

Tufts University
Substance Use, Addiction, and Policy (CH 184)
Syllabus Fall 2019

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INSTRUCTOR & CONTACT INFORMATION

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OFFICE HOURS: Mondays 1pm-2pm

Please feel free to stop by if you have any questions or concerns about the course. I am also happy to help brainstorm topics for your paper or talk about your areas of interest.

CLASS SCHEDULE

The course meets on Mondays from 9:00am-11:30am in Room 404, 574 Boston Ave.

COURSE DESCRIPTION

Substance misuse is a growing public health concern in the United States. This course will provide an overview of the research on substance use disorders (tobacco, alcohol, and other substances), including the epidemiology and consequences of substance use and addiction, prevention and treatment approaches, and policies surrounding substance use. Special attention will be paid to how social inequalities, substance use, and its consequences are interrelated, particularly as they relate to race/ethnicity, sexual identity, and socio-economic position.

We will consider questions such as: When and which substances have been considered problematic historically, and why? What groups suffer disproportionate consequences for using substances and why? What are the pathways to access treatment, and what obstacles and barriers, including policies, make access to treatment difficult? What policies have been implemented to manage substance use, and what has been their impact and unintended consequences? We will also discuss current policy issues such as marijuana legalization and efforts to address the opioid epidemic.

COURSE OBJECTIVES

By the end of this course students will:

- Summarize the prevalence and the impact of substance use and substance use disorders in the United States
- Describe preventive and treatment approaches for substance use disorders and explain the controversies with some of the approaches
- Understand how social inequalities are related to substance use, the impact of substance use, and access to treatment for substance use disorders
- Evaluate currently implemented or proposed policies to address substance use

GRADING & EVALUATION

Final grades for this course will be determined by the following assessments:

1. Attendance (6%)
2. Participation (20%)
3. Facilitating part of a class session (5%)
4. Reading reflections/Brief assignments (20%)
5. Research Paper: 45%
 - a. Topic selection (0 points)
 - b. Part 1: Topic paragraph, outline for background, policy ideas, initial references (5%)
 - c. Part 2: Background section: 15% (the reason I weigh this more is because you have had more experience doing this in your CH courses than the policy section)
 - d. Part 3: Policy section: 10%
 - e. Final paper: 15%
6. Oral presentation of your final paper—4%

Attendance (6%): Attendance is critical to promoting a learning community within the class. You are expected to attend all class sessions unless you have a medical excuse or a serious, unexpected situation. If you are sick, please do not come to class. You can miss one class without it affecting your attendance grade (you don't have to give me a reason). However, your participation grade will be affected unless you have a medical note, or I am contacted by your Dean. **If a class session conflicts with your observance of a religious holiday, let me know before the second class.

Active Participation (20%)

This course is a Community Health seminar, and thus you are expected to fully participate in the class discussions. Participation will enhance everyone's learning, and responsibility for class discussion is shared. Class participation includes coming to class on time, being prepared to

discuss readings and assignments, asking relevant questions, contributing to small group discussions, facilitating the participation of other students, and engaging with the instructor and guest speakers. ****Come prepared with two potential discussion questions for each class****

Class participation also includes actively contributing to in-class activities. I will often do an in-class assessment of the readings/topics; therefore, it is critical you do the readings and take notes to be prepared. Students who are late, miss class (unless with note from medical staff or their Dean), who use computers for things other than class activities, or use cell phones, will have lower participation grades on that day.

Facilitation of class discussion (5%): You will also be asked to lead the discussion for part of one of the class sessions. The goal is for you to help us learn or think about the session's topic beyond what we read. You can either choose one of the assigned articles (if there are many I will let you know which ones to choose from) or choose a different article that covers a different aspect of the topic (e.g., a population not included, opposing findings). To lead the discussion, please start with a brief summary of the article, but the rest of the time is up to you. You can lead small group or whole group discussions, add videos, games. Please discuss your ideas with me the week before your assigned session and send slides and questions at least two days before class. Plan on 15-20 minutes of class time.

General guidance:

- Ask questions and use strategies that draw out knowledge/experience
- Be respectful & inclusive; all students are encouraged to participate
- Presentation/discussion is structured in a clear & logical sequence
- Discussion is focused, relevant & engaging

Brief Assignments (20%)

There will be 6 short reflections on the readings or brief assignments to answer a prompt. You are required to do 5 during the semester, each one worth 4 points. Sometimes you will be asked to reflect on the readings, develop questions, compare policies, and other tasks. Format: use 12-point Times New Roman font, 1" margins, double-spaced, include your name and the assignment #, maximum of 2 pages.

