

City College of San Francisco – Spring Session 2011
Health 30: Drugs & Society
MU350 /Tuesdays 5:00-8pm
January 18-May 24, 2011

Instructor: Dee-Dee Stout, MA, CADC II; member of MINT; Associate/Trainer, ICCE
Telephone: 510-919-9678 **ONLY**

E-mail: ddstoutrps@aol.com **ONLY**; Teaching Assistant (TA): Emilie Laik:
emilie.laik@gmail.com

Office hours: BY APPOINTMENT ONLY, 4-5pm Tues/Wed, Room MU321B

Website: www.responsiblerecovery.org

Objectives:

This class will analyze the evolution of drug policy, drug use, and treatment throughout the last century and beyond. An examination of drugs in social and historical context will help students to understand how we have evolved from a nation/culture where drugs were legal to a nation/culture with a predominant 'zero tolerance' policy regarding most drugs – including alcohol - and drug users. Drug policy will be examined from a variety of perspectives, including regulation, prohibition, 12-Step and harm reduction. This class focuses mainly on the social and economic impacts of drugs and drug use (including the spread of HIV and HCV), and a majority of the sessions will focus on: illicit drugs; communities stigmatized for their usage of drugs; the Drug War and how it increases the harms associated with drug use; and strategies beyond (though including) 12-Step only, to reduce harm/increase resilience for individuals and communities involved with illicit drugs or drug users.

In today's AOD treatment, prevention, and judicial systems, we have a tendency to rely on outdated methods of interventions in these various, but intersecting, areas of drugs and their societal influence. It is imperative that we change these mostly ineffective and prejudicial patterns. In order to facilitate this change process, it is necessary to carefully and critically think about what we as a field and a majority culture are doing regarding substance use disorders (SUD's) & other health behavior change(s). Therefore, in this class, I ask you to come prepared: to challenge everything you think you know about addiction, abuse, use, policy, and our field. If you are expecting answers to your questions, then you may be in the wrong place; there are no clear-cut answers to such complex problems. Together, we will grapple with the ambiguities. Welcome to the revolution in our field.

I also want to warn you that you may feel uncomfortable about topics discussed in this class as your beliefs and ideas about treatment and more may be challenged (this does not mean I am challenging your *personal* recovery if that fits). This is the beginning of learning to be a critical thinker – one of the biggest goals of any college experience and certainly of this class. I would ask, however, that if you find yourself so uncomfortable about concepts, ideas, statements, or more that you hear in this class, to please commit to speaking to me in office hours, before doing anything else. An important part of college

courses is learning how to deal more effectively with others – clients, team members, colleagues, and management – and our own feelings about topics especially as we prepare to work in this complicated field called addiction where there are a variety of opinions and often, little consensus. There is no guarantee in college to be comfortable with subjects.

I thank you for the privilege of helping you learn some new concepts and new ways of thinking which I hope will serve you well in your journey toward being an effective AOD counselor. I also welcome all ideas and thoughts in my classroom - even those with which I disagree - so please feel free to speak up. We have much to learn from each other - so let's begin!

This semester, you all will be assisting me to teach this course through a process called "Cooperative Learning." *"Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (1/17/11, <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>)." This will also involve an exercise called "Jigsaws" which we will use often though not every week. Jigsaws are accomplished in groups. Most groups will have 4-5 students with one of those students also being assigned the role of "Checker." It is the Group Checker's job to ask and write the answer to this question, and then share it with the class at the completion of the Jigsaw exercise: "How did you each choose which items in your reading was of greatest importance to share with other students?" **Regular attendance will be crucial to your group and to your grade in this class as it is one way in which you will be evaluated for preparedness in our certificate program. Regular attendance will also be necessary for me to complete other in-class evaluation rubrics for you which are part of my grading process.***

Student Learning Objectives/Outcomes:

By the end of this semester, you will be able to:

1. **Think critically** on a variety of topics related to drugs and our society. This will be evaluated through class discussions, Jigsaw exercises, the midterm paper, and final exam presentation.
2. **Take personal responsibility for your learning process.** This will be evaluated with rubrics on class discussions and Jigsaw exercises.
3. **Describe the history of drug use and associated legal issues.** This will be evaluated through the use of rubrics for class discussions and possible Jigsaw exercise.
4. **Participate in healthy debates** re: various treatment options especially harm reduction.

