

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 310 – 001 – Drugs and Health (3)
Spring 2015

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| DAY/TIME: | MW 1:30 – 2:45 p.m. | LOCATION: | Innovation 208 |
| PROFESSOR: | David S. Anderson, Ph.D. | EMAIL ADDRESS: | danderso@gmu.edu |
| OFFICE LOCATION: | 10396 Democracy Lane, 1 st Floor | PHONE NUMBER: | 703-993-3698 |
| OFFICE HOURS: | 8:30–4:30 daily; email for appt. | FAX NUMBER: | 703-934-2195 |
| PREREQUISITES: | None | | |

COURSE DESCRIPTION

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

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, Glen; Venturelli, Peter; and Fleckenstein, Annette (2012) *Drugs and Society* 11th Edition. National Institute on Drug Abuse (2013) *Monitoring the Future Survey Results* [www.monitoringthefuture.org]
National Drug Control Strategy (2011) Office of National Drug Control Policy [www.whitehousedrugpolicy.gov/strategy]
Anderson, David and Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies Sourcebook*
Anderson, David and Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies Action Planner*
Anderson, David (2005) *COMPASS: A Roadmap to Healthy Living*. [www.compass.gmu.edu]
Anderson, David (2009) *Best of CHOICES: Alcohol Education 1998-2008*. NCAA Resource.
Anderson, David and Gusterson, Hugh (2010) *Understanding Teen Drinking Cultures in America*
Office of National Drug Control Strategy - Media Campaign [<http://www.mediacampaign.org>]
National Registry of Evidence-based Programs and Practices (SAMHSA) [<http://www.nrepp.samhsa.gov>]
National Clearinghouse on Alcohol and Drug Information [www.health.org]

NATURE OF COURSE DELIVERY: Face to face

Evaluation and Grading Scale: This course is graded on a point system, with a total of 350 possible points.

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

Requirements:

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| Critical Thinking Papers (3) | 30 points |
| Resources Review Paper | 20 points |
| Community Support/Self-Help Group Meetings & Paper | 35 points |
| Reflection Summaries (5) | 25 points |
| Future Strategies Paper | 35 points |
| Additional Assignments (e.g., Alcohol Screening, COMPASS, Website Review, Others TBA) | 35 points |
| Class Participation | 35 points |
| Mid-Term Exam | 60 points |
| Final Exam | 75 points |

Participation and Attendance:

Attendance at class sessions is critical for a thorough understanding of course material. Class participation is based on engagement in class discussions, preparation with readings and assignments, and questions. Exams encompass readings, assignments, and discussions.

Critical Thinking Papers:

Please prepare three critical thinking papers for published articles on drug- or alcohol-related topics; papers may be on the same or different topics. The three papers should be from different sources, one for each paper: a professional journal (print version in the library), a newspaper/magazine, and a government or trade publication. Each paper should be one-page, single-spaced and include five sections, *clearly identified with headings*: (1) Title and Reference; (2) Summary Abstract; (3) Messages and Audiences; (4) Critique; and (5) Personal Reaction.

Resources Review Paper:

Several web-based resources on substance abuse issues exist. Please review the three identified below, and prepare a 4- to 5-page single-spaced paper that follows the general outline of the Critical Thinking Paper, yet focuses primarily on the critique. Also, add a section to identify clearly recommendations for improvement. These include “Alcohol 101 Plus” [alcohol101plus.org], E-Chug, and E-Toke [these latter two are located on the WAVES website, at waves.gmu.edu].

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 4-6 page single-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.

Future Strategies Paper:

Prepare a 5-10 page single-spaced paper focused on future strategies with drugs/alcohol. Identify an area of need and prepare a paper that describes specific strategies that could be implemented to better address this need. Include the following elements 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.

Note: Papers are due on the scheduled date; those received late are subject to point reduction

SCHEDULE OF TOPICS AND ASSIGNMENTS

| | | | |
|---------------------|---|--|---------------------------------|
| January 21 | Introduction and Overview | | |
| January 26 | Motivations for Use, Classifications & Terms | Chapters 1, 2 | <i>Asgt.</i> |
| January 28 | Societal Context and Historical Perspectives | Chapter 3 / <u>Monitoring the Future</u> | |
| February 2 | Principles, Properties, Brain Health, Addiction | Chapters 4, 5 | <i>CTP #1</i> |
| February 4 | Depressants | Chapter 6 | <i>Reflection Summary#1</i> |
| February 9 | Campus Resources | | |
| February 11 | Alcohol | Chapter 7 | |
| February 16 | Alcohol | Chapter 8 | <i>CTP #2</i> |
| February 18 | Alcohol | | |
| February 23 | Narcotics | Chapter 9 | <i>Resources Review Paper</i> |
| February 25 | Stimulants | Chapter 10 | |
| March 2 | Hallucinogens | Chapter 12 | <i>Reflection Summary#2</i> |
| March 4 | Mid-Term Exam | | |
| SPRING BREAK | | | |
| March 16 | Marijuana | Chapter 13 | |
| March 18 | Marijuana | | |
| March 23 | Tobacco | Chapter 11 | |
| March 25 | Tobacco | | <i>CTP #3</i> |
| March 3 | Inhalants | Chapter 14 | <i>Asgt.</i> |
| April 1 | OTC Drugs | Chapter 15 | <i>Reflection Summary#3</i> |
| April 6 | Addiction: “What” and “Why” | Chapter 2 | <i>Asgt.</i> |
| April 8 | Intervention and EAPs | | |
| April 13 | Treatment and Recovery | Chapter 18 | <i>CS/SHG Paper(*)</i> |
| April 15 | Family and COA Issues | | <i>Reflection Summary#4</i> |
| April 20 | Prevention and Education | Chapters 3, 17 | <i>Asgt.</i> |
| April 22 | School and Community Strategies | Chapter 16 | <i>Future Strategy Paper(*)</i> |
| April 27 | Higher Education Strategies | <u>Sourcebook</u> , <u>Best of Choices</u> | <i>Asgt.</i> |
| April 29 | Strategic Planning / Health Communication | <u>Action Planner</u> | <i>Refl..Summary #5</i> |
| May 4 | Future Strategies / Wrap-Up | | |
| May 6 | FINAL EXAM | | |

NOTES: 1. All papers and assignments are to be submitted via Blackboard with the exception of two, (CS/SHG Paper and Future Strategies Paper), marked with *.

2. “Asgt.” represents tentative due dates for brief on-line assignments (20 reasons, alcohol screening, prevention, COMPASS, website review); finalized due dates will be announced in class and posted on Blackboard.

GMU POLICIES AND RESOURCES FOR STUDENTS

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/>].
- 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 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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.



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