

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

HEAL 310 (C01) – Drugs and Health  
3 Credits, Summer 2019  
Asynchronous, Distance Learning

**Faculty**

Name: Sally Sagen Lorentson  
Office Hours: By Appointment  
Office Location: SUB 1, Suite 4211, Fairfax Campus  
Office Phone: 703.993.3967  
Email Address: slorents@gmu.edu

**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 23, 2019.

**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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
- 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.**
- **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:** Not applicable

## Required Texts

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

Online resources: 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](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](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.\*\*\***

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: (2 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 one 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.

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.

## • 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/polices-procedures/>

## Class Schedule

### SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
June 24	Introduction and Overview	Chapter 1	
June 26	Motivation for Use, Classification and Terms Principles, Properties, Brain Health, Legal	Chapters 3, 4, 5	
June 28	Depressants	Chapter 6	Critical Thinking Paper #1 Quiz 1 (Ch 1-6)
July 1	Alcohol	Chapters 7, 8	
July 3	Narcotics Stimulants	Chapter 9, 10	Reflection #1 E-Checkup Paper Quiz 2 (Ch 7-10)
July 5	No class-Independence Day		
July 8	Hallucinogens Midterm Review	Chapter 12	
July 10	Campus Resources		Reflection #2
July 12	<b>MIDTERM</b> (Exam available online from July 8-12)		MIDTERM DUE
July 15	Marijuana	Chapter 13	Critical Thinking Paper #1 Revisions Critical Thinking Paper #2
July 17	Tobacco Inhalants Over the Counter Drugs	Chapter 11, 14, 15	
July 19	Addiction Intervention	Chapter 2 White House Policy website SAMSHA Report to Congress	Reflection #3 DEA Extra Credit Paper
July 22	Treatment and Recovery Family and COA Impacts Final Review	Chapter 18	Community Support/Self Help Group Paper
July 24	Prevention and Education Special Populations	Chapters 3, 16, & 17	Quiz 3 (Ch 11-18)
July 26	<b>FINAL EXAM</b> (Final exam available online from July 22-26)		Final Exam due

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 <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 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 <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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