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

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

**HUS 1400 ALCHOLISM AND OTHER DRUG ABUSES (3 CREDITS)**

This course teaches the dynamics of drug addiction and dependence, classification and origins of drugs, short and long-term effects, risk of dependence, and medical uses. Drug education, laws, treatment, and rehabilitation are additional areas of focus.

1. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a “C” or higher; or EAP 1620 and EAP 1640 with a “C” or higher; or an eligible testing/course completion combination

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. The Role of the Mental Health Professional in Prevention and Treatment
3. Classification of Drugs
4. Models of Addiction
5. Culturally and Ethnically Diverse Populations
6. Confidentiality and Ethical Issues
7. Screening, Assessment and Diagnosis
8. Motivational Interviewing and Brief Interventions
9. Treatment of AOD Problems
10. Relapse Prevention and Recovery
11. Twelve-Step and Other Types of Support Groups
12. Children and Families
13. Adult Children and Codependency
14. HIV/AIDS
15. Domestic Violence
16. Gambling and Other Addictions
17. Prevention
18. **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: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Demonstrate ability to obtain information related to addictions and other drug abuse through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems at the introductory level.

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

1. Understand the impact of alcoholism and other drug abuse in changing family structures and roles at the introductory level. (CSHSE 12.c. IM)
2. Explain the context and role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs in the field of alcoholism and other drug abuse at the introductory level. (CSHSE 12.f. IM)
3. Demonstrate ability to obtain information related to addictions and other drug abuse through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems at the introductory level. (CSHSE 14.a. IM)
4. Employ skills necessary to use technology for word processing, sending email, and locating and evaluating information related to alcoholism and other drug abuse at the introductory level. (CSHSE 14.f. SM)
5. Illustrate knowledge of the skills necessary to facilitate appropriate direct services and interventions related to client or client group goals in the field of alcoholism and other drug abuse at the introductory level. (CSHSE 16.b. KM)
6. **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 activities 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 1400: ALCOHOL AND OTHER DRUG ABUSE****TEXTBOOK: SUBSTANCE ABUSE: INFORMATION FOR SCHOOL COUNSELORS, SOCIAL WORKERS, THERAPISTS AND COUNSELORS, 5TH 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 The Role of the Mental Health Professional in Prevention and Treatment – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 2 Classification of Drugs – 2 hours | 2 |  |  |  |  |  |  |  |  |
| Chapter 3 Models of Addiction – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 4 Culturally and Ethnically Diverse Populations – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 5 Confidentiality and Ethical Issues – 1 hours | 1 |  |  |  |  |  |  |  |  |
| Chapter 6 Screening, Assessment and Diagnosis – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 7 Motivational Interviewing and Brief Interventions – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 8 Treatment of AOD Problems – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 9 Relapse Prevention and Recovery – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 10 Twelve-Step and Other Types of Support Groups – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 11 Children and Families – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 12 Adult Children and Codependency – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 13 HIV/AIDS – 4 hours and Domestic Violence – 2 hours |  | 6 |  |  |  |  |  |  |  |
| Chapter 14 Gambling and Other Addictions – 3 hours | 3 |  |  |  |  |  |  |  |  |
| Chapter 15 Prevention – 3 hours |  |  |  |  |  |  | 3 |  |  |
| **TOTAL – 45 HOURS** | **36** | **6** | **-** | **-** | **-** | **-** | **3** | **-** | **-** |