



## **PSY615 Drug Abuse and Society (3 credit hours) Course Syllabus**

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### **Course Description**

This course covers information regarding drug abuse and society, more specifically; it examines the social, legal, economic, and psychological effect of drugs on individual behavior as well as the impact on society as a whole. This is a very comprehensive area and the course will be reading/writing intensive. This course examines the various types of drugs, their dynamics of use, abuse, addiction, and recovery. A historical view of drug use, and legal, and social responses is covered. Current trends in crime and drug control are examined, including the connection between drugs and crime, the illicit drug industry, law enforcement, drug courts, legalization, and decriminalization. Additionally, prevention, diagnosis, and treatment of drug abuse are also covered.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Explain the overall patterns of drug use.
2. Determine the differences in the terminology of drug use, misuse, abuse, dependency, addiction, etc.
3. Identify and classify the major drugs of abuse in society today and examine their effect on the body/behavior.
4. Examine how 'licit' drugs are used in society today (caffeine, tobacco, alcohol, prescriptions, etc).
5. Analyze the types of drugs used to specifically address mental illness.
6. Identify and evaluate various prevention, intervention, education, and treatment programs.
7. Analyze and evaluate issues related to crime and drug control.
8. Prepare an APA research paper on a new or controversial topic related to drug abuse and society, and present your findings/outline in a professional, easily understandable manner.

## Prerequisites/Corequisites

None.

## Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Goode, E. (2023). *Drugs in American society* (11th ed.). McGraw Hill.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

In this course, we will have weekly discussion forums to interact with each other and learn more about course topics together as well as some written assignments.

The first four weeks, we will have short open book quizzes to help you process what you have learned from the textbook. There will be a written response assignment (in APA format) for each of those weeks that will be 2-3 pages long.

Weeks 5 through 7 are a little different. You will be required to attend an AA/NA 12-step meeting at some point during the first 5 weeks of the course. For Week 5, when we are discussing alcohol/drug treatment and self-help, you will submit an assignment that is a reflection of your experience of attending that meeting. Many students have found this activity to be very enlightening and a rewarding experience.

Week 6 is when you will submit your APA research paper. You may have seen that completing this assignment is a course learning objective, thus, it is worth 25% of your grade. I will guide you along the way, including having you submit a proposal for your research paper as your written assignment in week 2. The Week 6 APA research paper is an opportunity for you to further explore something of interest to you regarding drug abuse and society!

In Week 7, we will be finishing up the class with a key assessment written assignment. That assignment will synthesize all you have learned throughout the semester. It is a good way to pull together all you will have learned in these 7 weeks.

## Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. The key assessment in Week 7 will synthesize all you have learned throughout the semester. You will be asked three key questions that you will answer in APA style with outside references and class resources. These questions will reflect on what you have learned in the course and ask you to critically evaluate different topics. This assignment is a good way for you to completely process all that you have learned in the course.

You probably saw that the APA manual was a required textbook for this course. All TU graduate-level courses in this program require APA style for your written assignments. This key assessment measures your ability to complete three outcome measures: professionally communicate through academic writing, synthesize the academic literature, and discriminate between high-quality behavioral health research versus low-quality behavioral health research. As you can see, these are key abilities for students in TU’s MSCJ in Criminal Behavior Program. As you continue your career in this field, these will be skills that you will use as a professional.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (0) Activity 1.2 (20)	<b>Discussion</b> Activity 2.1 (20)	<b>Discussion</b> Activity 3.1 (20)	<b>Discussion</b> Activity 4.1 (20)	<b>Discussion</b> Activity 5.1 (20)	<b>Discussion</b> Activity 6.1 (20)	<b>Discussion</b> Activity 7.1 (20)	<b>140</b>
<b>Quiz</b> Activity 1.3 (20)	<b>Quiz</b> Activity 2.2 (20)	<b>Quiz</b> Activity 3.2 (20)	<b>Quiz</b> Activity 4.2 (20)	--	--	--	<b>80</b>
<b>Written Response</b> Activity 1.4 (70)	<b>Written Response</b> Activity 2.3 (70)	<b>Written Response</b> Activity 3.3 (70)	<b>Written Response</b> Activity 4.3 (70)	<b>Reflection</b> Activity 5.2 (100)	<b>Research Paper</b> Activity 6.2 (250)	<b>Final Paper</b> Activity 7.2 (150)	<b>780</b>
<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>120</b>	<b>270</b>	<b>170</b>	<b>1000</b>

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Meet Your Peers
<b>Week 1:</b> Terminology Introduction to classification of drugs Rates and patterns of alcohol/drug use History of drug control	<input type="checkbox"/> WED: Activity 1.2: Drug Use and Society's Response – Initial Response <input type="checkbox"/> SAT: Activity 1.2: Drug Use and Society's Response - Secondary Response <input type="checkbox"/> SUN: Activity 1.3: Week 1 Quiz <input type="checkbox"/> SUN: Activity 1.4: Response to Week 1 Readings
<b>Week 2:</b> Theories to explain drug use Societal views of drugs (media, laws, etc.) & effect on patterns of use Legal versus illegal drugs	<input type="checkbox"/> WED: Activity 2.1: Society and Illegal/Legal Drugs - Initial Post <input type="checkbox"/> SAT: Activity 2.1: Society and Illegal/Legal Drugs - Secondary Response <input type="checkbox"/> SUN: Activity 2.2: Week 2 Quiz <input type="checkbox"/> SUN: Activity 2.3: Response to Week 2 Readings
<b>Week 3:</b> Controlled Substances Act Depressants, stimulants, hallucinogens, cannabis, other drugs	<input type="checkbox"/> WED: Activity 3.1: Major Drugs - Initial Post <input type="checkbox"/> SAT: Activity 3.1: Major Drugs - Secondary Response <input type="checkbox"/> SUN: Activity 3.2: Week 3 Quiz <input type="checkbox"/> SUN: Activity 3.3: Research Paper Proposal

<p><b>Week 4:</b> Drug crimes Drug control</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 4.1: Drugs and Crime - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 4.1: Drugs and Crime - Secondary Response</li> <li><input type="checkbox"/> SUN: Activity 4.2: Week 4 Quiz</li> <li><input type="checkbox"/> SUN: Activity 4.3: Written Response</li> </ul>
<p><b>Week 5:</b> Mental illness and substance use disorder Medications used for mental illness and drug treatment MAT Drug treatment courts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 5.1: Treatment - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 5.1: Treatment - Secondary Response</li> <li><input type="checkbox"/> SUN: Activity 5.2: AA/NA Reflection</li> </ul>
<p><b>Week 6:</b> Evidence-based prevention Prevention professionals Law enforcement Programs and prevention Evidence-based treatment Confidentiality</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 6.1: Types of Programs - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 6.1: Types of Programs - Secondary Response</li> <li><input type="checkbox"/> SUN: Activity 6.2: Research Paper</li> </ul>
<p><b>Week 7:</b> Legalization Decriminalization Harm reduction</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.1: Drugs and Society - Initial Post</li> <li><input type="checkbox"/> THU: Activity 7.2: Final Essay</li> <li><input type="checkbox"/> SAT: Activity 7.1: Drugs and Society - Secondary Response</li> </ul>

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).



Need Help? Get Help!  
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:  
[online@tiffin.edu](mailto:online@tiffin.edu)