

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	Fall 2016
Course Title	Social Work Theory and Practice in Addictions
Course Schedule	Thursdays, 2:00 – 5:00 PM
Course Location	Room 223, Jack Bell Building

Instructor	Office Location	Phone	E-mail address
Mark Haden	-	778 873 1424	mark@markhaden.com

COURSE DESCRIPTION

This course will explore both the theory and practice needed to work in the field of addictions. This course covers a wide range of topics from addictions specific counselling skills to the context of drugs in our society. A social justice, strengths-based, harm reduction orientation to addiction will be applied.

The course is divided into a number of different themes, specifically:

- (1) The course will explore addiction and recovery using attachment theory as a foundation.
- (2) A harm reduction based approach to practice in the field of addiction will be examined.
- (3) Mainstream and emergent models of practice at the individual, family, group, community and policy levels will be examined. A number of practice models to addiction treatment will be explored. Selected emergent models of practice will also be discussed.
- (4) Social Justice will be explored throughout this course. Our society's primary response to illegal drug use and addiction is through the criminal justice system. The evidence shows that this approach has failed. A new model based on social work, human rights and public health principles will be examined.

Participation in this course will allow students to familiarize themselves with the concept of addiction from a range of theoretical perspectives, with an emphasis on a bio-psycho-social-spiritual-environmental understanding of addiction.

Class time will be primarily comprised of presentations, group discussions, and role plays. Each class will entail a focused discussion for which the instructor will share responsibility with students for the creation of a positive and engaging learning environment.

RATIONALE

Social workers in virtually all areas of practice deal with individuals, families and communities who have problems related to drugs, substance use and misuse. Social workers can play a role

in policy development, health education and promotion, direct provision of addiction-specific services (including treatment services), provision of harm reduction services, assessment, referral/linkage, mobilization of self-help, mediation, advocacy, community development, public education and research.

LEARNING OUTCOMES

1. To acquire knowledge in relation to:

- (1) the core concepts in the field of addiction; historical and political context of addiction and drug policy,
- (2) various theories related to etiology and treatment of addiction,
- (3) the principles of drug action and the physical and psychological effects of the major drugs of abuse (including stimulants, sedatives, opiates, hallucinogens, marijuana, alcohol, nicotine, and prescription drugs); bio-physiological mechanisms of addiction,
- (4) the roles and fields of practice of social workers in the field of addiction,
- (5) the larger context of drugs in our society and how our current criminal justice approach to drugs has failed and how our society would benefit from a public health model of controlling currently illegal drugs.

2. To develop skills in relation to:

- (1) engagement of those who are affected by drug use and other addictions;
- (2) assessment of those affected by drug use and other addictions;
- (3) intervention with those affected by drug use and other addictions;
- (4) intervention at the individual, family, community, organizational, institutional, and public policy levels with respect to drug use and other addictions.

COURSE FORMAT

Participating in this course will entail a variety of learning experiences. There will be lectures, open class discussions, student presentations, role playing and structured feedback experiences. Students will work at improving both their knowledge and skills. The knowledge will be shared in verbal, visual and written formats and the skills will involve student presentations, roles plays and giving and receiving constructive feedback from all participants. Students will be expected to come to the classes prepared and able to discuss the required reading assignments.

PREREQUISITES AND/OR COURSE RESTRICTIONS:

SOWK 440B is a practice course within the BSW program.

COURSE POLICIES [attendance, participation, academic dishonesty]

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness

or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

COURSE SCHEDULE

Session 1 Sept. 8, 2016

The development of addiction:

This session explores a number of different definitions of addiction. The “risk factors” or complex human experiences which can lead to the process of dependency are examined. The surprising conclusion is that addiction is more about our humanity than about the pharmacology of drugs. This presentation acknowledges that context of use is the primary determinant of whether an individual’s relationship with a substance is problematic or beneficial.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 1 and 3

Chasing the Scream: Chapter 1

Session 2 Sept. 15, 2016

VANDU – Community voices of drug users

VANDU (Vancouver Area Network of Drug Users) members will explore the history and practice of drug users groups in Vancouver and around the world.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 2

Session 3 Sept. 22, 2016

Chemicals and the body

This session explores the different classifications drugs and how our brain changes in response to drug use.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 7

Session 4 Sept 29, 2016

Harm Reduction Theory

This presentation explores the theory behind services which are provided for active drug users. Services like needle exchange and supervised injection sites are intended to engage and empower clients and reduce the spread of disease. Staff who work in harm reduction settings, are often in the difficult position of needing to assist clients to negotiate between greater and lesser harms. This presentation will explore the history of harm reduction, the theory of public health, the foundational principles of harm reduction, social capital theory and the future of harm reduction.

Required reading: Scan the research on the disk in the sections on “supervised injection” and “needle exchange”

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 4

Session 5 Oct. 6, 2016

Recovery

This session explores how our thinking, feeling, acting, social and spiritual experiences are impacted by drugs and how these aspects of our lives need to be transformed in the recovery process. The importance of reworking our relationships with others is emphasized as the concept of “addiction as an attachment disorder” is explored. A series of relapse prevention recovery checklists are examined.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 13 and 16

Session 6 Oct.13, 2016

Counselling Theories and Recovery Programs

This session will explore with discussions and role plays various counselling theories and approaches using a Bio-Psycho-Social-Spiritual approach.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 17 and 24

Suggested reading
Rational Recovery by Jack Trimpy,

Session 7 Oct. 20, 2016

Families

This session explores the relationship between our experience of significant others and addictions. We see ourselves in the mirrors of others and this reflection is important in the development of our strengths and vulnerabilities. Understanding how family healing occurs is an important aspect of healing from addictions. We will role play various family counselling situations.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Chapter 22

Session 8 Oct. 27, 2016

Helping others

As addiction is an attachment disorder, when we try to help someone who is experiencing substance dependence, we often experience rejection and hostility. This session explores how we can influence someone who is dealing with dependency which is usually associated with anger, defensiveness, conflict and stress.

Required reading: Fundamentals of Addiction: A Practical Guide to Counsellors, Student choice of chapter

Session 9 Nov. 3, 2016**Social Policy: Healing our society**

This presentation explores how our whole society needs to evolve in order to collectively heal from addictions. There is a changing view of drugs around the globe which is moving towards seeing drugs and addiction as a health problem and not a criminal justice problem. Most European and South American countries, and Australia are moving away from a “war on drugs” paradigm towards a public health mode of drug control. This controversial new model which challenges the fundamentals of drug prohibition will be examined. The concept of an evidence based regulated market for currently illegal drugs, based on public health and human rights will be examined.

Required reading: Scan the references in the folder “post prohibition options” in the dropbox.

Session 10 Nov. 10, 2016**Individual student presentations and feedback**

Presentations and feedback: All students will give a brief presentation (15 min) on a relevant topic and will give each other constructive feedback on both the content and process.

Session 11 Nov. 17, 2016**Individual student presentations and feedback**

Presentations and feedback: All students will give a brief presentation (15 min) on a relevant topic and will give each other constructive feedback on both the content and process.

Session 12 Nov. 24, 2016**Individual student presentations and feedback**

Presentations and feedback: All students will give a brief presentation (15 min) on a relevant topic and will give each other constructive feedback on both the content and process.

Session 13 Dec 1, 2016**Working in the field of addictions.**

This discussion will explore a variety of topics related to the experience of being an employee in the field of addictions. The topics will include:

- how to participate in an informational interview to gather information about a potential workplace,
- to what to expect in a panel interview,
- workplace pitfalls and how to avoid them

Final essay due. Dec 1, 2016**ASSIGNMENTS:**Submitting Assignments-

Students will hand their assignments in to the instructor during the regular scheduled class. If this is not possible then students can attach the assignment to an email.

Return of marked student assignments -

Either the instructor will return the assignments to students in class or the instructor will attach the assignment to an email to the student.

Late assignments-

Deadlines for the assignment of grades for grading purposes are established on the basis of the university schedule to assure submission of marks to the registrar's office. In accordance with university policy, a deadline may be extended only in the event of serious illness or domestic affliction documented by the student's physician and approved by Student Health Services.

Students who submit assignments late will have one mark deducted per day late from the final grade for the course.

COURSE ASSIGNMENTS, DUE DATES AND GRADING:

Assignments:

Ongoing journal

Students will be expected to provide a one-page single spaced, journal paper each week with personal reflections on the subject, issues, content and process of the of the presentation of the day. Students will be judged by the depth, clarity and understanding of the material presented and their ability to reflect on the potential relevance of the material in their pending work as a social worker. It is important that social workers have an ability to understand how we all “filter” or “colour” our perceptions based on our own personal history. Therefore, students are encouraged to explore and take responsibility for how they are personally impacted by the class content and process. These journal reflections can be referenced but, as this is not primarily an academic exercise, references are optional. For example, a student may want to reflect on how they could use the discussion of verbal and non-verbal communication to de-escalate potential aggression in an interaction with a client in their workplace. A student may also reflect on how the presentation on recovery affected them personally as they have a family member who has problematic substance use. Each class will begin with students handing their journal to another student who will read this and make comments and then this will be handed in for grading which will be pass/fail

Due dates: At the beginning of each session 2 - 10

These will total 10% of the final grade.

Presentations and feedback

During sessions all students will give a 15 minute presentation on a topic which is relevant to social workers and reflects specific social work values and frameworks. The use of PowerPoint is suggested. For the presentation, students are encouraged to offer any resources or materials that would benefit the class, including a critical review of current literature and research.

Evaluation will be based on both content and process:

(1) How effective was the presentation in regard to:

- Content (related to the topic)
- Cohesion (as reflected in organization and format)
- Completeness
- Clarity
- Creativity

(2) How well did you engage and stimulate discussion and promote feedback among class members?

(3) A presentation process feedback sheet will be discussed in class and used to evaluate both the instructors and students presentations.

Due date: Nov 6, 13, 20

This will be 40% of the final grade.

End of term paper

All students will write an end of term academic paper between 12 - 15 double spaced pages, (excluding cover and references which are APA style; font, Ariel or New Times Roman, size 12).

This paper will be an analysis of a topic which is both relevant for social work and addictions and will build on existing references and will include the student's original commentary literature (some source materials and reading lists will be provided). The paper will be both handed in at the last class and emailed in Word (*.doc or *.docx) format.

The goal is to produce a type of paper which could be published in a peer reviewed academic journal. All students will submit their suggestions for topics which will need to be approved in advance.

Links on how to write an academic paper:

http://wiki.ubc.ca/Library:Getting_Started_with_your_Research_Paper

<https://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers/what-academic-paper>

<http://www.writing.utoronto.ca/advice/general/general-advice>

https://www.washingtonpost.com/blogs/answer-sheet/post/a-guide-to-writing-an-academic-paper/2012/01/18/gIQAjGCTCQ_blog.htm

https://umanitoba.ca/student/academiclearning/media/Writing_an_Academic_Paper_NEW.pdf

Due date: This paper will be due on the date of the last class
This paper will be 40% of final grade.

Class Participation

For this class to be successful in reaching its goals, regular student attendance and a desire to actively participate in learning and teaching, is critical.

Students will be asked contribute by:

- attending all classes (and being punctual)
- actively participating in the creation of a safe, positive learning environment
- reading all the required materials and participating in an informed discussion in class
- expressing constructive, thoughtful views on materials presented in the class
- active participation in practice experiences and role plays
- engaging other students with questions and ideas
- giving and receiving constructive feedback

Participation will be 10% of the final grade.

Required Reading:

Fundamentals of Addiction: A Practical Guide for Counsellors, Edited by M, Herie and WJ Skinner, Centre for Addiction and Mental Health, 4th Edition, 2014

Chasing the Scream: The First and Last Days of the War on Drugs, Johann Hari, Bloomsbury Circus, 2015 (available at Banyen Books, 3608 W 4th Ave)

Students will also be provided with a drop box link or a disk of references which they will be expected to scan and explore some folders in detail.

Recommended but not required reading:

Van Wormer, K. & D.R. Davis (2013). Addiction Treatment: A Strengths Perspective (3rd

edition). Pacific Grove, CA: Brooks/Cole-Thomson.

