Hill College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

Catalog Description:

DAAC 1319 Introduction to Alcohol and Other Drug Addictions

Provides an overview of causes and consequences of addiction as they relate to the individual, family, community, and society. Overview of alternatives regarding prevention, intervention, and treatment. Includes explanation of competencies and requirements for licensure in Texas. Identifies addiction issues related to diverse populations.

End-of-Course Outcomes:

Explain the drug classification system; describe the effects of mood altering substances; provide examples of services and treatment alternatives; identify various etiological models of addiction; discuss issues related to drug regulations; describe the goals of drug prevention, intervention and treatment; identify the requirements for licensure and certification in Texas; define ethical standards of the addiction counselor; identify diversity issues related to addiction services; and develop prevention and recovery services.

Lecture Hours: 3   Lab Hours: 0   Semester Credit Hours: 3

Prerequisites: None

Instructional Materials:


Supplies: Note taking materials
Introduction and Purpose:

This course is required to meet the curriculum requirements for the Hill College Basic and Advanced Certificates and the Associate in Applied Science Degree in Criminal Justice with a Chemical Dependency Counseling Specialization. It is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course is considered Specific by the Texas Commission on Alcohol and Drug Abuse (TCADA).

Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

Objectives/Student Learning Outcomes:

This course is an overview. The student will be responsible for reading and researching, in depth, the subjects surveyed through ongoing continuing education.

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

A. Discuss the drug classification system and the controlled substance schedules
   (F11, C5-C7)
B. Describe and discuss the psychological, sociological, and physiological effects of mood altering substances and behaviors  (F1, F6, C5-C7)
C. Explain services and treatment alternatives for psychological, sociological, and physical effects of mood altering substance behaviors
   (F1, F5, F6, F9, F11, F12, C5-C7, C15)
D. State various models which explain the etiology of addiction
   (F1, F5, F6, C5-C7)
E. Discuss issues related to drug regulations and enforcement in the United States
   (F, F5, F6, C5-C7)
F. Describe the goals of drug intervention, education, and prevention strategies
   (F1, F5, F6, C1, C5-C7)
G. Identify the requirements for licensure and certification in Texas and the 12 Core functions of the addiction counselor
   (F1, F2, F5, F6, C5-C7)
H. Define ethical standards governing the field of addiction counseling including professionalism and confidentiality
   (F1, F2, F5, F17, C5-C7)
I. Explain the aspects of addiction on the family
J. Identify diversity issues related to addiction services.
   (F1, F6, F12, C5-C7)
K. Describe the continuum of care as related to alcohol and other drug abuse to include issues relevant to relapse prevention.
(F1, F5, F9, C5-C7)
L. Define key terms and discuss key concepts covered in the course.

The students' success in completing these objectives will be measured using a set of examinations and assignments described in detail under the section of this syllabus headed “Method of Evaluation”.

Annual Assessment Plan will be implemented each year to review course.

Program Threads and SCANS Competencies:

The curriculum content in all Mental Health Services courses is organized around five general content areas know as program threads. They are as follows:

- 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), the 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 indentified either in the Learning Guide or in the syllabus with C1-20 and/or F 1-17 in bold print.

Competencies C 1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4)
- **Information**: acquires and uses information (C5-C8)
- **Interpersonal**: works well with others (C9-C14)
**Systems:** understands complex interrelationships (C15-C17)

**Technology:** works with a variety of technologies (C18-C20)

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)

**Methods of Instruction:**

This course will be taught using traditional lecture with a question and answer period daily. Audio-visual materials and computer based technology will be used when appropriate. Students will be shown how to use a calculator where appropriate. Guest speaker(s) may be included for relevant topics.

**Methods of Evaluation:**

There will be intra-semester examinations and a comprehensive final examination:

Weight: Quizzes/Tests and Final exam = 70%  Special Assignment = 20%
Class Participation/Regular Attendance = 10%

**Course Outline:**

Class Policies:

Regular attendance at all class meetings is expected. Disruptions in class will not be tolerated.

A. “Excused and Unexcused” absences are treated exactly the same way as far as attendance policy is concerned except that excused absences allow the student to make up work missed.

C. “Excused” absences will be granted for the following reasons:
   1. Illness
   2. Death in the family
   3. School sponsored events
   Excusing an absence for reasons other than those above is the prerogative of each instructor concerned.

D. Warnings are issued after:
   1. Three (3) consecutive hours; or
   2. A total of four (4) hours absent
E. If a student misses more than 20% of the class, the student may be recommended for withdrawal with a grade of “F” or “WF”.

F. It should be remembered that absences always result in work being missed and, in spite of the best efforts of both the instructor and the student this usually means the grade will suffer.

G. An “Incomplete” grade may be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trips, or military orders, the student is unable to complete the final examination for a course. Prior approval of the instructor is required before the grade of “I” is recorded. A student who merely fails to show up for the final examination will receive a zero (0) for the final and “F” for the course.

All work must be completed and on time or no credit will be received.

H. You may contact me at pcrumpton@hillcollege.edu.

Disabilities/ADA:

In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-7651 or sschmid@hillcollege.edu.

Course Requirements:

A. Regular and punctual attendance
B. Turn in all assignments on time
C. Proper classroom behavior
D. Your first responsibility is scholarship. The grade you receive will be the result of your efforts, not a gift from the instructor.
E. This course is designed to require a steady, continuous effort from the student. A crash-cram policy will not result in the best grade possible.
F. From time-to-time, special library and other assignments may be made to members of the class, individually, and in groups.
G. You are expected to read all assigned material. Keep up to date and informed on assignments, especially after a period of absence.

Topics and Tests:

<table>
<thead>
<tr>
<th>Class #1</th>
<th>Class #2</th>
<th>Class #3</th>
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| Introduction and orientation to class, review of syllabi  
Ch. 1, Drug Use: An Overview  
Ch. 2, Drug Use as a Social Problem  
Ch. 3, Drug Products and Their Regulations | | |
Class #4  Ch. 4, The Nervous System
Class #5  Test #1, Chapters 1-4   Ch. 5, The Actions of Drugs
Class #6  Ch. 6, Stimulants
Class #7  Ch. 7, Depressants and Inhalants
Class #8  Ch. 8, Medication for Mental Disorders
Class #9  Test #2 Chapters 4-8   Ch. 9, Alcohol
Class #10 Ch. 10, Tobacco   Ch. 11, Caffeine
Class #11 Ch. 12, Dietary Supplements and Over-the-Counter Drugs
Class #12 Test #3 Chapters 9-12   Ch. 13, Opioids
Class #13 Ch. 14 Hallucinogens   Ch. 15 Marijuana
Class #14 Ch. 16 Performance-Enhancing Drugs
Class #15 Ch. 17 Preventing Substance Abuse
Class #16  Ch. 18, Treating Substance Abuse and Dependence

Bibliography:


