Drug Policies: Prevention, Treatment, Law and Social Policy  
SW 643, Section 001  
Winter, 2003  

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Classroom: Room 3816 SSWB  
Wednesdays, 9a.m. – 12p.m.  
Office hours: Wed. 8-9am or by appointment  

I. 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).  

II. 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.
III. 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 interorganizational relationships in drug prevention programs.
6. Discuss typical ethical concerns related to drug policies, prevention, treatment, law, and social policy.

IV. Course Design

This course will include lecture, discussion, and outside resource persons, problem solving exercises, and audiovisual materials. Students will be given an opportunity to examine their own biases and values regarding chemical use and abuse. In addition, the class atmosphere will allow for expression of different attitudes, viewpoints, and exchange of information among students.

V. 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.

**VI. 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.

**VII. 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.
VIII. Source Materials

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

Required Texts


Additional Reading: In addition to course readings, we will use information from the readings below. You may want to review these 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*  *Journal of Prevention & Intervention in the Community*
*Alcohol and Health*  *Journal of Psychoactive Drugs*
*American Journal of Drug and Alcohol Abuse*  *Journal of Studies on Alcohol*
*American Journal of Public Health*  *Journal of Substance Abuse Treatment*
*Drug and Alcohol Dependence*  *
*Journal of the American Medical Association*  *
*Journal of Chemical Dependency Treatment*  *
*Journal of Drug Issues*  *
*Journal of Health Politics, Policy and Law*  *
*Scientific American*  *
*Substance Abuse*  *
*Substance Use and Misuse*
## IX. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 8</td>
<td>Introduction, scope of the course. Programs and policies. Discussion of framework to analyze policies</td>
<td>Students to identify topics for policy briefs</td>
<td>Class will meet in SSWB B696, basement</td>
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<tr>
<td>2</td>
<td>Jan. 15</td>
<td>Advanced orientation to library resources.</td>
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<tr>
<td>3</td>
<td>Jan. 22</td>
<td>Hx of drug policy, primarily of Narcotics. Definition and models of addiction. Framework for drug policy analysis</td>
<td>Musto’s Ch. 1-3</td>
<td></td>
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<tr>
<td>5</td>
<td>Feb. 5</td>
<td>Analysis of the Harrison Act</td>
<td></td>
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<tr>
<td>6</td>
<td>Feb. 12</td>
<td>Past &amp; current tobacco policies Students’ Presentations</td>
<td>Policy Briefs 3-4</td>
<td></td>
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<tr>
<td>7</td>
<td>Feb. 19</td>
<td>Alcohol Prohibition and current debates on drug prohibition/legalization</td>
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<tr>
<td>8</td>
<td>Feb. 26</td>
<td>Vacation Break: No class.</td>
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<td></td>
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<tr>
<td>9</td>
<td>March 5</td>
<td>Guest Speaker. Topic: Social epidemiology of ATOD</td>
<td>Musto’s Ch. 4-5</td>
<td></td>
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<tr>
<td>10</td>
<td>March 12</td>
<td>Club drugs. Students’ Presentations</td>
<td>Policy Briefs 5-6</td>
<td></td>
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<tr>
<td>11</td>
<td>March 19</td>
<td>History of drug education and treatment</td>
<td>Musto’s Ch. 6-7</td>
<td></td>
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<tr>
<td>12</td>
<td>March 26</td>
<td>Responses to ATOD Use: Policy &amp; regulatory issues Strategies - Drug Treatment Review Students’ Presentations</td>
<td>Policy Briefs 7-8</td>
<td>Musto’s Ch. 9-11</td>
</tr>
<tr>
<td>13</td>
<td>April 2</td>
<td>History of drug treatment and prevention. Medicalization of treatment.</td>
<td>Musto’s Ch. 12-13</td>
<td></td>
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<tr>
<td>14</td>
<td>April 9</td>
<td>Future directions, roles and ethical issues in SW.</td>
<td></td>
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<tr>
<td>15</td>
<td>April 16</td>
<td>Summary of Drug Policy</td>
<td>Students’ Presentations of Final paper</td>
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**Note:** Additional readings and classroom exercises will be announced on a weekly basis depending on students’ progress.
IX. **GRADED ASSIGNMENTS**

Four Group Assignments and Presentations (60 points).