5. **Critically analyze** the effectiveness of today's models of treatment, intervention, and policies. This will be shown in class discussions, Jigsaw exercises, the midterm paper and final exam presentation.
6. **Demonstrate the ability to posit possible solutions** to the "drug problems" today. This will be evaluated through class discussions, Jigsaw exercises, the midterm paper, and final exam presentation.
7. **Learn how to participate in a group learning environment.**
8. **Familiarize yourself with needed knowledge** to be an effective, informed and socially aware alcohol and other drugs (AOD) counselor, and **apply basic computer skills**. This will be evaluated through class discussions, Jigsaw exercises, the midterm paper, and final exam presentation as well as computer-based assignments.

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge & controversy."

----Dr. Martin Luther King, Jr.

We are at an incredible turning point in drug treatment and policy which is both exciting and scary. Let's promise to gently support one another while we search for the best answers to these very complicated issues!

Required Texts:

1. Levinthal, C. Point/Counterpoint: Opposing Perspectives on Issues of Drug Policy. (2003) Allyn and Bacon.
2. Style: **APA or MLA only**. You may get this information in book form or a web source (see <http://owl.english.purdue.edu>). Our Library also has information on these which you will get in the Library class on 1/25.

Before we get started:

- Notice: All additional copies of syllabi and most handouts will be available ONLY on my website: there are no regular handouts due to increased costs to the department/college. Thanks!
- **Pre-Assignment:**
 1. Before the January 25th class, please **send me your email address with your name and class name in the subject** (such as: ddstoutrps@aol.com; H30). This is the main way in which we will be communicating about such classroom items as Extra Credit (EC) opportunities, handouts, assignments, schedule changes, new articles, and more.
 2. **Join the Yahoo Group for our AOD department.** See Craig Wenzl, Associate Director for the AOD Certification Program for more information. This information can also be found on the wall outside the door at the Link Center.

Assignments:

- 1) **Current Event Weekly Presentations** (worth 150 points): Each week, one group will be responsible to conduct a group-facilitated discussion on any current event on drugs and society. The topic may come from a newspaper, magazine, etc. (See schedule for dates). The topic for this need have NOTHING to do with your final presentation topic and all members must be present to earn points. This assignment is given to students in part to help students see that drug policy affects all areas of our daily lives and society, and to observe how drugs are a large part of our cultures.

- 2) **Final presentations** (worth 150 points): **Due in May.** Your group will choose a topic on which to research & then do a 30-minute presentation to the class (see Schedule for dates). These groups will also be your Current Event groups but not always your Jigsaw groups. BE CREATIVE with this assignment!! Here are some suggestions:
 - i. Make a 30 second Public Service Announcement (PSA)
 - ii. Start a letter writing campaign i.e., to Gov. Brown
 - iii. Write an article or op-ed piece for the SF Chronicle, BAR, Examiner, Counselor, Addiction Professional, etc. or web-based material
 - iv. Write a piece for the CAADE or CAADAC newsletter
 - v. Design a version of Drug Jeopardy
 - vi. Analyze and report on the drug war violence in Mexico using YouTube videos from various news sources (there are some wonderful blogs in Spanish as well written by brave people living in the midst of this war)

Use multimedia and various forms of research (more will be discussed and rubrics given for clarity). You will be graded on your creativity, the content of your material, and how well you followed directions.

