

George Mason University
College of Education and Human Development
HEAL

HEAL 310 (A01) – Drugs and Health
3 Credits, Summer 2024
Distance Learning
5/13-6/17

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 May 13, 2024.

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

Template Revision Date: 11/14/16

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

- A functional webcam for exams
- 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.

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. Lectures are sequenced to occur each Monday, Wednesday, and Friday—but are pre-recorded and can be viewed in advance.
- 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. The instructor is available on an appointment-only basis and can

meet virtually or in person on the Fairfax campus. 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 ensure 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 basis for personal action.

Required Texts

Textbook: Hanson, G., Venturelli, P., & Fleckenstein, A. (2022) *Drugs and Society, 14th Edition.* (Students do not need a copy that includes the extra features “code”—simply a copy of the text.)

Online resources: ^{[[L]]}_{[[SEP]]}

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.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 Assignments and Evaluation

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

All papers and assignments must be formatted in APA style and include relevant, scholarly references and citations.

*****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)^{[L][SEP]} 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.

Community Support/Self-Help Group Meetings:^{[L][SEP]} TWO OPTIONS:

^{[L][SEP]} Attend an open support or self-help group meeting (e.g., AA, NA, ACOA, AlAnon or similar meetings) that you have not attended previously. Local meetings for your area can be found through the organizations' websites and a zip code search. Meetings are typically weekly or daily. Look for an "open" meeting. (Do not attend a "closed" meeting as these are by invite only). 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.

OR:

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): 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

• 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.

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

• 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	25 points
Reflection Summaries (3)	5 points each
Participation	25 points
Quizzes (3)	5 points each
Midterm Exam	50 points
Final Exam	100 points
TOTAL	250 points

Class Schedule**SCHEDULE OF TOPICS AND ASSIGNMENTS** ISEP

Date	Topic	Readings	Assignment Due
May 15	Introduction and Overview	Chapter 1	
May 17	Motivation for Use, Classification and Terms Principles, Properties, Brain Health, Legal	Chapters 3, 4, 5	Reflection #1
May 20	Depressants	Chapter 6	
May 22	Depressants, Alcohol	Chapter 7, 8	Critical Thinking Paper #1 Quiz 1 (Ch 1-6)
May 24	Narcotics Stimulants	Chapter 9, 10	Reflection #2
May 27	Memorial Day – NO CLASS		
May 29	Hallucinogens Midterm Review	Chapter 12	Quiz 2 (Ch 7-10)
May 31	Marijuana Tobacco	Chapter 11, 13	Critical Thinking Paper #1 Revisions
June 3	MIDTERM DUE (Exam available online from May 29-June 3)		DUE AT 5:00pm EASTERN
June 5	Inhalants Over the Counter Drugs	Chapter 14, 15	Critical Thinking Paper #2
June 7	Addiction Intervention Prevention and Education Special Populations	Chapters 2, 3, 16, & 17 White House Policy website SAMSHA Report to Congress	Reflection #3 Extra Credit Paper
June 10	Treatment and Recovery Family and COA Impacts Final Review	Chapter 18	Community Support/Self Help Group Paper Quiz 3 (Ch 11-18)
June 14	FINAL EXAM DUE (Final exam available online from June 10-14)		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

- Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct. Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools. **Generative-AI tools are strictly prohibited for exams and should not be used as direct quote or language in any written paper or essay.**
- 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

Mason students now have FREE access to [TimelyCare](#) – a virtual mental health and well-being platform crafted specifically for college students!

With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online at [Timelycare.com/gmu](https://timelycare.com/gmu) or [Download the app](#).

<https://ulife.gmu.edu/timely-care/>