

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

**HEAL 310.001 - Drugs and Health (3)**  
Fall, 2013

DAY/TIME:	MW 1:30 – 2:45 p.m.	LOCATION:	University Hall 1204
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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.

**NATURE OF COURSE DELIVERY:** Face to face

**REQUIRED READINGS:**

Textbook: Hanson, Glen; Venturelli, Peter; and Fleckenstein, Annette (2012) *Drugs and Society* 11<sup>th</sup> Edition.  
National Institute on Drug Abuse (2010) *Monitoring the Future Survey Results* [[www.monitoringthefuture.org](http://www.monitoringthefuture.org)]  
National Drug Control Strategy (2011) *Office of National Drug Control Policy*  
[[www.whitehousedrugpolicy.gov/strategy](http://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]

**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 Paper	30 points
Reflection Summaries (5)	25 points
Additional Assignments / Quizzes (as needed)	20 points
Class Participation and Class Activities	30 points
Mid-Term Exam	65 points
Final Exam	100 points

**Participation and Attendance:** Class attendance is critical for a thorough understanding of course material. Grading is based on engagement in discussions, preparation with readings and assignments, and questions.

**Examinations:** Exams encompass readings, assignments, and discussions, and include a blend of multiple-choice, true-false, short answer, and essay; the final exam incorporates a take-home portion that complements an in-classroom examination.

**Critical Thinking Papers:** (3 papers) 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. For each paper, an initial draft is required, with revisions required in fulfillment of WI requirements, within one class period following return of the paper.

**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:** Identify an area of need within the drug/alcohol field, and prepare a 5-10 page, single-spaced paper describing future 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 specific, grounded, and creative; (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 date specified in the Schedule of Topics and Assignments.

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

## SCHEDULE OF TOPICS AND ASSIGNMENTS

August 26	Introduction and Overview		
August 28	Motivations for Use, Classifications & Terms	<u>Chapters 1, 2</u>	<u>Monitoring the Future</u>
<b>LABOR DAY</b>			
September 4	Societal Context and Historical Perspectives	<u>Chapter 3</u>	<i>CTP #1</i>
September 9	Principles, Properties, Brain Health, Addiction	<u>Chapters 4, 5</u>	
September 11	Depressants	<u>Chapter 6</u>	<i>CTP #1 Revisions</i>
September 16	Alcohol	<u>Chapter 7</u>	<i>Refl. Summary #1</i>
September 18	Alcohol	<u>Chapter 8</u>	<i>A101+ Paper</i>
September 23	Alcohol		
September 25	Campus Resources		
September 30	Narcotics	<u>Chapter 9</u>	<i>CTP #2</i>
October 2	Stimulants	<u>Chapter 10</u>	
October 7	Hallucinogens	<u>Chapter 12</u>	<i>CTP #2 Revisions</i> <i>Refl. Summary #2</i>
October 9	<b>Mid-Term Exam</b>		
<b>FALL BREAK</b>			
October 15 (Tuesday)	Marijuana	<u>Chapter 13</u>	
October 16	Marijuana		
October 21	Tobacco	<u>Chapter 11</u>	
October 23	Tobacco		<i>Refl. Summary #3</i>
October 28	Inhalants / OTC Drugs	<u>Chapters 14, 15</u>	<i>CTP #3</i>
October 30	Addiction: “What” and “Why”	<u>Chapter 2</u>	
November 4	Intervention and EAPs		
November 6	Treatment and Recovery	<u>Chapter 18</u>	<i>CTP #3 Revisions</i>
November 11	Family and COA Issues		<i>CS/SHG Paper</i>
November 13	Prevention and Education	<u>Chapters 3, 17</u>	<i>Refl. Summary #4</i>
November 18	School and Community Strategies	<u>Chapter 16</u>	
November 20	Higher Education Strategies	<u>Sourcebook, Best of Choices</u>	
November 25	Strategic Planning	<u>Action Planner</u>	<i>Future Strategy Paper</i>
<b>THANKSGIVING BREAK</b>			
December 2	Health Communication		<i>Refl. Summary #5</i>
December 4	Future Strategies / Wrap-Up		<i>Future Strategy Paper</i>
	<i>Revisions</i>		

## GMU POLICIES AND RESOURCES FOR STUDENTS

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.