

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**HEAL 310 DL – Drugs and Health (3)**  
Summer 2016-Term C (June 27-July 29)

DAY/TIME:	Online	LOCATION:	Online
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PREREQUISITES: None

**COURSE DESCRIPTION:**

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

**DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on or before June 24, 2016.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari have compatibility issues with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Java Plug-in for using Collaborate (will request download when you access the Collaborate system for the first time.)
- Web Camera and microphone or other recording/video device for video presentations.

**EXPECTATIONS FOR DISTANCE LEARNING:**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.

Instructor will monitor through Blackboard student access, and this will be included in participation grade.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Instructor will track logins and views of material through the Blackboard system as a part of the participation grade.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted, unless as a result of a university technical issue.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

### **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, G., Venturelli, P., & Fleckenstein, A. (2015) *Drugs and Society, 12<sup>th</sup> Edition*.

Online resources:

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)

Johnson, L. C. (2014). *Using a public health and quality improvement approach to address high risk drinking with 32 colleges and universities*.

<http://safesupportivelearning.ed.gov/sites/default/files/NCHIP%20WhitePaper%205%208%2014FINAL.pdf>

Anderson, D. (2005). *COMPASS: A Roadmap to Healthy Living*. [www.compass.gmu.edu](http://www.compass.gmu.edu)

Anderson, D. (2009). *Best of CHOICES: Alcohol Education 1998-2008*. <http://cehd.gmu.edu/assets/caph/best-of-choices.pdf>.

Anderson, D. and Gusterson, H. (2010). *Understanding Teen Drinking Cultures in America*.

[https://caph.gmu.edu/assets/caph/TeenDrinkingCulturesFinalReport\\_2010.pdf](https://caph.gmu.edu/assets/caph/TeenDrinkingCulturesFinalReport_2010.pdf)

Office of National Drug Control Strategy - Media Campaign. <http://www.mediacampaign.org>

SAMHSA (2013). *The 2013 Report to Congress on the Prevention and Reduction of Underage Drinking*, Executive Summary.

[https://www.stopalcoholabuse.gov/media/ReportToCongress/2013/report\\_main/executive\\_summary.pdf](https://www.stopalcoholabuse.gov/media/ReportToCongress/2013/report_main/executive_summary.pdf)

National Registry of Evidence-based Programs and Practices (SAMHSA). <http://www.nrepp.samhsa.gov>

## LECTURES:

Lectures/Facilitated Class Modules/Powerpoint slide decks will be posted on Blackboard each week. Students are expected to review the lecture or slide deck to enhance the textbook reading. Slide decks and lectures sometimes include discussion prompts with dates students must respond and participate by.

**NATURE OF COURSE DELIVERY:** Online, asynchronous

**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 300 points are possible in this course. Points will **NOT** be rounded-up to the next highest grade level.

A	= 235-250	B+	= 220-224	C+	= 195-199	D	= 170-174
A-	= 225-234	B	= 210-219	C	= 185-194	F	= 0-169
		B-	= 200-209	C-	= 175-184		

## REQUIREMENTS:

Critical Thinking Papers (2)	20 points
E-Checkup Paper	10 points
Community Support/Self-Help Group Meetings & Paper	20 points
Reflection Summaries (3)	15 points
Participation	20 points
Quizzes (3)	15 points
Mid-Term Exam	50 points
Final Exam	100 points
<b>TOTAL</b>	<b>250 Points</b>

**ASSIGNMENTS: \*\*\*All assignments to be submitted electronically using the course Blackboard site as Microsoft Word documents (unless otherwise noted). Assignments due by 11:59pm Eastern Time on date indicated.\*\*\*** Note: Papers are due on the scheduled date; late work is not accepted unless previously arranged or due to technical issues with Blackboard as indicated with the university.

*Writing Intensive Course:* As this is a course that fulfills the writing-intensive requirements for the Mason degree requirements, there is a significant amount of writing in this class. Plan accordingly, and budget time to prepare high-quality written assignments. In addition, because of the WI designation, papers may be revised to help students learn from the writing and re-writing process. Specific papers may be re-written to raise a grade and deadlines are included in the course calendar. Students who need additional support for their writing skills should utilize the resources provided at the university through the Writing Center and Learning Services.

***Critical Thinking Papers: (2 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 or online access), 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.

***E-Checkup To Go Paper:***

Using “E-Checkup To Go” [<https://interwork.sdsu.edu/echeckup/usa/alc/coll/?id=GMU&hfs=true>], prepare a 4-5-page, double-spaced paper. Paper should include six sections, *clearly identified with headings*: (1) Title and Reference; (2) Summary; (3) Messages and Audiences; (4) Critique; (5) Personal Reaction; and (6) Recommendations for Improvement.

***Community Support/Self-Help Group Meetings:***

Attend one *open* support or self-help group meeting (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.

***Reflection Summaries (3 Summaries):***

On the Journal 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.

***Participation:***

“Attendance” at class sessions is critical for a thorough understanding of course material. This is completed through reviewing and participating in the class modules posted online. Class participation is based on engagement in class discussions through discussion boards, preparation with readings and assignments, and questions. Exams encompass readings, assignments, and discussions.

***EXTRA CREDIT ASSIGNMENT: DEA Museum Visit (up to 15 points)***

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, and closed on federal holidays. Admission is free. Check the website for more information <https://www.deamuseum.org/visitor-information/>. If you are not located in the general DC Metro area and able to visit the DEA Museum, but would like an extra credit assignment, please contact the instructor.

**SCHEDULE OF TOPICS AND ASSIGNMENTS**

Date	Topic	Readings	Assignment Due
June 27	Introduction and Overview		
June 29	Motivation for Use, Classification and Terms	Chapters 1, 2, 3, 4, 5	

	Principles, Properties, Brain Health, Legal		
July 1	Depressants	Chapter 6	Critical Thinking Paper #1 Quiz 1 (Ch 1-6)
July 4	No Class— Independence Day		
July 6	Alcohol	Chapter 7, 8	
July 8	Narcotics Stimulants	Chapter 9, 10	Reflection #1 E-Checkup Paper Quiz 2 (Ch 7-10)
July 11	Hallucinogens Midterm Review	Chapter 12	
July 13	Campus Resources		Reflection #2
July 15	<b>MIDTERM</b> (Exam available online from July 11-15)		MIDTERM DUE
July 18	Marijuana	Chapter 13	Critical Thinking Paper #1 Revisions Critical Thinking Paper #2
July 20	Tobacco Inhalants and Over the Counter Drugs	Chapter 11, 14, 15	
July 22	Addiction Intervention	Chapter 2 White House Policy website SAMSHA Report to Congress	Reflection #3 DEA Extra Credit Paper
July 25	Treatment and Recovery Family and COA Impacts Final Review	Chapter 18	Community Support/Self Help Group Paper
July 27	Prevention and Education Special Populations	Chapters 3, 16, & 17	Quiz 3 (Ch 11-18)
July 29	<b>FINAL EXAM</b> (Final exam available online from July 25-29)		Final Exam due

Note: Faculty reserves the right to alter the schedule as necessary.

## TASKSTREAM REQUIREMENTS

N/A

## 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, 6<sup>th</sup> 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.

## 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.



