

# ADS R101: OVERVIEW OF ADDICTION

**Originator**

ptrujillo

**Co-Contributor(s)**
**Name(s)**

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**College**

Oxnard College

**Discipline (CB01A)**

ADS - Addictive Disorders Studies

**Course Number (CB01B)**

R101

**Course Title (CB02)**

Overview of Addiction

**Banner/Short Title**

Overview of Addiction

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This introductory course studies use, abuse and social control of drugs associated with substance use disorder. Included are overviews of the biopsychosocial factors in addictions; how drugs work in the brain and body; how addiction impacts children, families and society; as well as prevention and harm reduction. Fulfills one 3-unit core requirement for the California Association for Alcohol/Drug Educators (CAADE).

**Taxonomy of Programs (TOP) Code (CB03)**

2104.40 - \*Alcohol and Controlled Substances

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Field trips to local treatment programs may be required to help students gain a better understanding of substance use disorders & the various treatment options.

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

0

**Maximum Contact/In-Class Laboratory Hours**

0

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Identify legal and illegal drugs of abuse.                             |
| 2 | List and define the physical and emotional effects of substance abuse. |
| 3 | Identify the prevention and harm reduction goals.                      |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Recognize the diagnostic criteria for Substance Use Disorders.  |
| 2 | Describe the legislative efforts to regulate and control drug use and abuse.                              |
| 3 | Describe how drugs work in the body and brain.  |
| 4 | Identify the various modalities of treatment and recovery, especially the social and professional models. |
| 5 | Recognize the special needs of co-morbidity (dual-diagnosis) patients                                     |

## Course Content

### Lecture/Course Content

1. Drug Use in Modern Society
  - a. Introduction to Drug Use: An Overview
    - i. "The Drug Problem"
    - ii. How Did We Get Here?
    - iii. Drugs and Drug Use Today
    - iv. Correlates of Drug Use
  - b. Drug Use as a Social Problem
    - i. Land of the Free?
    - ii. Toxicity
    - iii. Substance Dependence: What Is It?
    - iv. Broad Views of Addiction
    - v. Crime and Violence: Does Drug Use Cause Crime?
    - vi. Why We Try to Regulate Drugs
  - c. Drug Policy
    - i. The Beginnings
    - ii. Regulation of Pharmaceuticals
    - iii. Controlled Substances
    - iv. State and Local Regulations
    - v. Federal Support for Drug Screening
    - vi. The Impact of Drug Enforcement
2. How Drugs Work
  - a. The Nervous System
    - i. Homeostasis
    - ii. Components of the Nervous System
    - iii. Neurotransmission
    - iv. The Nervous System(s)
    - v. The Brain
    - vi. Drugs and the Brain
    - vii. Chemical Theories of Behavior
    - viii. Brain Imaging Techniques
  - b. The Actions of Drugs
    - i. Sources and Names of Drugs
    - ii. Categories of Drugs
    - iii. Drug Effects
    - iv. Getting the Drug to the Brain
    - v. Mechanisms of Drug Actions
    - vi. Drug Deactivation
    - vii. Mechanisms of Tolerance and Withdrawal Symptoms
3. Uppers and Downers
  - a. Stimulants
    - i. Cocaine
    - ii. Amphetamines
  - b. Depressants and Inhalants
    - i. History and Pharmacology
    - ii. Mechanism of Action
    - iii. Beneficial Uses
    - iv. Causes for Concern
    - v. Inhalants
    - vi. Gamma Hydroxybutyric Acid
  - c. Medication for Mental Disorders