Alexander, B. (2008). *The Globalization of Addiction*. Toronto: Oxford University Press.

Aboriginal Healing Foundation (2007). *Addictive Behaviours Among Aboriginal People in Canada*. Available at: <http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao26134.html> (Chapters 1-5).

Csiernik, R. & Rowe, W.S. (2010). *Responding to the Oppression of Addiction: Canadian Social Work Perspectives* (2nd ed.). Toronto: Canadian Scholars' Press.

Denning, P. (2000). *Practicing Harm Reduction Psychotherapy: An Alternative Approach to Addictions*. New York: Guilford Press.

Kuhn, C., Swartzwelder, S., Wilson, W., *Buzzed: The Straight Facts about the most used and abused drugs from alcohol to ecstasy*. 1998

Lukas, S., *Where to start and what to ask: An Assessment Handbook*. 1993

Mate, G. (2008). *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Toronto: Alfred Knopf.

Trimpey, J. *Rational Recovery: The New Cure of Substance Addiction*, 1996

Vancouver Coastal Health. *Building on Strength - Building the Continuum of Care for Mental Health and Addiction*. Vancouver Coastal Health, 2006.

Canadian Centre for Substance Abuse. *Substance Abuse in Canada: Youth in Focus*. 2007.

Kirby, J., and Keon, W. *Out of the Shadows at Last - Transforming Mental Health, Mental Illness and Addiction Services in Canada*. The Standing Senate Committee On Social Affairs, Science And Technology, 2006.

Bibliography

Abbott, A. A. (Ed.) (2000). *Alcohol, tobacco, and other drugs: A social work perspective*. Washington, DC: NASW Press.

Alcoholics Anonymous (1953). *Twelve steps and traditions*. New York: Author. (www.aa.org)

Arkowitz, H., Westra, H. A., Miller, W. R., & Rollnick, S. (2007). *Motivational interviewing in the treatment of psychological problems*. New York: Guilford Press.

Baker, A., & Velleman, R. (2007). *Clinical handbook of co-existing mental health and drug and alcohol problems*. New York: Routledge.

Ball, S. A., Martino, S., Nich, C., Frankforter, T. L., van Horn, D., Crits-Christoph, P., et al. (2007). Site matters: Multisite randomized trial of motivational enhancement therapy in community drug abuse clinics. *Journal of Consulting and Clinical Psychology*, 75(4), 556-567.

[Barsky, A. E. \(2006\). *Alcohol, other drugs, and addictions: A professional development manual for social work and the human services*. Belmont, CA: Brooks/Cole - Cengage. ISBN 0534641253.](#)

Bertram, E., Blachman, M., Sharpe, K., & Andreas, P. (1996). *Drug War Politics: The Price of Denial*. Berkeley: University of California Press.

Black, C. (1987). *It will never happen to me*. New York: Ballantine Books.

Bean, P. (2003). *Drug treatment: What works?* New York: Brunner-Routledge.

