



**Drug Policies: Prevention, Treatment, Law and Social Policy
SW 643, Section 001 Fall 2014**

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Classroom: Room 3752 SSWB
Friday's 2:00 p.m. – 5:00 p.m
Office hours: TBA/by appointment
Prerequisite: 530 or permission of instructor

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/marital 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/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/drug courses tend to stir up very strong emotions, reactions and triggers 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 10/2/15 (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 16, 2015 (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 10/2/15- 11/6/15 and 11/20/15 (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, relates to PODS and your course learning.

Assignment 4: Theory/Policy Roundtable: November 13, 2015 (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: 12/4/15 & 12/11/15 (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 11, 2015 (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 cheating and a violation of academic integrity and will be grounds for failure on an assignment, a failing grade in this course and may be expelled from the University of Michigan. There are no exceptions.

Please make sure you understand what constitutes plagiarism or cheating. 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> and/or the Library

Research Guide on Academic Integrity in Social Work available at

<http://guides.lib.umich.edu/swintegrity>

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.

* *Publication manual of the American Psychological Association. Sixth Edition.* (2010). Washington, D.C.: Author.

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 “fyi” 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-Fri although always check before you go, 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 grade points on the 4 point grade system. 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

Levinthal, Charles (2016) Drugs, Society and Criminal Justice. Fourth Edition. New York: Pearson Education Inc. (Ulrich's Book Store, 549 E. University Avenue)
(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

Three suggested articles: Depending on your interests you may want to add any of the three articles listed below. They can be obtained (on-line U of M Library-Online Journal List)

1. Messina, N., Calhoun, S., and Warda, U. (2012) Gender-Responsive Drug Court Treatment: A Randomized Controlled Trial. *Criminal Justice and Behavior* 39(12):1539-1558-This article compares outcomes for women offenders that received either gender-responsive or mixed gender treatment.
2. Spohn, C., and Belenko, S. (2013) Do the Drugs, Do the Time? The effect of Drug Abuse on Sentence Imposed on Drug Offenders in Three U.S. District Courts. *Criminal Justice and Behavior* 40(6):646-670-This article examines whether offenders' history of hard drug use affects outcomes for offenders.
3. Young, D., Borland, R., and Coghill, K. (2012) Changing the Tobacco Use Management System: Blending Systems Thinking with Actor-Network Theory. *Review of Policy Research* 29(2): 251-279-This article discusses theories used in controlling tobacco specific to product regulation, and harm reduction vs. harm elimination.

Books:

Alasuutari, P. (1992). Desire and craving: A cultural theory of alcoholism. New York: State University of New York Press.

Babor, T. (2010) Alcohol: No Ordinary Commodity. New York: Oxford University Press.

Bayer, & Oppenheimer (1993). Confronting drug policy: Illicit drugs in a free society. New York: Cambridge University Press.

Belenko, Steven (2000). Drugs and Drug Policy in America: A Documentary History. Westport, CT: Greenwood Press.

Ben-Yehuda, & Nachman (1990). The politics and morality of deviance: moral panics, drug abuse, deviant science and reversed stigmatization. NY: State University of New York Press.

Clark, W., & Hinton, M. (Eds.) (1991). Alcohol in America: Drinking practices and problems. New York: State University of New York Press.

- Courtwright, D. (1982). Dark Paradise: Opiate addiction in America before 1940. Cambridge, MA: Harvard University Press.
- Courtwright, D. (2001). Dark Paradise: A history of Opiate Addiction in America. Cambridge, MA: Harvard University Press.
- Duke, S., & Gross, A. (1993). America's longest war: Rethinking our tragic crusade against drugs. New York: G. P. Putnam's Sons.
- Edwards, G., Strang, J., and Jaffe, J. (1993) Drugs, Alcohol and Tobacco: Making the science and policy connections. New York: Oxford University Press
- Elias, R. (1993). Victims still: The political manipulation of crime victims. Newbury Park, CA: Sage Publications.
- Elwood, W. (1994). Rhetoric in the war on drugs: The triumphs and tragedies of public relations. New York: Praeger.
- Falco, M. (1992). The making of a drug free America: Programs that work. NY: Times Books.
- Faupel, C., Horowitz, A., and Weaver, G. (2009) The Sociology of American Drug Use. New York: Oxford University Press.
- Forbes, D. (1994). False fixes: The cultural politics of drugs, alcohol and addictive relations. New York: State University of New York Press.
- Inciardi, J., and McElrath, K. (2010). The American Drug Scene: An Anthology. The drug legalization debate. New York: Oxford University Press.
- Inciardi, J. (1992). The War On Drugs II: The continuing epic of heroin, cocaine, crack, crime, AIDS and public policy. Mountain View, CA: Mayfield Publications.
- Klingemann, H., et al (Eds.) (1992). Cure, care or control: Alcoholism treatment in sixteen countries. New York: State University of New York Press.
- Langton, P. (1996). The social world of drugs. St. Paul, MN: West Publishing.
- MacKenzie, D., & Uchida, C. (1994). Drugs and crime: Evaluating public policy initiatives. Thousand Oaks, CA: Sage Publications.
- Martin, J., & Romano, A. (1992). Multinational crime: Terrorism, espionage, drug and arms trafficking. Newbury Park, CA: Sage Publications.
- Mieczkowski, T. (1992). Drugs, crime and social policy. Mayfield Publications.
- Mosher, C. and Akins, S. (co-author). (2007). Drugs and Drug Policy: The Control of Consciousness Alteration. Sage Publications, Inc.