Reflections are graded as check (4 pts) or check-minus (2 pts). To get a check: assignment must be submitted on time and follow the format, it must not be longer than two pages double-spaced. If you include a (very brief) recap of findings, there must be no errors on the findings; must contain original thought, and be well-written (grammar, no typos). Examples of original thought in reading reflections: Connect readings (current session, or past sessions or to other class) or connect to things learned in class, current events; propose reasons for findings not included in the reading, critique the study. Be careful about vague language—give examples of your hypotheses.

These assignments are usually due on Saturdays by 11:59pm. I will accept them up to one day after the due date (for a check minus)—but no later than that because they are used for class discussion.

Research Paper (45% total)

The paper will be an in-depth look at the epidemiology, determinants, and consequences of substance use or a substance use disorder, focusing on a particular population group. The paper will also include the policy context and a critique of related policies that attempt to address substance use or the SUD, with your policy recommendations. Sections of the paper will be submitted throughout the semester and the final paper is due at the end of the semester. The final paper will be 15-20 pages. The detailed instructions for the paper will be discussed during Session 2.

Presentation (5%)

You will be required to make a 10-12 minute presentation of your paper to your classmates.

REQUIRED MATERIALS & TEXTS

There are no textbooks for this course. Readings will be available online or at the course website in Canvas or distributed in class. You are responsible for reading all assigned material *before* the class date for which the readings are assigned.

COURSE POLICIES & EXPECTATIONS

Submitting Written Assignments:

All assignments are to be submitted through Canvas by the due date and time.

Late Assignments:

- *Reading reflections/short reading assignments:* As described earlier, reading reflections/short reading assignments will only be accepted one day late for a “check-minus”.
- *Research paper components:* Late assignments for the research paper assignments will result in 5% reduction in grade for each 24-hour period for which it is late. Late begins at 1 minute past the deadline.

Guidelines for Discussions:

Together, we came up with guidelines for discussion on the first day of class. We will revise our discussion guidelines as needed.

- Don't talk when someone else is talking
- Be open-minded and respectful
- Assume best intent
- Use “I” statements
- Everything that we say is confidential
- It's okay to disagree

Cellphones, Tablets, and Laptops:

No cell phone use during class. You may use a laptop/tablet in class for taking notes, or during specified class related activities. I trust that you will be respectful of your peers, guest speakers, and myself, and will not use laptops for things that are not related to the course. However, if this happens, we will revise the laptop policy. I prefer that laptops and tables not be used we have an outside speaker.

Writing when English isn't Your First Language

While most classes in the Department of Community Health are conducted in English, we serve many multilingual students, which positively contributes to the diversity at Tufts. If you are proficient in languages other than English, this is a strength and will serve you well in the health fields. I understand that the challenge of writing in English when it's not your first language can be enormous at times. If this is a concern for you, please let me know and I will try to help.

ACADEMIC INTEGRITY

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts' Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the Dean.

As part of this course, I will utilize TurnItIn in the Canvas learning management system to help determine the originality of your work for your research paper (the drafts and the final). TurnItIn is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. For more information, see Turnitin.com or review Tufts' [Academic Integrity](#) policies.

STUDENT SERVICES

ACCOMODATIONS: Tufts University values the diversity of our students, staff, and faculty, recognizing the important contribution each student makes to our unique community. Students with disabilities are assured that the Student Accessibility Services office will work with each student individually to ensure access to all aspects of student life. Tufts is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Student Accessibility Services office at 617-627-4539, or through their email at Accessibility@tufts.edu to make an appointment to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a

critical aspect for their provision.

BASIC NEEDS SECURITY: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Student Affairs Office for support. Furthermore, please notify me if you are comfortable in doing so.

