

George Mason University
College of Education and Human Development
HEAL

HEAL 310 (DL 1) – Drugs and Health
3 Credits, Spring 2022
1/24-5/18
Asynchronous, Distance Learning

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Overview

Analyzes drug use, with emphasis on positive aspects, and presents alternatives to drug misuse and abuse. 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 asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain 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 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://support.microsoft.com/en-us/help/14209/get-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:

- Understand how drugs and alcohol work on the human body, including an appreciation of the addiction process.
- Identify the nature and extent of drug and alcohol problems in the American culture.
- Understand a variety of alternatives to drug use.
- Assess social problems resulting from inappropriate drug use.
- Specify positive approaches by a variety of societal groups for addressing drug abuse.
- Provide insight regarding causes for individual and societal abuse of drugs and alcohol.
- Describe the variety of components included in the continuum of care.
- Critically evaluate misconceptions, beliefs and information on drugs in order to establish a sound basis for personal action.

Required Texts

Textbook: Hanson, G., Venturelli, P., & Fleckenstein, A. (2020) *Drugs and Society*, 14th 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)

- Resources at Mason’s CAPH Site, including:
 - 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_s ummary.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>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

*****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:

1. professional journal (print version in the library or online access),
2. a newspaper/magazine, and
3. 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; This is the title of the article/publication in APA format. (2) Summary; General overview of the article itself and the content it covered, (3) Messages and Audiences; what is the primary message the author is trying to communicate and to whom is that message targeted, (4) Critique; provide a critical review of the article—what could be improved and what is done well, and (5) Personal Reaction; what are your personal thoughts on this topic and article.

E-Checkup To Go Paper: Complete the E-Checkup to Go (at link included here). Using the experience and report received through “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. See Critical Thinking Paper description (above) for more elaboration on these sections and what they should include.

Community Support/Self-Help Group Meetings: Community support groups in a time of Pandemic: While the world is shifting around us, individuals who rely on various in-person services to support their recovery and abstention from alcohol and other drug use are finding themselves in a new reality. Many support groups have moved to an online format, chat groups, and video conferencing. Due to ongoing safety concerns in the COVID-19 pandemic, students are provided with two choices for this paper.

- A. Please complete a 3-4 page summary of providing service in an online format by researching and providing reflection on the following: 1. Key components of recovery/group support meetings (in person and online), 2. Current trends in moving these experiences online, and 3. Ideas you have for how to do this in an impactful way and how you might measure that impact. Your paper should follow all appropriate APA formatting expectations and include references as appropriate.
- B. Please complete a 3-4 page summary of providing service through in in-person format by attending at least one meeting of a support group in an in-person setting and providing a reflection on the following: 1. Key components of recovery/group support meetings (in person and online), 2. Value of the in-person experience and how it may impact groups and individuals in recovery, and 3. Lessons you learned/perceptions you held that may have changed as a result of this experience. Your paper should follow all appropriate APA formatting expectations and include references as appropriate.

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.

Question of the Week: Students will be expected to submit on the discussion board their “question of the week”. Based on the readings and the lectures, as well as assignments, students should be generating things they may be pondering, wanting to learn more about, or just curious about what others think. Each week, students will have a space on the discussion board to do two things: a. post their own question and b. respond to questions asked by others. Points will be awarded based on participation in both A and B, as well as evidence of intentional reflection on the material and topics of the course.

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: View assigned TedTalk on YouTube (See link on Blackboard) and write a 3-4 page response with your ideas on the topic, what you learned in the video, and questions you may have.

• 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.

Grading

A = 320–350

A- = 310-319

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:

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| 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) |

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| Question of the Week | 30 points |
| Participation | 15 points |
| Quizzes (3) | 15 points (5 each) |
| Future Strategies Paper | 50 points |
| Mid-Term Exam | 50 points |
| Final Exam | 100 points |

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

SCHEDULE OF TOPICS AND ASSIGNMENTS SEP

| Date | Topic | Readings | Assignment Due |
|-------------|--|---|---|
| January 26 | Introduction and Overview | | |
| January 31 | Motivation for Use, Classification and Terms | Chapters 1 & 2, | |
| February 2 | Principles, Properties, Brain Health, Legal | Chapters 3, 4, 5 | |
| February 7 | Societal Context | | Critical Thinking Paper #1 |
| February 9 | Depressants | Chapter 6 | Quiz 1 (Ch 1-6) |
| February 14 | Alcohol | Chapter 7 | Reflection #1 |
| February 16 | Alcohol | Chapter 8 | |
| February 21 | Alcohol | | E-Checkup Paper |
| February 23 | Narcotics | Chapter 9 | Critical Thinking Paper #2 |
| February 28 | Stimulants | Chapter 10 | Reflection #2 |
| March 2 | Midterm Review | | Quiz 2 (Ch 7-10) Critical Thinking Paper #1 Revisions |
| March 4 | MIDTERM (Midterm exam available online from March 4-9) | | Midterm Exam due at 5pm ET on March . |
| March 9 | Hallucinogens | Chapter 12 | |
| March 14-20 | Spring Break | | |
| March 21 | Campus Resources | | Reflection #3 Critical Thinking Paper #2 Revisions |
| March 23 | Marijuana | Chapter 13 | Critical Thinking Paper #3 |
| March 28 | Tobacco | Chapter 11 | Extra Credit Paper |
| March 30 | Inhalants and Over the Counter Drugs | Chapters 14 & 15 | Reflection #4 |
| April 4 | Addiction | Chapter 2 | |
| April 6 | Intervention | White House Policy website SAMSHA Report to Congress | Responses and Votes for |
| April 11 | Treatment and Recovery | Chapter 18 | Community Support/Self Help Group Paper |
| April 13 | Family and COA Impacts | | Reflection #5 |
| April 18 | Prevention and Education | Chapters 3 & 17 | |
| April 20 | Special Populations | Chapter 16 | Quiz 3 (Ch 11-18) |

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|----------|---|---|-------------------------------------|
| April 25 | Higher Education Strategies | Best of Choices Public Health QEP White Paper | Future Strategies Paper |
| April 27 | Health Communication Final Exam Review | | |
| May 2 | Future Strategies Wrap Up | | |
| May 4 | FINAL EXAM (Final exam available online from May 4-10) | | Final Exam due May 10, 5:00pm ET |

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .