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)

December 2014
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).
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 four quizzes. Quizzes may be essay, multiple choice, true/false, or short answer.

V. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>200</td>
</tr>
<tr>
<td>Assignments</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>Lab</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

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.
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: Prevention Research

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Compare and Contrast Risk and Protective factors, resiliency, and developmental assets as they relate to prevention research.
   - Identify major steps to consider when developing prevention programs.
   - State the rationale for and summarize appropriate crisis line/telephone counseling strategies.
   - Define CSAP and discuss how they relate to prevention intervention.

2. **Learning Activities:**
   a. **Read:** Chapter 2. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Key Concepts:** community norms, delinquency, external assets, internal assets, predictive theory, protective factors, risk factors, resiliency factors, violence. (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 as they relate to case studies: (F1,2,5-17; C1,3-20)
      1. Identify the risk and protective factors at work in your case study.
      2. Howe did you determine which factors to identify, and why did you identify them?
      3. Was it easy to identify the factors? If not, what was confusing?
      4. Pick on prevention theory and apply it to a local prevention program. How does the theory fit: If it does not fit, why not?
   e. **Lab Assignment:** Answer the following: (F1,2,7-12,13,17; C1,5-8,18,19)
      1. How can the six CSAP strategies be useful in designing and implementing prevention programs?
      2. List two research-based principles for each of the six CSAP strategies. Describe each.

   Discussion Assignment: Please respond to one of the following:
   a. (F1,2,5-17; C1,3-20)
      1. What are the strengths and limitations to each of the three theoretical perspectives? Defend your answer.
      2. Compare and contrast each theory. Where do the perspectives intersect, or seem similar? What differences exist?

B. Module Two: Incorporating Human Development Theory into Prevention

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Summarize Human Development Theory.
• Summarize basic needs and growth needs according to Maslow.
• Apply Maslow’s Theory to Prevention.
• Summarize Erik Erikson’s Psychosocial Developmental Stages.
• Apply Erikson’s theory to Prevention.
• Summarize Piaget’s Cognitive-Developmental Stages.
• Apply Piaget’s Cognitive-Developmental Stages to Prevention.
• Discuss Piaget’s Three Types of Knowledge: Physical, Logico-mathematical, and Social.
• Summarize The Medicine Wheel Approach.
• Discuss case examples and correct interventions for cases of suicidal ideation.

2. Learning Activities:
   a. **Read:** Chapter 6. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Concepts:** abstract thought, accommodation, affective development, assimilation, B-cognition, B-love, basic needs, concrete operations stage, concrete thought, D-cognition, D-love, disequilibrium, equilibration, equilibrium, formal operations stage, generativity, growth needs, identity diffusion, logical-mathematical knowledge, medicine wheel, peak experience, physical knowledge, schema (schemata), self-actualization, sensory-motor stage, social knowledge. (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 Assignments:** Think of a prevention program that you have worked with, or are currently working with, or are otherwise familiar with. Identify the developmental stage of the target population and think of ways to make the program more developmentally appropriate using ideas from all the developmental theories presented in this chapter. If you do not have direct experience with a program, consider the following: The Parenting Plus Program offers parents workshops to help them develop effective parenting skills. Their children, ages 7 to 12 years, who are identified by their teachers as at risk for low academic achievement, and attend information sessions on alcohol, tobacco, and other drugs. What developmental issues would you identify as relevant for the adult participants? For the children? What recommendations would you make to ensure that the program is appropriate developmentally? (F1,2,5-17; C1,3-20)
   e. **Lab Assignment:** Consider your own developmental process. List one change you have gone through in each of the following categories and wire down how old you were when the change happened. (F1,2,7-12,13,17; C1,5-8,18,19)
   • Physical Change
   • Social change
   • Financial change
   • Political change

DAAC 2353
• Intellectual change
• Spiritual change
• Philosophical change
• Family change
• Emotional change
• Career change

f. Discussion Assignment: Please respond to one of the following: (F1,2,5-17; C1,4,5-14,18,19)
1. Compare Piaget’s concept of concrete and formal operations with Maslow’s concept of concrete and abstract thought. How are they similar? How are they different? Are there value judgments inherent in either view? How do these perceptions of concrete and abstract thinking match the mouse’s experience in the excerpt from the The Sacred Tree? Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.

Or
2. Look for similarities that exist among the theories. Do these similarities help to reinforce the importance of concepts that can be applied to prevention?

C. Module Three: The Media and Prevention

1. Learning Outcomes: Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   • Discuss and define media advocacy.
   • Apply the skills of media advocacy to prevention.
   • Discuss how media advocacy can be used to advance public policy.
   • Define and discuss media literacy.
   • Discuss and define Bandura’s Social Learning Theory.
   • Discuss the importance of marketing to special populations.
   • Discuss the impact of movies, music, and television as it relates to substance use and prevention efforts.
   • Discuss and define the 4 P’s of social marketing.
   • Discuss steps for social marketing program development.
   • Discuss seven steps toward success as they relate to prevention.

2. Learning Activities:
a. Read: Chapter 7. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
b. Key Terms and Concepts: environmental strategies, framing the issue, media access, media advocacy, media analysis, media literacy, place, price, product, promotion, social marketing, social norms marketing. (F1-17; C1-20)
c. **Lab Assignment:** Select an environmental policy issue that puts kids in your community at risk. Develop a strategy to change the policy using the skills for media advocacy. (F1,2,7-12,13,17; C1,5-8,18,19)

d. **Written Assignments:** In a paper no less than ½ page and no more than two, discuss your opinion about the messages in local, state, or national social marketing campaigns. Discuss your opinion regarding their effectiveness for changing behavior. (F1,2,5-17; C1,3-20)

e. **Discussion Assignment:** Please answer the following questions: (F1,2,5-17; C1,4,5-14,18,19)
   1. Discuss how the media has been used to change a public policy issue in your community. Discuss national movements or issues that have used the media to implement policy changes.
   2. Discuss the alcohol and tobacco promotional practices in your community and how you believe they affect the community. What can be done?
   3. Discuss advertising appeals or persuasion techniques that are not described in the chapter. Discuss how advertising persuasion techniques influence your behavior as a consumer.

D. **Module Four: The Logic Model and Evaluation**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Discuss and apply the logic model to prevention.
   - Discuss and develop evaluation questions.
   - Compare and contrast internal and external evaluations.
   - Develop methods to carry out an evaluation design.
   - Discuss how answers evaluate the questions.

2. **Learning Activities:**
   a. **Read:** Chapter 8. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Concepts:** evaluation, evaluation method, external evaluation, impact, internal evaluation, logic model, outcome, outputs, participatory evaluation, process evaluation, qualitative data, quantitative data, stakeholders. (F1-17; C1-20)
   c. **Written Assignment** Create evaluation questions for the Logic Model for the lab assignment. (F1,2,5-17; C1,3-20)
   d. **Lab Assignments:** Select a research-based substance abuse prevention program and create a logic model for it and select five of the key evaluation questions created in application exercise number 2. Be sure to select at least one evaluation question in the following categories: process, short-term outcome, and long-term impact. Select an appropriate design and method of evaluation for each evaluation question. Provide documentation about why you chose the designs and methods that you selected. (F1,2,7-12,13,17; C1,5-8,18,19)
e. **Discussion Assignment:** Please respond to the following: (F1,2,5-17; C1,4,5-14,18,19)
   1. Why is evaluation an important step in prevention program planning?
   2. Why do you think that it is a step that is often given the least amount of attention in program planning?

E. **Module Five: Grant Writing**

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1,2,5-17; C1,5-18)
   - Define and discuss soft money.
   - Discuss and how program planning and evaluation tie into grant writing.
   - Discuss how to access grant funding.
   - Understand the motivations of grant makers.
   - Discuss and apply preliminary steps to grant writing.
   - Discuss components of short and long letter proposals.
   - Discuss general grant writing tips.

2. **Learning Activities:**
   a. **Read:** Chapter 10. ((F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Key Terms and Concepts:** direct costs, grant maker, indirect costs, soft money. (F1-17; C1-20)
   c. **Written Assignment** Identify at least three directories of grant makers, with at least one providing information on public grants, and another on private grants. Review these directories and identify at least three grant makers that appear to be a good match for substance abuse prevention projects. (F1,2,5-17; C1,3-20).
   d. **Lab Assignment:** Identify a science-based substance abuse prevention program for which you would like to obtain funding. Create a short letter proposal to a foundation requesting funding for the project. (F1,2,7-12,13,17; C1,5-8,18,19)
   e. **Discussion Assignment:** Please respond to the following: (F1,2,5-17; C1,4,5-14,18,19)
      Discuss the advantage and disadvantage of completing the seven steps to prevention program planning prior to writing grant proposals.