

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

HEAL 310 (C01) – Drugs and Health  
3 Credits, Summer 2022  
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 June 20, 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](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](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.
- 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/](http://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.** <sup>[SEP]</sup>
- 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. [L] [SEP]
2. Identify the nature and extent of drug and alcohol problems in the American culture. [L] [SEP]
3. Understand a variety of alternatives to drug use. [L] [SEP]
4. Assess social problems resulting from inappropriate drug use. [L] [SEP]
5. Specify positive approaches by a variety of societal groups for addressing drug abuse. [L] [SEP]
6. Provide insight regarding causes for individual and societal abuse of drugs and alcohol. [L] [SEP]
7. Describe the variety of components included in the continuum of care. [L] [SEP]
8. Critically evaluate misconceptions, beliefs and information on drugs in order to establish a sound [L] [SEP] basis for personal action.

**Professional Standards:** Not applicable

## Required Texts

Textbook: Hanson, G., Venturelli, P., & Fleckenstein, A. (2018) *Drugs and Society*, 13<sup>th</sup> Edition.

Online resources: [L] [SEP] 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.p df>

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>

## 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.\*\*\***

**ALL EXAMS AND QUIZZES ARE DUE BY 5:00pm EASTERN TIME ON DEADLINE!**

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.

## Assignments and/or Examinations

Critical Thinking Papers: (2 papers)<sup>[1][1]</sup><sub>[SEP]</sub> 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:<sup>[1][1]</sup><sub>[SEP]</sub>

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:<sup>[1][1]</sup><sub>[SEP]</sub> 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. 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.

Reflection Summaries (5 Summaries):<sup>[1]</sup> 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.

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

[https://www.ted.com/talks/johann\\_hari\\_everything\\_you\\_think\\_you\\_know\\_about\\_addiction\\_is\\_wrong?language=en](https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong?language=en)

### • 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 = 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:

Assignment	Points
Critical Thinking Paper (2)	10 points each
Community Support/Self-Help Group Paper	20 points
Reflection Summaries (3)	5 points each
Participation	20 points
Quizzes (3)	5 points each
Midterm Exam	50 points
Final Exam	100 points
<b>TOTAL</b>	<b>250 points</b>

## 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.

### Professional Dispositions

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

### Class Schedule

## SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
June 27	Introduction and Overview	Chapter 1	
June 29	Motivation for Use, Classification and Terms Principles, Properties, Brain Health, Legal	Chapters 3, 4, 5	Reflection #1

July 1	Depressants	Chapter 6	
July 4	Independence Day Holiday		NO CLASS
July 6	Depressants, Alcohol	Chapter 7, 8	Critical Thinking Paper #1 Quiz 1 (Ch 1-6)
July 8	Narcotics Stimulants	Chapter 9, 10	E-Checkup Paper Reflection #2
July 11	Hallucinogens Midterm Review	Chapter 12	Quiz 2 (Ch 7-10)
July 15	<b>MIDTERM DUE</b> (Exam available online from July 11-15)		DUE AT 5:00pm EASTERN
July 18	Marijuana Tobacco	Chapter 11, 13	Critical Thinking Paper #1 Revisions
July 20	Inhalants Over the Counter Drugs	Chapter 14, 15	Critical Thinking Paper #2
July 22	Addiction Intervention	Chapter 2 White House Policy website SAMSHA Report to Congress	Reflection #3 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 DUE</b> (Final exam available online from July 25-29)		DUE AT 5:00pm EASTERN

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](mailto: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](mailto:titleix@gmu.edu).

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