Location: Bobst Library: 70 Washington Square South  
Room: Lower Level 138

Prerequisites: None

Instructor: Demy Kamboukos, Ph.D.  
Department of Population Health  
Department of Child and Adolescent Psychiatry, NYU Child Study Center  
Phone: 646-754-4987  
Email: Demy.Kamboukos@nyumc.org  
** When sending email, please be sure to put “DRUGS & KIDS” in the subject heading to ensure a prompt reply. NOTE: You will get a faster reply if you email, rather than call/leave messages.

Office Hours: By appointment before or after class on campus, or by appointment at the NYU Child Study Center located at One Park Avenue (between 32rd and 33rd Streets).

COURSE DESCRIPTION

Youth drug use is often a well-kept secret, from parents, teachers, and society. The reality is that approximately 72% of youth in the United States report using alcohol at least once and 47% report using illicit drugs at least once by the time they reach 12th grade. While the majority of youth who use substances will not develop a substance abuse disorder, substance abuse and addiction are major public health problems affecting approximately 9% of the US population age 12 and older. The majority of individuals with substance abuse disorders began using substances during adolescence, and in some instances, as early as childhood.

This first half of this course will review the classes of psychoactive substances, including alcohol, tobacco and illicit drugs, and will explore the history and course of child and adolescent drug use. The course will also focus on the consequences of drug use on neurophysiological and psychological development, risk and protective factors related to use, and the impact of drug use on families. The second half of the course will detail substance abuse prevention, treatment and policy related to children and adolescents. This course will be conducted in a highly interactive manner, using a combination of lectures and discussion. Slides of the lectures will be posted on NYU Classes prior to the class. The content covered in class and readings will be illustrated using a variety of media tools (e.g., songs, movies, documentaries, newspaper articles). Active student participation and input will be strongly encouraged throughout the course. Students are expected to read the assigned materials prior to each class in order to actively participate in the discussion. All class assignments will be based on both the class lectures and readings.
COURSE AIMS

Knowledge. Students will be able to:
   a. Identify basic classes of psychoactive substances, and develop an understanding of the neurophysiological and psychological effects of psychoactive substances.
   b. Identify key correlates and processes related to initiation of use of psychoactive substances and progression from substance use to abuse and addiction.
   c. Understand the individual and familial risk and protective factors associated with drug initiation and use in children and adolescents.
   d. Develop an understanding of government policies related to drug use and the prevention and treatment of substance abuse disorders in children and adolescents.
   e. Appreciate the complex relationship between substance use and normal child and adolescent development.

Skills. Students will be able to:
   a. Discuss and critically assess current clinical and scientific literature related to substance use and abuse in children and adolescents.
   b. Relate current research on substance use and abuse to adolescents and college age populations.
   c. Discuss and evaluate substance abuse prevention and treatment techniques and programs.
   d. Understand the social and policy issues related to child and adolescent substance use and abuse in the United States.

REQUIRED READINGS
There is no text book for the course. Students will be assigned a required reading list (comprised of a combination of chapters, research articles, newspaper articles and short documentaries) on a weekly basis. The reading list will complement the lectures, and weekly group discussions will be based on the required reading materials. Optional readings to enhance learning and supplement the lectures will also be provided throughout the semester. Optional readings are also encouraged as integration for papers. All reading materials will be posted on NYU Classes.

OVERVIEW OF ASSIGNMENTS
All assigned readings and due dates of assignments are provided in the Course Outline below. Students have several opportunities throughout the semester to earn points toward their final grade, and the course is set up so that students have choices in their assignments. Final grades will be based on the following:

- Class attendance: 4%
- Participation and in-class discussions: 6%
- Reaction Papers: 15% (the best 7 out of 11 will be counted toward the final grade)
- Brief Paper # 1: 15%
- Brief Paper # 2: 10%
- Group Final Project or Final Paper: 20%
- Exams: 30% (the best 2 out of 3 exams will be counted; 15% each)
GRADING

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<th>Grade</th>
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DETAILS OF COURSE COMPONENTS

CLASS LECTURES

Class lectures will be based on current literature in the field, news articles, and assigned and required readings; lectures will integrate several forms of media. Power Point presentations of the lectures will be available on NYU Classes prior to each class session. The exams and assignments are strongly dependent on class lectures and discussions. Students are expected to attend classes and participate actively. The Power Points are quite detailed, which will minimize the need for extensive note-taking and increase opportunities for participation and discussion. Nevertheless, students are encouraged to download the lecture slides and take some notes during class. Students may use laptop computers during class for note-taking. However, because using computers, iPads, and phones for non-classroom activities (e.g., checking email, social networking, chatting) is distracting, please refrain from using electronic devices for purposes other than taking notes for class.

ATTENDANCE & PARTICIPATION

Since the class lectures provide information that is not necessarily covered in the assigned readings, and class discussions can enrich your learning, regular class attendance is expected. Attendance will be taken each class session and you will be given credit for attendance on a weekly basis. You will earn full credit each week if you attend the full class session. We recognize that students have many competing academic and personal demands, and that unexpected events or illness may impact attendance. As a result, you can miss two classes without penalty or deduction from your attendance grade. Please plan ahead as much as possible if you are aware of any events, activities, holidays that will conflict with scheduled class dates. If you anticipate missing class, let the professor know by email or in person. If you miss class, it is recommended that you download and review the slides. Although the slides are detailed, email the professor if you have any questions, or schedule a time to meet to review the slides and address your questions. You are also encouraged to ask a classmate for notes for the class you missed.

Because learning is an active process, participation does not equal mere attendance. Participation involves joining in on discussions, asking questions, and answering questions posed by the professor and your classmates. Participation also involves demonstrating that you have completed the assigned readings. Students are encouraged to complete their reading assignments each week prior to class, which will help prepare for active participation (readings are posted on NYU Classes under “Lectures & Readings”). When participating, please be thoughtful and respectful of other students; students have diverse life experiences and may have opinions different than your own. If you do not have a chance to participate during a particular class session or if you miss class, but have thoughts or input based on the topic/readings, you may email your professor with your thoughts within 24 hours of the class; your thoughts by email will be considered as part of your participation grade for that class session. Many students from past semesters have also shared resources that caught their interest and were relevant to the class topics. If you email resources, articles or links, this email communication will count toward your “participation”. These resources may also be shared with the class and may be used in future classes.
ASSIGNED READINGS
Each week, there are readings assigned from multiple sources, including books, journals, the internet, and newspapers. You are expected to keep up with the readings and to complete the reading assignments prior to class. Be prepared to offer summary information, critiques and impressions regarding the readings during class discussions. Class lectures and discussions may be pulled from these readings. All assigned readings and class slides will be posted on NYU Classes under “Lectures & Readings” before each class session. Optional readings may be used to enhance your understanding of topics discussed in class and to provide you with additional resources for the assignments and papers. These will be posted under the “Optional Readings” option when you click on “Lectures & Readings” each week.

REACTION PAPERS
A total of eleven (11) 2 to 3 page Reaction Papers based on specific, assigned readings will be assigned throughout the semester for each class session. The specific assignment for each Reaction Paper will be posted on NYU Classes under “Assignments”. Reaction Papers are due on a weekly basis starting in Class # 2 until Class # 14; note that Reaction Papers are NOT due on exam days. You are required to turn in 7 of the 11 Reaction Papers. Each Reaction Paper will be worth 2 points. Even if you do not complete a Reaction Paper, you are expected to complete the readings for each class session. If you turn in more than 7 papers, the top 7 grades will be accounted for in your final grade – that is, the lowest grade(s) will be dropped. The grades for any additional/extra Reaction Papers you turn in will not be considered in your final grade. The Reaction Papers will account for 15% of your total grade.

All Reaction Papers should be submitted online via NYU Classes (see page # 7 for instructions on how to upload your papers). If you have trouble uploading your Reaction Papers through NYU Classes, email copies will be accepted (email to Dr. Kamboukos at Demy.Kamboukos@nyumc.org; be sure to put “Drugs & Kids – Reaction Paper # ___” in the subject of the email.). In the rare event that you do not have access to the internet, you can turn in stapled, hard copies of the paper at the start of class. All Reaction Papers are due by the start of class (3:30 pm); there will be a 15-minute grace period for turning in these papers. Late Reaction Papers – even those 16 minutes late! – will NOT be accepted.

BRIEF PAPERS
The purpose of the brief papers is to demonstrate your knowledge and understanding of course material through application to movies, documentaries or observed meetings. The first paper will demonstrate how well you can apply the course information to one of 2 movies: Basketball Diaries or Thirteen. An alternative option can be provided upon discussion with Dr. Kamboukos if you anticipate that the themes in the movies will be difficult to watch. You also have a choice for your second paper: an application of course material to 1 of the 2 following options: (1) short documentaries or (2) your experiences in observing an open AA or NA meeting. Copies of the movies are on reserve in the Avery Fisher Center in the NYU Bobst Library (Call numbers: Basketball Diaries: RDVD 125 c.1-3 and DVD 6610; Thirteen: RDVD 18 c.1-2 and DVD 1966). Detailed instructions for the Brief Papers, and guidelines on citing articles and lectures in the paper, will be posted on NYU Classes under “Assignments”. Brief Paper # 1 is worth 15 points and Brief Paper # 2 is worth 10 points, with a combined total worth 25% toward your final grade.
The two Brief Papers are due at the start of class on the due dates. Both papers should be submitted online via NYU Classes (see page # 7 for instructions on how to upload your papers). If you have trouble uploading your Brief Papers through NYU Classes, email copies will be accepted (email to Dr. Kamboukos at Demy.Kamboukos@nyumc.org; be sure to put “Drugs & Kids – Brief Paper # ___” in the subject). In the rare event that you do not have access to the internet, you can turn in stapled, hard copies of the papers at the start of class. All Brief Papers are due by the start of class (3:30 pm); there will be a 15-minute grace period. Late Brief Papers – even those 16 minutes late! – will have 1 point deducted for each day they are late (e.g., 16 minutes – 24 hours = 1 point deduction; 24 hours – 48 hours = 2 points deduction). Although not encouraged, please plan ahead if you will turn in your papers late. If you turn in your Brief Paper # 15 days after the due date, you will earn no points; if you turn in Brief Paper # 10 days after the due date, you will earn no points. Late papers turned in after these dates will therefore NOT be accepted.

GROUP PROJECT OR FINAL PAPER
The purpose of the group project/final paper is to demonstrate your knowledge and understanding of current, empirical information on substance use, prevention and treatment through interactive, creative and innovative projects. You will have two choices for this final project, based on your preference for working in groups or independently. The important aspect of this assignment is to integrate the course work and outside readings into your final project/paper. The Final Group Project/Final Paper is due on the last day of class; group presentations will be held on the last day of class. More details on the requirements will be posted on NYU Classes under “Assignments”.

For Final Group Projects: All materials should be submitted online via NYU Classes by the start of class on the due date; one group member can upload all required materials on behalf of the group (see page # 7 for instructions on how to upload your materials). Any materials that cannot be uploaded (DVD, posters) should be turned into the professor on the day of the presentation. Each group member also has to turn in a peer evaluation form on the day of the presentation. If your group does not present on the assigned date, your group will receive zero points for the project. If you have trouble uploading your Group Projects through NYU Classes, email copies will be accepted (email to Dr. Kamboukos at Demy.Kamboukos@nyumc.org; be sure to put “Drugs & Kids – Group Project” in the subject of the email). In the rare event that you do not have access to the internet, you can turn in a stapled, hard copy of the materials at the start of class. You have a 15-minute grace period to turn the required materials; after this, each group member will have 1 point deducted for each day the required materials are late (e.g., 16 minutes – 24 hours = 1 point deduction; 24 hours – 48 hours = 2 points deduction).

For the Final Paper: The Final Paper should be submitted online via NYU Classes at the start of class on the due date,(see page # 7 for instructions on how to upload your paper). If you have trouble uploading your Final Papers through NYU Classes, an email copy will be accepted (email to Dr. Kamboukos at Demy.Kamboukos@nyumc.org; be sure to put “Drugs & Kids – Final Paper” in the subject of the email). In the rare event that you do not have access to the internet, you can turn in a stapled, hard copy of the paper at the start of class. There will be a 15-minute grace period for turning in these papers. Late Final Papers – even those 16 minutes late! – will have 1 point deducted for each day they are late (e.g., 16 minutes – 24 hours = 1 point deduction; 24 hours – 48 hours = 2 points deduction). Final Papers will NOT be accepted after 5/14/14 at 3:30 pm.
Option 1 - Final Group Project: The first option is to work on a group project (3 – 5 students per group) to critically evaluate existing prevention or treatment programs or public service announcements for substance abuse for children and adolescents, and to develop a new public service announcement (PSA) or prevention or treatment program. All groups will be required to give a brief 10-minute presentation, and to turn in their final products (e.g., PSA, pamphlets) and presentations/outlines on the day of the presentation. Presentations should include a brief overview of the population and targeted risk factor, rationale for the project and the final PSA or treatment/prevention program (script from a performance, video, poster, or any medium the students prefer for the PSA and/or sample material from the prevention/intervention). Groups also have to turn in a detailed Power Point presentation or outline that covers additional information than presented (e.g., prevalence/statistics, risk and protective factors, review of other programs, rationale for the project, final PSA or treatment/prevention program description, roles and peer evaluations). Students are expected to work collaboratively as a team on the project. Projects will be evaluated based on: the degree to which coursework, class readings, and readings you find on your own are integrated; group collaboration; peer evaluations; presentation; cohesiveness of presentation and project; and final PSA or treatment/intervention program. If you expect you will not be able to attend class on the presentation date, please discuss with Dr. Kamboukos and your group beforehand.

Option 2 – Final Paper: The second option is to write a 9 – 12 page final paper about a fictional or non-fictional drug-abusing adolescent, and to describe and critically evaluate prevention and treatment programs for this teen. This assignment is in part a creative writing project in which you will be asked to describe the character, family history, family environment and risk factors that may have contributed to drug use. The paper will cover the character’s experiences and outcomes with prevention and intervention programs, and will end with a description of the character’s life post-prevention and treatment, and recommendations for preventing relapse. Papers will be evaluated based on: the degree to which coursework, class readings, and readings you find on your own are integrated; the degree to which you have fully answered the questions; cohesion and clarity in responses; and evaluation and recommendations of prevention and treatment programs.

EXAMS
There will be three exams covering the course material (based on class lectures, required readings, Reaction Paper topics and class discussions) throughout the semester. The exams are NOT CUMULATIVE; the topics that will be covered in each exam will be posted on NYU Classes (under “Study Guides”). The first two exams will be held in class; the third exam will be held during finals week (location and date TBD). Exams consist of multiple choice, True/False and short answer questions. The majority of the exams will be based on class lectures, which will be conducted with the use of Power Point presentations and discussion on the readings. Attendance and some note-taking during class is, therefore, strongly encouraged. Since some questions will cover the assigned readings, mostly focusing on the topics covered in the Reaction Papers, it is important to complete the readings for these weekly assignments.

In order to do well on the exams, students are encouraged to keep up with the readings and to review their lecture notes, using the study guides, on a weekly basis, rather than prepare for the exam the week before it is given. A study guide on each topic will be posted on NYU Classes following each class session (under “Study Guides”). It is recommended that students review the questions on the study guide and
Students are also encouraged to email the professor or to set up an appointment to clarify or review any questions on the class material or the study guides as they review their notes and study guides, and prepare for the exams. Following Exams # 1 and # 2, there will be lectures in the second part of the class.

**The top 2 out of the 3 exams will be counted toward your final grade.** The total grade of the top/best two exams is worth 30% of your final grade, or 15% per exam. If you take all three exams, the lower grade will be dropped and will not be counted toward your final grade. If you miss an exam, you will receive a zero for that exam. **Note:** Given this system, if you do well in the first 2 exams, you can choose to miss the third exam (and the grades from the first 2 exams will be counted toward your final grade). If you require special accommodations for taking the exams, please contact Dr. Kamboukos personally to accommodate your needs. If you anticipate missing an exam or have a conflict for the date on which an exam is scheduled, missed exams may be made up under extenuating circumstances; however, an alternative plan for taking the exam must be discussed with and approved by your professor in advance (that is, at least 5 days before the day of the exam).

**POLICY ON LATE SUBMISSIONS**

Late papers (Brief Papers, Final Papers, Group Projects) will be accepted, with a penalty, as detailed above under each assignment. The final dates which papers will be accepted are also noted above; papers received after the final due dates will not be accepted nor graded, and will receive a score of zero. Please note that late Reaction Papers will not be accepted under any circumstances. Students requesting an exemption from the late submission policy must present a written note from a School Dean, Academic Advisor, or personal physician (e.g., not the student’s parent or family member) justifying the late submission, which will then be considered by the professor.

**SUBMITTING PAPERS ONLINE VIA NYU CLASSES**

All assignments should be completed, saved and uploaded as WORD documents (.doc or .docx) or Power Points. Only in the event that you do not have Word, please save your assignment as a PDF. All assignments (Reaction Papers, Brief Papers, Group Projects and Final Papers) should be uploaded and submitted online via NYU Classes. In order to ensure that your assignment is turned in on time, please allow for sufficient time to upload your assignments each week. Instructions on uploading assignments can be found through the HELP menu on NYU Classes. Briefly:

- Complete the assignment in a Word document (save as .doc or .docx) or Power Point; if you do not have Word, save as PDF.
  - Do **NOT** complete the assignment in the Assignment Text box provided in NYU Classes – assignments will only be accepted as attachments.
  - Make sure that you include your name and the assignment name (e.g. Reaction Paper # 3) in the actual document, not only on the file name.
- Log onto NYU Classes and go to Drugs & Kids module.
- Click on the “Assignments” section on the menu on the left.
- Click on the Assignment you want to submit (e.g. Reaction Paper # 1, Brief Paper # 1) to open it.
- Scroll down to the bottom of the page, below the text box. You will see a section labeled “Attachments”. Click on “Choose File” from the “Select a File from the Computer” section. Find the file on your computer. Select the attachment and Click OK or Choose from the pop up box.
The attachment should appear below the heading “Attachments”.
You can Preview to review how the final assignment will be presented to the professor.
If you hit Cancel, nothing will be saved and nothing will be uploaded. Your attachment will not be saved in NYU Classes.
If you hit Save Draft, this will save what you have uploaded to be completed at a later date. Note that if you Save a Draft, the document is still in progress and can only be viewed by you; the document is not available to your professor and has not been submitted. For your professor to view the document, you need to hit Submit.
When you have attached the document and you are ready for it to be submitted, hit SUBMIT.
  o Once you hit Submit, you cannot make any changes, and you cannot access the assignment.
You will receive an email from NYU Classes confirming that you have submitted the assignment. This will be your only confirmation that your assignment has been submitted. If you do not receive the email, your submission has NOT been successful, and you should follow the steps above again, or you should go to NYU Classes to confirm that you have submitted your assignment. It is your responsibility to ensure that your assignment has been uploaded, submitted successfully and on time. You will not receive a confirmation by email from your professor – your confirmation is the email from NYU Classes.

ACADEMIC INTEGRITY
All students at NYU follow an honor code and rules of conduct and policies of academic integrity. Students violate academic integrity when they: (1) cheat on exams; (2) submit work that is not their original work; (3) submit the same work from two different courses without permission from their professors; (4) receive help on a take-home exams without knowledge from their professor; (5) plagiarize. Plagiarism occurs when students do not properly give credit when pulling or reporting information or ideas from papers, documents, presentations, musical scores, the internet or other materials, and attribute others’ work and ideas as their own. Examples of plagiarism include: (1) copying verbatim from a book, article, presentation, or other documents, with providing a proper attribution, citation or quotation; (2) paraphrasing an article, chapter, presentation or other materials without giving attribution or citation, or providing quotation marks; (3) copying from a classmate or allowing a classmate to copy from you, or submitting another student’s work with your name on it; (4) collaborating between two of more students, without the professor’s permission, and then submitting the paper individually under each student’s name; (5) purchasing an assignment or paper, and submitting as original work.

Students are expected to submit original work and ideas for all assignments, and to follow the rules of conduct and policies of the honor code and academic integrity. Students can avoid plagiarism by: (1) providing citations and attributions for information and ideas pulled from outsiders sources; and (2) submitting original work. Details on how to cite articles and others’ work are provided with all assignments (see tips on the American Psychological Association’s referencing guidelines under “Lectures and Readings”). If you have any questions regarding academic integrity and proper attribution of others’ work, please set up an appointment with your professor. In the event that a student violates academic integrity or plagiarizes, the professor will follow the rules and policies set form by NYU and the College of Arts and Sciences. If any violations occur, as per the University’s policies, the student may receive a zero in the assignment, or violations may result in a lower grade or failure in the course. For more information on Academic Integrity and the Honor Code, please see: http://cas.nyu.edu/page/academicintegrity.
COURSE OUTLINE / SCHEDULE
The detailed table that follows provides information on the course schedule, topics, required and optional readings, and assignments due for each week of the course. Please refer to this table for information on readings and assignments, as well as due dates for all assignments and exams. Students are encouraged to email or the ask the professor during the break each week, if they have any questions regarding the readings, assignments or due dates in this syllabus.

All Power Point presentations and Assigned Readings will be posted on NYU Classes under “Lectures & Readings” each week. Power Point presentations will be uploaded prior to class; the assigned classroom has wireless access and you will be able to download the Power Points at the start of class each week. Since you may only be assigned select pages for some assignments, be sure to refer to the specific notes regarding the readings in the table that follows. All details and instructions regarding the Assignments will be posted under “Assignments”. All deadlines are posted in the table that follows, as well as in the calendar on NYU Classes. Students are advised to also review the information in the syllabus above for each assignment, as policies on late submissions and final dates assignments may be accepted are provided above. All Study Guides will be posted under “Study Guides” after each class session.
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<th>Topic</th>
<th>Assigned Readings</th>
<th>Assignment(s) Due</th>
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<td># 1</td>
<td>In addition to reviewing the course requirements and syllabus, the topics we will cover are:</td>
<td>All readings posted on NYU Classes under “Lectures &amp; Readings”</td>
<td>None due.</td>
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<td><strong>Introduction:</strong> In this part of the class, we will define “drugs” by focusing on the categories of substances and the contexts of use. We will distinguish between drug use and dependence, and discuss the effects of drugs.</td>
<td>1. Johnston, L. D., O’Malley, P. M., Bachman, J. G., &amp; Schulenberg, J. E. (2013). Monitoring the Future National Results on Drug Use – 2012 Overview, Key Findings on Adolescent Drug Use. Ann Arbor: Institute for Social Research, The University of Michigan. <strong>Read:</strong> Introduction, Study Design &amp; Methods and Summary of Key Findings (pages 1 – 8 in the document). You will also have to read about one specific substance to complete Reaction Paper #1 due next week; see Reaction Paper # 1 for more details. <a href="http://www.monitoringthefuture.org/pubs/monographs/mtf-overview2012.pdf">http://www.monitoringthefuture.org/pubs/monographs/mtf-overview2012.pdf</a></td>
<td>(Reaction Paper # 1 due next week will cover these readings)</td>
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<td><strong>Drug Use Across the Lifespan:</strong> In the second part of the class, we will discuss key methodological issues related to research that allows us to understand patterns of use across the lifespan. We will learn about established national surveys, and will look at the rates of use and abuse of drugs across different age groups and across different countries.</td>
<td>2. National Institute on Drug Abuse (December 18, 2013). Sixty percent of 12th graders do not view marijuana use as harmful. NIH News. <a href="http://www.drugabuse.gov/sites/default/files/mtf_2013.pdf">http://www.drugabuse.gov/sites/default/files/mtf_2013.pdf</a></td>
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<td><strong>RECOMMENDED HANDOUTS:</strong> Commonly Abused Drugs, Commonly Abused Prescription Drugs, Toxic Effects of major drugs</td>
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## Use, Abuse & Addiction: Risk & Protective Factors

A number of factors put youth at risk for drug use and abuse, while other factors protect youth from initiation and abuse. This class will define risk and protective factors, and factors that promote resilience in teens. The class will focus on the role of a number of factors and theories that are used to explain who may or may not initiate, use or abuse drugs. We will also explore some of the risky behaviors (e.g., sexual risky behavior) associated with substance use.


### Optional Readings


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<th>Assigned Readings</th>
<th>Assignment(s) Due</th>
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| # 3             | Effects of Drugs on the Brain: The adolescent brain is particularly vulnerable to the effects of drugs. This part of the class will explain why the adolescent brain is vulnerable and will examine the role of the brain in drug abuse and addiction, and in making people high. We will also cover the different ways in which drugs (and their mode of administration) impact the body. The lecture will conclude with an overview of the role of brain imaging in clarifying the impact of drugs on the brain. | 1. Time Magazine, July 5, 2007. How We Get Addicted. [http://www.time.com/time/magazine/article/0,9171,1640436-1,00.html](http://www.time.com/time/magazine/article/0,9171,1640436-1,00.html)  
|                 | Effects of Drug Use on Basic Psychological Processes. Drugs and psychological processes go hand-in-hand. This part of the class will explore the impact of drugs on mood, thoughts, behavior, as well as the comorbidity of drug use and psychiatric disorders. | **RECOMMENDED:**  
1. *The Impact of Addiction on the Brain* diagram  
**OPTIONAL READINGS:**  
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<td>Drugs and Gender: Patterns of drug use and addiction differ by gender. We will review both these patterns and theories that explain these patterns. We will also look at how drugs impact males and females differently. The class will also cover risks to fetuses when women and men use drugs for two.</td>
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<td>Ethnicity and Drug Use: Drug abuse is not color-blind! We will review differential patterns of drug use and abuse by ethnic groups, and learn how cultural beliefs and practices affect use and abuse.</td>
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</table>
| #5              | Drugs and Family Functioning: Drug use is a family affair. This class will focus on how parenting styles and family environments impact teen substance initiation and use. Because teen drug use does not occur in isolation, we will also consider the impact of teen substance use on parents. | **1.** Denton, R.E. and Kampfe, C.M. (1994). The relationship between family variables and adolescent substance abuse: A literature review. *Adolescence, 29*(114), 475 – 495.  
**OPTIONAL READINGS:**  
<table>
<thead>
<tr>
<th>Class No. &amp; Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6</td>
<td>** Dr. Joseph Palamar will cover class and be a guest discussant this week **</td>
<td>** EXAM # 1 **</td>
<td>** Exam # 1 **</td>
</tr>
</tbody>
</table>
|                | ** Following Exam # 1, the class will focus on a discussion on U.S. policies and different points of view related to legalization of marijuana. ** | 1. Nadelmann, E. & DuPont, R. L. (March 2012). Should marijuana be legal? *The Costco Connection*.  
<table>
<thead>
<tr>
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</table>
| # 7             | **Government Policy and Drugs:** Governments often make decisions to act (or not act) to issues related to drugs. This class will present the U.S. history on the War on Drugs, including critically evaluating how well efforts have worked. We will review several government initiatives including prohibition, supply reduction, demand reduction, harm reduction, and legalization. International policies will also be reviewed. The class will conclude with a discussion on U.S. policies and different points of view related to legalization of marijuana. | 1. Kleinman, M. A. R., Caulkins, J. P. & Hawken, A. (April 22, 2012). Rethinking the War on Drugs. *The Wall Street Journal.* [http://online.wsj.com/news/articles/SB1000142405270230342550457735754196169014](http://online.wsj.com/news/articles/SB1000142405270230342550457735754196169014)  
**Brief Paper # 1** |


** If you did not complete the readings on legalization assigned last week, make sure that you read them for this week’s class

**OPTIONAL readings – see next page:**
# 7  Government Policy & Drugs: CONTINUED  

**Assigned Readings**

*All readings posted on NYU Classes under “Lectures & Readings”*

**Assignment(s) Due**

For details, see NYU Classes “Assignments”

<table>
<thead>
<tr>
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</thead>
</table>
| # 7              |       | **OPTIONAL READINGS:**  
1. Debunking the Biggest White House Lies about Marijuana  
<table>
<thead>
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<th>Assignment(s) Due</th>
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</thead>
<tbody>
<tr>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>ENJOY!</td>
<td>None</td>
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</tbody>
</table>
| # 8             | Substance Prevention I – Family & School: Prevention of substance use, or slowing down the problem before it begins, is an important aspect of ensuring that youth stay healthy. We will review different prevention frameworks and how prevention programs are intended to work. We will also go over family and school prevention efforts. | 1. West, S.L. & O’Neal, K.K. (2004). Project D.A.R.E. Outcome effectiveness revisited. *American Journal of Public Health*, 94, 1027 – 1029.  
**Preferred option for Final Paper versus Group Project due. We will do this together in class. If you are absent, you must inform the professor of your choice by email.** |

**OPTIONAL READINGS:**
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</thead>
</table>
| # 9             | Substance Prevention II – Media & Community: Media is a part of every-day life. Building from the prior class, this class will highlight different media prevention approaches (e.g., Public Service Announcements) and discuss the effects and impact of media prevention. An overview of community prevention efforts will conclude the discussion on prevention. | 1. The American Legacy Foundation’s Truth Campaign Fact Sheet. [http://www.legacyforhealth.org/content/download/621/7337/file/truth_fact_sheet_January_2012.PDF](http://www.legacyforhealth.org/content/download/621/7337/file/truth_fact_sheet_January_2012.PDF)  
4. **VIEW THE FOLLOWING from TRUTH CAMPAIGNS:**  
   ** Scroll down the page to DISCOVER to view this video.  
   ** Scroll down the page to DISCOVER to view these videos.  
c. Shards O’Glass: [http://www.youtube.com/watch?v=PqlKz603JvQ](http://www.youtube.com/watch?v=PqlKz603JvQ)  
   ** Under FACTS IMAGE GALLLERY, select BIG TOBACCO FILES and review the documents listed.  
e. Singing Cowboy [http://www.youtube.com/watch?v=eshSlxe9qd0](http://www.youtube.com/watch?v=eshSlxe9qd0)  
**OPTIONAL READINGS:**  
2. Partnership for Drug Free America: [www.drugfree.org](http://www.drugfree.org)  
<table>
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</thead>
</table>
| # 10            | **Addiction Treatment I – Treatment Options & Considerations:** The first half of the class will introduce substance abuse treatment. The class will describe the continuum of available care to patients. Barriers to treatment will be reviewed. We will also focus on treatment considerations with teenagers, including developmental considerations, and the effectiveness of treatments. **Addiction Treatment II – 12-step Programs & Abstinence:** This second half of the class will review the history of 12-step programs, and examine the key components and effectiveness of such programs. The class will also focus on the pros/cons of abstinence, and developmental considerations for abstinence in adolescence.  

