

COURSE OUTLINE

Substance Abuse Awareness

Course Description

BS 115. Substance Abuse Awareness. 3 hours credit. This course will enable the student to discuss substance use, abuse, dependence and the effects on individuals, families and society. This course is required for SRS/AAPS (Social and Rehabilitation Services/Addiction And Prevention Services) certification.

Course Relevance

Substance abuse/dependence is a significant problem for many individuals, families, employers and others impacted by its effects. The information learned in this course will equip the student with the skills necessary to educate and offer assistance to persons with prevention, substance abuse and dependence issues and questions.

Required Materials

Hanson, Venturelli, and Fleckenstein. (2009). *Drugs and society*, (10th ed.). Sudbury, MA: Jones and Bartlett.

Learning Outcomes

The intention is for the student to be able to:

1. Share information on drug prevention, substance abuse, substance dependence and treatment issues.
2. Discuss risk factors for addiction and the importance of positive health and life skills.

Learning PACT Skills that will be DEVELOPED and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill areas:

Analytical Thinking Skills

1. Critical Thinking
 - Through written essays, the student develops critical analysis of written articles pertaining to substance abuse/dependence issues.

Technology Skills

1. General Computer Use
 - Through electronic-facilitated research and preparation of computer-generated assignments, the student develops basic computer skills.

Communication Skills

1. Creation and delivery of messages
 - Through the completion of written analysis assignments, the student develops effective communication skills.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by

1. Producing a computer-generated critical analysis of written work regarding substance abuse/dependence issues.

Course Content

- I. Skills/Competencies – Actions that are essential to achieve the course outcomes: *(The following skills and competencies are taken from the Addiction Counseling Competencies TAP 21, U.S. Department of Health And Human Services, <http://www.samhsa.gov>.)*
 - A. Compare and contrast a variety of models and theories of addiction
 - B. Understand terminology relative to the addiction field
 - C. Identify risk and resiliency factors
 - D. Describe the biological, behavioral, psychological, physical health and social effects of psychoactive substances
 - E. Explain the process of addiction

Learning Units

- I. Behavioral, psychological, physical health, and social effects
 - A. Acute and chronic effects
 - B. Patterns of drug use
 - C. Tolerance, toxicity, psychological and physical dependence
 - D. DSM-IV criteria for substance abuse and substance dependence
 - E. Cost to society
- II. Models and theories of addiction and other substance-related problems
 - A. Biological explanation
 - B. Psychological and social explanations
 - C. Models of addiction
- III. Risk factors for addiction and health and life skills
 - A. Family history, tolerance, role models, attachment to others and educational goals
 - B. Proper nourishment, rest, spiritual wellness and wellness activities
 - C. Social interaction skills, work ethic, self awareness, value system, dealing with adversity and conflict
- IV. Effects of substance abuse on the family and/or significant others
 - A. Psychological and physical effects
 - B. Denial and intervention
 - C. Support groups and helping organizations/resources
- V. Community prevention organizations and activities
 - A. Prevention resources
 - B. Treatment resources and options
 - C. Government informational resources

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, instructor-led class discussion, group activities, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, comprehensive examinations, class participation, and other methods of evaluation employed at the discretion of the instructor.