



HS-123: DRUGS, HEALTH AND SOCIETY

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

HS - Health Science

Course Number

123

Course Title

Drugs, Health and Society

Short Title

Drugs, Health and Society

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PHS 103

Catalog Description

This course offers a comprehensive investigation of drug, alcohol and tobacco use, abuse and dependence in American society. Students will be introduced to pharmacologic, neurologic, and physiological effects of a variety of substances. The origins, history, and epidemiology of commonly used drugs are examined as they relate to both personal and public health. Risk factors and recovery programs will also be explored.

Codes

TOP Code (CB 03)

0837.00 - Health Education

CIP Code

34.0103 - Personal Health Improvement and Maintenance.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective

1. Distinguish between current patterns of drug use, misuse, abuse, independence and differentiate between drugs used for medicinal purposes and psychoactive substances used to alter an individual's perceptions of reality.

2. Analyze epidemiological data to examine the historical and current use of prevalence and dependence of drugs in the U.S., identifying risk factors that are associated with these variables, including the most vulnerable and marginalized populations based on age, gender, education, race, ethnicity, and socioeconomic status.
3. Identify the cultural, social, and economic risk factors associated with the use and abuse of drugs and/or dependence upon drugs.
4. Describe the physical, psychological, social and cultural effects of the most commonly used/abused drugs.
5. Identify psychological and physiological factors which determine the relative effects of drugs on the body.
6. Describe the drug classification system used by the Drug Enforcement Agency to categorize drugs used for medicinal and psychoactive purposes.
7. Compare and contrast the positive as well as the negative roles that drugs play in our society and in life experiences.
8. Evaluate the treatment programs, facilities and methods available, their relative effectiveness, and demonstrate an awareness of alternative treatments available for drug use, abuse and dependence.
9. Critique various methods and approaches for the prevention of substance use, abuse and dependence.
10. Analyze and apply basic understanding of drugs laws to examine historical drug cases and evaluate current controversial drug issues such as drug testing and legalization of drugs.
11. Analyze historical, political, social, socioeconomic, and legal factors associated in the practice, marketing, distribution, and government regulations of legal and illegal drugs.
12. Compare and contrast community resources and options for prevention, diagnosis, and treatment of addiction, including effective evidence-based strategies.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to identify the DSM-5 criteria for diagnosis of substance use disorder.
2. Students will be able to distinguish between physical and/or psychological dependence, tolerance and withdrawal to a drug.
3. Students will be able to identify a specific, commonly used over-the-counter drug, the drug's proper medical use, an example of misuse.

Program Learning Outcomes

Learning Outcome

1. Students will demonstrate an understanding of the impact of lifestyle behaviors on human health and wellness.
2. Students will evaluate their own dietary and exercise patterns.
3. Students will effectively communicate health lifestyle behaviors affect various disease states.
4. Students will develop a plan to help me their own personal health and wellness goals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Identifying Drugs of Use/Abuse/Misuse/Dependence.
 - a. Patterns of use, misuse and abuse.
 - i. Risk factors of most vulnerable populations
 1. Age
 2. Gender
 3. Race
 4. Educational level
 5. Ethnicity
 6. Socio-economic status
 - b. Progression
 - c. Addiction/Dependency
 - i. Diagnostic and statistical manual of mental disorders (DSMR)
2. The Language of drug use/abuse/dependence
 - a. Effects of drug use, misuse, abuse, and dependence
 - i. Short term and long-term effects
 1. Biological/physiological
 2. Neurological
 3. Psychological
 - ii. Social impact
 1. Individual
 2. Community
 3. Society
3. Administration routes of drugs
4. Classification of drugs
 - a. Major action/effects of drugs
 - b. Neurological aspects of drugs
5. Drugs in Society
 - a. Historical and current statistics, trends, demographics.
 - b. Influencers of drug use.
 - c. Framework of why people pick drugs.
6. Patterns of drug abuse
 - a. Psychological factors
 - b. Sociological factors
 - c. Cultural attitudes and interactions with others
7. Drug regulation
 - a. Drug laws and legalization
 - b. DEA drug schedule
8. Neurophysiology
 - a. The nervous system
 - b. The brain chemical pathways
 - i. Neuro-transmission and Neuro-transmitters
9. Stimulants
 - a. Amphetamine
 - b. Cocaine
 - c. Caffeine
 - d. Nicotine
 - e. Ritalin
 - f. Preludes
 - g. Others
10. Hallucinogens
 - a. Marijuana
 - b. LSD
 - c. Mescaline (Peyote)

