

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 310 – Drugs and Health (3)
Spring 2013

DAY/TIME:	MW 1:30 – 2:45 p.m.	LOCATION:	Robinson Hall A106
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PREREQUISITES:	None		

COURSE DESCRIPTION:

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

WRITING INTENSIVE (WI) STATEMENT:

This course fulfills the writing-intensive requirement for the Bachelor of Science in Education in Physical Education major. It does so through the following written assignments: three Critical Thinking Papers and one Future Strategies or Controversy Paper. See details below regarding criteria and timelines for these papers.

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]

NATURE OF COURSE DELIVERY: Face to face

EVALUATION AND GRADING SCALE: Students will be graded on a point system, achieving points for each assignment as articulated in the table earlier in this syllabus. A total of 100 points are possible in this course. Points will **NOT** be rounded-up to the next highest grade level. 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	30 points
Future Strategies Paper	30 points
DEA Museum Visit and Paper	15 points
Reflection Summaries (5)	25 points
Additional Assignments / Quizzes (as needed)	20 points
Class Participation and Class Activities	25 points
Mid-Term Exam	60 points
Final Exam	100 points

ASSIGNMENTS: *All written assignments to be submitted electronically using the course Blackboard site as Microsoft Word documents. Assignments due by 11:59pm on date indicated.***** Note: Papers are due on the scheduled date; those received late are subject to score reduction. Grading rubrics will be provided on Blackboard for assignments.

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: (3 papers)

Write a critical thinking paper on a substantive article on a drug- or alcohol-related topic (same or different topics). Each paper should be from a different source: a professional journal (print version in the library), a newspaper/magazine, and a government or trade publication. Each paper should be two-page, double-spaced and include five sections, *clearly identified with headings*: (1) Title and Reference; (2) Summary; (3) Messages and Audiences; (4) Critique; and (5) Personal Reaction. For each of these papers, an initial draft is required, with revisions required in fulfillment of WI requirements, by the dates specified in the Schedule of Topics and Assignments.

Alcohol 101 Plus Paper:

Using “Alcohol 101 Plus” [alcohol101plus.org], prepare a 4-5-page, double-spaced paper with the CTP outline. However, focus primarily on the critique and add a section with 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 5-7 page double-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.

DEA Museum Visit

Visit the DEA Museum, located in Arlington, VA adjacent to the Pentagon City Metro Stop and the exhibit on Illegal Drugs in America. Write a 3-4 page, double-spaced paper discussing the following topics: (a) summary of exhibit topic and experience; (b) reactions to the exhibit and the way it presented information; and (c) three primary things you learned from your visit. Please note the museum is open Tuesday-Friday. Check the website for more information. http://www.deamuseum.org/museum_visitors.html

Reflection Summaries

On the Blog section of Blackboard, write a reflection on assigned topic. Blog entries should be 250-500 words in length and respond to the questions posed in the prompt, to be provided by the instructor.

Future Strategies Paper:

Prepare a 10-12 page double-spaced paper focused on future strategies with drug and/or alcohol issues. Identify an area of need and describe specific strategies that could be implemented to better address this. Include the following 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. An initial draft of this paper is required, with revisions required in fulfillment of WI requirements, by the dates specified in the Schedule of Topics and Assignments.

STUDENT EXPECTATIONS

1. **Engagement.** A large part of learning about and understanding the issues involved through readings from a variety of authors, disciplines, and fields of study. Engagement with the materials is necessary for the success of the course. Therefore, students need to be prepared for class and participate actively, thoughtfully, and with respectful consideration for other students. Students should prioritize and schedule time during their week to read both the required readings in preparation for each class session, as well as explore literature in their specific field of interest as it relates to the course objectives.
2. **Communication Skills.** Writing and communication skills are critical. Students should integrate standards of professional and scholarly communications in all of their work—from papers, to presentations, to conversations. Reading and writing groups among students are strongly encouraged—sharing your written work with others for critique and discussion is a primary means of strengthening our critical thinking and writing skills, as well as improving the quality of our work. Use *Publication Manual of the American Psychological Association, 6th Edition* for papers when appropriate.
3. **Technology.** Computer technology has transformed the workplace and the skills necessary to keep abreast of the profession. It is expected that you will use an active GMU email account, use the Internet, access electronic databases in the review of literature in the field, access Blackboard, etc. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
4. **Professional Behavior.** The nature of work in prevention necessitates a high degree of integrity and ethical behavior of employees. Therefore, students are expected to adhere to the highest standards of ethical and professional behavior. All students are expected to demonstrate the highest standards of academic honesty and conduct. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Unprofessional and/or disruptive behavior in the course will not be tolerated, and may result in failure or removal from the course.
5. **Academic Integrity:** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
6. **Accommodations:** 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/>].

7. **University Communication:** 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.
8. **Cell Phones:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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.



SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
January 23	Introduction and Overview		
January 28	Motivation for Use, Classification and Terms	Chapters 1 & 2, Monitoring the Future	
January 30	Principles, Properties, Brain Health, Legal	Chapters 3, 4, 5	
February 4	Societal Context		Critical Thinking Paper #1
February 6	Depressants	Chapter 6	
February 11	Alcohol	Chapter 7	Reflection #1
February 13	Alcohol	Chapter 8	
February 18	Alcohol		Alcohol 101 Paper
February 20	Narcotics	Chapter 9	Critical Thinking Paper #2 Critical Thinking Paper #1 Revisions
February 25	Stimulants	Chapter 10	Reflection #2
February 27	Stimulants		
March 4	Hallucinogens Midterm Review	Chapter 12	
March 6	MIDTERM		Critical Thinking Paper #2 Revisions
March 11-15	SPRING BREAK NO CLASS		
March 18	Campus Resources		Reflection #3
March 20	NO CLASS Dismissal for DEA Museum Visit		
March 25	Marijuana	Chapter 13	Critical Thinking Paper #3
March 27	Tobacco	Chapter 11	DEA Paper
April 1	Inhalants and Over the Counter Drugs	Chapters 14 & 15	Reflection #4
April 3	Addiction	Chapter 2	
April 8	Intervention		Critical Thinking Paper #3 Revisions
April 10	Treatment and Recovery	Chapter 18	Community Support/Self Help Group Paper
April 15	Family and COA Impacts		Reflection #5
April 17	Prevention and Education	Chapters 3 & 17	
April 22	Special Populations	Chapter 16	
April 24	Higher Education Strategies	Sourcebook Best of Choices	
April 29	Strategic Planning	Action Planner	Future Strategies Paper
May 1	Health Communication		
May 6	Future Strategies Wrap Up		
May 8	FINAL EXAM		