*Readings strongly recommended*


**OPTIONAL READINGS:**


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Reaction Paper #8
<table>
<thead>
<tr>
<th>Class No. &amp; Date</th>
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<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td># 11</td>
<td><strong>EXAM # 2</strong>&lt;br&gt;Following the exam, there will be a lecture.</td>
<td>All readings posted on NYU Classes under “Lectures &amp; Readings”</td>
<td><strong>EXAM #2</strong>&lt;br&gt;No Reaction Paper due this week.</td>
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<td><strong>Addiction Treatment III – Assessment &amp; Diagnosis:</strong> This class will</td>
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<td>cover the different diagnostic criteria for use, abuse and dependence,</td>
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<td>followed by reviewing different assessment tools to identify and</td>
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<td>diagnose individuals with substance problems. We will also learn about</td>
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<td></td>
<td>the Stages of Change Model and how it can be used in assessment and</td>
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<td></td>
<td>treatment of substance abuse.</td>
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<td>There are no required assigned readings this week.</td>
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<td><strong>OPTIONAL READINGS:</strong></td>
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<td></td>
<td>of how people change: Applications to Addictive Behaviors. American</td>
<td>people change: Applications to Addictive Behaviors. American Psychologist, 47,</td>
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<td></td>
<td>Psychologist, 47, 1102-1114.</td>
<td>1102-1114.</td>
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| # 12            | **Addiction Treatment IV – Contingency Management, Drug Courts, Cognitive-Behavioral Therapy and Relapse Prevention:** This class will kick off the reviews of specific treatments of substance use and abuse. This part of the class will focus on three treatment options. We will first review contingency management, and its role in drug treatment. Next, we will learn about Drug Courts and their effectiveness in drug treatment. We will also review cognitive-behavioral therapy and learn how thoughts are recorded and what skills are targeted in this treatment approach. Relapse is an unfortunate, but real problem in drug treatment. Lastly, we will focus on relapse rates and ways to prevent relapse. **Addiction Treatment V – Motivational Focused Treatments:** The second half of the class will review two effective motivation-based effective treatments: Motivational Intervention Enhancements and Motivational Interviewing. | 1. Henggeler, S. W. (2007). Juvenile drug courts: emerging outcomes and key research issues. *Current Opinion in Psychiatry*, 20, 242-246.  
Brief Paper # 2 |

* Reading strongly recommended
<table>
<thead>
<tr>
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</thead>
</table>
| # 14 | Addiction Treatment VII – Psychopharmacological Approaches: Pharmaceuticals are often used to help patients in drug treatment. This class will identify and describe strategies of psychopharmacology treatment. The class will also review and discuss new preventive approaches, including vaccines for targeting addiction and e-cigarettes. | 1. Szalavitz, M. (March 13, 2012). Heroin cheaper, more effective than methadone for hard cases: Study. *Time*. [http://healthland.time.com/2012/03/13/heroin-cheaper-more-effective-than-methadone-for-hard-cases-study/](http://healthland.time.com/2012/03/13/heroin-cheaper-more-effective-than-methadone-for-hard-cases-study/)  
Final Group Projects (Powerpoint, Final Product and Peer Evaluations) OR Final Paper  
**OPTIONAL READINGS:**  
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</thead>
<tbody>
<tr>
<td><strong>Date TBD</strong></td>
<td><strong>EXAM #3</strong></td>
<td>All readings posted on NYU Classes under “Lectures &amp; Readings”</td>
<td><strong>EXAM #3</strong></td>
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<td></td>
<td>The exam will be held during finals week during the time and at the location provided by the University. Time and location TBD. <em>If your schedule conflicts with the date of the final exam, please discuss this with Dr. Kamboukos by 4/23 so that alternative arrangements can be made.</em></td>
<td>There are no assigned readings for this week.</td>
<td>No Reaction Paper due.</td>
</tr>
</tbody>
</table>