- d. Psilocybin
 - e. THC
 - f. Hashish
 - g. DMT
 - h. STP
 - i. MDA
 - j. Nightshade
 - k. Morning Glory
 - l. Others
11. Depressants
- a. Barbiturates (secobarbital, phenobarbital)
 - b. Methaqualone (Quaaludes)
 - c. Major and minor tranquilizers (Valium, Librium, Thorazine, etc.)
 - d. Natural Opiate Narcotics (Opium, codeine, morphine, heroin)
 - e. Synthetic narcotics (methadone, Demerol, Darvon, fentanyl)
 - f. Maintenance programs
 - g. Inhalants OTC
 - h. Analgesics, alcohol, alcoholism, other substances
 - i. Designer drugs (ecstasy, GHB, other substances)
12. Performance-enhancing substances
- a. Anabolic steroids
13. Over-the-counter and prescription drugs
- a. Medication's for mental disorders
14. Treatment and prevention/ Law, Policies, and Regulations
- a. Social policies and laws
 - i. Treatment versus incarceration
 - ii. Homelessness
 - iii. Scheduling/classification
 - iv. Enforcement and regulation
 - b. Laws and government regulations
 - i. Legal versus illegal distribution
 - c. Economics
 - i. Sale and profit illegal drugs.
 - ii. The war on illegal drugs
 - d. Marketing
 - i. Pharmaceutical industry
 - ii. False advertising
15. Rehabilitation programs
- a. Community resources
16. Drug programs for drug abuse and prevention
- a. Protective factors
 - b. Signs and symptoms
 - c. Mental illness
 - d. Evidence based treatment strategies

Methods of Instruction

Method

Discussion

Integration

Instructors may incorporate individual student research presentations and/or feedback from collaborative learning groups to afford students an opportunity to share personal experiences related to the content area and cooperatively reach conclusions after encountering a problem set or case study. Discussion topics will focus on course content that includes, but is not limited to, the following: identifying drug use, abuse, misuse, as it pertains to the various marginalized and vulnerable populations. Additionally, patterns of drug abuse, including psychological and sociological factors, will be further discussed and assessed. A comparison of three variables will be assessed as to how they may impact individuals from three demographic groups.

DE Adaptations for MOI

Class discussion will be accomplished through the use of discussion forums in the CMS.

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. Student-to-student interactions will be facilitated by using thematic discussion boards, peer review, and group assignments. Student-to-instructor discussions will be facilitated via email or within the comment section of the assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the components of optimal mental health choices that impact the maintenance of optimal wellness. Discussion exercises will encourage students to work together to identify how external and internal factors can influence optimal mental wellness with regards to drug use, abuse, and misuse, including this in the marginalized populations. This will be accomplished through regular use of the discussion area in the CMS, or through the use of chat, conversations, or group features.

Method

Online Activity/Discussion

Integration

Students may utilize the vast resources of the internet, online databases, email, threaded discussions, chat, and other technologies, to research information regarding historical and current drug related issues, efficacy of using specific drugs, and health implications. Students will also be analyzing a community resource to assess how such rehabilitation programs support those in need within our marginalized population. Students will present findings of this research either individually or collaboratively to the instructor or the class. Information researched on the internet will be evaluated against current research published in reputable scientific journals that use the scientific method to reach conclusions.

DE Adaptations for MOI

Internet, online databases, email, threaded discussions, chat, and other technologies - Internet resources including online databases, email, threaded discussions, chat, and other technologies will be utilized to research information to present either individually or collaboratively to the instructor or the class. Information researched on the Internet will be evaluated against current research published in reputable scientific journals and the text that use the scientific method to reach conclusions. Online exercises will encourage students to work together to identify how external and internal factors can influence optimal mental wellness with regards to drug use, abuse, and misuse, especially among our marginalized populations. This will be accomplished through the regular use of the discussion area in the CMS, or through the use of chat, conversations, or group features, ensuring the all ADA accessibility requirements are met.

