

ADSTC103X : Addiction Prevention, Intervention, Treatment, and Recovery

General Information

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Course Code (CB01) :	ADSTC103X
Course Title (CB02) :	Addiction Prevention, Intervention, Treatment, and Recovery
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 course describes the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of prevention, intervention, treatment, recovery, and continuing care for addiction and other substance-related problems. Professional and ethical codes of conduct and behavior are also reviewed and emphasized.
Submission Type:	Change to Content Removed ADST C101 as a prerequisite.
Author:	No value

Faculty Minimum Qualifications

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

Course Formerly Known As

Course Formerly Known As	No Value
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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)

Course is not a support course

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)

Y

Transferability

Not transferable

Transferability Status

Not transferable

C-ID	Categories	Status	Approval Date	Comparable Course
Addiction Studies	C-ID discipline	Approved	No value	ADS 150X

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
No Value	No Value	No Value	No Value

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

Advisory

ENGLC101 - Freshman Composition

Students of ADST C103X 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 an opportunity 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	Powerpoint presentations, in-class, synchronous, and recorded lectures.
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 assignments will be assigned to facilitate student comprehension.
Assignments	
- 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 intervention, and/or mandated reporting.	
Methods of Evaluation	Rationale
Tests	Quizzes and Tests on identification and description of basic concepts of addiction prevention, interventino, and treatment. Example: Which of the following is NOT a component of prevention programs? a. education about the effects of drug use b. mental health counseling referral c. screening for potential risk factors d. in-house drug abuse treatment
Homework	Oral and written case studies and scenario analyses. Example: How might Maslow's Hierarchy of Needs be used to inform addiction prevention programs?
Other	Essays of written synthesis of considerations for problem solving in the areas of prevention, intervention,treatment, and recovery.

Distance Education Description: how outcomes are evaluated

Example: Analyze a case study involving appropriate treatment and relapse prevention for a young adult male living in a rural area.

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.

Equipment

None

Textbooks

Author	Title	Publisher	Date	ISBN
Richard Fields	Drugs in Perspective (9th edition)	McGraw-Hill Education	June 16, 2016	978-0078028656

Other Instructional Materials

Description	Open educational resources, as appropriate.
Author	No value
Citation	No value

Materials Fee

None.

Learning Outcomes and Objectives

Course Objectives

Compare and contrast historical and contemporary prevention, intervention, and treatment approaches.

Explain the relapse prevention process.

Describe and apply theories and strategies for the prevention of substance use disorders.

Explain and identify primary, secondary, tertiary, universal, selective, and indicated evidence-based prevention models.

Evaluate the role of community groups in outreach and prevention and the effectiveness of alternative prevention strategies.

Identify issues of culture identity, ethnic background, age, and gender in prevention, treatment, and recovery.

CSLOs

Assess historic and current addiction concerns using multiple instruments.	Expected SLO Performance: 75.0
Develop goals and utilize constructive therapeutic responses to communicate inconsistent behavior.	Expected SLO Performance: 75.0
Analyze the importance of family, social networks, and community systems in the treatment and recovery process.	Expected SLO Performance: 75.0
Apply substance use prevention theories and models.	Expected SLO Performance: 75.0

Outline

Course Outline

Outline

A. Introduction

1. Terminology
2. History of prevention campaigns
3. History of intervention strategies
4. History of treatment and recovery modalities
5. Community resources
 - a. Agency resources
 - b. Gaps and unmet needs
6. Governmental programs

B. Prevention

1. Terminology
2. Theories of prevention
3. Prevention strategies
4. Prevention partnerships
 - a. Government agencies
 - b. Community-based programs
 - c. Civic organizations
 - d. Professional organizations
5. Appropriate coping and life management skills

C. Intervention

1. Terminology
2. Multidimensional assessment instruments
 - a. Addiction Severity Index (ASI)
 - b. Stages of change assessment
 - c. American Society of Addiction Medicine (ASAM)
3. Historic substance use
4. Current substance use
5. Biopsychosocial assessments
 - a. Physical health
 - b. Mental health
 - c. Family and social support
 - d. Socioeconomic, legal, and environmental constraints
6. Appropriate coping and life management skills

D. Treatment

1. Terminology

2. Whole client
 - a. Family
 - b. Social network
 - c. Community support
 3. Continuity of care
 - a. Dynamics of relapse and relapse prevention
 - b. Discharge planning
 - c. Behavioral inconsistencies
 - d. Tailoring treatment strategies
 4. Professional and peer counselors
 5. Active and directive listening strategies
 6. Documentation
 7. Referral
 8. Appropriate coping and life management skills
- E. Recovery
1. Terminology
 2. Evidence-based treatment plan development
 - a. Client collaboration
 - b. Medical treatment
 - c. Pharmacological treatment
 - d. Sociocultural components of rehabilitation
 3. Implementation
 - a. Analyzing treatment outcomes
 - b. Research methods
 - c. Restructuring treatment plans
 - d. Social model components of recovery
 4. Documentation
 5. Referral
 6. Appropriate coping and life management skills
- F. Ethics
1. Agency, local, state, and federal ethical codes
 2. Laws and regulations
 3. Confidentiality
 4. Client empowerment
 5. Mandated reporting
 6. Referral sources maintenance

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 MAY include the following: chat, synchronous meetings, phone, online newsgroup/discussion board, learning management system messages, electronic mail, and iTV.

Student-Student contact MAY include the following: chat, synchronous meetings, 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.

30 in both online and on-ground.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities