HEAL 310 – Drugs and Health (3)
Spring 2012

DAY/TIME: MW 1:30 – 2:45 p.m. LOCATION: Science and Tech I 206
PROFESSOR: David S. Anderson, Ph.D EMAIL ADDRESS: danderso@gmu.edu
OFFICE LOCATION: 201-E Krug Hall PHONE NUMBER: 703-993-3698
OFFICE HOURS: 8:30–4:30 most weekdays FAX NUMBER: 703-993-5575
Call or email for appt.

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.
Anderson, David and Gusterson, Hugh (2010) Understanding Teen Drinking Cultures in America
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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**Requirements:**

Critical Thinking Papers (3) 30 points
Alcohol 101 Plus Paper 15 points
Community Support/Self-Help Group Meetings & Paper 35 points
Future Strategies or Controversy Paper 35 points
Reflection Summaries (4) 20 points
Additional Assignments / Quizzes (as needed) 25 points
Class Participation 25 points
Mid-Term Exam 65 points
Final Exam 100 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.

**Alcohol 101 Plus Paper:**

Using “Alcohol 101 Plus” [alcohol101plus.org], prepare a 3- to 4-page single-spaced paper that follows the general outline of the Critical Thinking Paper, yes focuses primarily on the critique. Also, add a section to identify clearly recommendations for improvement.

**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 or Controversy Paper:**

Prepare a 5-10 page single-spaced paper focused on future strategies or a current controversy with drugs/alcohol.

**Future Strategies Paper:** 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.

**Controversy Paper:** Address an issue/topic for which ‘sides’ clearly exist; it is recommended the topic chosen be reviewed prior to proceeding. The paper should include references and include the following sections: (a) Brief statement of the controversy; (b) Summary of why the issue is a controversy; (c) Discussion (elaboration of the sides of the controversy); (d) Implications (how decisions for each side will result in different outcomes); and (e) Recommendations (your resolution of the controversy).

**Note:** Papers are due on the scheduled date; those received late are subject to point reduction.
SCHEDULE OF TOPICS AND ASSIGNMENTS

January 23  Introduction and Overview
January 25  Motivations for Use, Classifications & Terms  Chapters 1, 2 / Monitoring the Future
January 30  Principles, Properties, Brain Health, Addiction  Chapters 3, 4, 5
February 1  Societal Context and Historical Perspectives  CTP #1
February 6  Depressants  Chapter 6  Refl. Summary #1
February 8  Alcohol  Chapter 7
February 13  Alcohol  Chapter 8  A101+ Paper
February 15  Alcohol  Alcohol 101 Plus
February 20  Narcotics  Chapter 9
February 22  Campus Resources
February 27  Stimulants  Chapter 10  CTP #2  Refl. Summary #2
February 29  Stimulants
March 5  Hallucinogens  Chapter 12
March 7  Mid-Term Exam

SPRING BREAK

March 19  Marijuana  Chapter 13  CTP #3
March 21  Marijuana
March 26  Tobacco  Chapter 11
March 28  Tobacco / Inhalants / OTC Drugs  Chapters 14, 15  Refl. Summary #3
April 2  Addiction: “What” and “Why”  Chapter 2
April 4  Family and COA Issues
April 9  Treatment and Recovery  Chapter 18  CS/SHG Paper
April 11  Intervention and EAPs
April 16  Prevention and Education  Chapters 3, 17
April 18  School and Community Strategies  Chapter 16
April 23  Higher Education Strategies  Sourcebook, Best of Choices
April 25  Strategic Planning  Action Planner  Refl. Summary #4
April 30  Health Communication  Future Strategies / Contro. Paper
May 2  Future Strategies / Wrap-Up

May 9  Final Exam
Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- 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/1301gen.html].

- 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.

- Students are expected to exhibit professional behaviors and dispositions at all times.

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].

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.