- Carroll, C. R. (2008). *Drugs in modern society* (13th ed.). Boston: McGraw-Hill.
- Centre for Addiction and Mental Health (2007). *Alcohol and drug problems: A practical guide for counsellors* (2nd ed.). Available: http://www.camh.net/Publications/Resources_for_Professionals/Alcohol_and_Drug_Problems/a_dp_preface.html
- Craig, R. J. (2004). *Counseling the alcohol and drug dependent client: A practical approach*. Boston: Allyn & Bacon.
- Davis, D. R., & Jansen, G. G. (1998). Making meaning of Alcoholics Anonymous for social workers: Myths, metaphors, and realities. *Social Work*, 43, 169-182.
- Denning, P., Little, J., & Glickman, A. (2003). *Over the influence: The harm reduction guide for managing drugs and alcohol*. New York: Guilford. (www.guilford.com).
- Diamond, J. (2000). *Narrative means to sober ends: Treating addiction and its aftermath*. New York: Guilford.
- Doctor, F. (2004). Working with lesbian, gay, bisexual, transsexual, transgender, two-spirit, intersex and queer (LGBTTTIQ) people who have substance use concerns. In S. Harrison & V. Carver (Eds.), *Alcohol and Drug Problems: A Practical Guide for Counsellors* (3rd ed.) (pp. 353–382). Toronto: Centre for Addiction and Mental Health.
- Doweiko, H. E. (2009). *Concepts of chemical dependency* (5th ed.). Belmont, CA: Brooks/Cole (www.cengage.com).
- Emmelkamp, P. M. G., & Vedel, E. (2006). *Evidence-based treatments for alcohol and drug abuse*. New York: Routledge.
- Fisher, G. L., & Harrison, T. C. (2009). *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (4th ed.). Boston: Allyn and Bacon.
- Futerman, R., Lorente, M., & Silverman, S. W. (2005). Beyond harm reduction: A new model of substance abuse treatment further integrating psychological techniques. *Journal of Psychotherapy Integration*, 15(1), 3-18. (available online through PsycARTICLE)
- Glasner-Edwards, S., Tate, S. R., McQuaid, J. R., Cummins, K., Granholm, E., & Brown, S. A. (2007). Mechanisms of action in integrated cognitive-behavioral treatment versus twelve-step facilitation for substance-dependent adults with comorbid major depression. *Journal of Studies on Alcohol and Drugs*, 68, 663-672.
- Haden, M. (2008). Controlling illegal stimulants: a regulated market model. *Harm Reduction Journal* (5) 1.
- Hazelden Foundation. (2006). *Introduction to twelve step groups* [DVD]. Center City, MN: Hazelden Foundation. <http://www.hazelden.org/bookstore>.
- Hazelden Foundation. (2006). *Introduction to twelve step groups: Facilitator's guide*. Center City, MN: Hazelden Foundation. <http://www.hazelden.org/bookstore>.
- Johnson, J. L. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Brooks/Cole.
- Johnson, K., Bryant, D. D., Collins, D. A., Noe, T. D., Strader, T. N., & Bernbaum, M. (1998). Preventing and reducing alcohol and other drug use among high-risk youths by increasing family resilience. *Social Work*, 43, 297-308.
- Juhnke, G. A., & Hagedorn, W. B. (2006). *Counseling addicted families: An integrated assessment and treatment model*. New York: Brunner-Routledge.
- Jung, J. (2000). *Psychology of alcohol and other drugs*. Thousand Oaks, CA: Sage.
- Kar, S. N. (Ed.) (2001). *Substance abuse prevention: A multicultural perspective*. Amityville, NY: Baywood.
- Kinney, J. (2008). *Loosening the grip: A handbook for alcohol addiction* (9th ed.). Boston:

McGraw Hill.

Kruk, E. & Sihota Banga, P. (2011). Engagement of Substance Using Pregnant Women in Addiction Recovery. *Canadian Journal of Community Mental Health*, 30 (1), 79-91.

Levinthal, C. F. (2010). *Drugs, behavior, and modern society* (6th ed.). Boston: Allyn & Bacon.

Lewis, J. A., Dana, R. Q., & Blevins, G. A. (2011). *Substance abuse counseling* (4th ed.), Belmont, CA: Brooks/Cole. (www.cengage.com)

Linton, J. M. (2007). *Overcoming problematic alcohol and drug use*. New York: Routledge.

McCance-Katz, E., & Clark, H. W. (2003). *Psychosocial treatments: Key readings on addiction psychiatry*. New York: Brunner-Routledge.

McCollum, E. E., & Trepper, T. S. (2001). *Family solutions for substance abuse: Clinical and counseling approaches*. Binghamton, NY: Haworth.

McCubbin, H. I. (1998). *Resiliency in Native American and immigrant families*. Thousand Oaks, CA: Sage.

McNeece, C. A., & DiNitto, D. M. (2005). *Chemical dependency: A systems approach* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Miller, W. R., & Weisner, C. M. (Eds.) (2002). *Changing substance abuse through health and social systems*. New York: Springer.

Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford.

Motivational Interviewing (n.d.). Retrieved April 24, 2008 from <http://motivationalinterview.org> (Mid-Atlantic Addiction Technology Transfer Center; Motivational Interviewing Resources).

Norcross, J. C., Santrock, J. W., Campbell, L. F., Smith, T. P., Sommer, R., & Zuckerman, E. L. (2000). *Authoritative guide to self-help resources in mental health*. New York: Guilford.