Method

Lecture

Integration

Lecture and discussion materials provided by the instructor, will be organized sequentially, and instruct students in the major concepts of drug use and abuse. Lecture materials will emphasize the anatomy and physiology of the central nervous system, drug pharmacology, biopsychosocial and legal aspects, drug research, prevention and treatment. Additional lecture content will address topics that include addiction and dependency as it pertains to our most vulnerable and marginalized populations. Community resources will also be assessed to determine their effectiveness for those in need.

DE Adaptations for MOI

Online lectures will be posted within the CMS in the form of instructor prepared web-based lectures, presentation software, computer animations, and links to appropriate reference sites. Online courses will include lectures on course content. Lectures can be delivered, synchronously through accessible video conferencing software or asynchronously through the CMS. Presentation materials, such as accessible digital slide presentations, closed captioned videos, or links to external articles, may be incorporated to supplement lectures and made available to students within the CMS. Lectures will meet accessibility requirements and made available via each module/unit section, using both written and multi resources such as short films. Students will access these class lectures through the weekly modules, which are supported by the weekly content, via the CMS, whereby all accessibility requirements will be met.

Methods of Evaluation**Method**

Class Work

Integration

Class work may include student participation in discussion board activities and/or online journaling. Completion of quizzes on individual topics within a unit may be used to assess their comprehension of the subject matter. These testing methods may include subjective and objective style questions. All classwork will be focused on the weekly course content and will be evaluated by the instructor to insure that the content is clearly addressed. The student will be required to complete two discussion topic questions for each module/unit accompanied by quizzes, exams, and journals. A rubric listing the discussion topic criteria is available within each module and lists the specific criteria that needs to be addressed within the response (eg: word count, timely response, addresses topic, etc.). Journal criteria is also listed in the course syllabus for students to review.

DE Adaptations for MOE

Students will be evaluated on multiple aspects of classroom performance that include discussion boards, online journaling, quizzes, and overall comprehension of subject matter. A rubric will be utilized to assess whether students are successful in meeting discussion post requirements. The student will also be evaluated on their writing skills as well as their adherence to the assigned formatting of their completed written assignments. Feedback will be provided within two weeks of each completed assignment. These assignments will be made available in each weekly module/unit of the CMS while ensuring that all accessibility requirements are met.

Method

Papers

Integration

Students will critically analyze media relating to use, abuse and/or dependence of drugs and compare and contrast the claims with findings published in health and medical journals and the textbook (ie written paper on approved drug topic). Students will be evaluated on their understanding with regards to the impact that drug use and dependence has on local community members. Cultural variables will also be assessed to determine the perceptions that are seen within the most marginalized individuals of each demographic group. Papers should be supported with evidence of the latest research/literature and must meet additional requirements that are listed in the assignment details within the course syllabus.

DE Adaptations for MOE

Papers will be made available in each weekly module/unit of the CMS while also ensuring that all accessibility requirements are met. Information regarding the paper requirements will be accessed through CMS and turned in through the CMS. Feedback will be provided no later than two weeks, either through comments posted on the assignment, or within an accompanying rubric. These assignments will be made available in each weekly module/unit of the CMS while also ensuring that all accessibility requirements are met.

Method

Research Projects

Integration

Students will utilize electronic and printed resources to research a specific substance for their project. Instructor approval will need to be obtained by the student so that there is no overlap in research topics. Students will research areas such as use or abuse of their approved topic and demonstrate their ability to extract and clearly convey the findings of their research with proper documentation. A list of over 40 substances is made available to the students for research. If a student selects a substance that is already chosen by another student, the faculty member will ask the student to pick another substance to research. Students will be evaluated on the utilization of electronic and printed resources to research a specific health related claim with regards to Pharmacodynamics and Pharmacokinetics within their research, which is to be formatted per the requirements of the faculty member, whether that be APA or MLA. Criteria regarding these research project is listed in the course syllabus and also correlated to the grading rubric that is developed for the assignment.

