

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

HEAL 310—Drugs and Health (3)

Summer, 2011

DAY/TIME:	MTWTh 9:30 –11:45 AM	LOCATION:	SCIENCE AND TECHNOLOGY 1- ROOM 126
PROFESSOR:	David S. Anderson, Ph.D.	PREREQUISITES:	None
OFFICE LOCATION:	4260 CHAIN BRIDGE ROAD A-6	OFFICE HOURS:	12:30 - 3:00 M-TH; CALL FOR APPT
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COURSE DESCRIPTION:

Analysis of the distinctive characteristics of drug use, misuse and abuse. Emphasis is placed on the positive aspects of drug use as well as alternatives to drug misuse and abuse. Alcohol and nicotine will be covered as they take their respective places in the pharmacological classification of drugs.

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 (2009) *Drugs and Society* 10th Edition.
National Institute on Drug Abuse (2010) *Monitoring the Future Survey Results* [www.monitoringthefuture.org]
National Drug Control Strategy (2010) Office of National Drug Control Policy [www.whitehousedrugpolicy.gov/strategy]
Anderson, David & Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies Sourcebook*
Anderson, David & Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies Action Planner*
Anderson, David (2005) *COMPASS: A Roadmap to Healthy Living*. [www.compass.gmu.edu]
Anderson, D. & Gusterson, H.(2010) *Understanding Teen Drinking Cultures in America* [<http://teenalcoholcultures.gmu.edu>]
Office of National Drug Control Strategy - Media Campaign [<http://www.mediacampaign.org>]
National Registry of Evidence-based Programs and Practices (SAMHSA) [<http://www.nrepp.samhsa.gov>]
National Clearinghouse on Alcohol and Drug Information [www.health.org]
Alcohol 101 Plus [alcohol101plus.org]
Best of CHOICES: Alcohol Education 1998-2008 National Collegiate Athletic Association [www.caph.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-	190-219 = D

Requirements:

Critical Thinking Papers (3)	30 points
Alcohol 101 Plus CD-ROM Paper	15 points
Community Support/Self-Help Group Meetings & Paper	35 points
Reflection Summaries (5)	50 points
Future Strategies or Controversy Paper	30 points
Additional Assignments (TBA)	50 points
Class Participation	40 points
Final Exam	100 points

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. Points not used from the Quizzes/Additional Assignment section will be reassigned to the Participation portion.

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 4- to 5-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 the 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) Brief statement of the controversy; (b) Summary of why the issue is a controversy; (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).

SCHEDULE OF TOPICS AND ASSIGNMENTS

May 24 (Mon)	Introduction and Overview; Societal Context; Scope of the Problem; Motivations for Use	Chapter 1, Monitoring the Future Data	
May 25 (Tues)	Historical Perspectives; Drug Classifications; Terms, Addiction Overview, Brain Health, Drug Principles, Drug Properties	Chapters 2, 3, 4, 5	
May 26 (Wed)	Depressants / Narcotics	Chapters 6, 9	<i>CTP #1 Due</i>
May 27 (Thurs)	Alcohol	Chapters 7, 8	<i>Reflection Paper #1 Due</i>
May 31 (Tues)	Stimulants / Hallucinogens	Chapters 10, 1	<i>Alcohol 101+ Paper Due</i>
June 1 (Wed)	Marijuana	Chapter 13	<i>CTP #2 Due</i>
June 2 (Thurs)	Tobacco	Chapter 11	<i>Reflection Paper #2 Due</i>
June 6 (Mon)	Inhalants / Over the Counter Drugs	Chapters 14, 15	
June 7 (Tues)	Addiction: “What” and “Why”	Chapter 2	<i>CTP #3 Due</i>
June 8 (Wed)	Treatment and Recovery	Chapter 18	
June 9 (Thurs)	Self-Help and Community Support Groups		<i>Self-Help/Community Support Paper Due</i> <i>Reflection Paper #3 Due</i>
June 13 (Mon)	Intervention and EAPs		
June 14 (Tues)	Prevention and Education	Chapters 3, 17	
June 15 (Wed)	College Strategies	PP:CAS Sourcebook; Best of CHOICES	
June 16 (Thurs)	Community and School-Based Strategies		<i>Reflection Paper #4 Due</i>
June 20 (Mon)	Health Communication / Strategic Planning	Chapter 16, PP:CAS Action Planner	<i>Controversy/Future Strategies Paper Due</i>
June 21 (Tues)	Wrap-up and Review Health Communication / Strategic Planning		<i>Reflection Paper #5 Due</i>
June 23 (Thurs)	Final Exam	10:30 a.m. – 1:15 p.m.	

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

