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

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

**HUS 2428 TREATMENT AND RESOURCES IN SUBSTANCE ABUSE (3 CREDITS)**

The student in this course will study the symptoms of drug abuse, the usual progression of substance abuse, the effect of substance abuse on specific groups, intervention opportunities and phases of recovery. Denial and other resistant behaviors are studied along with addiction prevention strategies.

1. **PREREQUISITES FOR THIS COURSE:**

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

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

INTRODUCTION

1. The Nature of Addiction
2. Historical Perspectives

THE BIOLOGY OF ADDICTION

1. Substance Misuse, Dependence, and the Body
2. Substance Misuse with a Co-Occurring Mental Disorder or Disability
3. Gambling, Eating Disorders, Shopping, and Other Behavioral Addictions

THE PSYCHOLOGY OF ADDICTION

1. Addiction Across the Life Span
2. Screening and Assessment
3. Strengths- and Evidence-Based Helping Strategies
4. Mutual Help Groups and Spiritual/Religious Resources

THE SOCIAL ASPECTS OF ADDICTION

1. Family Risks and Resiliencies
2. Ethnicity, Culture, and the Socioeconomic Determinants of Addiction
3. Gender, Sexual, and Sexual Orientation Differences
4. Public Policy
5. **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:

Understand the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning as it relates to treatment and resources in substance abuse.

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

1. Exhibit knowledge of theories of human development as it relates to treatment and resources in substance abuse. (CSHSE 12.a. TM)

2. Understand changing family structures and roles as it relates to treatment and resources in substance abuse. (CSHSE 12.c. ITKM)

3. Recognize the range of populations served and needs addressed by human services as it relates to treatment and resources in substance abuse. (CSHSE 13.b. TM)

4. Understand the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning as it relates to treatment and resources in substance abuse. (CSHSE 13.c. ITKM)

5. Display knowledge of the importance of upholding confidentiality and using appropriate means to share information as it relates to treatment and resources in substance abuse. (CSHSE 14.c. KM)

6. Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups as it relates to treatment and resources in substance abuse. (CSHSE 15.a. IKSM)

7. Show skills to develop goals, and design and implement a plan of action as it relates to treatment and resources in substance abuse. (CSHSE 15.b. IKSM)

8. Value the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity as it relates to treatment and resources in substance abuse. (CSHSE 18.d. IKM)

9. Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) as it relates to treatment and resources in substance abuse. (CSHSE 20.c. IKM)

1. **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:**

The following Social Distancing Guidelines must be included in ALL syllabi:

Students must follow the social distancing guidelines as elaborated by the faculty to include following any and all directions for seating and moving around the classroom. Properly worn face coverings (shielding nose and mouth) are required in classrooms.  Social distancing, face coverings and good hygiene (specifically hand washing) are critical elements for safety of all. Students enrolled in classes where close contact between persons is likely may have additional Personal Protective Equipment (PPE) requirements on campus and in clinical sites as elaborated by the course instructors. Absolutely no eating or drinking is permitted in the classrooms. The College is committed to making reasonable modifications to its rules, policies, and practices as required by law to afford individuals with disabilities equal opportunity to access its programs, services, and activities.

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| **HUS 2428: TREATMENT AND RESOURCES IN SUBSTANCE ABUSE****TEXTBOOK: ADDICTION TREATMENT: A STRENGTHS PERSPECTIVE, 4TH 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 Nature of Addiction – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 2 Historical Perspectives – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 3 Substance Misuse, Dependence, and the Body – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 4 Substance Misuse with a Co-Occurring Mental Disorder or Disability – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 5 Gambling, Eating Disorders, Shopping, and Other Behavioral Addictions – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 6 Addiction Across the Life Span – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 7 Screening and Assessment – 6 hours |  |  |  | 6 |  |  |  |  |  |
| Chapter 8 Strengths- and Evidence-Based Helping Strategies – 6 hours |  |  |  |  |  |  | 6 |  |  |
| Chapter 9 Mutual Help Groups and Spiritual/Religious Resources – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 10 Family Risks and Resiliencies – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 11 Ethnicity, Culture, and the Socioeconomic Determinants of Addiction – 3 hours |  |  |  | 3 |  |  |  |  |  |
| Chapter 12 Gender, Sexual, and Sexual Orientation Differences– 3 hours |  |  |  |  | 3 |  |  |  |  |
| Chapter 13 Public Policy – 3 hours |  |  |  |  |  | 3 |  |  |  |
| **TOTAL – 45 HOURS** | **-** | **-** | **-** | **33** | **3** | **3** | **6** | **-** | **-** |