "W" will be assigned.
   3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of "W" or "F" for each course. A grade of "W" is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of "W" in writing with the necessary supporting documentation.

   d) **Incomplete course work**
If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Notice of Policy on Scholastic Dishonesty
Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

COURSE ASSISTANCE AND SUPPORT:

Course related: Your instructor is available to assist you online, by phone, and by blackboard email throughout the semester.
Technical support: Click on the "Help" hyperlink in Blackboard platform after logging in to your "My UTEP" portal at http://my.utep.edu. Furthermore, get additional technical information and assistance at The University of Texas at El Paso´s Helpdesk.

IMPORTANT DATES:

Classes begin	Aug. 22
Labor Day Holiday (University Closed)	Sept 5th
Census Day	Sept 7th
Fall Drop/Withdraw deadline	Oct 28
Thanksgiving Holiday (University Closed)	Nov 24-25
Fall last class day	Dec 1st
Fall Dead Day	Dec 2nd
Fall Final Exams	Dec 5-9
Fall Commencement	Dec 10th

TENTATIVE COURSE SCHEDULE*

Dates	Topics	Reading Assignments	Homework Assignments	Due Date
WEEK 1 9/23	• Syllabus review • Team building • Course introduction & overview • Drug Use an Overview (Chapter 1)	• Syllabus • Chapter 1 • Chapter 2 • Chapter 3		8/26
WEEK 2 9/30	• Office of Student Conduct: TURNITIN and SAFEASIGN presentation • Drug Regulation and enforcement (Chapter 2 and 3)	• Chapter 4 • Chapter 5		9/2
WEEK 3 9/6	• Central nervous system (Chapter 4) • Neurotransmission and drug interaction (Chapter 5)	• Chapter 6 • Chapter 7		9/9
WEEK 4 9/13	• Stimulants (Chapter 6) • Depressants and inhalants (Chapter 7)	• Chapter 8	• Upload topic selection form	9/16
WEEK 5 9/20	• Prescription medications (Chapter 8)	• Chapter 9		9/23
WEEK 6 9/27	• Alcohol (Chapter 9)	• Chapter 10 • Chapter 11		9/30
WEEK 7 10/4	**MIDTERM EXAM (CHAPTERS 1 – 9) ONLINE**			10/7
WEEK 8 10/11	• Tobacco (Chapter 10) • Caffeine (Chapter 11)	• Chapter 13 • Chapter 14		10/14
WEEK 9 10/18	• Opioids (Chapter 13) • Hallucinogens (Chapter 14)	• Chapter 15 • Chapter 12	• Upload draft of background and methods sections	10/21
WEEK 10 10/25	• Marijuana (Chapter 15) • Over the counter (OTC) and dietary supplements (Chapter 12)	• Chapter 16		10/28
WEEK 11 11/1	• Performance enhancement drugs (Chapter 16)	• Chapter 17 • Chapter 18		11/4
WEEK 12 11/8	• Substance abuse prevention and treatment (Chapters 17 & 18)		• Upload draft of results and discussion sections	11/11
WEEK 13 11/15	• Project Presentations		• 4 groups – Final report	11/18
WEEK 14 11/22	• Project Presentations		• 4 groups – Final report	11/25
WEEK 15 11/29	• Project Presentations		• 4 groups – Final report	11/30
WEEK 16 12/6	**Final Online Exam (Comprehensive: Chapters 1 - 18)**			

* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

Fall Term 2016

Systematic Review Assignment Guide

1. This is a group project. Select members on first meeting.
2. For this project, you and your group colleagues will be writing a short _systematic review_ paper.
3. Your group must decide on a topic related to a selected Healthy People 2020 (HP-2020) objective related to substance abuse topic area that also affects the U.S. Mexico border region Hispanic population. You will need to use a clear and comprehensive systematic search strategy to identify ALL relevant primary research articles published on the topic from 2009-2016, so the scope of the paper must be quite narrow.
4. Upload the "Systematic Review Project Topic Proposal" form no later than 9/16, then you must upload drafts of sections according to the following timeline:

Step	Outcome	Due Date	Scoring
1	Select a topic	9/16	0 or10
2	Draft of background and methods sections	10/21	0 or10
3	Draft of results and discussion sections	11/11	0 or10
4	Final paper due	11/18; 11/25; 11/30	0-70

