

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-1130
<b>Short Title:</b>	Compassion & Drug Policy
<b>Long Title:</b>	Compassion & Policy: The Heart and Mind of Drug Policy Reform
<b>Prerequisites:</b>	Understanding Substance Use (COUN-1100)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	AD408 - Compassion & Policy: The Heart and Mind of Drug Policy Reform
<b>Course First Offered:</b>	October 2002

<b>Credits:</b>	0.5
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### Course Description

This course explores international and local drug policy reform movements, looking at both the history and present consequences of the global “war on drugs” and the European and Canadian movement towards more balanced, evidence-based drug policies. Research in supervised injection sites, maintenance treatment (e.g. prescription of heroin and stimulants), and the concept of a regulated drug market are explored. The course concludes that public health tools are an effective way of controlling drugs and this approach is also appropriate when dealing with the health and social problems associated with drug use than the current enforcement dominated approaches.

### Course Goals

At the end of this course, learners will be able to discuss issues and problems with our current drug policies with a focus on more efficient/effective public health approaches.

### Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Discuss and reflect on current drug policies and their limitations, including policies in the United States, Europe and Canada.
2. Explore the consequences of the “War on Drugs” and current issues around harm reduction and abstinence and supervised injection facilities.
3. Identify our legal options for controlling drugs and cooperative enforcement/heal approaches.

### Course Topics/Content

- An examination of drug policies around the globe and how we can learn from their strengths and weaknesses
- The consequences of the “War on Drugs”
- What is *Harm Reduction*?

- What are our legal options for controlling drugs
- Lessons from Europe
- Supervised injection facilities
- Harm reduction and abstinence
- Why the enforcement and health approaches need to cooperate
- How both public health and human rights approaches are needed in the new paradigm

### Text & Resource Materials

All materials will be provided in class.

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	7

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	50%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	50%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

100% attendance.

Active participation in all classes.

Successful completion of written assignment for Substance Use Certificate.

**Course Grading Scheme\***

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- JIBC1 (A to F)
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- JIBC2 (MAS/NMA)
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- JIBC3(CM/IN)
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- JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

**Other Course Guidelines, Procedures and Comments**

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

across cultures; value multiple perspectives;  
utilize curiosity to learn with and from others.