

GEORGE MASON UNIVERSITY
School of Recreation, Health and Tourism
College of Education and Human Development

HEAL 310—Drugs and Health (3)

Fall, 2010

DAY/TIME:	M W 1:30 – 2:45 PM	LOCATION:	INNOVATION HALL 132
PROFESSOR:	David S. Anderson, Ph.D.		
OFFICE LOCATION:	4260 CHAIN BRIDGE ROAD A-6	OFFICE HOURS:	8:30 - 4:30 MON-THURS; CALL FOR APPT
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PREREQUISITES: None

COURSE DESCRIPTION:

Analyzes drug use, with emphasis on positive aspects, and presents alternatives to drug misuse and abuse.

COURSE OBJECTIVES:

At the completion of this course students should be able to:

1. Understand how drugs and alcohol work on the human body, including an appreciation of the addiction process.
2. Identify the nature and extent of drug and alcohol problems in the American culture.
3. Understand a variety of alternatives to drug use.
4. Assess social problems resulting from inappropriate drug use.
5. Specify positive approaches by a variety of societal groups for addressing drug abuse.
6. Provide insight regarding causes for individual and societal abuse of drugs and alcohol.
7. Describe the variety of components included in the continuum of care.
8. Critically evaluate misconceptions, beliefs and information on drugs in order to establish a sound basis for personal action.

COURSE OVERVIEW:

The breadth of content for this course is complemented by the range of approaches incorporated. Classes will be held with a variety of methodologies, including lecture, discussion, small group work, reading reactions, and large group interaction. The assignments include a range of approaches, including reading current resources, attending group meetings, and preparing critical thinking and reflection papers. Examinations address reading assignments and class content. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments - is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

REQUIRED READINGS:

Textbook: Hanson, Glen; Venturelli, Peter; and Fleckenstein, Annette Drugs and Society 10th Edition 2009

Additional readings include:

Monitoring the Future results [www.monitoringthefuture.org]

Tenth Special Report to U.S. Congress on Alcohol and Health; U.S. Dept. of Health & Hum. Services, 2000

National Drug Control Strategy; Office of National Drug Control Policy 2008

Promising Practices: Campus Alcohol Strategies Sourcebook (2001); Action Planner (2000)

George Mason University [www.promprac.gmu.edu]

COMPASS: A Roadmap to Healthy Living George Mason University [www.compass.gmu.edu]

EVALUATION:	Grading Scale:	320-350 = A	310-319 = A-
	300-309 = B+	280-299 = B	270-279 = B-
	260-269 = C+	230-259 = C	220-229 = C- 190-229 = D

Requirements:

Critical Thinking Papers (3)	30 points
Alcohol 101 Plus Paper	15 points
Community Support/Self-Help Group Meetings & Paper	35 points
Future Strategies or Controversy Paper	30 points
Reflection Summaries (5)	25 points
Quizzes/Additional Assignments (as needed)	25 points
Class Participation	25 points
Mid-Term Exam	65 points
Final Exam	100 points

Critical Thinking Papers:

Please prepare three critical thinking papers for different published articles. Each article must address a drug- or alcohol-related topic; papers may be on the same or different topics. To demonstrate familiarity with a variety of sources, the following sources must be used, one for each paper: a professional journal (print version in the library), a newspaper/magazine, and either a government publication or a trade publication. Each paper should be one-page, single-spaced and include five sections, *clearly identified with headings*: (1) Title and Reference; (2) Summary Abstract; (3) Messages and Audiences; (4) Critique; and (5) Personal Reaction.

Alcohol 101 Plus Paper:

Using the “Alcohol 101 Plus” program [alcohol101plus.org], prepare a 3- to 4-page paper that follows the general outline of the Critical Thinking Paper. This should focus primarily on the critique of the resource. Further, add a section to identify clearly any recommendations for improvement.

