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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2411 INTRODUCTION TO CHEMICAL DEPENDENCIES (3 CREDITS)**

This course offers a basic overview of the disease of addiction/chemical dependency, the historical perspective of addiction and disorders, current DSM criteria necessary to diagnose addiction/dependence and abuse, introductory knowledge on the permanent brain chemistry, and also addresses the issue of addictions in special populations and different cultures.

1. **PREREQUISITES FOR THIS COURSE:**

HUS 1001 and HUS 1400, both with a grade of “C” or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
	1. Drug Use: An Overview
	2. Drug Use as a Social Problem
	3. Drug Policy
	4. The Nervous System
	5. The Actions of Drugs
	6. Stimulants
	7. Depressants and Inhalants
	8. Medication for Mental Disorders
	9. Alcohol
	10. Tobacco
	11. Caffeine
	12. Dietary Supplements and Over-the-Counter Drugs
	13. Opioids
	14. Hallucinogens
	15. Marijuana
	16. Performance-Enhancing Drugs
	17. Preventing Substance Abuse
	18. Treating Substance Use Disorders
2. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Think**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.

 **B.** **Other Course Objectives/Standards**

1. Identify commonly abused substances and describe their effects on behavior. (FLDOE 13.01 KM)
2. Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e. dual diagnoses). (FLDOE 13.02 KM)
3. Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders. (FLDOE 13.03 KM)
4. Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. (FLDOE 14.03 KM)
5. Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. (FLDOE 15.05 ITKM)
6. Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes. (FLDOE 16.04 TKM)
7. Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program as they relate to chemical dependencies. (CSHSE 20.c. IKM).
8. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library media and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)

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| **HUS 2411: INTRODUCTION TO CHEMICAL DEPENDENCIES****TEXTBOOK: DRUGS, SOCIETY, AND HUMAN BEHAVIOR, 16TH EDITION****FLORIDA CERTIFICATION BOARD TRAINING EQUIVALENCY CHART** |
|  | **Understanding Addiction/****Treatment Knowledge** | **Application to Practice/ Professional Readiness** | **Counseling** | **Clinical Evaluation** | **Treatment Planning** | **Case Management and Referral** | **Client, Family and Community Education** | **Documentation** | **Ethical and Professional Responsibilities** |
| Chapter 1 Drug Use: An Overview – 1.5 hours | 1.5 |  |  |  |  |  |  |  |  |
| Chapter 2 Drug Use as a Social Problem – 1.5 hours | 1.5 |  |  |  |  |  |  |  |  |
| Chapter 3 Drug Policy – 1.5 hours | - |  |  |  |  |  | 1.5 |  |  |
| Chapter 4: The Nervous System – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 5 The Actions of Drugs – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 6 Stimulants – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 7 Depressants and Inhalants – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 8 Medication for Mental Disorders – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 9 Alcohol – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 10 Tobacco – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 11 Caffeine – 1.5 hours | 1.5 |  |  |  |  |  |  |  |  |
| Chapter 12 Dietary Supplements and Over-the-Counter Drugs – 1.5 hours | 1.5 |  |  |  |  |  |  |  |  |
| Chapter 13 Opiods – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 14 Hallucinogens – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 15 Marijuana – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 16 Performance-Enhancing Drugs – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 17 Preventing Substance Abuse – 1.5 hours | - |  |  |  |  |  | 1.5 |  |  |
| Chapter 18 Treating Substance Use Disorders – 3 hours | 3 |  |  |  |  |  |  |  |  |
| **TOTAL – 45 HOURS** | **42** | **-** | **-** | **-** | **-** | **-** | **3** | **-** | **-** |