

SUGGESTED CURRICULUM FOR A MASTER OF ARTS DEGREE IN DRUG ABUSE PREVENTION*

PAULA D. GORDON, M.A.
Consultant in Drug Abuse Prevention
Chevy Chase, Maryland

ABSTRACT

The following is a suggested curriculum for the preparation of trainers, consultants, and program and policy planners and implementors—all working in the field of drug abuse prevention. The core of the program, as well as the specific programs, stress a comprehensive approach to dealing with the causes and symptoms of drug-taking behavior. Of particular concern in the curriculum are approaches to drug abuse prevention and early intervention.

INTRODUCTORY STATEMENT BY DR. ALLAN Y. COHEN, EXECUTIVE DIRECTOR, INSTITUTE FOR DRUG ABUSE EDUCATION AND RESEARCH, JOHN F. KENNEDY UNIVERSITY:

John F. Kennedy University has been developing plans for systematic training curricula in the field of drug abuse. Curricula ideas like those outlined by Ms. Gordon, will be integrated with extensive field experience for training in substance abuse counseling, education, administration, and research. An undergraduate degree program and a Master's degree program are available through the Community Services Department and formalized certification of the degree programs are anticipated. Inquiries may be addressed to the Institute for Drug Abuse Education and Research, John F. Kennedy University, Martinez, California 94553.

* This curriculum was designed by the author for the Institute for Drug Abuse Education and Research, John F. Kennedy University, Martinez, California.

Suggested Curriculum for a Master of Arts Degree in Drug Abuse Prevention

This program is designed to prepare persons to work in the field of drug abuse prevention. Three areas of emphasis are possible: program and policy planning and implementation, training, and consultation. All degree candidates must complete 60 units of course work, including five core courses, 2 courses in a major area, and a three month internship in the same major area of concentration. (This internship must be taken just prior to their final semester of study.) All candidates must also submit an essay (approximately 100 pages in length) in order to satisfy course work and degree requirements. This essay is to be written under the guidance of the student's advisor and in conjunction with an independent study or research course. Degree candidates should allow at least three semesters for completion of course work and an additional three month period for their internship.

Core Courses

201-202 (10 UNITS) INTRODUCTION TO SOCIAL PROBLEM SOLVING AND DRUG ABUSE PREVENTION

This course emphasizes basic theory and practice and application to the drug abuse field focussing on critical factors in problem solving (problem definition and understanding of the problem; viable programs, policies, and approaches that can be brought to bear in solving the problem; the mustering and utilization of resources; administrative insight and expertise; leadership, interest, and commitment); brief overview of nature and scope of the drug problem and its implications; basic principles of relevant disciplines.

The second part of the course will concern *Theoretical and Philosophical Foundations and Implications for Action*. This part of the course will focus on a theory of the cyclic potential of drug taking behavior, a needs theory of drug taking behavior, and a developmental theory of intervention in drug taking behavior (the last two both drawing on Maslow's hierarchy of needs theory); a public health oriented philosophy aimed at preventing drug abuse, philosophical and moral positions with respect to drug use and its gradations.

203 (5 UNITS) THE EFFECTS OF DRUGS AND THEIR IMPLICATIONS FOR PSYCHOLOGICAL AND SOCIAL HEALTH

Focussing on resolution of the controversy over the effects of marijuana, lesser known and little understood effects of psychotomimetic agents, effects of popularly used drugs, analysis of the use/misuse philosophy and its implications, problems in communication regarding the effects of drugs and their implications, problems in clarifying major issues and in changing attitudes. (This course is to be taken concurrently with 201-202.)

204 (5 UNITS) VARIATIONS IN PATTERNS OF DRUG TAKING BEHAVIOR: IMPLICATIONS FOR PREVENTION AND EARLY INTERVENTION

An historical overview of drug taking behavior stressing the American experience since 1960; the multiple drug use syndrome of the youth drug culture; heroin addiction in the ghetto; drug taking in special populations including ethnic groups, lower socioeconomic groups, women, the labor force, the military, etc.; differences in life styles and perspectives and their implications for prevention and early intervention. (This course will involve field work, including extensive interviewing of drug users and addicts and exposure to approaches and practices, including counselling which are designed to meet the needs of specific groups and individuals.)

205 (5 UNITS) DRUG ABUSE PREVENTION PROGRAMMING NATIONWIDE

An overview of nationwide drug abuse efforts with major emphasis on prevention and early intervention and ancillary support services, including training, technical assistance, communications and advisory systems, etc.; and minor emphasis on trends in treatment, law enforcement, legislative reforms, etc. (Students will critique current trends and develop succinct prescriptive plans for dealing with the drug problem at Federal, State, and local levels.)

Program and Policy Planning and Implementation Majors

206a (5 UNITS) POLICY AND PROGRAM PLANNING APPROACHES

Four approaches to social action (*laissez faire*, disjointed incrementalism, goal oriented planning, long range comprehensive planning—H. Blum); strategies of change (addressing both organizational and community change); techniques of planning, including use of scenarios and case studies; social, political, and psychological factors in program and policy planning and implementation. (Students will be exposed to the views of persons, both theorists and practitioners, whose experience, expertise and insights bear upon drug abuse policy and program planning and implementation.)

206b (5 UNITS) PLANNING AND IMPLEMENTATION—SPECIALIZED SKILLS, TECHNIQUES, AND PRACTICES

An overview of specialized skills, techniques, and practices which pertain to training; consulting; planning and implementing approaches to prevention and early intervention; and designing and operating ancillary support systems, including use of communications technology, information systems,

development of model programs with training and technical assistance components, research utilization, innovation diffusion, knowledge transfer, etc. (Examples from other fields will be included.)

Training Majors

207a (5 UNITS) TRAINING-PRACTICE AND APPROACHES

Curriculum and materials development; utilization of demonstrations; designing practicum; utilization of task oriented and problem solving approaches; overview and analysis of current training practice and approaches; the relationship of problem definition to training; the training of special groups—educators, law enforcement personnel, government officials, program administrators, labor management, etc.

207b (5 UNITS) ADVANCED TRAINING-PRACTICE AND APPROACHES

Training systems; utilization of communications technology; building training components into model programs; training of trainers; training of change agents, consultants, and persons capable of rendering technical assistance; training of consultant trainers; training of planners and generalists. (Students will be required to develop model curricula and training materials.)

Consulting Major

208a (5 UNITS) CONSULTING-PRACTICE AND APPROACHES

Bearing of research utilization, innovation diffusion, information dissemination and knowledge transfer upon consulting; program design and evaluation; advocacy planning and evaluation; consulting in a variety of contexts—schools, local programs, State and Federal agencies, national organizations, business, military, etc.

208b (5 UNITS) SPECIAL PROBLEMS IN CONSULTING

Individualized study in selected problem areas—the introduction of innovative programs, policies and approaches in the criminal justice system, the educational system; industry, government, etc., social service agencies, the military, etc. (Students will be required to engage in field studies in at least two different areas.)

Internship

301 (15 UNITS) INTERNSHIP (FOR ALL STUDENTS)

Three month full time involvement working as an assistant to a consultant, program planner or implementor; or trainer in the drug abuse field.

209a (5 UNITS) INDEPENDENT STUDY

209b (5 UNITS) INDEPENDENT RESEARCH

210 (5 UNITS) MASTERS ESSAY

COURSE PLAN FOR ALL STUDENTS

<i>1st Semester</i>		<i>2nd Semester</i>		<i>3rd Semester</i>	
201-202	(10)	204	(5)	206, -7, or -8b	(5)
203	(5)	205	(5)	Internship 209	(5)
		206, -7, or -8a	(5)	301 (15)	210 (Essay) (5)
	(15)		(15)	(15)	(15)

Total Number of Units: 60