Community Support/Self-Help Group Meetings:

Attend two *open* support or self-help group meetings (e.g., AA, NA, ACOA, AlAnon or similar meetings) that you have not attended previously. Prepare a 4-6 page paper that summarizes the following five items, with particular attention to items (c) and (d): (a) the meeting (its themes, the attendees, how you learned about the meeting’s location); (b) your observations; (c) your thoughts about what happened in the meetings; (d) the ways in which the meetings affected your feelings, and (e) any questions you have.

Future Strategies Paper or Controversy Paper:

Prepare a 5-10 page paper focused on future strategies or a current controversy in the drug/alcohol field.

** *Future Strategies Paper*: Identify an area of need and prepare a paper that describes specific strategies that could be implemented to better address this need. Include the following elements in your paper: (a) The need – why this is a need or gap; clearly define the audience/group; (b) Current approach(es) to address this need, and why they are not sufficient; (c) Recommended strategy/strategies – be creative and innovative; (d) Resources to implement the strategy; and (e) Challenges, obstacles and other considerations. Include references and sources, especially for sections (a) and (b).

** *Controversy Paper*: Address an issue/topic for which ‘sides’ clearly exist; it is recommended the topic chosen be reviewed prior to proceeding. The paper should include references and be organized with the following labeled sections: (a) Statement of the controversy (one sentence); (b) Why the issue is a controversy (one sentence); (c) Discussion (elaboration of the sides of the controversy); (d) Implications (how decisions for each side will result in different outcomes); and (e) Recommendations (your resolution of the controversy).

Participation and Attendance:

Attendance at class sessions is critical for a thorough understanding of course material. Class participation is based on engagement in class discussions, preparation with readings and assignments, and questions. Course testing encompasses readings, assignments, and classroom discussions. Portions of the Quizzes / Additional Assignments grade not used will have allocated points reassigned to the participation portion of the grade.

Note: Papers are due on the scheduled date; those received late are subject to point reduction.

SCHEDULE OF TOPICS AND ASSIGNMENTS

August 30	Introduction and Overview		
September 1	Motivations for Use, Drug Classifications & Terms	Chapters 1, 2	Monitoring the Future Data
September 8	Principles, Properties, Brain Health, Addiction	Chapters 4, 5	
September 13	Overview of Campus Resources		
September 15	Historical Perspectives		
September 20	Societal Context	Chapter 3	<i>CTP #1</i> [Special Event]
September 22	Depressants	Chapter 6	<i>Reflection Summary #1</i>
September 27	Alcohol	Chapter 7	
September 29	Alcohol	Chapter 8	[Special Event]
October 4	Alcohol		<i>Alcohol 101+ Paper</i>
October 6	Narcotics	Chapter 9	
October 12 (Tues)	Narcotics		<i>CTP #2</i>
October 13	Stimulants	Chapter 10	<i>Reflection Summary #2</i>
October 18	Hallucinogens	Chapter 12	
October 20	Mid-Term Exam		
October 25	Marijuana	Chapter 13	
October 27	Marijuana		<i>CTP #3 Due</i>
November 1	Tobacco	Chapter 11	
November 3	Tobacco		<i>Reflection Summary #3</i>
November 8	Inhalants / Over the Counter Drugs	Chapters 14, 15	
November 10	Addiction: "What" and "Why"	Chapter 2	<i>CS/SHG Paper Due</i>
November 15	Treatment and Recovery	Chapter 18	
November 17	Intervention and EAPs		<i>Reflection Summary #4</i>
November 22	Family and COA Issues		<i>Future Str./Contr. Paper Due</i>
November 24	Thanksgiving Recess		
November 29	Prevention and Education	Chapters 3, 17	
December 1	Community and School-Based Strategies	PP:CAS <u>Sourcebook</u>	<i>Reflection Summary #5</i>
December 6	Health Communication / Strategic Planning	Chapter 16 / Action Planner	
December 8	Wrap-Up and Review		



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>