Drug Policies: Prevention, Treatment, Law and Social Policy
SW 643, Section 001
Fall, 2001

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Course Number: #18636

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., age, race, gender, ethnicity, and class). Depending upon student interest, various topics will receive special attention, such as decriminalization, chemotherapy, age restriction, medicalization, and deinstitutionalization.

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, and gay, lesbian, bisexual, and transgender 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: a) regulatory, control, and services legislation and policies, and b) the organization of public and private systems affecting use, misuse, and dependency.
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 interorganizational 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 Four Curricular Themes:**

- **Multiculturalism and diversity:** Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement influence and are impacted by drug policies.

- **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.

- **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.

- **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 social work students carry into their careers. 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, nonmaleficence, 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 including, readings, lecture, discussions, small groups work, guest lectures and a variety of assignments (oral, written, presentations and meeting participation)

**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. Those students needing background in the biology of drugs are strongly urged to read Ray and Ksir's Drugs, Society, and Human Behavior, 6th edition. This book serves as a good refresher and reference.

Course Requirements:
Attendance:
You are expected to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. 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. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me as soon as possible if you must miss class and it is your responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates.
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. I will leave handouts by the door of the classroom so you may pick them up when you enter.

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: Topic's selection for assignments 2 & 3- due 9/26/01 (5%)**
For this assignment you will tell me what topic you have chosen for your first paper and what policy you will write about for your policy paper. It is important to choose these as soon as possible. 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 and so you can get started on reviewing the literature for them early in the course. 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: Topic specific paper- due October 24, 2001 (20%)**
Depending on your interests and learning goals there are several ways you may want to approach this course. For this assignment, you will be given a list of several questions/activities
under broad categories of possibilities that are related to the content of this course. You will choose one option from this list and respond in 5-6 pages.

Assignment 3: Policy paper- due December 5, 2001 (30%)
This paper will be an analysis of a current ATOD state or federal policy issues in the United States or other country. 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.

Assignment 4: class presentation on your policy paper: December 5/12, 2001 (15%) You will make a 15-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 5: Community Policy Simulation: October 31, 2001 (15%) You will participate in a simulated effort to develop policy for a specific community in the United States. We will compare our predicted policy strategy to actual strategies for the community, and generate predictions of policy strategy given changes in economy, crime statistics, youth drug use, and drug incidence and prevalence.

Assignment 6: Theory/Policy Roundtable: November 14, 2001 (15%) The purpose of this assignment is to simulate some of the debate and diversity within the Chemical dependency 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 in week 2, 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. You will have some class time to work on this, but will also need to work on this activity outside of class.

In addition to the above, your class attendance and participation will be considered in determining your 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* for your papers, including proper headings and citations. All papers are graded 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
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.)

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries which are completed for another course are not acceptable and will be assigned 0 points. Please refer to page 50 of your Student Guide to the Master’s in Social Work Degree Program 2000-2002 for further discussion of plagiarism.

All assignments are due only on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the paper’s due date. Unless an extension contract has been arranged between a student and me, any assignment that is not completed on the due dates will be assigned 0 points.

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

- **A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree 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 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 weighed 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, you may go to the Writing Workshop, 1139 Angell Hall, (734) 764-0429.

Before you begin working on class assignments, please read the section in your Student guide to the master’s in Social Work Degree Program 2000-2001 titled Writing Term papers and Research papers at the University of Michigan by Professor Sherrie A. Kossoudji (pp. 54-67)

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 = 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 all papers will be graded 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.

7. Course materials

There is one required text, one recommended text, several required readings from materials/journals available in the library or on-line and handouts to supplement the lecture topic.

Required Text
Musto, David F. (1999) The american disease: origins of narcotic control. Third Edition. New York: Oxford University Press (Ulrich's Book Store, 549 E. University Avenue) (Readings in this text will be designated “Musto” on the class schedule) (cost about $18.00)

Courtwright, David T (2001). Dark paradise: a history of opiate addiction in America. Cambridge: Harvard University Press. (Ulrich's Book Store, 549 E. University Avenue) (Readings in this text will be designated “Courtwright” on the class schedule) (cost about $22.00)

Recommended Text
Belenko, Steven (2000). Drugs and drug policy in America: A documentary history. Westport, CT: Greenwood Press. (Ulrich's Book Store, 549 E. University Avenue) (Readings in this text will be designated “Courtwright” on the class schedule) (cost about $50.00. Has copies of source documents of drug policies that both Musto and Courtwright refer to. Extremely useful, but not required - look at your budget and judge accordingly.)

