

ADSTC101 : Introduction to Addiction Studies**General Information**

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Course Code (CB01) :	ADSTC101
Course Title (CB02) :	Introduction to Addiction Studies
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	03/06/2020
Board of Trustees Approval Date:	04/09/2020
External Review Approval Date:	04/09/2020
Course Description:	This career-oriented course introduces historical and sociological perspectives on the use, abuse, and social control of psychoactive, psychopharmaceutical, and/or psychotropic drugs. Students receive information about the bio-psycho-social nature of addiction; the impact of addiction on children, families, and society; contemporary treatment and prevention approaches; and the addiction counseling profession.
Submission Type:	Creation of new class. The Human Services Advisory Committee and labor market data reflect the need for an addiction studies certificate and associate degree. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> • Biological Sciences • Counseling • Health • Psychology • Sociology • Social Work
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Addiction Counseling Studies (In Development)

Certificate of Achievement

Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID

Addiction Studies

Categories

C-ID discipline

Status

Approved

Approval Date

No value

Comparable Course

ADS 110 X

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students of ADST C101 are expected to be able to read college level textbooks and write a critique of case studies. These critiques must be written in clear and grammatically correct prose. ENGL C101 prepares students for success in this task.

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Audiovisual

Rationale

Audiovisual skills demonstration.

Methods of Instruction

Case Study

Rationale

Analysis of case studies provides opportunities to apply skills.

Methods of Instruction

Group Work

Rationale

Soft skills practice done in groups during class time.

Methods of Instruction

Guest Lecturers

Rationale	Industry partners will discuss work experience.
Methods of Instruction	Instruction through examination or quizzing
Rationale	Students will demonstrate understanding through quizzes, midterm, and/or final examinations.
Methods of Instruction	Lecture
Rationale	Power point presentations.
Methods of Instruction	Outside reading
Rationale	Assigned textbook readings.
Methods of Instruction	Presentations (by students)
Rationale	Individual and group presentations will be assigned to facilitate student comprehension.
Methods of Instruction	Written work
Rationale	Writing assessments will be assigned to facilitate student comprehension.
Assignments	<p>- A. Assigned reading of texts and/or professional journals to inform paper and/or class presentation. B. Field research and interviews for class discussion, paper(s), and/or presentation(s). C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of scenarios, assessments, crisis invention, and/or mandated reporting.</p>
Methods of Evaluation	Rationale
Tests	<p>Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession. Example: Which of the following skills are important for work in the field? a. assertiveness in general b. basic understanding of human services ethical principles c. skill in finding information d. comfort in asking for supervision when you don't know what to do. e. all of the above.</p>
Homework	<p>Oral and written case studies and scenario analyses. Example: You are acting as a receptionist when a parent punches and kicks a child just outside the building. What should you do?</p>
Other	<p>Essays of written synthesis of considerations for problem-solving in the addiction counseling workplace. Example: Analyze a case study involving addiction and substance use disorders and create a treatment plan using the Diagnostic and Statistical Manual of Mental Disorders 5 criteria.</p>
Distance Education Description: how outcomes are evaluated	<p>The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.</p>

Equipment

None.

Textbooks

Author	Title	Publisher	Date	ISBN
Lewis, J., Dana, R., and Blevins, G.	Substance Abuse Counseling	Cengage	2019	ISBN-10: 1337566616 ISBN-13: 9781337566612

Other Instructional Materials

Description	Open Educational Resources, as appropriate
Author	No value
Citation	No value

Materials Fee

None.

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Recognize the Diagnostic and Statistical Manual of Mental Disorders 5 criteria for substance use disorder and identify various levels of tolerance and dependence. Expected SLO Performance: 75.0

Analyze and interpret data to determine treatment recommendations. Expected SLO Performance: 75.0

Demonstrate different modalities used in education, prevention, treatment, intervention, recovery, and relapse in the continuum of care. Expected SLO Performance: 75.0

Discuss the history of legislative efforts to regulate and control drug availability, current drugs of abuse, and the impact of common administration methods regarding actions, reactions, and attitudes to drug abuse. Expected SLO Performance: 75.0

Outline

Course Outline

Outline

A. Introduction

1. Terminology
2. Certification requirements
 - a. CATC Exam
 - b. Continuing education and renewal
 - c. State and federal regulations of addiction treatment
3. Qualities of counselors
4. Role and responsibilities of counselors
5. Professionalism for counselors
6. Ethical behaviors
7. Confidentiality

B. History of drug classification

1. Terminology
2. Past and present social policy
3. Drug classification
4. Legal restrictions
5. Administrative policies
6. Social impact

C. Client's Rights

1. Terminology
2. Sociopolitical context of substance use, abuse, and addiction
3. Economic factors of substance use, abuse, and addiction
4. Maslow's Hierarchy and client's rights
5. Changes in social policy and the law
6. Ethical duties and responsibilities
7. Legal duties and responsibilities

D. Communication and Interpersonal Skills

1. Terminology
 2. Traits of effective helpers
 - a. Observation skills
 - b. Listening skills
 3. Steps toward effective communication
 4. Barriers to effective communication
 5. Basic psychological defense mechanisms and treatment resistance
 6. Communicating with families
 7. Socio-cultural factors influencing communication
 8. Communicating with members of an interdisciplinary team
- ### E. Service Planning and Delivery
1. Terminology
 2. Assessment
 - a. Risk and protective factors associated with substance use disorder
 - b. Evidence-based practices in assessment
 - c. Intake interview and client readiness
 - d. Determination of eligibility
 - e. Bio-psycho-social analysis of causation and prevention
 - f. Crisis intervention
 - g. Screening for psychoactive substance toxicity, intoxication, and withdrawal symptoms
 - h. Danger to self or others
 3. Diagnostic and Statistical Manual of Mental Disorders 5 criteria
 4. Planning
 - a. Problems related to substance abuse
 - b. Models and theories of addiction
 - c. Models and theories of treatment
 - d. Models and theories of relapse prevention
 - e. Models and theories of recovery
 - f. Continuing care for addiction and substance-related problems
 - g. Evidence-based treatment plan development
 5. Implementation
 - a. Analyzing treatment outcomes
 - b. Research methods
 - c. Restructuring treatment plans
 6. Documentation
 7. Referral

F. Components of addiction

1. Terminology
2. Physiological components of substance disorders and addiction

3. Chemical reactions
 - a. Risk factors
 - b. Safety measures
4. Tolerance
5. Dependence
6. Psychological effects of substances
- G. Self-care
 1. Attention to self
 2. Stress and burnout
 3. Stress management techniques
 4. Assertiveness and setting limits
 5. Working with difficult situations
 6. Supervision, consultation, and support

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric. Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work. Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV. Student-Student contact will include the following: discussion forums. Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size should be 30