

**AODS 91 Course Outline as of Fall 2016****CATALOG INFORMATION**

Dept and Nbr: AODS 91 Title: PREVENT &amp; EDU ON ALC/DRG

Full Title: Prevention and Education on Alcohol and Drugs

Last Reviewed: 10/12/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: HLE 96

**Catalog Description:**

This course reviews prevention and education techniques and strategies needed to help the chemically dependent person overcome addiction. Students will analyze the ways in which education can and does assist in the prevention of communicable and infectious diseases among drug users and the application of harm reduction strategies to other public health issues.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course reviews prevention and education techniques and strategies needed to help the chemically dependent person overcome addiction. Students will analyze the ways in which education can and does assist in the prevention of communicable and infectious diseases among drug users and the application of harm reduction strategies to other public health issues.  
(Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Spring 2002
		Inactive:	
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Describe warning signs, symptoms, and causes of substance use disorders.
2. Describe the basic principles of health and philosophy of prevention, treatment, and recovery.
3. Identify and explain the common characteristics of adult children of substance abusers.

### **Objectives:**

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

1. Identify and interpret the obligations of the addiction professional to participate in prevention as well as treatment.
2. Predict factors that increase the likelihood for an individual, community, or group to be at-risk for, or resilient to, psychoactive substance use disorders.
3. Identify issues of cultural identity, ethnic background, age, and gender, in prevention, treatment, and recovery.
4. Analyze warning signs, symptoms, and the course of substance abuse disorders.
5. Describe how substance abuse disorders affect families and concerned others.
- 6.. Explain the concept of codependency as an adaptive pattern for children/adults raised in a dysfunctional family.
7. Apply the concept and practice of harm reduction, using local examples if available.
8. Diagram the continuum of care concept and resources available in the community.
9. Differentiate the basic principles and philosophy of prevention, treatment, and recovery.
10. Describe the health and behavior problems related to substance abuse.0
11. Describe life management skills.

### **Topics and Scope:**

- I. Introduction and overview
  - A. Definitions and overview of prevention
  - B. History of ATOD (alcohol, tobacco and other drugs) prevention
  - C. Relationship between prevention, intervention, and treatment
  - D. Relationship of the counselor to the client in prevention
  - E. National Prevention Programming (NPP)
    - 1. Goals
    - 2. Resources
    - 3. Leadership
  - F. State of California framework for prevention
  - G. Availability of services in the area of prevention
- II. Relapse prevention
  - A. Advertising and marketing to ethnic minorities, youth and women
  - B. Co-dependent behavior of client and family members
  - C. Harm reduction in relapse prevention
  - D. Celebrated special cultural events sponsorship/politicized ( such as Cinco de Mayo and Juneteenth)
  - E. ADP's (County Department of Alcohol and Drug Programs) prevention plan
  - F. Community organizing/police partnership programs
  - G. Treatment care and goals in the community
  - H. Alcohol free events and reducing sale to minors
- III. Transmission and prevention
  - 1. HIV/AIDS
  - 2. Tuberculosis
  - 3. Sexually Transmitted Disease
  - 4. Hepatitis and other infectious diseases
- III. Relapse education planning
  - A. Environmental model
  - B. School based prevention models
  - C. Describe life management skills
    - 1. Relaxation
    - 2. Communication
    - 3. Assertiveness,
    - 4. Refusal skills
  - D. Minnesota models
  - E. Treatment models
    - 1. Alcoholics Anonymous (AA)
    - 2. Narcotics Anonymous (NA)
    - 3. ALANON

### **Assignment:**

#### Assignments:

##### 1. Reading Assignments:

Students will be required to read at least forty pages each week. The instructor will assign additional reading from journals during the semester.

##### 2. Writing Assignments:

- a. One to two 4-6 page critiques of prevention plans on subjects designated by the instructor.
- b. Two- Three 3-4 page papers analyzing the efficacy of drug prevention and education programs in

Sonoma County and the State of California.

##### 3. Oral Presentations:

Students will present one oral report from a visit to a drug education or prevention program.

#### 4. Exams:

Students will be given a midterm and final exam, and at least two short exams on material covered in class.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, visit reports, written critiques, written analyses

Writing  
30 - 60%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, essay exams

Exams  
30 - 60%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Oral reports

Other Category  
10 - 15%

### Representative Textbooks and Materials:

Substance Abuse: A Comprehensive Textbook. Lowinson, Joyce H., Ruiz, Pedro, Millman, Robert B. and Langrod, John G. Lippincott Williams and Wilkins Inc.: 2011

Clinical Textbook of Addictive Disorders. Frances, Richard J., Miller, Sheldon I., Mack, Avram H. Guilford Publications, Inc.: 2016

An Introduction to Community Health (6th). McKenzie, James F., Pinger, Robert R., Kotecki, Jones and Bartlett Publishers, Inc.: 2015