

PBHE 405, Drugs and Society, Syllabus (3 credits)

COURSE DESCRIPTION

This course provides an overview of appropriate (therapeutic) and inappropriate (recreational) uses of natural and synthetic chemical agents. Topics include symptoms of abuse and dependency, their impact on personal and community health, legal issues surrounding drug abuse, and effective prevention methods and strategies.

REQUIRED TEXTS & RESOURCES

Hanson, G., Venturelli, P, & Fleckenstein, A. (2018). *Drugs and society*. (13th ed.). Burlington, MA: Jones & Bartlett.

All discussions and written assignments will be submitted in APA format.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Preview Week	Course Introduction	
	Review the Syllabus	
	Review Preview Week Introduction	
	Participate in Course Orientation	
	Complete Attestation Quiz after Catalog Review	mandatory
	Introduce Yourself Forum (registers attendance)	mandatory
Week 1	Unit 1: Introduction and Explaining Drug Use and Abuse	
	Read chapters 1-2	
	Review power points and image bank for Chapters 1-2	
	Course Discussion Topic 1	Due Week 1, Day 3 Wed

	Faith Integration Discussion 1	Due Week 1, Day 3 Wed
	Peer responses to discussions	Due Week 1, Day 6 Sat
Week 2	Unit 2: Drug Law and How Drugs Work	
	Read chapters 3-5	
	Review power points and image bank for Chapters 3-5	
	Course Discussion Topic 2	Due Week 2, Day 3 Wed
	Faith Integration Discussion 2	Due Week 2, Day 3 Wed
	Peer responses to discussions	Due Week 2, Day 6 Sat
	Unit quiz	Due Week 2, Day 7 Sun
Week 3	Unit 3: Depressants and Alcohol	
	Read chapters 6-8	
	Review power points and image bank for chapters 6-8	
	Course Discussion Topic 3	Due Week 3, Day 3 Wed
	Faith Integration Discussion 3	Due Week 3, Day 3 Wed
	Peer responses to discussion	Due Week 3, Day 6 Sat
Week 4	Unit 4: Narcotics, Stimulants, and Tobacco Use	
	Read chapter 9-11	
	Review power points and image bank for chapters 9-11	
	Course Discussion Topic 4	Due Week 4, Day 3 Wed
	Faith Integration Discussion 4	Due Week 4, Day 3 Wed
	Peer responses to discussion	Due Week 4, Day 6 Sat
	Unit quiz	Due Week 4, Day 7 Sun
Week 5	Unit 5: Hallucinogens and Marijuana	
	Read chapters 12-13	

	Review power point and image bank for chapters 12-13	
	Research for final summation presentation	
	Course Discussion Topic 5	Due Week 5, Day 3 Wed
	Faith Integration Discussion 5	Due Week 5, Day 3 Wed
	Peer responses to discussion	Due Week 5, Day 6 Sat
Week 6	Unit 6: Inhalants and Special Populations	
	Read chapters 14-16	
	Review power points and image bank for chapters 14-16	
	Research for final summation presentation	
	Course Discussion Topic 6	Due Week 6, Day 3 Wed
	Faith Integration Discussion 6	Due Week 6, Day 3 Wed
	Peer responses to discussion	Due Week 6, Day 6 Sat
Week 7	Unit 7: Prevention and Treatment Programs	
	Read chapter 17-18	
	Review power points and image bank for chapters 17-18	
	Course Discussion Topic 7	Due Week 7, Day 3 Wed
	Faith Integration Discussion 7	Due Week 7, Day 3 Wed
	Final summation presentation	Due Week 7, Day 5 Fri
	Unit quiz	Due Week 7, Day 7 Sun

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Course Discussion Questions 7 – (40 points each)	280
Faith Integration Discussion Questions 7 – (40 points each)	280
Quizzes 3– (100 points each)	300
Final Summation Presentation (200)	200
Total Points:	1060

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week respectively.

Goal 1: Explain how drug use is affected by biological, genetic and pharmacological factors, as well as cultural, social and, contextual factors.	Program Objectives
Objective 1.1: Review the historical and modern day use of drugs and how this relates to public health.	1.1; 1.2; 4.3
Objective 1.2: Discuss impact of illicit drug use on health and impact to society regarding issues such as health care, inability to work, and crime.	1.7; 1.8
Goal 2: Describe the process by which drugs are approved for use by federal agencies.	
Objective 2.1: Discuss the changes in drug regulation that occurred because of the Kefauver-Harris Act of 1962.	4.1; 4.3
Objective 2.2: Discuss the main arguments for and against legalizing drugs.	1.1; 1.3; 1.7
Objective 2.3: Explain the process of formally testing a new drug for human use.	2.1; 3.1; 4.1; 4.2
Goal 3: Discuss major drug classes and list the actions and effects and outcomes of each.	
Objective 3.1: Identify the physiological factors that influence the drug effects.	1.1; 1.6; 2.1;

	Objective 3.2: Describe the relationship among drug tolerance, withdrawal, rebound, physical dependence, and, psychological dependence and how each can affect drug use and abuse patterns.	1.2; 1.6. 1.7; 1.8
	Objective 3.3: Discuss alcohol as a drug and the impact of this in the US.	1.5; 1.8; 3.1
	Objective 3.4: Explain why malnutrition is a common finding in alcoholics.	1.2; 1.5
Goal 4: Analyze the political and environmental impacts of drug use both prescribed and illicit on public health.		
	Objective 4.1: Discuss the political climate regarding the legalization of marijuana and the controversy over its potential abuse and medical benefits.	4.1; 4.3
	Objective 4.2: Discuss the use of drugs among adolescents and college aged students.	1.8; 2.2; 3.1;
	Objective 4.3: Discuss the Mental Health Parity and Addiction Equity Act.	4.1; 4.3
	Objective 4.4: Discuss methods for treatment of drug abuse both prescription and illicit.	3.1; 3.2, 4.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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