DE Adaptations for MOE

Students will utilize electronic resources to research a specific topic and communicate with peers and instructor through the discussion boards and inbox of the CMS. Students will also be evaluated on their writing skills, as well as their adherence to the format, as requested by the faculty member in the completed research assignment. Students may be required to present the results through the creation of a slide presentation, a written report, or a live accessible video conference, and the presentation will be made available to the entire class with student approval through the CMS. The assignment will be valuated to ensure that it meets all accessibility requirements.

Method

Exams/Tests

Integration

Exams/tests may include students taking comprehensive, criterion referenced tests to evaluate their understanding of the subject matter after each of the units studied. A comprehensive examination may also be utilized. The testing methods may include subjective and/or objective style questions that are covering material from the weekly module. Content areas to be evaluated will include, but not limited to, how the students are understanding the various pharmacodynamics and pharmacokinetics of the various drug classifications, such as hallucinogens, depressants, stimulants. Exams/tests will also evaluate the student's ability to identify the various community resources that are available to those seeking assistance with drug use, abuse, and misuse, while also taking into account individuals from marginalized groups.

DE Adaptations for MOE

The testing methods may include subjective and objective style questions and will be delivered in the CMS. An online, final exam will be given upon conclusion of the course. Exams and/or quizzes administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the blanks, and short answer questions. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded and evaluated based on accuracy and completeness. Students will receive feedback within one week, via grade-book, chat, or other accessible conferencing tools. Access of each exam/test will be via each weekly module/unit throughout the length of the course, ensuring accessibility requirements are met.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Support Group Meeting Assignment:

Decide on the particular support group meeting you wish to attend. Research your desired location for attending a support group meeting. Please make sure it is an OPEN meeting by calling ahead. Open meetings are available to anyone interested in attending an Alcohol Anonymous (A.A.) program meeting. Non-alcoholics may attend open meetings as observers. Closed discussion meetings are for alcoholics or prospective A.A.s only.

Submit a 2 page written summary of your experience. You must also post a brief summation of your experience in the Discussion Board. Please don't take notes at the meeting. It may interfere with everyone's experience.

Your summary must have: a title page your name, organization (MSJC), date and professor's name

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the Course Management System. The assignment will be made available online and include assignment instructions, supplemental resources, websites, links, etc., and be made available to the students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the gradebook function, messaging, and other forms of confidential communication, within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the textbook chapter "Explaining Drug Use and Abuse" and focus on identifying how cultural, systemic, and individual factors contribute to the understanding of drug use, misuse, and abuse.

Prepare to discuss the following:

- Cultural norms and their influence on perceptions of drug use.
- Systemic inequities, including disparities in healthcare.
- What did you learn about how drug use, misuse, and abuse are influenced by cultural variables? Provide a specific example from the textbook.
- How do systemic inequities, such as racial or economic disparities, shape individual and community experiences with substance use?
- Reflect on what resonated with you most.
- Propose a way society can better address substance use through an inclusive and equitable approach.

How assignment will be adapted in online format

This assignment will be presented to the class and then submitted and graded through the course management system (CMS). The reading assignment that is selected will be made available online and include assignment, instructions, supplemental resources, website, links, etc., and be made available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the gradebook function, messaging, or other forms of confidential communication within two weeks of submission. All material for students and communication must meet accessibility guidelines/requirements.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Drug Topic Presentation:

Begin a thorough research of a drug topic that you will be presenting with prior approval from your instructor. You may use your textbook or any peer-reviewed source from the library.

Using accessible video conferencing software, develop a 15 slide presentation on your selected topic.

Your topic should include the following:

- Description of the Drug
- History of the Drug
- Pharmaco-dynamics and Pharmaco-kinetics of the drug
- Signs and Symptoms of abuse and misuse of the drug.
- Signs and Symptoms of the drug
- Social issues and the impact on marginalized groups who use this drug
- Treatment options and resources.
- References

Make sure you include the title of your topic in your opening slide along with your name, course title, professor's name and date.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the Course Management System. The assignment will be made available online and include assignment instructions, supplemental resources, websites, links, etc., and be made available to the students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback

through the gradebook function, messaging, and other forms of confidential communication, within two weeks of submission. Any material for students and communications must meet accessibility guidelines.