- 3) **TBA: Needle Exchange Program (NEP) Trips:** Each person will be responsible for their own 'field trip' to a local needle exchange site (worth 150 points **if we are able to arrange**). You must contact the NEP in advance and get permission to observe/volunteer. If you go with someone else, you may not be in groups of more than 2. No exceptions! Plan to discuss this trip in class. **Note:** *I do not know if this will be possible this semester. I am working on it but it's likely not to happen, sadly. If not, I have interviews with NEP users that we can read and use for this assignment instead.*

4) MIDTERM Reaction/Research Paper (worth 150 points): You will write a 3-5 page reaction/research paper (see Rubric for more information) analyzing some aspect of drugs and their affect on culture/society. The source will be a film, book, art exhibit, music, or other outside-of-class material(s) approved by me. The paper must be typed and double-spaced, using a 12-point font (Arial or Tahoma are suggested & use less ink), and include all proper citations. Grammar and spelling count! You may use either the American Psychological Association (APA) or Modern Language Association (MLA) format, both of which will be covered in the Library class on Jan 25. More information on these can also be found online at the site commonly called "OWL:" <http://owl.english.purdue.edu/owl/>.

- a) The outline for this paper is **due Feb 8**. We will discuss how to write an outline at the Library class as well. This information can also be found on the OWL website.
- b) Please be creative and have fun with this assignment while you learn. One way to accomplish this goal is to choose a subject that you would like to learn more about. This is also a place to push yourself to gain the most points on your paper evaluation rubric.

5) In Class:

- a) **Debates (worth 150 points):** We will be holding at least 2 mini-debates on chapter readings. Please be prepared to argue both sides as you will not know on which side you are until you get to class (but you may use your book and notes to guide you). I promise this will be fun, explorative, and informative! **To begin Feb 1.**

Extra Credit (worth up to 50 points & due **by April 26**. You may turn in early):

1) Volunteer at least 6 hours at an agency, facility, or other organization that deals with substance use/abuse/prevention, treatment, or policy. Please choose a place with which you have no current or previous connection. Check with me prior to embarking on this assignment just to be sure the place meets the requirements. Provide a letter from your volunteer supervisor, dated and on agency letterhead, with verification of your hours and work. Please write a 1-2 page paper on questions I will provide if you choose this option.

OR

2) Read the book "*Hooked*" by Lonny Shavelson. Take notes and be prepared to discuss Dr. Shavelson's comments re: the drug treatment system and your thoughts/reactions. You will be presenting this to the class and entertaining

questions/comments from your classmates on this project for about 15 minutes. Other books can be used as well; ask me! An outline for this exercise will be provided to you if you choose this option.

OR

3) Take the Harm Reduction Coalition (HRC)/NEP Overdose Prevention training or any courses at HRC. Complete the form for this option, provided if you choose this.

Other opportunities will be announced throughout the semester

SCHEDULE

(Subject to change)

Jan 18

Introductions/Overview of Syllabus

Classroom Etiquette Guidelines

Film: "The War on the War on Drugs" (ABC Special)

In class personal writing assignment: What are your hopes for this class? What do you hope to do with your education here?

In class Discussion: Focus Question #1:

- Answer the following questions based on the film we just saw:
 - a) *What are 3 ways the war on Drugs has been successful?*
 - b) *What are 3 ways it has not?*
- Brief live class evaluation

Jan 25

5PM: Meet at Rosenberg Library, Rm R414

6:45-8: Class Design Discussion

Team Leader Selection/Final

Presentation Topics

Feb 1 **Topic: Chap 1: Should we Legalize Drugs?**

Readings: All read Text p1-3 & 23-25

1) Go to <http://www.peele.net/blog/081205.html> and read this section on Prohibition

2) p.4-11 **Text**

3) p.12-21 **Text**

4) p. 21-23 **Text**

Jigsaw Debate #1: Legalization & Regulation v Status Quo

Current Event: I will do this one to show you how it's done. The topic is TBA.

- Feb 8 **Topic: Chap 4: Should Harm Reduction (HR) be our overall Goal in Fighting Drug Abuse?**
Readings: All read p70-73* & p88-89
 1) p74-77 Selection 11 - **Text**
 2) p77-81 Selection 12 - **Text**
 3) p81-88 Selection 13 - **Text**
 4) Read excerpt on defining harm reduction from “*Coming to Harm Reduction Kicking and Screaming.*” Go to www.responsible-recovery.org .(specifics will be given later as website is being updated)
***25 points EC to any of you who can find updated statistics to Tables 4.1 & 4.2** (hint: you might start with the Federal government)
Jigsaw Debate #2
Current Event: Group 3
 • **Midterm outlines due, via email only**
- Feb 15 **Topic: Chap 2: Should Drug Interdiction be our Primary Goal in the War on Drugs?**
Readings: All read Chapter 2 in text
Film: Tulia, TX
Guest Speaker: Emily Gaikowsky; SFSU, DPA
- Feb 22 **Topic: Chap 6: Is Alcoholics Anonymous (AA) the Best Strategy for the Treatment of Alcoholism?**
Readings: All read p115-116 & p136-138
 1) p117-119 Selection 17 - **Text**
 2) **Handout**
 3) p119-130 Selection 18 - **Text**
 4) p130-136 – Selection 19 - **Text**
Film: “Penn & Teller Bullshit! 12-Stepping”
Jigsaw Debate #3
Current Event: Group 4
- Mar 1 **Topic: Chap 3: Should We Encourage NEP for Intravenous Drug Users (IDU’s)?**
Readings: All read Chapter 3 in Text
Guest Speaker: Eliza Wheeler, DOPE Project
- Mar 8 **Topic: Chap 5: Should Drug and Alcohol Dependence Be Considered a Brain Disease?**
Readings: All read p90-92 & 113-114

- 1) p92-98 Selection 14 - **Text**
 - 2) p98-105 Selection 15 - **Text**
 - 3) **Handout**
 - 4) p105-113 Selection 16 - **Text**
- Jigsaw Debate #5**
Film: TBA

Current Event: Group 2

MIDTERMS DUE!!

Mar 15
Legal?

Topic: Chap 8: Should Marijuana be

Readings: All read Chapter 8 in Text (may be additional readings)

Guest Speaker: Ed Rosenthal, MJ Researcher & Advocate

Mar 22

Topic: Does Drug Treatment Work?

Tonight, again, each group will be responsible for finding their own readings on this subject. Here are some sites you might use:

- 1) www.cdc.gov (the Centers for Disease Control and Prevention; Atlanta, GA)
- 2) www.pbs.org (Public Broadcasting System – public radio)
- 3) www.drugabuse.gov (National Institute on Drug Abuse – NIDA)
- 4) www.niaaa.nih.gov (National Institute on Alcohol Abuse and Alcoholism; part of SAMHSA: the Substance Abuse and Mental Health Services Administration. The head of this agency is a Cabinet-level position so SAMHSA oversees several other important agencies such as NIDA and NIAAA.)
- 5) www.WebMD.com (a good, basic, informationally safe, for profit website)
- 6) www.hazelden.org (this is the site for the most famous treatment facility in the US, the one that started the Minnesota Medical Model of treatment)
- 7) <http://casaa.unm.edu> (this is the site for the University of New Mexico's center on studying addiction. Dr. William R. Miller, author of Motivational Interviewing, is Professor Emeritus here and used this clinic for the testing of many of his ideas.

Jigsaw facilitated discussion

Current Event: Group 5

Mar 29

OFF – Spring Break!!

Apr 5

Topic: Prohibition!

Tonight, you will be finding your own reading according to years, the years of Prohibition. I want you to answer 4 questions on your quest:

What were the main 3-4 items that occurred during your assigned years?

Who were the people who appeared to gain the most/lose the most from Prohibition?

- 1) *What did you discover in your assigned years that surprised you?*

How would you have voted and why?