4. Your project must examine the literature published from 2009-2016 addressing the need to fulfill the selected HP-2020 objectives´ goal based on its stated baseline. It is highly suggested that first you get familiarized with all the details. An example can be such as exploring the question: "Is _____ {exposure} a risk factor for _____ {disease/condition} in _____ {population}?" or the question, "Is _____ {intervention} effective in treating _____ {disease/condition} in _____ {population}?"
5. You will need to use a clear and comprehensive systematic search strategy to identify **ALL** relevant primary **research articles** published on the topic from 2009-2016, so the scope of the paper must be quite narrow.
6. The final paper will require the following:
   o Cover, or title page
   o A structured abstract of 100-150 words
   o A body-of-text (not including the reference section), which should include the following sections:
      • Introduction
      • Background
      • Methods
      • Results
      • Discussion
      • Conclusions
      • References – minimum of 12 references (at least 9 of which must be journal articles). Do not rely solely on government and/or organization information from websites and documents. You may use their databases, but necessarily what is posted in their websites. REMEMBER: this section does not count towards the required word count.
7. If you include images, it is highly recommended that picture quality is sufficient to provide the relevant information.
8. There is no minimum of pages; use as many as needed, what is important is the word count.
9. The maximum possible points that can be awarded for this writing assignment the project is 100. Scoring will be based on content quality, style format (APA), as well as spelling, grammar, and composition ability. You can visit www.apa.org, although UTEP's library has plenty of resources on it including the Library's

Writing Center, which you can schedule visits to get advice. For scoring criteria, refer to "Systematic Review Report Scoring Rubric".

10. The group should schedule the presentation of their project on 11/18, 11/25, or 11/30. A maximum of 4 presentations will be allowed per day, since they will be conducted during class time. Each presentation should last between 15-20 minutes and everyone in the group must participate. Refer to "Oral/visual Presentation Scoring Rubric".

11. Deadline for submitting the Final Report is on the day of presentation. It has to in electronic and be hard copy format. The hard copy is to be turn in by hand to the instructor.

12. Electronic reports will be submitted by the instructor to TURNITIN and/or SAFEASIGN for evaluation of potential plagiarism. A maximum of 25% of similarity will be considered as acceptable. Greater similarity percentages will be return for correction, which must be completed and re-submitted before the last day of class.

Systematic Review Project Topic Proposal

Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in Blackboard Learn platform. Use additional pages as necessary.

Group number:

Group members:

1.

2.

3.

4.

5.

6.

Proposed substance abuse-related topic:

Question or issue to be explored:

Is this question/issues already been researched before?   Yes _____ No _____

Does it go beyond what is already covered in class?   Yes _____ No _____

If answer is "NO" then the topic selection is unacceptable. If answer is "YES", explain how it goes beyond what is already covered in class: _____

_____

What Healthy people 2020 Substance Abuse objectives are addressed in the project?

What is the importance/relevance/relationship to the health of the US-Mexico border region populations?

Proposed outline:

Systematic Review Report Scoring Rubric

Report title: _____

Group: _____

Date of presentation: _____ Report submitted on: _____

Activity		Potential points	Awarded
Selected topic proposal form submitted at/before deadline		0-10	
Draft of background and methods sections submitted at/before deadline		0-10	
Draft of results and discussion sections submitted at/before deadline		0-10	
Final written report submitted on day of presentation		Yes/No	10% deduction for each 24 hours late
TURNITIN® and/or SAFEASSIGN® Similarity Index (SI) score		_____%	SI scores greater that 25% will be returned for correction before grading
APA style formatting		Yes/No	Non-compliant reports will be returned for correction before grading
Report	Cover page	Yes/No	Non-compliant reports will be returned for correction before grading
	Structured abstract	0 - 5	
	Introduction & background	0 - 10	
	Methods	0 - 10	
	Results	0 - 15	
	Discussion and Conclusions	0 - 20	
	References (12)	0 - 10	
	Total	100	

Total possible score points for project report: 100 points

Scoring considerations for visual presentations

Group score (70 points total):

Parameter	Measure	Points
Subject	Was the thesis statement clearly stated, was the subject appropriate, manageable, etc.?	0 - 10
Purpose	Was the purpose or the presentation evident? (Informative, persuasive, entertaining)	0 - 10
Audience	Was the audience considered? (Size, knowledge level, attitudes, demographics, etc.)	0 - 10
Materials	Does it appear that appropriate research was done for the presentation? Was the design of visual materials appropriate?	0 - 20
Outline	Was the presentation well organized and easy to follow? Was there a clear and effective introduction and conclusion?	0 - 20

Individual score (30 points total):

Parameter	Measure	Points
Practice	Did the presenter seem well prepared?	0 - 10
Speaking ability	Addressing the audience, use of visual materials, use of notes,	0 - 10
Overall	Dress code, overall impression of the presentation, voice and tone, posture, eye contact	0 - 10

Name	Practice	Speaking ability	Overall	Total individual	Plus group	Final

Total possible score points for visual presentation: 100 points