ADDITIONAL RESOURCES:

- Tisch Library: For research assistance-<https://tischlibrary.tufts.edu/>
- Academic Resource Center (ARC): For writing and other academic assistance:
<http://uss.tufts.edu/arc/>
- The Tufts University Counseling and Mental Health Service (CMHS). For personal and academic concerns- Sawyer House at 120 Curtis Street. 617.627.3360.
<http://students.tufts.edu/health-and-wellness/counseling-and-mental-health>

Course Calendar (= Discussant)**

Class	Date	Topic	Assignment (in addition to reading)
1	September 9	Introduction & Epidemiology	
2	September 16	Historical Perspectives / Drugs and the Brain	Brief assignment #1 due by Saturday, September 14 th at 11:59pm
3	September 23	Social Epidemiology of Substance Use	Brief assignment #2 due by Saturday, September 21 th at 11:59pm Paper Topic (bring to class)
4	September 30	Speaker: Penelope Funaiole from Medford Health Department Societal Impact	Paper outline: Due on Wednesday, October 1 st by 11:59pm: (see detailed instructions in Canvas)
5	October 7	Prevention & Substance Use in the Media	Brief assignment #3 due Saturday, October 5, 2019 at 11:50pm Paper copy of newspaper article due in class Monday, October 7 th
6	October 15 (Note: this is a Tuesday)	Intro to treatment and support groups Speakers: AA of greater Boston	Background section of the paper Due on Saturday, October 12 th at 11:59pm.

Class	Date	Topic	Assignment (in addition to reading)
		(tentative)	
7	October 21	Treatment – Cont'd	Brief assignment #4 due Saturday, October 19 th at 11:59pm
8	October 28	Access to and Quality of Treatment / Parity Law and ACA	Brief assignment #5 due on Saturday, October 26 th at 11:59pm
9	November 4	National and state drug control policies	Brief Assignment #6 due on Saturday, November 2 nd @ 11:59pm
10	November 18	Visit to State House	Post questions!
11	November 25	Current issues: Marijuana legalization / Opioid epidemic	Policy section of Paper due on Saturday, November 22 nd at 11:59pm
12	December 2	Opioid epidemic in Massachusetts (speaker: Cassidy Heverling—tentative)	Student Presentations (Part 1)—Slides due December 1, 2019 at 11:59pm
13	December 9	Drug Control Policies in Other Countries Class presentations, wrap-up and evaluation	Student Presentations (Part 2) Slides due December 8, 2019 at 11:59pm

Final Paper Due on December 12th, 2019 by 11:59pm

Below is the list of topics and related readings. Readings may be added or substituted for pedagogical reasons, based on current news, and/or student interest. I am also waiting to get final confirmations from some of the speakers, so that might shift the schedule a bit.

Definitions, History, Epidemiology, & Impact

Session 1: Monday 09/09/2019 Introduction, Definitions, and General Epidemiology

Readings:

Kelly, J.F., Saitz, R., Wakeman, S. (2016) Language, Substance Use Disorders, and Policy: The Need to Reach Consensus on an “Addiction-ary”, *Alcoholism Treatment Quarterly*, 34:1, 116-123.

Substance Abuse and Mental Health Services Administration. (2019). *Key substance use and mental health indicators in the United States: Results from the 2018 National Survey on Drug Use and Health* (HHS Publication No. PEP19-5068, NSDUH Series H-54). Rockville, MD: Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration. Retrieved from <https://www.samhsa.gov/data/>

Session 2: Monday 09/16/2019 Historical perspectives / Drugs and the Brain

Readings:

History

- Chapter 1 from: Musto, D. (1999). *The American Disease: Origins of Narcotic Control*. Third Edition. (1999). New York: Oxford University Press.
- Cooper HLF. Medical theories of opiate addiction’s etiology and their relationship to addicts’ perceived social position in the United States: An historical analysis. *International Journal of Drug Policy*. 2004. 15: 435-445.
- The Mysterious History of “Marijuana”
<http://www.npr.org/sections/codeswitch/2013/07/14/201981025/the-mysterious-history-of-marijuana>

Addiction and the Brain

- Understanding Addiction: How Addiction Hijacks the Brain
<https://www.helpguide.org/harvard/how-addiction-hijacks-the-brain.htm>