Research, by years (DD: 1.16.1920-1921):

1) Feb 1, 1922- Feb 1, 1924 (use these same parameters for each set of years; can be approximate)

2) 1924-1926

3) 1926-1929

4) 1929-1931

5) DD: closes the discussion with 1930-1933

Jigsaw Debate #4: The Pros & Cons of the Great Experiment

Film: Boardwalk Empire episode

Current Event: Group 1

Apr 12 **Topic: Chap 7: Should Stimulant Drugs be used to Treat Attention Deficit Hyperactivity Disorder (ADHD) in Children?**

Readings: All read Text p139-141 & p160-161

1) p141-148 (Selection 20) **Text**

2) p149-154 (Selection 21) **Text**

3) p154-159 (Selection 22) **Text**

4) **Handout**

Film: Meth in America (A&E, 2006, 60mins)

Apr 19

Topic: Tobacco!

***Guest Speaker:** Cathy McDonald, MD, MPH

Apr 26 **NEP presentations due**

ALL Extra Credit Due

May 3 **Open Class** – Group work for finals

May 10

Group presentations (1, 4)

No Absences Allowed!

May 17

Group presentations (2, 5)

No Absences Allowed!

May 24

Group Presentations (3)
Wrap Up! Final Anonymous Class Evals
No Absences Allowed!

Grading Policies:

Attendance: Although attendance is not a criterion for your grade, it can and will be used to reduce your grade below a “C” if you miss the equivalent of more than 2 classes. As this is a training course which includes group work, you will not be able to make up work completed by your group while in class. Plan your absences carefully.

- Participation (150 points): Your conduct in class will be monitored for professionalism. I expect you to conduct yourself in a manner that mirrors professional conduct guidelines and ethics. For example, I will be observing for your ability to respect others’ opinions, to accept feedback, your ability to communicate disagreements, and to generally communicate respectfully. There are participation points for each evening (see below): If you cannot be on time to class regularly or stay for the entire class, we need to talk immediately. Excessive tardiness will equal an absence(s) at the rate of 3 tardies = 1 absence. You may not miss more than 2 classes per department guidelines without extreme emergency. Also, leaving earlier or not returning from scheduled breaks on time may count as a tardy. I appreciate your calling to let me know you’ll be out though please contact your group as well (they are most important)!

Grading Policies (900 points total possible):

Participation: (15 classes x 10pts each)	150 points
Debates (5)	150 points (10 pts each)
Current Event	150 points
Midterm Paper	150 points
Final Presentation	150 points
NEP project	150 points
	It is unclear exactly how we will do this project at this time
Extra Credit	Up to 50 points (about 6% of your total grade which is about ½ a letter grade)

Corresponding Letter Grades:

800-900+ = A
720-805 = B
630-719 = C
550-629 = D

(**Note:** if your grade is on the cusp, turning in the midterm outline will influence whether you receive the higher or lower grade)

All assignments are always due **ON TIME!** Please do not ask for extensions as they punish students who are timely. If you have extenuating circumstances, please discuss this with me prior to the due date or ASAP!

Additional room policies and other “stuff”:

- Please be courteous to your fellow students and do not bring children to class.
- **WARNING:** there may be offensive language or materials used during class. This is a field where such language is common and we must not react negatively to it. This can be a challenge indeed.
- You are also responsible for any work missed due to your absence(s). To help you with anything you may have missed, please contact your group, not me, for this information.
- I can't give an incomplete without your asking. Please remember to stay in contact with me regarding your grade.
- Lastly, please turn your cell phones and pagers OFF or silence them. Use vibrate mode only in emergency situations that you have discussed first with me, please. If your phone/pager does go off, please leave the class. If it happens a second time it will be treated as an absence for that day. After that, you will need to see the Dean of Students for a possible withdrawal from the class.

