

University Catalog Course Description
George Mason University College of Education and Human Development
Recreation, Health and Tourism
HEAL 310 (DL) – Drugs and Health 3 Credits, Fall 2016

Faculty

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Prerequisites/Corequisites

None

Online

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

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 – review of lectures, active participation in class online 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.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous 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 August 26, 2016.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- [Include the following sentence, if applicable:] Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
[Adobe Acrobat Reader: <https://get.adobe.com/reader/>]

[Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]

[Apple Quick Time Player: www.apple.com/quicktime/download/] *Expectations*

- **Course Week:** Because asynchronous 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, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives This course is designed to enable students to do the following:

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.

Professional Standards

Upon completion of this course, students will have met the following professional standards: Not Applicable

Required Texts

Textbook: Hanson, G., Venturelli, P., & Fleckenstein, A. (2015) *Drugs and Society*, 12th Edition.

Online resources: 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

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.p df](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

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

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

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

• Assignments and Examinations

*****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.

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 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 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.

Reflection Summaries (5 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.

Group Debate Project: Although this class is online and asynchronous, students will be assigned to groups of 4-6 students (size is dependent on course enrollment) and engage in a “debate” with other groups on a particular topic (such as the legal drinking age, legalization of marijuana, and criminal penalties related to drug classes). Groups and topics will be assigned during the second week of class (after add/drop deadline) and will have corresponding due dates based on topic. Groups will prepare a virtual presentation (video) of their position on the topic to be shared with the class (see additional parameters on Blackboard), and will prepare “discussion prompts” to be placed on the discussion board (see additional parameters on Blackboard) and responded to by the class. After the “debate” and following “discussion” occurs, the class will cast votes on which side made the best argument.

Individual students will submit a summary of their contributions to the group’s effort and a general summary related to other group members’ contributions.

Groups will meet virtually or in person to create and produce their assignment, depending on student physical locations and preferences. See Blackboard assignment for references to technology tools that can be used for virtual meetings and for putting together shared videos from remote locations.

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.

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.

• **Other Requirements**

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.

Quizzes: Each quiz will include multiple choice questions on course content from textbook and lectures.

Midterm and Final Exam: Each exam will include multiple choice, true/false, matching and other types of

questions, as well as short answer and essay questions on course content from textbook and lectures.

• **Course Performance Evaluation Weighting**

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

REQUIREMENTS:

Critical Thinking Papers (3)	30 points (10 each)
E-Checkup Paper	15 points
Community Support/Self-Help Group Meetings & Paper	20 points
Reflection Summaries (5)	25 points (5 each)
Group Debate Project	20 points
Participation	25 points
Quizzes (3)	15 points (5 each)
Future Strategies Paper	50 points
Mid-Term Exam	50 points
Final Exam	100 points

Grading Policies

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

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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

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: <http://cehd.gmu.edu/values/>. **GMU Policies and Resources for Students** *Policies*
- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor. *Campus Resources*
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student. **For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
August 29	Introduction and Overview		
August 31	Motivation for Use, Classification and Terms	Chapters 1 & 2,	
September 2	Principles, Properties, Brain Health, Legal <i>Groups assigned for Debates</i>	Chapters 3, 4, 5	
September 7	Societal Context		Critical Thinking Paper #1
September 9	Depressants	Chapter 6	Quiz 1 (Ch 1-6)
September 12	Alcohol	Chapter 7	Reflection #1
September 14	Alcohol	Chapter 8	
September 19	Alcohol		E-Checkup Paper Debate Group 1: Video, Discussion Prompts, and Contributions summary due
September 21	Narcotics	Chapter 9	Critical Thinking Paper #2

			Critical Thinking Paper #1 Revisions
September 26	Stimulants	Chapter 10	Reflection #2 Responses and Votes for Debate 1 due
September 28	Midterm Review		Quiz 2 (Ch 7-10)
October 3	Hallucinogens	Chapter 12	Debate Group 2: Video, Discussion Prompts, and Contributions summary due
October 5	MIDTERM (Midterm exam available online from September 29-October 5)		Critical Thinking Paper #2 Revisions Midterm Exam due
October 10	Holiday Break NO CLASS		
October 12	Campus Resources		Reflection #3 Responses and Votes for Debate 2 due
October 17	Marijuana	Chapter 13	Critical Thinking Paper #3
October 19	Tobacco	Chapter 11	DEA Paper
October 24	Inhalants and Over the Counter Drugs	Chapters 14 & 15	Reflection #4 Debate Group 3: Video, Discussion Prompts, and Contributions summary due
October 26	Addiction	Chapter 2	
October 31	Intervention	White House Policy website SAMSHA Report to Congress	Critical Thinking Paper #3 Revisions Responses and Votes for Debate 3 due
November 2	Treatment and Recovery	Chapter 18	Community Support/Self Help Group Paper
November 7	Family and COA Impacts		Reflection #5
November 9	Prevention and Education	Chapters 3 & 17	
November 14	Special Populations	Chapter 16	Quiz 3 (Ch 11-18)
November 16	Higher Education Strategies	Best of Choices Public Health QEP White Paper	
November 21- 25	Holiday Break NO CLASS		
November 28	Health Communication Final Exam Review		Future Strategies Paper
November 30	Future Strategies Wrap Up		
December 5	FINAL EXAM (Final exam available online from December 5 to Dec. 9)		Final Exam due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Rubrics will be available on Blackboard for appropriate assignments.