I. COURSE PURPOSE

This course provides essential knowledge and engages students in critical thinking about drug treatment and other drug policy issues. It introduces students to the impact on clients and their families, especially ethnic minority populations, of disparate intent and impact of law, regulation, policy, and practice. Students will be introduced to the pervasive consequences of drug abuse and addiction to the individual user attendant to associated problem behaviors, social problems, medical conditions, and even drug abuse history. Students will examine the consequences of policies that distinguish illegal drug abuse from abuse of tobacco and alcohol in terms of how the implementation of these policies affects their well-being and that of their family. Implications for accessing services for clients and advocating on their behalf will be addressed.

II. EDUCATIONAL OBJECTIVES

A. To introduce students to the ideology underlying drug abuse and dependence treatment and related policies to understand why society treats drug abuse and dependence differently from other public health problems, including addictions to other substances, and the impact of this distinction on the poor, the underserved, and on minority populations.

B. To consider the dichotomy between the disease concept of drug addiction and the concept of acceptance of personal responsibility for one's behavior.
C. To make students aware of the public health versus the public safety considerations attendant to drug policies and science versus ideology as policy drivers in issues such as treatment effectiveness and health insurance parity for substance abuse and to provide the knowledge and skills necessary to advocate that drug abuse, as a public health problem, should be treated comparably to other medical conditions, including in terms of reimbursement policies.

D. To consider the ethical implications, as well as the implications for the client and family, of legislative policies such as mandatory reporting of drug use by pregnant women and screening of women for domestic partner violence, particularly given their disparate effect on African-Americans.

E. To introduce content on and analysis of policies to understand the full range of clinical issues faced by clients and the need for advocacy on their behalf.

III. COURSE REQUIREMENTS

A. Required Text


B. Recommended Texts


C. Required Journal and Other Articles

Because of the intense and ongoing public debate related to issues of drug abuse, public health, and public safety, the content of this course may be updated during the semester. Accordingly, additional readings beyond the required readings that are listed in the Class Schedule for each class may be distributed in class for discussion at the next class.

D. Other Recommended Readings


Recommended readings are listed in the Class Schedule, below, for each class.

E. Course Assignments

**Participation**: Each student is responsible for active oral class involvement on weekly assigned readings and interactive discussions on materials distributed in class for group exercises. Presentation of point of view and the arguments supporting them are expected and encouraged at each class. **Due Date: each class**

**Written Assignment**: Each student will develop a 7- to 10-page original paper examining an issue of how drug abuse may bring individual rights into conflict with societal rights OR on a drug treatment policy issue. Issues may include, but are not limited to, compulsory drug testing, criminal sanctions for drug use by pregnant women, the disparity in sentencing guidelines between offenses relating to ‘crack’ versus powder cocaine, treatment versus incarceration for drug offenders, the regulatory schema for the medical prescription of methadone maintenance therapy, harm reduction approaches, and ethical issues relating to vaccine development. If a student chooses to write on one of these topics, no approval is needed. If a student chooses to write on another topic, prior consultation with and approval of the instructor is needed. **Due Date: One week after the last class (Class 4) via electronic submission**

F. Grading Policy

Grades for this course are based on the University grading system. The grade is based on content (substance, attention to assignment, attention to page limit), style (scholarly writing style, APA format), and timely submission (assignments submitted later than the assigned or date, or an otherwise agreed upon date determined prior to the due date of the assignment, will be downgraded).

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Active participation and involvement in discussions</td>
<td>40%</td>
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<tr>
<td>Written Paper</td>
<td>60%</td>
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G. Course and Instructor Evaluation

NCSSS requires written evaluation of this course and the instructor. Forms for this purpose will be distributed at the last meeting of the class. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
### Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong>: Science versus ideology; myths versus reality; the role of stigma; disease concept versus personal responsibility; societal attitudes toward critical issues related to substance abuse, including crime, employment, welfare, perceptions, and drug availability.</td>
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<tr>
<td></td>
<td>Required Reading</td>
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<td></td>
<td>Recommended Reading</td>
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<tr>
<td></td>
<td>Goldstein, Chapter 1</td>
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<td></td>
<td>Mignon et al., Chapter 3</td>
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<td>2</td>
<td><strong>Individual Versus Societal Rights</strong>: (1) Compulsory Drug Testing; (2) “Crack” Babies</td>
</tr>
<tr>
<td></td>
<td>Required Reading</td>
</tr>
<tr>
<td></td>
<td>Cohen, Chapters 9 and 10</td>
</tr>
</tbody>
</table>
Recommended Reading


3 Treatment Effectiveness: The Policy Debate and Its Implications Public health versus public safety; treatment versus incarceration, treatment in the criminal justice system; drug courts. Treatment of users who take drugs to feel good versus treatment of users who take drugs to feel better. Methadone maintenance: treatment versus ideology. Goals of treatment. Policy issues attendant to treatment effectiveness and how it is measured. Drug treatment program philosophy in a time of AIDS.

Required Reading

Cohen, Chapter 16

Recommended Reading

Goldstein, Chapters 15, 16, and 10
Mignon et al., Chapter 13

4 Introduction to “hot topics”: (1) sentencing guidelines: ‘crack’ vs. powder cocaine; (2) drug abuse and ethical issues: developing a cocaine vaccine; (3) marijuana: legalization, decriminalization, medicalization, and harm reduction; (4) principles guiding rational and humane policies

Required Reading

Cohen, Chapters 12 and 15, page 335


Recommended Reading

Goldstein, Chapters 12, 18, and 19