



HLTH12030 *Drugs in Society*

Term 1 - 2024

Profile information current as at 17/05/2024 04:38 am

All details in this unit profile for HLTH12030 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Psychoactive drug use in our society challenges all of us. This unit analyses individual and societal attitudes to psychoactive drug use by exploring the history of its use, drug policy, public health responses and current media issues. It examines why people use psychoactive drugs and the harms associated with drug use in some people in some circumstances and what can be done to minimise that harm.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Online Quiz(zes)**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE

Feedback

Feedback on assessment tasks could be improved

Recommendation

The unit is being rewritten at the end of 2023 and will include new assessments and rubrics. The unit coordinator will review marking feedback more regularly where a casual marker is employed.

Feedback from SUTE and discussions with lecturer.

Feedback

Students did not consider weekly forum postings and 3 minute Moodle videos an adequate replacement for recorded lectures.

Recommendation

The unit is being rewritten at the end of 2023 and will include lectures and weekly tutorials in the new iteration.

Feedback from Teaching Reflection

Feedback

Student numbers could be increased through promoting to other disciplines such as Paramedics and Allied Health students.

Recommendation

Discuss with the Head of Course.

Feedback from SUTE

Feedback

Forum posts seemed to place pressure on some students.

Recommendation

The role of forum posts will be critically reviewed as part of the unit update.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse individual and societal attitudes to psychoactive drug use, exploring historical, political, public health and media responses
2. Examine why people use psychoactive drugs and identify the harms associated with drug use for some people in some circumstances
3. Evaluate strategies to minimise the harm that may be associated with psychoactive drug use

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•	•	
2 - Online Quiz(zes) - 30%	•	•	•
3 - Written Assessment - 40%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving		•	•
3 - Critical Thinking	•	•	
4 - Information Literacy			•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence		•	
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom

Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Catherine O'Mullan Unit Coordinator
c.omullan@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1A Attitudes and Beliefs - Personal Values.		Please read the unit profile, and ensure you understand the assessment details. Watch and read the content for Module 1A.

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1B Attitudes and Beliefs - Professional Values.		Watch and read the content for Module 1B. You may wish to add a posting on the discussion forums for this Module.

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2A Motivations - Reasons for Use and Non Use.		Watch and read the content for Module 2A.

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Module 2B
Motivations - Social Determinants of Health.

Watch and read the content for Module 2B.
You may wish to add a posting on the discussion forums for this Module. Consider completing one question from the Quiz (Assessment 2). It is recommended that you complete one question every 4 weeks. Each question relates to content from the previous 2 Modules.

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 3A The Context of Alcohol and Other Drugs - The Basics.		Watch and read the content for Module 3A. Read forum discussions. You may wish to add a posting on the discussion forums for this Module.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 3B The Context of Alcohol and Other Drugs - Drug Use as a Universal Practice.		Watch and read the content for Module 3B. Read forum discussions. You may wish to add a posting on the discussion forums for this Module. Assessment 1 is due - Monday 15th April 2024, at 11.45 pm. Reflective Essay (1500 -2000 words) Due: Week 6 Monday (15 Apr 2024) 11:45 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 4A Priority Populations - Part One.		Watch and read the content for Module 4A. You may wish to add a posting on the discussion forums for this Module.

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 4B Priority Populations - Part Two.		Watch and read the content for Module 4B. Read forum discussions. You may wish to add a posting on the discussion forums for this Module. Consider completing one question from the Quiz (Assessment 2). It is recommended that you complete one question every 4 weeks. Each question relates to content from the previous 2 Modules.

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5A
Responding to Alcohol and Other Drug
Use and Related Harm - Australia's
Approach.

Watch and read the content for
Module 5A.
You may wish to add a posting on the
discussion forums for this Module.

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 5B Responding to Alcohol and Other Drug Use and Related Harm - Australia's Treatment Framework.		Watch and read the content for Module 5B. Read forum discussions. You may wish to add a posting on the discussion forums for this Module.

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 6A Our Anarchical Society - International Responses.		Watch and read the content for Module 6A. You may wish to add a posting on the discussion forums for this Module.

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 6B Our Anarchical Society - Decolonisation.		Watch and read the content for Module 6B. Read forum discussions. You may wish to add a posting on the discussion forums for this Module. Assessment 2 (online quiz) is due. Friday 31st May, 2024, at 11.45 pm. Online Quiz Due: Week 12 Friday (31 May 2024) 11:45 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 is due. Monday 3rd June, at 11.45 pm. Briefing Paper (1500 words) Due: Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

This unit will be facilitated by Dr Jane Fischer. Dr Fischer will be the first point of contact for students. She can be contacted at j.fischer@cqu.edu.au
Associate Professor Cathy O'Mullan is the unit coordinator and is responsible for unit oversight and leadership. She can be contacted at c.omullan@cqu.edu.au

Assessment Tasks

1 Reflective Essay (1500 -2000 words)

Assessment Type

Written Assessment

Task Description

Deservedness is essentially a judgment about whether we believe a person's situation or circumstances are fair and just. In the context of people using psychoactive substances like alcohol and drugs, these judgments can impact how they are treated. For example, if society views someone's substance use as justified or deserving of understanding (deservedness), it may lead to better access to care and services. On the other hand, if there's a perception that their behaviour is unjustified, it could affect the quality of care and support they receive. So, deservedness plays a role in shaping attitudes and actions towards individuals dealing with substance use.

Components

The assessment is in two parts:

Part One: Complete the self-administered survey on attitudes towards people who have recently consumed three different drug types. You do not have to share this with anybody, and you do not have to attach this to your essay. The survey is added as an attachment file on the Moodle site.