I cannot stress enough how important behavior is in this class. I promise to treat you like adults and therefore will expect that you will behave as adults - taking responsibility for your actions and acting professionally. I will be most pleased to discuss this further in office hours if you'd like!

Special Needs:

If you have a special need or legally-defined disability that you believe might interfere with your learning ability in the classroom, contact the Disabled Students Programs and Services (DSPS). DSPS provides numerous services for students with physical, psychological, communication and learning disabilities. I cannot contact them for you nor may I provide services for you without a specific letter regarding your needs from DSPS. They are located at Rosenberg Library, Room R323 and can be reached by calling 452-5481 (voice) or 452-5451 (TDD).

Writing Help:

Also, I urge students to take advantage of the Learning Assistance Center at Rosenberg Library, Room R207. Here you will find free tutors, the Writing Lab

and the Writing Success Project. All are free services to enhance and assist you in your studies here at CCSF. Call 452-5505 for more information.

Plagiarism: To plagiarize, as defined on the 1/13/11 www.Merriam-Webster.com website *Random House Compact Unabridged Dictionary*, is “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source.” Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure, up to and including expulsion. Also, here’s a helpful website to help you avoid this pitfall: <http://owl.english.purdue.edu/owl>

Expectations:

Lastly, please remember that this is not a workshop; this is a college-level, semester-long class. That means that you will need to spend a minimum of **3 hours per week outside of the classroom working on just this class**. Also, there will be many times when your group must meet outside of class. Please carefully consider your current circumstances to determine if this is an appropriate time in your life to be taking this class. This is a wonderfully informative, interactive, and difficult class with quite a workload and high expectations. I promise that you will have an eye-opening and interesting learning experience but only if you are able to focus, work hard, consistently come to class, and do most of the work. This is a great class in which to begin to learn how to “do” college & the AOD certificate program! However, this may not be the right time for you to begin this fantastic journey. If you think you are unable to consistently be here (either physically or emotionally), please withdraw from the class. **I would be pleased to see you the next semester**. It is better to withdraw now than later as your classmates will be depending on you in large part for their grade and projects. Tandy Iles, AOD Studies Program Director (tiles@ccsf.edu; 415-452-5160), Craig Wenzl (cwenzl@ccsf.edu; 415-452-5159) or I would be most happy to assist you in making that decision. _

Important Dates to Remember:

- **Last Day to Add: Feb 2 in person/Feb 5 online**
- Last Day to ask for Pass/No Pass: Feb 12
- Last Day to Withdraw: April 21
- Last Day to Submit Late Add: May 6

If you need any further assistance not listed here, please let me know immediately. I promise that we all are committed to doing our best to provide you with a comfortable and secure learning environment but please be aware that we may not be able to meet all of your needs in this class.

Challenging your grade: Here is the format for such; please follow it carefully: It is up to you to show me, based on the rubric - which will be provided during the

third night of class - and syllabus, that you have earned more points than I have seen. I will ask you to simply write up your notes, showing where I have made an error (highlighting the areas in your paper makes this easier for us all to find), and attach this to your paper upon turning it into me. This way I can look at your paper again and contemplate your request before making a decision as I have very limited time on campus (but I am also happy to see you in office hours and suggest that these kinds of conversations happen during those hours, not in class). I do occasionally miss things and I'm more than willing to admit when I make mistakes. Do not however mistake that openness and kindness for weakness. And please remember that you may not challenge a grade, or anything else, when you are angry. We all need to step back sometimes and the reason for office hours is to handle important issues like grades privately and calmly.

A final word on grading. Please remember that "A" means exceptional not just 'you did everything asked.' This is an important distinction. And this means that when you receive an "A" you have truly earned it!! Furthermore, hard work does not always equal high grades. Check in with me often about assignments and ask for clarity. Following instructions is the most important part of an assignment.

Please be responsible for the energy you bring to this classroom.
***"Many people would sooner die than think. In fact, they do."-----Bertrand
Russell***

Don't be one of them!