Course Materials

Textbooks

Hanson, G.R., Venturelli, P. J., & Platteborze, P. (2025). *Drugs and Society* (15th edition). Jones and Bartlett Learning ISBN: 978-1284288568

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course examines the fundamentals of public and personal health and the various influences that affect our lifestyle choices when it comes to drug use, abuse, and addiction. The course also examines cultural influences with regards to how they can be impacted. The course objectives address how cultural backgrounds and beliefs influence personal health choices. The assignments within the textbook also address how cultural values, beliefs, and practices, impact the holistic health decisions that we make and how these decisions affect our short and long-term health, analyzing ways to address how these struggles affect individuals from various cultures and backgrounds. Patterns of drug use, misuse, and abuse are also examined in further detail by assessing the risk factors of our most vulnerable populations with regards to their age, gender, race, educational level, ethnicity, and socioeconomic status.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Class activities include lecture, reading, discussion, multimedia assignments that are inclusive of the various cultural practices of individuals. In class activities are geared towards having students examine their practices and beliefs with regards to their health and lifestyle choices. Analyzing patterns of drug use and abuse, including the risk factors of our most vulnerable populations is examined. Further review of age, gender, race, ethnicity, and socioeconomic status is assessed. Students will analyze and discuss how individuals from multiple demographics may have been impacted by issues dealing with addiction, drug use, abuse, including treatment options that are available within the community. Methods of evaluation are both summative and formative in nature and examine the holistic aspect of holistic choices and their impact on physical and emotional health. These evaluations are in alignment with course objectives.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course incorporates student-to-student interaction by having students engage in multiple collaborative activities. Some of these activities include discussion boards, accessible video conferencing, in-class group discussions, and an opportunity for group work where students can critically think through assigned case-study scenarios that focus on course objectives. Further interactions will involve students critiquing each others assignment presentation with respect to their assigned drug topics. This will facilitate the flow of ideas from one student to the other.

Explain how the course will incorporate instructor-to-student interaction.

The instructor of the course will participate with classroom discussions as assigned by the instructor. The instructor will continue to interact with student activities by using a Socratic approach, thus enabling students to problem solve case studies and discussions that are presented and geared towards fine-tuning critical thought regarding the issues seen with drug use and misuse. For online learning, the interactions will take place in the discussion forums as this course is currently offered asynchronously. For face-to-face students, the discussions will take part within the classroom. The instructor will be active in the weekly discussions and pose questions that foster further thought and discussion. The instructor will also provide weekly feedback on graded assignments to ensure that students have the needed information should they need improvement in a certain area.

Explain how the course will incorporate student-to-content interaction.

To better understand the fundamentals of drug use, abuse, and addiction, students will be assigned to readings, audio or visual presentations, written lectures presentation software, and embedded multimedia links to either videos, podcasts, or content-relevant films. Students are also encouraged to use resources from our library as there will be readings placed on reserve for them. Using the course CMS discussion forums, accessible video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical legal decisions and explain the outcome. The course promotes student-to-content interactions by allowing a variety of methods of instruction. The instructor will provide constant feedback and distribute that feedback evenly among all students each week. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation that meets accessibility requirements. The students will also be asked to share personal experiences, either their own or those of individuals they are familiar with, that can relate to the course content regarding drug or any substance use issues.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Self reflection is a critical component of this course. Students will be asked to complete assignments, such as a community outreach program designed to deal with addiction, which allows them to better analyze factors of what why society is afflicted with these issues. Students are encouraged, but not required, to share any information that they would like with their peers. The support that they receive from one another allows them to better understand that the struggles that they may encounter are not unique to them. Students will also be asked to complete a journal that will allow them to reflect on their learning for that particular module. The journals will be evaluated by the faculty member to ensure that the student demonstrates introspection. Each journal will be focused on the weekly content and will require that students are able to reflect on how they are able to apply the theoretical concepts of the course to the actual practice setting. The student will be able to provide options, such as community resources, to those that are in need.

Key: 1921