

ADS R108: ALCOHOL/DRUGS AND HUMAN DEVELOPMENT

Originator

ptrujillo

Co-Contributor(s)
Name(s)

Zsarnay, Lois (lois_zsarnay1)

College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R108

Course Title (CB02)

Alcohol/Drugs and Human Development

Banner/Short Title

Al/Drugs & Human Development

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is an analysis of developmental behaviors associated with each stage in human development and the way the social environment impedes or helps this development. Special emphasis is given to address physical and emotional effects of substance use disorders throughout the life-cycle and during pregnancy. Many examples of the disruptive influences of alcohol and drugs on human development will be given along with the ways human service occupations develop systems and services to minimize these influences. This course fulfills one 3-unit behavioral requirement for the California Association for Alcohol/Drug Educators (CAADE) and Domain VI of TAP 21 (Technical Assistance Publication Series: Addiction Counseling Competencies).

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 | Students will be able to assess what someone in a treatment facility needs in order to address their substance use disorder. |
| 2 | Assess and address physical and emotional effects of substance use disorders throughout the life-cycle. |

Course Objectives

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

- | | |
|---|---|
| 1 | Synthesize the various theories of human development and how they are impacted by substance use disorders. |
| 2 | Explain the biological foundations of human development |
| 3 | Recognize the debilitating effects of alcohol and drug use during pregnancy |
| 4 | Analyze and explain the influence of substance use in every stage of the human life span |
| 5 | Effectively apply Erikson's 8 Psycho-social stages in relation to both "normal" human development and for treatment and/or recovery from Substance Use Disorders. |

Course Content

Lecture/Course Content

1. The Study of Human Development
 - a. Recurring issues in human development
 - i. Our drug-using society
 - ii. Alcohol and other drugs
 - b. Basic forces in human development: the biopsychosocial framework
2. Theories of Human Development
 - a. Psychodynamic theory
 - b. Learning theory

- c. Cognitive development theory
- d. The ecological and systems approach
- 3. Biological Foundations
 - a. 23 pairs of chromosomes
 - b. Mechanisms of heredity
 - c. Genetic disorders
 - d. Genes and environment
 - i. Genetic markers for alcohol/drug addiction
 - ii. Family influences
 - e. From Conception to Birth
 - i. Period of the zygote
 - ii. Period of the embryo
 - iii. Period of the fetus
 - f. Influences of Prenatal Development
 - i. Teratogens: drugs, disease, environmental factors
 - ii. Fetal Alcohol Syndrome
 - iii. Fetal Drug Syndrome
- 4. Tools for Exploring the World
 - a. The newborn
 - i. Physical development
 - ii. Reflexes and temperament
 - iii. The emerging nervous system
 - iv. Locomotion and fine motor skills
 - v. Becoming self-aware
- 5. Early Childhood and Alcohol and Other Drug (AOD) Problems
 - a. Problems entering the social world
 - i. Countering the toxic atmosphere of the AOD –using family
 - ii. Erickson's stages of early psychosocial development
 - iii. Restoring trust and attachment
 - b. Emerging emotions
 - i. Basic emotions
 - ii. Complex emotions
 - iii. The joys of play
 - iv. Learning to cooperate
 - c. Gender roles and gender identity
 - d. Evolving gender roles
- 6. Adolescence
 - a. Puberty: physical growth
 - b. Identity vs. role confusion
 - c. Resolving the identity crisis
 - d. AOD influences at this stage
 - i. A new milieu
 - ii. Peer pressure or role modeling
 - iii. The evolving parent role
 - iv. The new adolescent disease: depression
- 7. Young Adulthood
 - a. Physical development and health
 - i. Growth, strength, and physicals functioning
 - ii. Health status
 - iii. Life style factors
 - iv. Binge drinking and drug use
 - b. Moral reasoning
 - i. Kohlberg's theory
 - ii. Cultural difference in moral reasoning
- 8. Middle-age Adult
 - a. Relationships
 - i. Friendships
 - ii. Love relationships
 - b. Life-styles

- i. Singleton
 - ii. Cohabitation
 - iii. Gay and lesbian couples
- c. Marriage
 - i. The family life cycle
 - ii. Children
 - iii. The parental role
 - iv. Alcoholism: a family disease
 - v. Children in alcohol/drug addicted families
- 9. Dying and Bereavement
 - a. Definitions and ethical issues
 - b. Legal and medical definitions
 - c. Ideas about death through the life span
 - i. Childhood
 - ii. Adolescence
 - iii. Young adulthood
 - iv. Middle age
 - v. Late adulthood
 - d. The Process of Dying
 - i. The stage theory of dying
 - ii. Dying with dignity: hospice care
 - iii. Shortened life span due to alcohol and drug use

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 activities

Class discussions

Distance Education

Group discussions

Guest speakers

Lecture

Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will present material on stages of human development in relation to substance use disorders.
2. Instructor will lead discussions on how substance use impacts the stages of human development.
3. Students will break into pairs/small groups to discuss material presented in class.

Representative Course Assignments

Writing Assignments

1. Students will research and write a 5-10 page research paper focusing on developmental theory as it applies to the life-cycle in relation to substance use disorder, treatment, and recovery.

Critical Thinking Assignments

1. Participate in class and small group discussions about the influence of substance use in every stage of the human life span

Reading Assignments

1. Students will be required to read each chapter of the text book as the semester progresses covering subjects in chapters such as the effects of alcohol and other drugs affecting particular stages of human development e.g. infancy, adolescence, middle age, and seniors.

Outside Assignments

Representative Outside Assignments

1. Library inquiry activities and assignments
2. Research for term paper

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****Area F: Ethnic Studies****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

DescriptionBerger (2016 or latest edition). *Invitation to the Life Span* (3rd). New York Worth. 1319015883**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

DTRW-I
MM/DD/YYYY

Curriculum Committee
12/09/2020

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000207167

DOE/accreditation approval date
MM/DD/YYYY