

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 310 – Drugs and Health (3)
Spring 2012

DAY/TIME:	MW 1:30 – 2:45 p.m.	LOCATION:	Science and Tech I 206
PROFESSOR:	David S. Anderson, Ph.D	EMAIL ADDRESS:	danderso@gmu.edu
OFFICE LOCATION:	201-E Krug Hall	PHONE NUMBER:	703-993-3698
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	Call or email for appt.		
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 (2012) *Drugs and Society* 11th Edition.
National Institute on Drug Abuse (2010) *Monitoring the Future Survey Results* [www.monitoringthefuture.org]
National Drug Control Strategy (2011) Office of National Drug Control Policy [www.whitehousedrugpolicy.gov/strategy]
Anderson, David and Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies* Sourcebook
Anderson, David and Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies* Action Planner
Anderson, David (2005) *COMPASS: A Roadmap to Healthy Living*. [www.compass.gmu.edu]
Anderson, David (2009) *Best of CHOICES: Alcohol Education 1998-2008*. NCAA Resource.
Anderson, David and Gusterson, Hugh (2010) *Understanding Teen Drinking Cultures in America*
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]

NATURE OF COURSE DELIVERY: Face to face

Evaluation and Grading Scale: This course is graded on a point system, with a total of 350 possible points.

A = 320 – 350	B+ = 300 - 309	C+ = 260 - 269	D = 190 - 219
A- = 310 - 319	B = 280 - 299	C = 230 - 259	F = 0 - 189
	B- = 270 - 279	C- = 220 - 229	

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	35 points
Reflection Summaries (4)	20 points
Additional Assignments / Quizzes (as needed)	25 points
Class Participation	25 points
Mid-Term Exam	65 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. Exams encompass readings, assignments, and discussions.

Critical Thinking Papers:

Please prepare three critical thinking papers for published articles on drug- or alcohol-related topics; papers may be on the same or different topics. The three papers should be from different sources, one for each paper: a professional journal (print version in the library), a newspaper/magazine, and a government or 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 “Alcohol 101 Plus” [alcohol101plus.org], prepare a 3- to 4-page single-spaced paper that follows the general outline of the Critical Thinking Paper, yes focuses primarily on the critique. Also, add a section to identify clearly 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 single-spaced paper that summarizes the following items, with particular attention to (c) and (d): (a) themes, attendees, location, publicity; (b) observations; (c) thoughts about what happened; (d) ways in which the meetings affected your feelings, and (e) questions or other observations.

Future Strategies Paper or Controversy Paper:

Prepare a 5-10 page single-spaced paper focused on future strategies or a current controversy with drugs/alcohol.

** *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), 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.

** *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 include the following 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).

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

SCHEDULE OF TOPICS AND ASSIGNMENTS

January 23	Introduction and Overview		
January 25	Motivations for Use, Classifications & Terms	<u>Chapters 1, 2 / Monitoring the Future</u>	
January 30	Principles, Properties, Brain Health, Addiction	<u>Chapters 3,4, 5</u>	
February 1	Societal Context and Historical Perspectives		<i>CTP #1</i>
February 6	Depressants	<u>Chapter 6</u>	<i>Refl. Summary #1</i>
February 8	Alcohol	<u>Chapter 7</u>	
February 13	Alcohol	<u>Chapter 8</u>	
February 15	Alcohol	Alcohol 101 Plus	<i>A101+ Paper</i>
February 20	Narcotics	<u>Chapter 9</u>	
February 22	Campus Resources		
February 27	Stimulants	<u>Chapter 10</u>	<i>CTP #2</i>
February 29	Stimulants		<i>Refl. Summary #2</i>
March 5	Hallucinogens	<u>Chapter 12</u>	
March 7	Mid-Term Exam		
SPRING BREAK			
March 19	Marijuana	<u>Chapter 13</u>	
March 21	Marijuana		<i>CTP #3</i>
March 26	Tobacco	<u>Chapter 11</u>	
March 28	Tobacco / Inhalants / OTC Drugs	<u>Chapters 14, 15</u>	<i>Refl. Summary #3</i>
April 2	Addiction: “What” and “Why”	<u>Chapter 2</u>	
April 4	Family and COA Issues		
April 9	Treatment and Recovery	<u>Chapter 18</u>	<i>CS/SHG Paper</i>
April 11	Intervention and EAPs		
April 16	Prevention and Education	<u>Chapters 3, 17</u>	
April 18	School and Community Strategies	<u>Chapter 16</u>	
April 23	Higher Education Strategies	<u>Sourcebook, Best of Choices</u>	
April 25	Strategic Planning	<u>Action Planner</u>	<i>Refl. Summary #4</i>
April 30	Health Communication		<i>Future Strategies / Contro. Paper</i>
May 2	Future Strategies / Wrap-Up		
May 9	Final Exam		

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>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