Oakley, R., & Ksir, C. (2006). *Drugs, society & human behavior* (12th ed.). Boston: McGraw-Hill.

O'Hare, P. A., Newcombe, R., Matthews, A., Brunning, E. C., & Drucker, E. (Eds.) (1992). *The reduction of drug-related harm*. New York: Routledge.

Philleo, J., Brisbane, F. L., & Epstein, L. G. (Eds.) (1997). *Cultural competence in substance abuse and prevention*. Washington, DC: NASW Press.

Prochaska, J. O. (2003). *Systems of psychotherapy: A transtheoretical analysis* (5th ed.). Belmont, CA: Brooks/Cole.

Goldberg, R. (2007). *Taking sides: clashing views in drugs and society* (7th ed.). New York: McGraw-Hill.

Rollnick, S., Miller, W. R., & Butler, C. C. (2007). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford.

Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford.

Sbrago, T. P., O'Donohue, W. (2004). *The sex addiction workbook*. Oakland, CA: New Harbinger.

Smith, J. E., & Meyers, R. J. (2004). *Motivating substance abusers to enter treatment: Working with family members*. New York: Guilford.

South, N. (Ed.) (1999). *Drugs: Cultures, Controls and Everyday Life*. London: Sage.

Springer, D. W., & Rubin, A. (2009). *Substance abuse treatment for youth and adults: Clinician's guide to evidence-based practice*. New York: Wiley.

Straussner, S. (2004). *Clinical work with substance-abusing clients*. New York: Guilford.

Taleff, M. J. (2006). *Critical thinking for addictions professionals*. New York: Springer.

- Thombs, D. L. (2006). Introduction to addictive behaviors (3rd ed.). New York: Guilford.
- Tober, G., & Raistrick, D. (2007). Motivational dialogue: Preparing addiction professionals for motivational interviewing practice. New York: Routledge.
- Trimpey, Jack. Rational Recovery: The New Cure for Substance Addiction. 1996
- Ulman, R. B. (2006). The self psychology of addiction and its treatment: Narcissus in wonderland. New York: Routledge.
- Van Wormer, K., & Davis, D. R. (2003). Addictions treatment: A strengths perspective. Belmont, CA: Brooks/Cole. [www.wadsworth.com]
- Walker, S. (2005). Sense and nonsense about crime and drugs: A policy guide (6th ed.). Belmont, CA: Wadsworth.

Web Sites

- Campbell Collaboration (systematic reviews of the effectiveness of various social welfare, criminal justice, and education interventions; includes some AODA issues) <http://www.campbellcollaboration.org>
- Cochrane Collaboration (systematic reviews of the effectiveness of various healthcare interventions; includes some AODA issues) <http://www.cochrane.org>
- US Drug Enforcement Administration <http://www.usdoj.gov/dea>
- US National Institute on Drug Abuse <http://www.nida.nih.gov/>
- US National Institute on Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>
- Substance Abuse and Mental Health Services Association: <http://www.samhsa.gov/>
- The National Clearinghouse for Alcohol and Drug Information <http://www.health.org/>
- Alcoholics Anonymous <http://www.alcoholics-anonymous.org/>
- Center for Education and Drug Abuse Research <http://info.pitt.edu/~cedar>
- National Organization on Fetal Alcohol Syndrome <http://nofas.org>
- National Association of Alcoholism and Drug Abuse Counselors <http://www.naadac.org>
- Women for Sobriety <http://www.womenforsobriety.org>

Journals

Addiction
 Addictive Behaviors
 Addiction Research and Theory
 American Journal of Addictions
 Drug and Alcohol Review
 Harm Reduction Journal
 International Journal of the Addictions
 International Journal of Drug Policy
 Journal of Addiction and Mental Health
 Journal of Cannabis Therapeutics
 Journal of Drug Education
 Journal of Social Work in the Addictions
 Journal of Substance Abuse Treatment
 Journal of Psychoactive Drugs
 Journal of Substance Use (UK) www.addictionarena.com
 Substance Abuse Treatment, Prevention, and Policy

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.