Session 3: Monday 09/23/2019 Social Epidemiology

Due: Paper Topic

- McCabe, SE, Bostwick, WB, Hughes, West, BT, Boyd, CJ. (2010). The Relationship Between Discrimination and Substance Use Disorders Among Lesbian, Gay, and Bisexual Adults in the United States. *American Journal of Public Health*.
- Taylor, M. (2018). Why alcohol affects women more than men. <http://www.bbc.com/future/story/20180618-why-alcohol-affects-women-more-than-men>
- Mulia, N., & Karriker-Jaffe, K. (2012). Interactive Influences of Neighborhood and Individual Socioeconomic Status on Alcohol Consumption and Problems. *Alcohol and*
- *Select one of these (or read both if you have time!):*
 - Krim K. Lacey, Dawne M. Mouzon, Ishtar O. Govia, Niki Matusko, Ivy Forsythe-Brown, Jamie M. Abelson & James S. Jackson (2016) Substance Abuse Among Blacks Across the Diaspora, *Substance Use & Misuse*, 51:9, 1147-1158, DOI:10.3109/10826084.2016.1160124
 - Alegría, M., Mulvaney-Day, N., Torres, M., Polo, A., Cao, Z., & Canino, G. (2007). Prevalence of Psychiatric Disorders Across Latino Subgroups in the United States. *American Journal of Public Health*, 97(1), 68–75

Session 4: Monday 09/30/2019 Societal Impact / Guest Speaker

Speaker: Penelope Funaiole

Florence, C. S., Zhou, C., Luo, F., & Xu, L. (2016). The Economic Burden of Prescription Opioid Overdose, Abuse, and Dependence in the United States, 2013. *Medical Care*, 54(10), 901-906.

LD Moore, A. Elkavich (2008). Who's Using and Who's Doing Time. *American Journal of Public Health*, 98: 782-786.

Iguchi, M. (2005). How criminal justice disparities may translate to health disparities. *Journal of Health Care for the Poor and Underserved*, 16 (Supplement B), 48-56.

<http://muse.jhu.edu.ezproxy.library.tufts.edu/article/190680/pdf>

Prevention and Treatment

Session 5: Monday 10/7/2019 Prevention approaches

Elder RW, Lawrence B, Ferguson A, Naimi TS, Brewer RD, Chattopadhyay SK, Toomey TL, Fielding JE, Task Force on Community Preventive Services. [The effectiveness of tax policy interventions for reducing excessive alcohol consumption and related harms.](#) *American Journal of Preventive Medicine* 2010;38(2):217-29.

Compton, W., Jones, C., Baldwin, G., Harding, F., Blanco, C., & Wargo, E. (2019). Targeting Youth to Prevent Later Substance Use Disorder: An Underutilized Response to the US Opioid Crisis. *American Journal of Public Health, 109*(S3), S185-S189.

Humphreys, K. (2015). An Overdose Antidote Goes Mainstream. *Health Affairs, 34*(10), 1624-1627.

Media:

Policy Statement from the American Academy of Pediatrics—Children, Adolescents, Substance Abuse, and the Media:

<http://pediatrics.aappublications.org/content/pediatrics/126/4/791.full.pdf>

Caulkins, Jonathan P. Advertising Restrictions on Cannabis Products for Nonmedical Use: Necessary but Not Sufficient? *American Journal of Public Health* 108, no. 1 (2018): 19-21.

Session 6: Tuesday 10/15/2019 Treatment and Support Groups

Speakers (to be confirmed): Alcoholics Anonymous

McLellan, A.T., Lewis, D. C., O'Brien, C.P., Kebler, H. (2000). Drug Dependence, a Chronic Medical Illness: Implications for Treatment, Insurance, and Outcomes Evaluation, *JAMA*, 284, 1689-1695.

American Society of Addiction Medicine: Patients with Addiction Need Treatment—Not Stigma

<http://www.asam.org/magazine/read/article/2015/12/15/patients-with-a-substance-use-disorder-need-treatment---not-stigma>

Surgeon General's Report—Chapter 4. Early intervention, treatment, and management of substance use disorders <https://addiction.surgeongeneral.gov/chapter-4-treatment.pdf>

Kaskutas, L.A. (2009) Alcoholics Anonymous Effectiveness: Faith Meets Science *Journal of Addictive Disease*, 28, 145–157

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746426/pdf/nihms143522.pdf>

Session 7: Monday 10/21/2019 Treatment (Con't)

Chang, Jamie Suki, James L. Sorensen, Carmen L. Masson, Michael S. Shopshire, Kim Hoffman, Dennis Mccarty, and Martin Iguchi. Structural Factors Affecting Asians and Pacific Islanders in Community-based Substance Use Treatment: Treatment Provider Perspectives. *Journal of Ethnicity in Substance Abuse* 16, no. 4 (2017): 479-94.

Redding, B. LGBT Substance Use: Beyond Statistics. *Social Work Today* Vol. 14 No. 4 P. 8 <http://www.socialworktoday.com/archive/070714p8.shtml>

Pinedo, Zemore, & Rogers. (2018). Understanding barriers to specialty substance abuse treatment among Latinos. *Journal of Substance Abuse Treatment*, 94, 1-8.

The Wrong Way to Treat Opioid Addiction
<https://www.nytimes.com/2018/01/17/opinion/treating-opioid-addiction.html>

****Other readings TBD based on student interests****

Policy

Session 8: Monday 10/28/2019 Access to and Quality of Treatment / ACA & Parity Laws

Readings

Abraham, A., Andrews, C., Grogan, C., D'Aunno, T., Humphreys, K., Pollack, H., & Friedmann, P. (2017). The Affordable Care Act Transformation of Substance Use Disorder Treatment. *American Journal of Public Health*, 107(1), 31-32.

Cochran, B.N., Peavy, M., & Robohm, J. (2007). Do Specialized Services Exist for LGBT Individuals Seeking Treatment for Substance Misuse? A Study of Available Treatment Programs. *Substance Use & Misuse*, 42: 161-176.

Creedon, T., & Cook, B. (2016). Access to Mental Health Care Increased but Not for Substance Use, While Disparities Remain. *Health Affairs (Project Hope)*, 35(6), 1017-1021.

Hernandez, Meyers-Ohki, Farkas, Ball, Leonard, Rotrosen, & Saitz. (2018). How Massachusetts, Vermont, and New York Are Taking Action to Address the Opioid Epidemic. *American Journal of Public Health*, 108(12), 1621-1622.

Session 9: Monday 11/04/2019 National and state Drug Control Policies

Current National Drug Control Strategy (released January 2019):

<https://www.whitehouse.gov/wp-content/uploads/2019/01/NDCS-Final.pdf>

National Drug Control Strategy (2016)

https://obamawhitehouse.archives.gov/sites/default/files/ondcp/policy-and-research/2016_ndcs_final_report.pdf

Hannah LF Cooper (2015) War on Drugs, Policing, and Police Brutality, *Substance Use & Misuse*, 50:8-9, 1188-1194.

**Reading on current Mass. Policy – TBD depending on current events

In Class: Watch part of: *The House I Live In*

Remember No Class on November 11

Session 10: Monday 11/18/2019 Visit to State House

Meeting with State Senator John F. Keenan (D, Norfolk/Plymouth), Vice Chair of the Joint Committee on Mental Health, Substance Use and Recovery

Session 11: Monday 11/25/2019 Policies related to Opioid Epidemic / Marijuana Legalization

Haffajee, R.L., Jena, A.B., Weiner, S.G. (2015). Mandatory Use of Prescription Drug Monitoring Programs. *JAMA*. 2015;313(9):891-892.

Kolodny, A., Frieden, T.R. Ten Steps the Federal Government Should Take Now to Reverse the Opioid Addiction Epidemic *JAMA*. 2017;318(16):1537-1538. doi:10.1001/jama.2017.14567

Pacula, R. L., Kilmer, B., Wagenaar, A. C., Chaloupka, F. J., & Caulkins, J. P. (2014). Developing public health regulations for marijuana: lessons from alcohol and tobacco. *American journal of public health*, 104(6), 1021-1028.

Lopez, G. 9 questions about marijuana legalization you were too embarrassed to ask. *Vox*, August 30, 2019. <https://www.vox.com/policy-and-politics/2019/8/30/20826835/marijuana-legalization-medical-decriminalization-federal-vote>

Dasgupta, Nabarun, Leo Beletsky, and Daniel Ciccarone. *Opioid Crisis: No Easy Fix to Its Social and Economic Determinants*. *American Journal of Public Health* 108, no. 2 (2018): 182-186.

Session 12: Monday 12/02/2019 Opioid use and impact in Massachusetts / Student Presentations (6 Students)

Current state of opioid epidemic in Massachusetts: Cassidy Haverling, Massachusetts Department of Public Health

Student presentations

Session 13: Monday 12/09/2019 Drug Control Policies in Other Countries; Student Presentations (Remainder Students) & Wrap-Up

- Readings TBD
- Student presentations (continued)
- Wrap up