

Syllabus
City College of San Francisco – Spring Session 2011
Health 90B: Harm Reduction & Health
MU357/2-Saturdays 10am-2pm
February 12th & 26th 2011

Instructor: Dee-Dee Stout, MA, CADC II; member of MINT; Advisor/Trainer, ICCE

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Office hours: **BY APPOINTMENT ONLY**

For more information on harm reduction, please see my website at:

www.responsible-recovery.org

Student Learning Outcomes/Objectives:

The aim of this class is to explore ideas to improve our clinical – and general “people” - skills and strategies in a variety of settings in health behavior change. Harm reduction principles have long been used in HIV/AIDS treatment & prevention, some areas of mental health treatment, and more currently in addition (smoking cessation). But in the field of other addictions – especially, but not exclusively - harm reduction has been a dirty word. This is finally beginning to change. By the end of this class, you will be able to:

- Discuss the use of harm reduction principles in many areas of health and life
- Investigate how we in the behavioral health and addictions fields can pull can begin to build the new landscape for harm reduction work in addictions and beyond
- Introduce and explore modern, *revolutionary* treatment, such as: evidence-based practices/practice-based evidences
- Explain various types of harms associated with drug and alcohol use
- Describe and analyze specific techniques used in harm reduction & health
- Identify and discuss personal experiences in relationship to the ideas & philosophies guiding harm reduction & health

Preliminary Guidelines:

- Full credit will be given **ONLY** to those students who attend both days fully and on time (no later than 10 minutes each day). There are no exceptions to this college-accreditation rule.
- Please turn your cell phones and pagers to **off or vibrate**; feel free to use your netbooks and laptops for class work only, please!
- Recorders are fine, though I do appreciate your asking me first.

Required Reading:

- 1) Stout, D.D. (2009) *Coming to Harm Reduction Kicking and Screaming: Looking for Harm Reduction in a 12-Step World*. Indianapolis, IN: AuthorHouse.
- 2) Reader

Note: The reader will be available in class from the instructor on the first day. You may also purchase the book at any store including our library, Amazon, etc.. The text is also available on loan in our library.

Assignments:

1. Reading assignments will be provided the first day of class to enhance class discussions of course material.
 - a. In class group discussion questions on relevant class issues such as: "what evidence supports the efficacy of harm reduction programs?"
2. Out of class assignments to include additional readings on local harm reduction policies, programs, and resources may be used for the final Take Home examination paper (see next assignment).

Take Home Exam:

Please compose a 2-3 page reaction paper on one of the following areas:

1. Harm Reduction principles and their application to drug use policies and programs.
2. Development of a personal or community-level harm reduction plan to include an analysis of risks, resources, and actions designed to reduce harm in any area of health.

If you use materials from any source, be sure to include proper citations in American Psychological Association (APA) or Modern Language Association (MLA) format (see <http://owl.english.purdue.edu> for more help on this or our library). Grammar and spelling will count. Please use a standard 12-point font with 1" margins, double-space, and place your name on the top of each page including the name of the class, date, and your topic. The 3-page requirement does not include your title page and/or bibliography, if appropriate. **This is due by Friday, 2/26/2011 via email only by 9PM or in person by 10:00am; however, your grade will be marked down one full grade for submitting this paper in-person.** There will be no exceptions nor will late papers be accepted due to the short duration of this class.

Grading:

Class Participation:

25 pts

- Participation (25 points): Your conduct in class will be monitored for professionalism (10 points each day). 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. In addition, 5 (points) are designated for being in class both days as scheduled (25 total points).

In-Class Assignments/Readings/Discussions: 25 pts
 Take home exam: 50 pts

Total possible is 100 points:

90-100	A	Outstanding!
80-89	B	Very Good
70-79	C	Good
60-69	D	Fair
Below	F	Not acceptable

**Schedule – Day 1, Feb 12
 (Subject to change)**

10:00-11:00 Introduction and course requirements

- Introduction to the course
- Course guidelines
- Teaching philosophy and methodology

11:00-12:00 Setting the Stage

- Historical aspects and context
- Defining Harm Reduction in Health
 - Working definitions
 - Levels of harm- individual, family, community
 - Types of harm- physical, psychological, social, economic, legal, political
 - Responses to harm reduction philosophy
- Harm Reduction Principles
 - Continuum of behavior
 - Social inequalities associated with substance use and criminalization
 - Drug use for coping with social inequalities
 - Public Health strategies
 - Policies that have been implemented due to harm reduction
 - Overarching concepts of harm reduction: non-judgmental, non-coercive services

12:00-12:15 Break

12:15-1:30 Etiology of drug addiction

- Specific factors that influence substance use: Trauma, PTSD, Substance Use Disorders, and Mental Health

- The role of structural factors that affect one’s ability to address drug-related harms: poverty, racism, sex and gender-based discrimination
- 1:30-2:00 Resources in Harm Reduction
- Group discussion on the various resources and or agencies that offer harm reduction services

**Schedule – Day 2, Feb 26
(Subject to change)**

- 10:00-10:15 Review of Day 1
- 10:15-11:15 Harm reduction in practice:
Needle Exchange Programs (NEP’s)
- Guest Speaker: TBA
- 11:15-11:30 Break
- 11:30-12:30 Tools to (further?) practice harm reduction
- Motivational Interviewing in the Helping Professions:
An Introduction to an alternative tool for engaging someone in a conversation about a harm they may be placing themselves at (i.e.: not wearing your seatbelt when you drive)
- 12:30-2:00 Group *Case Studies*:
- **Focus Question:** How would you treat a typical client in your scenario that would be in keeping with the harm reduction principles, policies, and resources we’ve been discussing?

Role of the Teaching Assistant (Jenn Awa):

- Some teaching assistants (TA’s) hold purely administrative positions, while others mainly teach. For this course, the TA will be mainly an administrative position although some guest speaking may be involved, including the facilitation and development of one day of class with the instructor of record (IOR) present. The TA will follow the course syllabus and learning outcomes when developing the day’s lecture and the IOR will oversee all facets of this development.

There are many services available on campus and we, as a department, encourage you to read your Student Handbook to see what may help you. Email is the best way to reach either of us if you still need assistance after viewing the syllabus and the Handbook. Thank you!

Basic Rubric Guidelines
for Health 90B Written Papers

“A” papers will include the following:

1. A minimum of 2 sources cited, not all from web sources
2. A minimum of 3 pages NOT INCLUDING the bibliography and/or the title page
3. Information is presented clearly, accurately, and professionally
 - a. Includes perfect to near-perfect spelling and grammar
 - b. Logical progression of ideas from opening topic sentences/paragraph to closing paragraph/conclusion
 - c. Providing clear and accurate examples, resources, and citations

“B” papers will include the following:

1. A minimum of 2 sources
2. A minimum of 2-3 pages NOT INCLUDING sources, title page
3. Information is presented clearly, accurately, and professionally
 - a. Includes mostly perfect spelling and grammar
 - b. Logical progression of ideas from opening topic sentences/paragraph to closing paragraph/conclusion
 - c. Providing some clear and accurate examples, resources, and citations

“C” papers will include the following:

1. Use of 1 source material
2. A minimum of 1.5-2 pages NOT INCLUDING sources, title page
3. Information presented is fairly clear, accurate, and professional: paper is still readable
 - a. Includes fairly good spelling and grammar
 - b. Some progression of ideas from opening topic sentences/paragraph to closing paragraph/conclusion
 - c. Provides somewhat clear examples, resources, and citations

Note: PLEASE proofread your papers! This is the biggest mistake students make. One way to do this is to ask someone else to read it and explain your paper to you or read it aloud to yourself.

With love, all pain turns to medicine - Rumi

The only regret I have in life is not having made more mistakes - Mark Twain?

All roads lead to recovery - Bill Wilson (co-founder, Alcoholics Anonymous)