- i. Mental Disorders
  - ii. Treatment of Mental Disorders
  - iii. Consequences of Drug Treatments for Mental Illness
- 4. Alcohol
  - a. Alcoholic Beverages
  - b. Alcohol Use and "The Alcohol Problem"
  - c. Who Drinks? And Why?
  - d. Alcohol Pharmacology
  - e. Behavioral Effects
  - f. Alcohol Toxicity
  - g. Fetal Alcohol Syndrome
  - h. Alcohol Dependence
- 5. Familiar Drugs
  - a. Tobacco
    - i. Tobacco History
    - ii. Tobacco under Attack
    - iii. Causes for Concern
    - iv. Pharmacology of Nicotine
    - v. How to Stop Smoking
  - b. Caffeine
    - i. Caffeine: The World's Most Common Psychostimulant
    - ii. Other Sources of Caffeine
    - iii. Caffeine Pharmacology
    - iv. Causes for Concern
  - c. Dietary Supplements and Over-the-Counter Drugs
    - i. Dietary Supplements
    - ii. Some Psychoactive Dietary Supplements
    - iii. Weight-Control Products
    - iv. Over-the-Counter Drugs (OTC)
    - v. FDA Regulation of OTC
    - vi. Simplifying Labels
    - vii. OTC vs Prescription Drugs
    - viii. Some Psychoactive OTC Products
    - ix. Analgesics
    - x. Cold and Allergy Products
    - xi. Choosing an OTC Product
- 6. Restricted Drugs
  - a. Opioids
    - i. History of Opioids
    - ii. Pharmacology of Opioids
    - iii. Beneficial Uses
    - iv. Causes for Concern
  - b. Psychedelics
    - i. Animism and Religion
    - ii. Terminology and Types
    - iii. N-Methyl-DL-Aspartate (NMDA) Antagonists
  - c. Cannabis
    - i. Cannabis, the Plant
    - ii. Preparations from Cannabis
    - iii. History
    - iv. Pharmacology
    - v. Medical Uses of Cannabis

- vi. Causes for Concern
- vii. Marijuana and American Society
- d. Performance-Enhancing Drugs
  - i. Historical Use of Drugs in Athletics
  - ii. Stimulants as Performance Enhancers
  - iii. Steroids
  - iv. Other Hormonal Manipulations
  - v. Beta-2 Agonists
  - vi. Creatine
  - vii. Getting “Cut”
- 7. Prevention and Harm Reduction
  - a. Preventing Substance Abuse
    - i. Defining Goals and Evaluating Outcomes
    - ii. Types of Prevention
    - iii. Prevention Programs in Schools
    - iv. Peers, Parents, and the Community
    - v. What Should We Be Doing?
  - b. Rethinking Drug Policy: What Works, What’s Possible, and What’s Feasible
    - i. Impetus for Change
    - ii. Drug Decriminalization
    - iii. Uncommon Strategies to Enhance Public Health and Safety

**Laboratory or Activity Content**

None

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

- Essay exams
- Essays
- Group projects
- Individual projects
- Objective exams
- Oral presentations
- Quizzes
- Reports/papers
- Research papers

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

- Audio-visual presentations
- Computer-aided presentations
- Class discussions
- Distance Education
- Guest speakers
- Lecture

**Describe specific examples of the methods the instructor will use:**

1. Instructor will lead a discussion on the specific topics from the reading material.
2. Instructor will give examples of how substance use disorders might present in our communities.
3. Instructor will give example client symptomology to demonstrate the diagnostic criteria for various Substance Use Disorders.

- Instructor will demonstrate applying American Society of Addiction Medicine (ASAM) criteria to identify the various modalities of treatment and recovery for potential clients.

## Representative Course Assignments

### Writing Assignments

- Writing a term paper on a specific drug of abuse including it's history, how it affects the mind/body and progression to current use.

### Critical Thinking Assignments

- Students will break into pairs/small groups to discuss the pros and cons of different views then share their thoughts with the class.

### Reading Assignments

Students will be required to read the course textbook.

### Other assignments (if applicable)

Students will take Chapter Quizzes to demonstrate their understanding of the material.

## Outside Assignments

### Representative Outside Assignments

- Students will read the textbook
- Students will be assigned videos to watch to gain a better understanding of how substance use disorders impact the individual, family & community.
- Students will be researching a term paper on a drug from the reading material.

## Articulation

### C-ID Descriptor Number

ADS 110X

### Status

Submitted to C-ID

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

### Course is CSU transferable

Yes

## CSU GE-Breadth

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

## Textbooks and Lab Manuals

**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Drugs, Society & Human Behavior by Carl L. Hart & Charles J. Ksir, latest edition, 2018

## Library Resources

**Sufficient Library Resources exist**

Yes

## Distance Education Addendum

### Definitions

**Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact**

**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

**Examinations**

**Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

ADDICTION PARAPROFESSIONAL TRG

**Review and Approval Dates**

**Department Chair**

08/26/2020

**Dean**

08/26/2020

**Technical Review**

09/09/2020

**Curriculum Committee**

09/09/2020

**Curriculum Committee**

12/09/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000131716

**DOE/accreditation approval date**

MM/DD/YYYY