

# ADS R107: ALCOHOL/DRUG TREATMENT OF ADOLESCENTS

**Originator**

ptrujillo

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

Zsarnay, Lois (lois\_zsarnay1)

**College**

Oxnard College

**Discipline (CB01A)**

ADS - Addictive Disorders Studies

**Course Number (CB01B)**

R107

**Course Title (CB02)**

Alcohol/Drug Treatment of Adolescents

**Banner/Short Title**

Alc/Drug Treat. of Adolescents

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

ADS R107B

**Catalog Course Description**

This course integrates the biological, psychological and social factors of teen development into a comprehensive model for treating adolescents with substance use disorders. The differences between adolescent and adult treatment engagement, assessment, counseling skills and readiness to change will be explored. The unique set of ethical, legal, fiscal and social implications regarding teens in treatment and their effected family members will be discussed. Students will learn about the cross-cultural differences existing within the adolescent population.

**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

**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**

**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 | Explain the differences between adolescent and adult treatment   |
| 2 | Identify indicators/symptoms of possible eating, learning and co-occurring disorders; and make an effective and thorough referral    |
| 3 | Identify and discuss ethical, legal, fiscal and social considerations effecting teens in treatment and their effected family members |

**Course Objectives**

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

- |   |   |
|---|---|
| 1 | Assess and counsel adolescents with substance related and addictive disorders   |
| 2 | Develop a special awareness and sensitivity to cross-cultural differences existing within the adolescent population   |
| 3 | Identify and address the unique set of ethical, legal, fiscal and social implications regarding teens in treatment and their effected family members                              |
| 4 | Develop a sound working knowledge of identifying indicators/symptoms of other process addictions and compulsive behaviors   |
| 5 | Explore and review the differences between adolescent and adult intervention methods, assessment and treatment approaches   |
| 6 | Identify possible learning and co-occurring disorders as they relate to childhood, adolescence and early adulthood  |
| 7 | Apply the framework of a trans-generational pattern of family disease/"dis-ease" to approaching adolescent addiction and wherein family involvement is often necessary for change |

## Course Content

### Lecture/Course Content

1. Defining and understanding the problem of adolescent alcohol and drug abuse
2. Adolescent development and the impact of alcohol and drug use
3. Family and peer relationship factors: The adolescent's interpersonal environment and intrapersonal development
4. The Biopsychosocial Model for understanding and treating adolescents
5. Eating disorders, process addictions, compulsive behaviors
6. The therapeutic relationship
  - a. Effective treatment strategies in working with adolescents
  - b. The teen's relationship with and attitudes towards alcohol and other drug use
  - c. Importance of the pre-treatment engagement stage
  - d. Differences between adolescent and adult treatment and assessment
  - e. Cross cultural awareness and sensitivity
7. Assessment
  - a. Assessing use, misuse, abuse and dependency
  - b. Assessing family system dynamics, safety and support availability
  - c. Screening for co-occurring disorders
  - d. Importance of alcohol/drug testing
8. Co-occurring disorders
  - a. Substance related and addictive disorders
  - b. Mental health issues (i.e. depression, anxiety)
  - c. Neurodevelopmental disorders (i.e. learning disorders, ADD/ADHD)
  - d. Disruptive, impulse control and conduct disorders
  - e. Gender dysphoria
9. Treatment planning, case management and referral vetting
10. Effective treatment modalities for adolescents
  - a. Family counseling
  - b. Group counseling
  - c. Individual counseling
  - d. School/peer environment
11. Adolescent recovery
  - a. The 12 steps
  - b. Relapse prevention and analysis
12. The recovery environment and different treatment settings (intensity and level of care)
  - a. The addicted family system
  - b. Parental/family dynamics: communication and needs deficits
  - c. Peer relationships in recovery
13. Social and community factors
  - a. The effects of social norms on adolescent treatment outcomes
  - b. Implications for policy development
  - c. Role of the therapeutic community in the continuum of prevention, education, intervention and treatment services
14. Legal and ethical issues specific to minors
15. The adolescent and the juvenile/criminal justice system
16. Other conditions requiring clinical attention
  - a. Domestic violence, dating violence, abuse, neglect, maltreatment
  - b. Trauma related issues
  - c. Barriers to effective treatment outcome for adolescents

### 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  
Other (specify)  
Reports/papers  
Research papers

**Other**

Case Study Assignments

## **Instructional Methodology**

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

Audio-visual presentations  
Computer-aided presentations  
Class activities  
Class discussions  
Case studies  
Distance Education  
Group discussions  
Guest speakers  
Lecture  
Small group activities

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

1. Instructor will discuss specific counseling skills utilized with adolescents.
2. Instructor will give examples of case studies with adolescents in treatment
3. Instructor will model skills for counseling adolescents for the class.
4. Students will break into pairs/small groups to discuss challenges of working with adolescents.

## **Representative Course Assignments**

### **Writing Assignments**

1. Short papers that focus on: the delivery of treatment services for teens; reasons treating adolescents is particularly difficult; cross-cultural differences existing within the adolescent population; and issues effecting teens going through the juvenile justice system

### **Critical Thinking Assignments**

1. Compare and contrast the differences between adolescent and adult treatment

### **Reading Assignments**

1. Textbooks, professional journals, current newsworthy articles/publications and instructor handouts

## **Outside Assignments**

### **Representative Outside Assignments**

1. Research for paper on adolescent treatment
2. Library inquiry activities and assignments

**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**

**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**

Yes

**Description**

Bell, T (1990). *Preventing Adolescent Relapse: A Guide for Parents, Teachers and Counselors*. Harold Publishing House. 0830905715

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**Resource Type**

Textbook

**Description**

Steiker, L. H. (2016 or latest edition). *Youth and Substance Abuse Prevention, Intervention and Recovery*. Lyceum Books. 1935871633

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## 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
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.

#### 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

CCC000189682

### DOE/accreditation approval date

MM/DD/YYYY