Musto, David (1999) The American Disease: Origins of Narcotic Control. Third Edition. New York: Oxford University Press.

Musto, David (2002) Drugs in America:A Documentary. New York: New York University Press

Reeves, & Campbell (1994). Cracked coverage: Television news, the anti-cocaine crusade, and the Reagan legacy. Duke University Press.

Stimmel, B. MD (1996) Drug Abuse and Social Policy in Aamerica: The War That Must Be Won. New York: Haworth Press, Inc.

Tollison, R. D. (1986). Smoking and society: Toward a more balanced assessment. Lexington, MA: Lexington Books.

White, William (1998) Slaying the Dragon: The History of Addiction Treatment and Recovery in America. Bloomington Illinois: Chestnut Health Systems/Lighthouse Institute.

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

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

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. 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.

Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Ctools
1 9/18/15	Course introduction and Overview	<ol style="list-style-type: none"> 1. “Levinthal”: Chap 1 (on-line U of M Library-Online Journal List) 2. Keire, M (1998) Dope Fiends and Degenerates: The Gendering of Addiction in the Early Twentieth Century. <i>Journal of Social History</i> 31(4): 809-822 3. Greenspan, Nicole, et al., (2011) "It's not rocket science, what I do": Self-directed harm reduction strategies among drug using ethno-racially diverse gay and bisexual men. <i>International Journal of Drug Policy</i> 22: 56-62
2 9/25/15	Addiction: Definitions, Classifications of Drugs, Theoretical Perspectives & Models. Historical Perspectives: (Culture, society, religion, laws & policy).	<ol style="list-style-type: none"> 1. “Levinthal”: Chap 4 and 5 2. Peele, S. Assumptions About Drugs and the Marketing of Drug Policies. http://www.peele.net/lib/models.html 3. Peele, S. My Genes Made me Do It. http://www.peele.net/lib/genes.html 4. Joseph, J., & Pearson, P. (2002) Black Youths and Illegal Drugs. <i>Journal of Black Studies</i> 32(4):422-38
3 10/2/15	Historical Perspectives Continued: (Culture, society, religion, laws & policy). The Social Epidemiology of ATOD use (Special populations) Policy Selection Assignment Due for “policy paper/presentation”	<ol style="list-style-type: none"> 1. “Levinthal”: Chap 2 and 3 2. Sutherland, M & Ericson, R (2010) Alcohol, use, abuse & treatment in People of African Descent. <i>Journal of Black Studies</i> 41(1):71-88 Jan. 3. Mauer, M. (2004) Race, Class and the Development of Criminal Justice Policy. <i>Review of Policy Research</i> 21(1):79-92 4. Kelly, B. (2013) Prevalence and correlates of prescription drug misuse among socially active young adults. <i>International journal of Drug Policy</i> 24:297-303 5. Supplemental handouts: White Chap 15-16
4 10/9/15	Treatment industry and self-help groups If time- Movie: “Hooked-Illegal Drugs and How They Got That Way Vol. 1”	<ol style="list-style-type: none"> 1. “Levinthal”: Chap 9 and 10 2. Hickman, T. (2004) “Mania Americana”: Narcotic Addiction and Modernity in the United States, 1870-1920. <i>Journal of American History</i> 90(4): 1269-1294 3. Chu, Doris. Religiosity and Desistance From Drug Use. (2007) <i>Criminal Justice and Behavior</i> 34(5): 661-679 4. Gorman, Dennis. (2007) Do medical cannabis laws encourage cannabis use? <i>International Journal of Drug Policy</i>. 18(3): 160-167 5. Supplemental Handouts: White Chap 17-18

Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Ctools
5 10/16/15	State & Laws Policy Analysis If time- Movie: “Hooked-Illegal Drugs and How They Got That Way Vol. 1” AA/NA paper due	1. “Levinthal”: Chap 6-8 2. National Drug Control Strategy 2014- on-line at www.whitehousedrugpolicy.gov/policy/ndcs.html and www.whitehouse.gov/ondcp/national-drug-control-strategy 3. Principles of Modern Drug Policy- On-line at www.whitehouse.gov/ondcp/policy-and-research/principles-of-modern-drug-policy (on-line U of M Library-Online Journal List) 4. Evans, E., et al. (2011) Promising practices for delivery of court-supervised substance abuse treatment: perspectives from six high-performing California counties operating proposition 36. <i>Evaluation and Program Planning</i> . 34:124-134.
6 10/23/15	Assessment, Diagnosis, Intervention + Recovery Oriented System of Care If Time-Movie: “Hooked-Illegal Drugs and How They Got That Way Vol. 2”	1. "Levinthal": Chap 11 and 17 (pp. 378-410) 2. Bloom, B., Owen, B., & Covington, S. (2004) Women Offenders and the Gendered Effects of Public Policy. <i>Review of Policy Research</i> 21(1):31-48 3. Terry-McElrath, Y., & McBride, D. (2004) Local Implementation of Drug Policy and Access to Treatment Services for Juveniles. <i>Crime & Delinquency</i> . 50(1): 60-87 4. Berman, B., Streja, L., and Guthmann, D. (2010). Substance Use Among Deaf and Hard of Hearing Youth. <i>Journal of Drug Education</i> . 40(2): 99-124 5. Supplemental handouts-Prevention materials for 11/6
7 10/30/15	Prevention/Harm Reduction Movie: “Hooked-Illegal Drugs and How They Got That Way Vol. 2”	1. “Levinthal”: Chap 12 2. Sweanor, David.(2007) Tobacco harm reduction: How rational public policy could transform an pandemic. <i>International Journal of Drug Policy</i> . 18(2):70-74 3. Pauly, Bernadette. (2008) Harm reduction through a social justice lens. <i>International Journal of Drug Policy</i> . 19:4-10 4. Nanin, Jose, et al., (2006) Community Reactions To Campaigns Addressing Crystal Methamphetamine Use Among Gay and Bisexual Men in New York City. <i>Journal of Drug Education</i> . 36(4): 297-315
8 11/6/15	Prevention: Intervention/Approaches (Guest Speaker: Beth Glover Reed) Developing Drug Policy Framework	1. “Levinthal”: Chap 17 (pp. 363-377) 2. Watson, Tara, et al. (2013) Design considerations for supervised consumption facilities (SCFs): Preferences for facilities where people can inject and smoke drugs. <i>International Journal of Drug policy</i> 34:156-163 3. Supplemental handouts

Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Ctools
9 11/13/15	Relapse Prevention Confidentiality, roles & ethics ROUND Table Group Exercise	1. “Levinthal”: Chap 13 (on-line U of M Library-Online Journal List) 2. Smith, Aaron, et al. (2010) Contextual influences and athlete attitudes to drugs in sport. <i>Sport Management Review</i> 13: 181-197 3. Hartwell, K, et al. (2012) Motives for using: A comparison of prescription opioid, marijuana and cocaine dependent individuals. <i>Addictive Behaviors</i> 37: 373-378
10 11/20/15	Dual Diagnosis Speaker and Lecture	1. “Levinthal”: Chap 14 (on-line U of M Library-Online Journal List) 2. Palamar, J., & Halkitis, P. A (2006) Qualitative Analysis of GHB Use Among Gay Men: Reasons For Use Despite Potential Adverse Outcomes. <i>International Journal of Drug Policy</i> 17(1): 23-28 3. Kleiman, M. (2008) An Administrative Remedy for the Crack Mandatory Sentencing Problem. <i>Journal of Drug Policy Analysis</i> 1(1): 1-7 4. Gabriela, R. (2002) Drugs and Alcohol: US prohibition and the Origins of the Drug Trade in Mexico, 1910-1930. <i>Journal of Latin American Studies</i> [Great Britain] 34(1):21-42
11 11/27/15	NO CLASS: Thanksgiving Break	
12 12/4/15	Responses to ATOD Use: Policy, regulatory issues and strategies Student policy presentations	1. “Levinthal”: Chap 15 (on-line U of M Library-Online Journal List) 2. Prochaska, Judith. (2010) Failure to treat tobacco use in mental health and addiction treatment settings: A form of Harm reduction? <i>Drug and Alcohol Dependence</i> . 110:177-182 3. Ritter, A. (2009) Methods for comparing drug policies-The utility of composite drug harm indexes. <i>International Journal of Drug Policy</i> . 20: 475-479 4. Ceccoli, S. (2002) Divergent Paths to Drug Regulation in the United States and the United Kingdom. <i>Journal of Policy History</i> 14(2):135-169
13 12/11/15	Intersecting Policy’s, Future Directions Student policy presentations Policy paper due	1. “Levinthal”: Chap 16 2. Brownstein, Henry. (2007) Measuring the stability of illicit drug markets: Why does it matter? <i>Drug and Alcohol Dependence</i> . 90(Suppl): S52-S60 3. Fazey, Cindy. (2007) International Policy on Illicit Drug Trafficking: The formal and Informal Mechanisms. <i>Journal of Drug Issues</i> 37(4):755-799
14 12/18/13	Exam, paper period-Return Papers	