Part Two: Select two drugs to focus on from the following three (alcohol, cannabis, cocaine). Based on your results, produce a reflective essay exploring and evaluating your attitudes towards people who use the psychoactive substances you have chosen. It is expected that you will compare and contrast your attitudes towards each drug.

A "Getting Started Tip Sheet" will be available for Assessment 1.

Assessment Due Date

Week 6 Monday (15 Apr 2024) 11:45 pm AEST

AEST

Return Date to Students

Two weeks after submission date.

Weighting

30%

Assessment Criteria

Students will be allocated marks based on the following criteria.

Organisation and Presentation (10%)

- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)
- Style and formatting
- Length

Referencing and Quality of Evidence (10%)

- Referencing is consistent and accurate (Harvard or APA style)
- Synthesis and integration of high-quality literature and other evidence

Exploration and Evaluation of Attitudes towards Drug A (25%)

- High-level exploration and evaluation of your attitudes towards people who use Drug A (the first drug you have chosen)
- Extensive and high-level analysis and critical thinking

Exploration and Evaluation of Attitudes towards Drug B (25%)

- High-level exploration and evaluation of your attitudes towards people who use Drug B (the second drug you have chosen)
- Extensive and high-level analysis and critical thinking

Comparative Analysis (30%)

- Comprehensive comparison and contrast of attitudes toward each drug.
- Understanding of harms and contemporary issues
- Extensive and high-level analysis and reflection

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse individual and societal attitudes to psychoactive drug use, exploring historical, political, public health and media responses
- Examine why people use psychoactive drugs and identify the harms associated with drug use for some people in some circumstances

2 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

The quiz will be open throughout the term and will consist of 3 questions. It is recommended that you complete one question every 4 weeks. Each question relates to content from the previous 2 Modules.

Question 1 – Assesses learnings from Modules 1 and 2

Question 2 – Assesses learnings from Modules 3 and 4

Question 3 – Assesses learnings from Modules 5 and 6

Each question has an expected word count of approximately 500 words.

Each question will be graded out of 10 and an overall mark will be allocated based on the following:

Clarity - How clearly are ideas presented? Is the response well-organised and easy to understand?

Depth - Does the response show deep thinking/analysis? Do the responses go beyond surface-level understanding?

Examples- Are specific examples used to enhance understanding? Do the examples support key points?

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (31 May 2024) 11:45 pm AEST

AEST

Return Date to Students

Two weeks after submission.

Weighting

30%

Assessment Criteria

Each question will be graded out of 10 marks.

Grade 8.5 and above

Exceptionally clear and well-structured responses and examples. Ideas are communicated with precision. Demonstrates profound thinking and insightful analysis.

Grade 7.5 and above

Clear and organized responses and examples. Shows deep thinking and analysis.

Grade 6.5 and above

Generally clear responses and examples but may lack some organization. Displays some depth in thinking, but analysis may be limited.

Grade 5 and above

Basic clarity. Communication is somewhat clear, with room for improvement. Demonstrates a basic understanding but lacks significant depth in analysis.

Grade below 5

Lacks clarity and understanding. Superficial level response.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse individual and societal attitudes to psychoactive drug use, exploring historical, political, public health and media responses
- Examine why people use psychoactive drugs and identify the harms associated with drug use for some people in some circumstances
- Evaluate strategies to minimise the harm that may be associated with psychoactive drug use

3 Briefing Paper (1500 words)

Assessment Type

Written Assessment

Task Description

Scenario

You work as a Project Officer for a non-government organisation that addresses alcohol, tobacco, and other drug-related harm in your community. The goal is to enhance early intervention, improve care continuity, strengthen referral pathways, and reduce harm from substance use on individual, family, and community health.

Your role involves providing expert advice to colleagues, boosting their confidence in addressing substance use issues, and enhancing their understanding of and response to alcohol, and other drug (AOD)-related harm, particularly among priority populations. Additionally, you're responsible for briefing colleagues on current AOD-related topics in the news and social media. Lately, there have been several discussions among your colleagues about various issues related to substance use.

As part of your role as a Project Officer, create a three-page briefing for your colleagues on one of the following topics:

- Alcohol consumption during pregnancy.
- The practice of "doctor-shopping".
- Methamphetamine use among Aboriginal, Torres Strait Islander, and South Sea Islander youth.
- Chem-sex within the LGBTQIA+ community

Your Assessment

Select one of the above topics on which to produce a three-page briefing (assume 500 words per page). A briefing paper is a concise document that summarizes key information and recommends solutions. It helps professionals to "grasp a situation".

This briefing should comprise three parts:

Part One: Evidenced patterns of use and potential harm.

Part Two: An evidenced harm reduction response to the concern (maximum two responses).

Part Three: Professional reflection on the recommended response (based on Parts One and Two).

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 11:45 pm AEST
AEST

Return Date to Students

Two weeks after submission

Weighting

40%

Assessment Criteria

Students will be allocated marks based on the following criteria.

Organisation and Presentation (10%)

- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)
- Style and formatting

- Length

Referencing and Quality of Evidence (10%)

- Referencing is consistent and accurate (Harvard or APA style)
- Synthesis and integration of high-quality literature and other evidence

Evidenced patterns of use and potential harm (25%)

- High-level understanding of patterns of drug use and potential harm for chosen topic/priority group.
- High-level critical thinking.

Evidenced harm reduction response to the concern (maximum two responses) (25%)

- Identification of appropriate, evidence-based harm reduction response(s).
- High-level examination of the harm reduction response's overall impact and alignment with chosen topic/priority group.

Professional reflection on the recommended response (30%)

- High-level reflection on the potential challenges and opportunities in implementing the recommended response (s).
- Concise overview of key points.

A "Getting Started Tip Sheet" will be available for Assessment 3.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Evaluate strategies to minimise the harm that may be associated with psychoactive drug use

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem