Course Description:
This course will analyze U.S. policies and programs concerning alcohol and other drugs. Changing definitions of use, misuse, and dependency, and the socio-legal history of use patterns will be studied. Attention will be given to issues arising at different stages in the life cycle. The politics and economics of drug and alcohol industries, control legislation, and funding of services will be considered. Various models of prevention and treatment programs will be analyzed for different subgroups of the population (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), relationship status, national origin, race, religion or spirituality, sex and sexual orientation).

Course Content:
This course will focus on learning the direct application of skills for analyzing, developing, and implementing drug related policies, programs, and services along the domains of prevention, treatment, and rehabilitation. Students will receive an orientation to the policy-related areas of prevention, treatment, and rehabilitation. In addition, international, historical, and anthropological approaches to conceptualizing prevention, treatment, rehabilitation, and legal responses to drug use in the United States will be covered. Students will also learn to analyze and evaluate macro and societal responses to drug use in the United States and elsewhere, within the contexts of identified populations, with particular attention to populations at risk, including people of color, women, transgender, Lesbian, Bisexual, Gay and Queer (TLBGQ) groups. Models of prevention and treatment derived from social science theory and research will be reviewed.

Course Objectives:
Upon completion of the course, students will be able to:
1. Describe social, economic, and political determinants of current patterns of drug use, misuse, and dependency.
2. Analyze the impact of regulatory, control, and services legislation and policies.
3. Review and critique the principal service models and their outcomes for individuals and the society.
4. Evaluate the implications of current and future legislation, policy, and programs for special populations and those in different jurisdictions.
5. Analyze the actual and potential role of social work in service delivery, administration, policy and planning, and inter-organizational relationships in drug prevention programs.

6. Discuss typical ethical concerns related to drug policies, prevention, treatment, law, and social policy.

Relationship of the Course to Curricular Themes:

- **Theme Relation to Multiculturalism and diversity**: Students will develop the capacity to identify ways in which diversity dimensions such as “ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), relationship status, national origin, race, religion and/or spirituality, sex and sexual orientation” influence and are impacted by drug policies.

- **Theme Relation to Social Justice and Social Change**: Students will learn that the ability to approach drug policy analytically is necessary if the social work profession, by virtue of social work practice and ethics, is to play an important role in shaping the outcome of ongoing drug policy debates to reflect social change and justice issues.

- **Theme Relation to Promotion, Prevention, Treatment and Rehabilitation**: Too often, drug policies are implemented in reaction to an issue, not proactively, due to changing social, economic, and political circumstances and influences. Prevention and promotion activities are difficult to evaluate, and therefore, raise special challenges in social policy implementation. Students will be exposed to innovative evaluation techniques, such as social impact analysis, which can be used to analyze and evaluate promotion and prevention activities prior to the development, implementation, and analysis of any relevant policy issue or initiative.

- **Theme relation to Behavioral and Social Science Research**: Drug policies are in a constant state of flux owing to changing social, economic, and political circumstances. Thus, any review of existing policy may be quickly outdated and has limited use as part of the training for social work students. Therefore, students will be provided with social science models and theories that can be used as tools to analyze and evaluate any policy issue.

Relationship of the Course to Social Work Ethics and Values:

Ethical standards of social work practice (the NASW Code of Ethics) will be used to review issues commonly confronted in the development and provision of drug relevant policy, programs, and services. The ethical themes of autonomy, beneficence, non-maleficence, fidelity, and justice will be emphasized and discussed. Emphasis will also be placed on the social workers’ ethical obligation to use scientifically sound practice and to continually evaluate policy and programs.

Course Design: The course will use a variety of strategies to promote students understanding of the course materials. This course will include, readings, lecture, discussion, and outside resource persons, small groups work, problem solving exercises, audio visual materials and a variety of assignments (oral, written, presentations and meeting participation). Students will be given an opportunity to examine their own biases and values regarding chemical dependency use and abuse. In addition, the class atmosphere will allow for the expression of different attitudes, viewpoints and exchange of information among students.
Course Implementation:
The collective experience of faculty and students who have previously participated in this course lead to several critical points:

1. The scope of topics and issues that could be covered in this course is VAST. I have provided a framework for presenting this material in a broad perspective. However, there is some room for accommodating individual needs for learning - that is truly a basic part of the course. If the class as a whole wants to consider some ideas not covered in this outline, I will certainly listen to what you have to say, and work with you to come up with a useful and helpful response.

2. Alcohol and drug courses tend to stir up very strong emotions and reactions because:
   a) The material is controversial,
   b) Most of us use some type of psychoactive substances,
   c) Most of us know one or more people (close relatives, friends, ourselves) who have developed alcohol or drug-related problems.
   d) Some people may be currently recovering from an alcohol and drug problem.

As a result, the course content can be very painful and sometimes may lead to course-related denial, resistance, or overinvestment. It would be useful to monitor your own reactions carefully and for us to talk about strong reactions, preferably in class if they are not too private. Otherwise, they will interfere with your learning and the dynamics of the classroom. You may want to assess your own and family's alcohol/drug history, use patterns, and attitudes, and identify your own orientation towards use and regulation of alcohol and other drugs--perhaps via a journal or reaction notebook.

3. There are some topics that will NOT be extensively discussed in this course. We will only briefly address the biology of drugs (e.g. stimulant, depressant, etc). These topics are covered in SW 615.

Course Requirements:
Attendance and participation: Attendance and participation are 5% of the final grade. Attendance will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading prior to class, to reference for informed class participation, attending class on time, and participating in all class activities and group assignments. Class attendance is important for you to keep up with course work. It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my prior approval. Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences may result in failure of the course. Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.
There are six graded assignments for this course. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be handed out in class. These due dates have been noted on the class schedule in **Bold** letters.

**Assignment 1: Policy selection for assignments 5/6- **due 9/21/12 (5%)**

For this assignment you will tell me what policy you are interested in for your policy presentation and paper (assignments 5 and 6). It is important to choose a policy as soon as possible so you can get started on reviewing the literature on your policy early in the course. This must be handed in on the due date so that I may review to determine if what you have chosen fits with the course and your learning goals. This assignment will be graded on a pass/fail basis. Handing it in on the due date will give you a pass. A grade of “pass” will be converted to an “A” for computation of the final grade.

**Assignment 2: AA/NA assignment– due October 5, 2012 (20%)**

You will attend at least two open AA or NA meetings and write a paper on this experience. This paper will give you an opportunity to describe and analyze your observations at these meetings. You will be given a list of questions to answer for this paper.

**Assignment 3: ATOD Newsworthy Article assignment- due date to be assigned 9/21/12-10/26/12 and 11/9/12 (10%)**

This assignment will give you the opportunity to see the impact of policies and link what is being taught in the classroom to the outside world. You will read a newsworthy article from a newspaper, magazine, web news, etc, share what you have read with the class and hand in a 1-2 page paper discussing how the article links to policy and relates to course learning.

**Assignment 4: Theory/Policy Roundtable: November 2, 2012 (15%)**

The purpose of this assignment is to simulate some of the debate and diversity within the addictions and recovery field, to learn about various theories and their policy implications and to do the previous in a somewhat painless, participative and hopefully “fun” fashion. Very briefly as we will discuss this much more before the due date, you will work in a group on a specific perspective of addiction. You will address several questions about this particular perspective and then you will present it at the roundtable, which will include time for presentation, questions, discussion, debates, etc. I will try to have some class time to work on this, but you will also need to work on this activity outside of class.

Policy work is best done in collaboration, thus you will be working with a partner/group for your policy presentation and paper (Assignment 5 & 6).

**Assignment 5: Policy Paper Presentation: November 16 & 30, and December 7 2012 (20%)**

You will make a 15-20 minute presentation of your policy paper to the class. Prepare 2 handouts: (1) Outline describing the policy and (2) an outline describing your analysis of this policy.

**Assignment 6: Policy paper- due December 7, 2012 (25%)**

This paper will be an analysis of a current ATOD state or federal policy issues. The paper will be a maximum of 15 pages. The paper will include a clear definition of the problem, its
history, funding, objectives, current political perspectives, strengths and weakness, how implemented, its impact, influence on the promotion of social justice and social change and policy recommendations.

In addition to the above, your class attendance and participation will be considered in determining your grade (5% of your final grade). Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Format of papers
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA* 6th Edition for your papers, including proper headings and citations.
I grade all papers for my classes anonymously. With each paper submission, include a title page without your name on it, and provide a separate duplicate title page with your name. Only after I have read and graded all the papers, will I determine which paper belongs to whom.

General Expectations for Written Work
I expect that in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or http://www.socialworkers.org/pubs/code/default.asp

Plagiarism – not referencing another’s language, words, ideas, facts or statistics – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. Please refer to your Student Guide to the Master’s in Social Work Degree Program for further discussion of plagiarism. The student guide is electronic: http://www.ssw.umich.edu/studentGuide/ and/or the information presented at http://www.lib.umich.edu/academic-integrity/resources-students

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s (paper’s) due date. Unless an extension contract has been arranged between a student and me, before the due date of the assignment, any assignment that is not completed on the due date will be assigned 0 points. All assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Grading
Each assignment will be given a letter grade. The criteria for each grade are as follows:

A-, A or A+ Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment is exceptional. The difference between A-, A and + is based on the degree of superiority to which these skills are

demonstrated.

**B+** Mastery of subject content beyond expected competency, but has not
demonstrated additional critical analysis, creativity or complexity in the
completion of the assignment.

**B** Mastery of subject content at level of expected competency – meets course
expectations

**B-** Less than adequate competency, but demonstrates student learning and potential
for mastery of subject content.

**C+, C or C-** Demonstrates a minimal understanding of subject content. Significant areas
needing improvement to meet course requirements.

**E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily
weighted in grade assignment, format, and presentation are also important. Failure to follow
APA guidelines for referencing and for headings will result in a lower grade. For assistance with
writing or if you want feedback on written work contact the Office of Student Services
(http://ssw.umich.edu/current/student-services.html) or the **Sweetland Writing Center**
(http://www.lsa.umich.edu/swc/). As an “f.y.i” Sweetland usually wants advanced notice (approx.
two weeks before a paper is due) so they can go over edits and so on with you. You also need to
schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from
9-5, Mon thru Fri although always check before you go there since they do close occasionally for
staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.

I suggest that you have someone who is unfamiliar with your subject read your paper before you
turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or
phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools,
but not as reliable as a human reader.

The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be
determined by multiplying the worth of each assignment, by the following grade points: A+= 9,
A = 8, A- = 7, B+ = 6, B = 5, B- = 4, C+ = 3, C = 2, C- = 1, less than C- = 0. The numerical
scores for each assignment will be summed.

I need to include here a word about grading. I understand that the assessments of your work are
subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above, I
grade all papers anonymously. Second, based on the assignment outline that you have received,
I use a template within which I set my expectations for the assignment. I compare your
submissions to that template, not to one another.

If you read my comments to you and believe that I have erred, please discuss your findings with
me within one week of getting your assignment/paper back. It may be that you do not
understand what I have told you, or that I have made a mistake. In either case, I am certain that
the situation will be rectified; either you will better understand what I want you to know, or I will
correct my error.
Course materials
There is one required text, several required readings from materials/journals available on-line and handouts to supplement the lecture topic.

Required Text
(Readings in this text will be designated “Levinthal” on the class schedule)

Additional Reading: In addition to course readings, you may want to review other reading resources during this course. The following books and journals may serve as useful references for you in your research for your assignments

Books:


Journals that include materials of interest include, but are not limited to the following:

- Alcohol and Alcoholism
- Alcohol and Health
- American Journal of Drug and Alcohol Abuse
- American Journal of Public Health
- Criminal Justice and Behavior
- Drug and Alcohol Dependence
- International Journal of Drug Policy
- Journal of the American Medical Association
- Journal of Chemical Dependency Treatment
- Journal of Drug Issues
- Journal of Drug Education
- Journal of Health Politics, Policy and Law
- Journal of International Drug Policy
- Journal of Prevention & Intervention in the Community
- Journal of Psychoactive Drugs
- Journal of Studies on Alcohol
- Journal of Substance Abuse Treatment
- Review of Policy Research
- Scientific American
- Substance Abuse
- Substance Use and Misuse

**Housekeeping**

*Electronic Devices*: In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all phones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please set to vibrate only and please let your home or office know that you are only available for emergencies that no one else can handle. A personal computers may be used for note taking specifically related to the class. Please do not be on email, doing other work or web searching during the class as this is disruptive to my teaching and other students.

*Special Circumstances*: If there are any circumstance that require that I and/or the class adapt to your special needs, please consult with me. It is most helpful to do this at the start of the semester, so as to ensure that those needs are met in a timely manner. However, if any situation arises during the semester, please let me know as soon as you can so accommodations are timely.

*Religious Observances*: Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.
Class Schedule: SYLLABUS: tentative
The Course Schedule that follows is tentative and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

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<th>Week &amp; Date</th>
<th>Class Content/Topic &amp; Assignments</th>
<th>Readings</th>
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| 1 9/7/12    | Course introduction and Overview | 1. “Levinthal”: Chap 1 (on-line U of M Library-electronic resources)  
| 2 9/14/12   | Addiction: Definitions, theoretical perspectives & Models Classifications of drugs Historical Perspectives: (Culture, society, religion, laws & policy) | 1. “Levinthal”: Chap 4  
           |                                   | 5. Supplemental handouts |
| 3 9/21/12   | Historical Perspectives Continued: (Culture, society, religion, laws & policy) The Social Epidemiology of ATOD use (Special populations) | 1. “Levinthal”: Chap 2 and 3 (on-line U of M Library-electronic resources)  
<pre><code>       |                                   | 5. Supplemental handouts |
       |                                   | 5. Supplemental handouts: White Chap 15-17 |
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| 5 | State & Laws Policy Analysis | 1. “Levinthal”: Chap 5 and 6  
| 6 | Assessment, Diagnosis, Intervention + Recovery Oriented System of Care | 1. “Levinthal”: Chap 9 and 16 (pp. 396-404) (on-line U of M library- electronic resources)  
4. Supplemental handouts |
| 7 | Prevention/Harm Reduction | 1. “Levinthal”: Chap 16 (pp. 378-395) (on-line U of M Library-electronic resources)  
5. Supplemental handouts |
| 8 | Prevention: Intervention/Approaches (Guest Speaker: Beth Glover Reed?) | 1. “Levinthal”: Chap 10  
2. Supplemental handouts |
| 9 | Dual Diagnosis Speaker and Lecture | 1. “Levinthal”: Chap 12 (on-line U of M library- electronic resources)  
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| 10/11/92   | Relapse Prevention                | ROUND Table Group Exercise
|            | Confidentiality, roles & ethics   | 1. “Levinthal": Chap 11 (on-line U of M library- electronic resources) |
|            |                                   | 4. Supplemental Handouts |
| 10/11/16/12| Responses to ATOD Use: Policy, regulatory issues and strategies | Student policy presentations
|            |                                   | 1. “Levinthal": Chap 13 and 14 (on-line U of M library-electronic resources) |
| 10/11/23/12| NO CLASS: Thanksgiving Break      | |
| 10/12/13   | Responses to ATOD Use: Policy, regulatory issues and strategies | Student policy presentations
|            |                                   | 1. “Levinthal": Chap 15 (on-line U of M library- electronic resources) |
| 10/12/14/12| Intersecting Policy’s Future Directions | Policy paper due