CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR DAAC 2306
SUBSTANCE ABUSE PREVENTION I

Semester Hours Credit: 3
64 Contact Hours

INSTRUCTOR: ________________________
OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course is the study of the theories and processes involved in the diagnosis and treatment of mental disorders.

B. This course is required to meet the curriculum requirements for the Central Texas College Substance Abuse Prevention Specialist Certificate.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course provides Related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, Learning Outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Substance Abuse Prevention I, the student will:

A. Identify various roles of a human service professionals and scope of practice. (F1,2,5-17; C1,3-20)

B. Assess an individual’s stage of change and apply appropriate techniques. (F1,2,5-17; C1,3-20)

C. Demonstrate basic listening skills utilizing Motivational Interviewing principles. (F1,2,5-17; C1,3-20)

D. Assess identified individual’s needs and identify appropriate referral sources to address the needs. (F1,2,5-17; C1,3-20)

E. Describe the history of prevention efforts in the United States. (F1,2,5-17; C1,3-20)

F. Evidence-based prevention strategies within a cultural context; evaluation methods. (F1,2,5-17; C1,3-20)

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G. List resources for prevention planning and programs. (F1,2,5-17; C1,3-20)
H. Identify how media literacy reduces incidents of substance use. (F1,2,5-17; C1,3-20)
I. Design program evaluation methods. (F1,2,5-17; C1,3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

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II. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

III. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. Class Performance: Students are required to: participate class regularly. In the blended classroom course they must be on time and to stay the whole class period; or an absence will be recorded, they are expected to complete assignments on time and participate in classroom activities. In the online environment students must participate weekly, completing all assignments on time. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. Online students who are inactive for three weeks in a 12 week course or four weeks in a 16 week course will be withdrawn from the class by the instructor. For additional details see the current Central Texas College Catalog.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced Quiz/Self Tests, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.
IV. EXAMINATIONS

A. There will be five quizzes. Quizzes may be essay, multiple choice, true/false, or short answer.

V. SEMESTER GRADE COMPUTATIONS

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<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Discussions</td>
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<td>Final Project</td>
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**Numerical Grade** | **Letter Grade**
--- | ---
90-100 | A
80-89.9 | B
70-79.9 | C
60-69.9 | D
Below 60 | F

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VI. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 6th week for 8-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

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A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade**: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course. The Mental Health Services Department requires the student to have completed 2/3 of the course work, on time and completely before requesting consideration of granting an incomplete in-progress grade. Students cannot request an “IP” after the course has ended.

D. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. The use of any technology (I-Phone, tablet, I-Pad, lap-tops) in the classroom is at the discretion of the faculty member.

E. **Americans With Disabilities Act (ADA)**: Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Faculty Discretion**: The faculty member reserves the right of final decision in course requirements.

G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy**: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on
the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VII. COURSE OUTLINE

A. Module One: Introduction to the Concepts of the Prevention Discipline

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Correctly use terms noted in Chapter 1 of Substance Abuse Prevention: The Intersection of Science and Practice.
   - Discuss the evolution and Training of the Prevention Discipline.
   - Briefly outline the historical concepts of abnormal behavior.
   - Discuss attitudes about Alcohol, Tobacco, and Other Drugs.
   - Define Use, Misuse, Abuse, and Dependence/Addiction.
   - Outline the justification for theory.
   - Discuss the history of prevention.
   - Identify the evolution of prevention specialty.
   - Identify various theories associated with prevention.
   - Identify the building blocks for successful prevention programming.

2. **Learning Activities**
   a. **Read:** Chapter 1. (F1,2,7-12,13,16,17; C1,3,5-8,15,18,19)
      As you read each chapter;
      - Note the chapter objectives and key terms at the beginning of the chapter. Keep these in mind as you examine all information, to include tables, figures, and definitions.
      - Review the summary.
      - Be prepared to answer the questions at the end of each chapter. This will help you prepare for the discussions, quizzes and assignments.
   b. **Key Terms and Key Concepts:** Praxis, Scientific rigor, theory, promising approaches, best practices and model programs. Addiction/dependence/ATOD (alcohol, tobacco, and other drugs, CSAP (Center for Substance Abuse Prevention) IOM,(Institute of Medicine), NIAAA (National Institute on Alcohol Abuse and Alcoholism), NIDA (National Institute on Drug Abuse) ONDCP (Office of National Drug Control Policy), profession, SAMHSA (Substance Abuse and Mental Health Services Administration, variable, control group, randomization, generalizability, clinical significance, effect size, case study method, correlation, positive correlation, negative correlation, epidemiology, experiment placebo control group, phenotype, genotype, longitudinal design, informed consent. (F1-17; C1-20)
   c. **Test your knowledge** by completing the self-grading activities, flash cards, and crossword puzzles at the textbook website as an indicator as to whether you have mastered the primary objectives of this lesson. Do not email results to the instructor. Review any items that you miss; you can refer to the index in the back of your textbook for the appropriate pages to review.
d. **Lab Assignment**: Choose *one* of the questions listed below and answer thoroughly utilizing APA: (F1,2,7-12,13,17; C1,5-8,18,19)
   - Which philosophies of prevention have been dominant in our history? Why do you think we have not seemed to learn from our mistakes? How have attitudes toward different cultures affected alcohol and drug policies?
   - What elements define a discipline how does this apply to the field of substance abuse prevention?

e. **Discussion Assignment**: Read through all of the following Discussion topics. Select *one* to discuss with your instructor and peers. (F1,2,5-17; C1,4,5-14,18,19)
   1. What lessons if any have been learned from the history of prevention? Explain and defend your answer.
   2. What strengths and limitations exist from defining key concepts used in substance prevention, such as use, misuse, abuse, and addiction/dependence? Is there any controversy behind these definitions? If so, what are they?
   3. Why is it important to understand theory and theoretical processes when implementing prevention programs?
   4. How can attitudes about tobacco, alcohol, and other drugs use influence actual work in prevention?

B. **Module Two: Assessment and Intervention in a Crisis**

1. **Learning Outcomes**: Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Identify and discuss the seven steps of prevention program planning.
   - Discuss how to create comprehensive plans.
   - Discuss community needs as they relate to prevention readiness.

2. **Learning Activities**:
   a. **Read**: Chapter 3. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Key Concepts**: archival data, best practices, community readiness, guiding principles, indicated, needs assessment, resource assessment, selective, survey data, universal, unproven program strategies. (F1-17; C1-20)
   c. **Test Your Knowledge**: Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   d. **Written Assignment**: Answer the following questions: (F1,2,5-17; C1,3-20)
      1. Contact a prevention professional in your community or a nearby community. Interview the person to identify which planning steps he or she has completing steps in the planning process.
      2. Identify a prevention program or strategy your community has implemented.
**e. Discussion Assignment:** Please respond to the following questions:

(F1,2,5-17; C1,4-14,18,19)

1. Why is it important for prevention specialists to assess a community’s readiness before attempting to implement a prevention program in a community?
2. Do you anticipate that it will be easy or difficult to complete all seven steps in a community? Why?
3. Which step do you think will be the hardest to implement? Which the easiest? Why?
4. Why is it important to complete steps 1 through 5 before selecting a program or strategy to implement?

C. **Module Three: Facts About Drugs**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Identify frequently abused drugs.
   - Discuss the research surrounding frequently abused drugs.
   - Discuss the importance of constantly reviewing pharmacological empirical data.
   - Discuss how the Central Nervous System is affected by opiates, depressants, stimulants, hallucinogens, cannabinols, steroids, and inhalants.
   - Describe withdrawal symptoms, overdose, tolerance, short and long-term effects depressants, stimulants, hallucinogens, cannabinols, steroids, and inhalants.

2. **Learning Activities:**
   a. **Read:** Chapters 4. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Concepts:** addiction, cannabinols, central nervous system depressants, central nervous system stimulants, chemical dependence, club drugs, dependence, designer drugs, gateway drugs, hallucinogens, hypnotics inhalants, intoxication, overdose, psychedelic, psychoactive, raves, sedatives, steroids, substance abuse, substance use, tolerance withdrawal. (F1-17; C1-20)
   c. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   d. **Written Assignment:** Please answer the following questions: (F1,2,5-17; C1,3-20)
      1. Choose a behavior that you are accustomed to doing and stop doing the behavior during the semester. Keep a journal regarding your feelings and emotions about the abstinence experience. Describe any relapses and coping mechanisms.
      2. Search data sources and identify what the most prevalent drugs in your community. Search for substance-abused related issues; for example,
the cost of underage drinking terms of traffic crashes and medical bills in your community
3. Interview a doctor and ask about the effects of alcohol, tobacco, and other drugs on his or her patients.
e. **Discussion Assignment:** Please answer the following questions: (F1,2,5-17; C1,4,5-14,18,19)
   1. Since the beginning of time people have altered their state of consciousness. Do you think it is normal for people to want to do this? Why or why not?
   2. Why do you think some drugs are seen as more favorable, while others are considered “bad” in our society?
   3. Why do you think some people can experiment with drugs and then easily stop using them while others become addicted?

D. **Module Four: The Cultural Context and Ethics of Prevention**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Discuss ethics as defined by NAPPA.
   - Discuss the importance of clear guidelines for cultural competency and ethics as it relates to practice effect prevention.
   - Discuss the concept of community at the heart of prevention efforts.

2. **Learning Activities:**
   a. **Read:** Chapter 5. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Concepts:** Acculturation, cultural competence, culture, deep culture, ethics, surface culture. (F1-17; C1-20)
   c. **Lab Assignment:** Please answer the following questions: (F1,2,7-12,13,17; C1,5-8,18,19)
      1. Who lives in your community? List all the cultural groups. Identify some of the significant events, issues, struggles, contributions leaders, and history of each of the cultural groups.
      2. What is the history of your community as you know it? Who were the first inhabitants? Who moved into the area and when? What were the economic, social, and political forces at work in forming your diverse community?
      3. Which cultural groups are currently active in the community and collaborating together? Which groups are not yet actively involved or working together?
      4. What changes or events have occurred that have affected your community? This could include the influx of a new culture or cultures, economic development or decline, or governmental regulations.
      5. Describe any current conflicts that exist in your community. Identify the cultures represented in the conflict and whether the conflict has been long-term or has developed recently.

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6. Describe any successful examples of collaboration between cultures that have occurred or are occurring in your community and identify the cultures represented.

**d. Discussion Assignment:** Please respond to one of the following: (F1,2,5-17; C1,4,5-14,18,19)

1. Review the seven steps to prevention program planning, discussed Chapter 3.
   - In which ways can prevention professionals incorporate culture into prevention planning?
   - Imagine the cultures to which you belong, perhaps already mentioned or perhaps not. Think of an object that illustrates one or more of your cultures. This can include food, a photograph, clothing, jewelry, or some other object. How would you describe this object to others to offer a better understanding of you?
   - How would you develop an action plan to make yourself or your organization more culturally competent?

*Or*

2. Appendix C contains three case studies involving ethical issues in prevention.
   - How would you respond to the questions following each study?
   - What issues must be considered when designing a code of ethics for use in your community?

**E. Module Five: Communication Strategies**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Discuss and various communication models.
   - Discuss and apply the process communication model.
   - Compare and contrast the confident speaker with the moving target, musician, peacock, great scientist, and the clincher.
   - Discuss group facilitation and leadership skills.
   - Discuss and learn about the student’s leadership style.

2. **Learning Activities:**
   a. **Read:** Chapter 9. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Concepts:** channel, communication environment, facilitation, feedback, hearing, information overload, leadership, listening, message, noise, receiver, sender, speech anxiety, trigger word, visual aid. (F1-17; C1-20)
   c. **Written Assignment** Create an 8 – 10 minute Informative Speech and present it on the importance of implementing a science-based prevention program. (F1,2,5-17; C1,3-20)
   d. **Lab Assignments:** Do one of the following: (F1,2,7-12,13,17; C1,5-8,18,19)
• Attend two public meetings (school board, city council). Compare and contrast the communication styles of the chairs and other members of the respective boards. How do they line up with facilitations skills and leadership?

*Or (alternate assignment)*

• Conduct a literature review of leadership styles. Compare and Contrast them to Situational Leadership Styles. Observe your immediate NCO and his/her immediate Officer – make note of their leadership styles. Do you recognize a style that has been covered in chapter nine? If so, identify the style if not how would categorize their leadership style?

e. **Discussion Assignment:** Please respond to the following questions: (F1,2,5-17; C1,5-18)

• What is the process model of communication? Describe it an include all key components. What other models of communication exist and how do they differ?
• Why are facilitation skills important? List and describe five or the six skills mentioned.
• What are some of the roadblocks to active listening? Why are listening skills important?
• What is the situational leadership model? What are the four main styles of leadership? List the strengths and weaknesses of both.

**Outline for Informative Speech or Persuasive**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Science Based Prevention Programs (Name yours)</th>
</tr>
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<tbody>
<tr>
<td>General Purpose:</td>
<td>To Inform or Persuade</td>
</tr>
<tr>
<td>Specific Purpose:</td>
<td>(Your specific topic area)</td>
</tr>
<tr>
<td>Thesis:</td>
<td>(Your subject content)</td>
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</tbody>
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I. Introduction
   A. Attention Getter
   B. Reason to listen
   C. Thesis Statement
   D. Credibility Statement
   E. Preview of Main Points

II. Thesis broken down
    Transitions as appropriate

III. Conclusion
    A. Review of Main Points
    B. Restate Thesis
    C. Closure

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Extra Credit Possible Assignments

1. Based on the list of reasons young people use/abuse drugs, what might you do personally to reduce drug use/abuse among your friends and peers? (2 points possible)

2. How might the items listed under factors that prevent drug use/abuse actually prevent drug use? Do you agree with all the items on the list? What might you add or take off the list? (3 points possible, 1 point per answer)

3. Make a list of 25 positive alternatives to drug use, based on at least two reasons you believe people use/abuse drugs. First give the reason, then list the healthy alternatives under it. (1 point for every 5 listed up to 25, 5 points total)

4. List 10 places you could refer a friend who is struggling with drug related behaviors. For example: parent, teen line…… Be specific, and name local resources. (1 point for every 2 listed up to 10, 5 points total)

5. Why is professional intervention required when a person is suffering from an addiction to a drug or behavior? (2 points possible)

6. How can what we know about development of the teenage brain (refer back to lesson 01.7) apply to substance abuse prevention? List at least three factors or ideas. (up to 3 points possible)