

Human Services Program
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE: HSV 112 Addiction (formerly HSV 155)

COURSE DESCRIPTION: This course is the investigation of the biological, psychological, and emotional forces involved in the addiction process. The major classes of psychoactive drugs will be studied by examining drug action, uses, and limitation. Social problems and the roles of human services in prevention and intervention will play an integral role in the course.

COURSE COMPETENCIES: After completing this course the student should be able to demonstrate competencies in the following areas with respect to issues with addiction in the human service delivery system.

Participant empowerment and assessment

- (1) The student is able to support participant to develop strategies make informed choices, follow through on responsibilities and take risks.
- (2) The student is able to promote participant partnership in design of support services, consulting the person and involving him/her in process.
- (3) The student is able to provide the participant with opportunity to be self advocate, to speak on own behalf, and provide information on peer support.
- (4) The student is able to provide information about human, legal, civil rights, and other resources, and assists participant to use information for self advocacy and decisions about life work, and social relationships.
- (5) The student initiates/assists in initiation of assessment process by gathering information and informing participants about what to expect.
- (6) The student arranges for assessment to determine needs, preferences, and capabilities using appropriate assessment tools and strategies, seeing inconsistencies, and making corrections.
- (7) The student discusses findings and recommendations in understandable manner, follows up on results and reevaluating findings as necessary.

Communication, collaboration, and facilitation of services

- (8) The student uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of communication styles.
- (9) The student has knowledge of and uses modes of communication that are appropriate to communication needs of participants.
- (10) The student learns and uses terminology appropriately, explaining as necessary to ensure participant understanding.
- (11) The student assists and facilitates the development of an individual plan based on participant preferences, needs, and interests.
- (12) The student assists and/or facilitates the implementation of an individual plan to achieve specific outcomes derived from participants preferences, needs, and interests.
- (13) The student assists and facilitates the review of the achievement of individual participant outcomes.

Service networking, advocacy, and support services

- (14) The student identifies the needs of participant for community supports, working with participant's informal system, and assists with identifying community connections.
- (15) The student shows ability to research, develop, and maintain information on community and other resources relevant to the needs of participants.
- (16) The student ensures participant access to needed community resources coordinating supports across agencies.
- (17) The student supports participant in development of friendships and other relationships.

Crisis intervention and documentation

- (18) The student identifies the crisis, defuses the situation, evaluates and determines intervention strategy and contact necessary supports.

(19) The student continues to monitor crisis situations, discussion the incident with staff and participants, adjusting supports and the environment, and complying with regulations for reporting.

Professionalism and organizational involvement with “best practices”

(20) The student incorporates sensitivity to diversity issues (ethnicity, religious, racial, disability, language, and gender issues) into daily practices and interactions.

CONTENT OBJECTIVES:

After completing the course, with respect to issues in addiction in human services, the student should be able to:

- (1) describe the role of learning and habit, biological and psychological processes, and the social environment in addiction.
- (2) describe the pharmacology and physiology of psychoactive drugs.
- (3) explain the role that stress and resiliency plays in drug use.
- (4) demonstrate the role of prevention and education plays in drug usage.
- (5) recognize the relationships between drug information and drug usage.
- (6) evaluate goals for drug prevention programs and describe potential challenges in the evaluation of these drug prevention programs.
- (7) contrast the use of substance abuse treatment with drug enforcement, including the cost effectiveness of each for the society at large.
- (8) recognize the factors that contribute to relapse by addicts in treatment.
- (9) describe the effectiveness of Alcoholics Anonymous and Narcotics Anonymous for treatment of drug and alcohol addictions.
- (10) detail the role of genetics in alcoholism and other addictions.
- (11) describe the role of environmental influences in the development of addictions.
- (12) interpret the differences in patterns of alcohol consumption, addictions, and other patterns of abuse of drugs and alcohol within different ethnic groups.
- (13) predict the effects of alcoholism or other addictions on the children of addicts, including effects on adult children of addicts or alcoholics.
- (14) describe the symptoms of children with Fetal Alcohol Syndrome and the means of intervention and treatment for these children.
- (15) detail and contrast the psychological, biological, and social effects of specific psychoactive drugs on individuals and their families.
- (16) demonstrate the connection between dual diagnosis, such as bipolar disorder, depression, anxiety disorders, etc., with addiction.

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

- (1) Basis of addiction: learning, biology, psychology, and social environment.
- (2) The brain and addiction: action of neurotransmitters, tolerance, including metabolic, cellular, and cross tolerance.
- (3) Individual differences relative to stress and resiliency in the development of addiction.
- (4) Prevention: education, effectiveness, and evaluation of prevention programs.
- (5) Drug rehabilitation: treatment programs, factors relating to relapse.
- (6) Alcohol and alcoholism: causes, fetal alcohol syndrome, effective of alcohol or alcoholism on the family, factors relating to recovery.
- (7) Dual diagnosis: bipolar disorder, depression, anxiety, and schizophrenia coexisting with addiction and drug abuse.
- (8) Individual drugs: caffeine, nicotine, marijuana, PCP, cocaine, heroin, methadone, and prozac.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate issues with addiction and its treatment. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2005. Subject to change)

Dushkin Group. Drugs, Society, and Behavior. McGraw Hill, 2003-2004. (most current addition of text is used for course)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level I competencies: Basic knowledge of the basis of addiction and ability to analyze and criticize research will be evidenced through testing, reaction papers, and short research papers.____

Level II competencies : Comprehensive knowledge of alcohol abuse, alcoholism, treatment, and long-term effects will be demonstrated through testing and research/reaction papers. Observational assignments designed to integrate theoretical knowledge with practical experience will be required. Observation may consist of visits to AA or NA meetings, interviews with law enforcement officials, or members of community organizations, such as Mothers Against Drunk Driving.

Level III competencies: A comprehensive project involving research and a presentation involving these research findings with both written and oral requirements with a focus on a specific drug, its effects, interventions, and other relevant connections will be completed by each student.

INSTRUCTOR:

The instructor for the course will be one familiar with Human Services education and methods. The instructor will blend the theoretical and practical throughout the course of instruction. The instructor is hired by

Bunker Hill Community College, according to its personnel guidelines, and is supervised by the Dean of Professional Studies, Division of Academic Affairs.

FACILITY:

The meeting place for the course will be agreed upon and announced before the first class meeting.

PREREQUISITE(S).

PSY 101-PRINCIPLES OF PSYCHOLOGY