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  
- Journal of the American Medical Association  
- Journal of Chemical Dependency Treatment  
- Journal of Drug Issues  
- Journal of Health Politics, Policy and Law  
- Journal of Prevention & Intervention in the Community  
- Journal of Psychoactive Drugs  
- Journal of Studies on Alcohol  
- Journal of Substance Abuse Treatment  
- Scientific American  
- Substance Abuse  
- Substance Use and Misuse

8. **Housekeeping**

Electronic Devices
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones 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 let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Special Circumstances:
If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me.

Religious Observances:
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.
# Course At A Glance: Fall 2001

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Musto</th>
<th>Courtwright</th>
<th>Belenko (recommended)</th>
<th>Session Concentrations</th>
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</thead>
<tbody>
<tr>
<td>Sept 5, 2001</td>
<td>✓ Orientation, Scope of the Course ✓ Introduction to course website (coursetools) ✓ Programs and Policies</td>
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<tr>
<td>Sept 12, 2001</td>
<td>✓ Definition and Models of Addiction ✓ Drug classifications ✓ Drug policy analysis</td>
<td>Chapter 1</td>
<td>Chapter 1</td>
<td>Documents 1-7, 12-18, 31-39, 138-139</td>
<td>Hooked on Drugs - Opium; Analysis of the Harrison Act</td>
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<tr>
<td>Sept 19, 2001</td>
<td>✓ Historical perspectives</td>
<td>Chapter 2-3</td>
<td>Chapter 2</td>
<td>Documents 8-11, 19-27, 28-30</td>
<td>Drug Policy Overview Hooked on Drugs: Cocaine and Heroin</td>
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<tr>
<td></td>
<td>✓ Social epidemiology of ATOD</td>
<td>Chapter 4-5</td>
<td>Chapter 3-4</td>
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<td>Data Sources and Information; Presentation of Data</td>
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<tr>
<td>Sept 26, 2001</td>
<td>Assignment One Due</td>
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<td></td>
<td>✓ History of Drug Education and Treatment</td>
<td>Chapter 6-7</td>
<td>Chapter 5</td>
<td>Documents 43-70</td>
<td>Harrison Act Continued</td>
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<td>Oct 3, 2001</td>
<td>✓ History of Drug Prevention and Treatment ✓ Assessment, Diagnostic Issues</td>
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<td>Oct 10, 2001</td>
<td>✓ Drug Treatment Overview</td>
<td>Chapter 8</td>
<td>Chapter 6</td>
<td>Documents 86-91, 128-137, 170-192</td>
<td>Medicalization of treatment, Drug treatment historical to current</td>
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<tr>
<td>Oct 17, 2001</td>
<td>✓ Drug Policy and Treatment in from the 60s-90s</td>
<td>Chapter 9</td>
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<td>Documents 92-126</td>
<td>Hooked on Drugs - Marijuana and Methamphetemine</td>
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<td>Oct 24, 2001</td>
<td>Assignment Two Due</td>
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<td></td>
<td>✓ Alcohol Use, Prevention and Treatment</td>
<td>Chapter 10</td>
<td>Chapter 7</td>
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<td>Oct 31, 2001</td>
<td>✓ Tobacco Use, Prevention and Treatment</td>
<td>Chapter 11</td>
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<td>November 14, 2001</td>
<td>✓ Responses to ATOD Use: Policy &amp; regulatory issues</td>
<td>Chapter 12</td>
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<td>✓ Strategies - Drug Treatment Review</td>
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<td>November 21, 2001</td>
<td>✓ Responses to ATOD Use: Funding services</td>
<td>Chapter 13</td>
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<td>✓ Intersecting policy areas</td>
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<td>November 28, 2001</td>
<td>✓ Future directions, roles and ethical issues in SW.</td>
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<td>December 5, 2001</td>
<td>✓ Summary of Drug Policy</td>
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<td>✓ Policy Paper Presentations</td>
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<td>Assignment Four</td>
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<td>December 12, 2001</td>
<td>✓ Presentations continued</td>
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<td>Last Class Day</td>
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<td>✓</td>
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<td>Assignment Four</td>
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