The class has 12 enrolled students. Thus, we will have four groups of three individuals. Students will join groups based on their policy interest but group membership can change according to topics in the middle of the semester. Of the four groups, students in two of the groups will research the same topic while students in the two other groups will research a different topic. One group will write a 7-10-page policy brief in favor of the particular policy while the other group will write a policy brief against the policy. The same format applies to the other two groups. Each group-pair will present their topics to the rest of the class and will engage in a discussion. The “audience” will also join the discussion and will vote on the group that provided the most persuasive arguments.

Each group will present a total of 4 policy briefs during the semester. Each policy brief and group presentation will be evaluated on a 15-point scale for a total of 60 points. A list of criteria for each of the assignment will be distributed in class.

The policy briefs will be an analysis of current ATOD state or federal policy issues in the United States or by the United States in relation to other countries. Each brief will be 7-10 pages. The briefs will include a clear definition of the problem, its history, funding, objectives, and current political perspectives. Then, its impact will be assessed by analysis of its cost and issues of equity, efficacy, and effectiveness. If discussing services such as treatment services, briefs may use the 5 As to aid in the analysis of the policy. The 5 As are Availability, Accessible, Affordable, Adequate/Appropriate, and is it Acceptable to the population served.

Because class presentations will be scheduled on the first day of class, it is critical that assignments be completed on time and presented as scheduled. If the topic is not well developed or it has not received serious thought then points will be taken off accordingly. Also, 2 points will be deducted for each class the assignment is turned in late.

**Final Paper and Presentations (20 points)**

At the end of the semester students who presented on the same topic, albeit different perspectives, will compile their work into a final comprehensive paper. Assuming that each group successfully completes four 7-10 page policy briefs, then for each group-pair, the final paper would be between 28-40 pages. The final paper will not only be a compilation of the four policy briefs but it will be written coherently and in a way that it can be shared with policy makers. Before this is done, the instructor will give considerable feedback to the groups. Arrangements will be made for the students to submit their work to the identified stakeholders. Also, at the end of the semester, time will be set aside for students to present their final paper. Selected stakeholders (e.g., state government officials, city council reps, lobbying groups) will be invited to attend the final presentations. Finally, depending on students’ schedules, instead of the class presentations students may choose to directly present their findings to a selected organization (e.g., the Governor’s Office, or a legislator or legislator’s aid). This will be determined during the semester.
The primary goal of these assignments is to make these very useful by providing information to elected officials to inform their voting on policy issues. For example, a policy brief on testing of welfare recipients would be provided to Governor Granholm’s office.

Attendance (20 points).

Attendance is a basic requisite for participation in this class. Participation is important because it serves to address students questions and to clarify information regarding material covered and assignments, provides feedback to the instructor in terms of how well students are learning, and provides the opportunity for the instructor to modify activities accordingly. Also, the simple activity of sharing ideas from various points of view enhances learning. Further, prior research has shown that grades are correlated with attendance, perhaps for the above reasons. 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.

A sign up sheet will be distributed during class for you to sign up. Make sure to print your name clearly. Attendance will be graded as follows:

<table>
<thead>
<tr>
<th>Missed classes</th>
<th>Points accrued</th>
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<tbody>
<tr>
<td>2 or less</td>
<td>20</td>
</tr>
<tr>
<td>3 – 4</td>
<td>16</td>
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<tr>
<td>5 – 6</td>
<td>14</td>
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<td>7 – 8</td>
<td>12</td>
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<tr>
<td>9 – 10</td>
<td>10</td>
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<tr>
<td>11 or more</td>
<td>0</td>
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</tbody>
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X. GRADING SYSTEM

The following grades will be assigned based on the percentage of points accumulated.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>A+</td>
</tr>
<tr>
<td>95 – 96</td>
<td>A</td>
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<tr>
<td>90 – 94</td>
<td>A-</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
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<tr>
<td>85 – 86</td>
<td>B</td>
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<td>80 – 84</td>
<td>B-</td>
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<tr>
<td>77 – 79</td>
<td>C+</td>
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<tr>
<td>75 – 76</td>
<td>C</td>
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<tr>
<td>70 – 74</td>
<td>C-</td>
</tr>
<tr>
<td>60 or below</td>
<td>E</td>
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</tbody>
</table>
A range  Mastery of subject content, demonstration of critical analysis, creativity, complexity, and quality of assignments. The difference between an A+, 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.

The APA guidelines for referencing and for headings are recommended though you may use any of the other more widely used guidelines such as the Chicago Style, among others. The main task is that your citations be consistent across all assignments including the final paper. 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.

Format of papers

All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA* or other formats (see instructor for additional details) for your papers, including proper headings and citations.

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 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.

### XI. 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.