

ADS R112: PREVENTION, INTERVENTION AND RECOVERY

Originator

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College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R112

Course Title (CB02)

Prevention, Intervention and Recovery

Banner/Short Title

Prevention, Intervention, Recov.

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides a comprehensive overview of theories and strategies for the prevention of substance use disorders. Primary, secondary, tertiary and evidence-based prevention models will be introduced and assessed. Prevention programs and activities appropriate for the community, school, parents and family, and work-sites will be covered. Strategies such as education, public policies, media/information dissemination, ethnic, cultural, and gender-specific approaches, environmental risk reduction, and alternatives will be presented and assessed for their application to different target populations. This course fulfills one 3-unit skills requirement of 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 | Define Substance Abuse and Mental Health Services Administration (SAMSHA) prevention in terms of alcohol and drug usage in our community. |
| 2 | Design and create a prevention strategy project, or evaluate a current strategy, for diminution and eradication of addictive diseases in Ventura county. |

Course Objectives

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

- | | |
|---|--|
| 1 | Demonstrate an understanding of the differences between prevention, intervention, and treatment. |
| 2 | Explain the relapse prevention process. |
| 3 | Describe and apply theories and strategies for the prevention of substance use disorders. |
| 4 | Explain and identify Primary, Secondary, Tertiary and Universal evidence-based prevention models. |
| 5 | Evaluate the role of community groups in outreach and prevention and the effectiveness of alternative prevention strategies. |
| 6 | Identify issues of culture identity, ethnic background, age, and gender, in prevention, treatment, and recovery. |

Course Content

Lecture/Course Content

1. Definitions of Prevention
 - a. Definition of Prevention
 - b. Relationship between prevention, intervention, and treatment
2. National Prevention Programming (NPP): goals, resources, leadership
3. Examining the Models
 - a. Primary Prevention
 - b. Secondary Prevention
 - c. Tertiary Prevention
 - d. Universal Prevention
4. Substance Abuse and Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework (SPF)

- a. Assess Needs
- b. Build Capacity
- c. Plan
- d. Implement
- e. Evaluate
5. Sustainability
6. Culturally diverse strategies of prevention
7. State of California framework for prevention ATOD (Alcohol, Tobacco & Other Drugs) problems:
 - a. Principle
 - b. Purpose
 - c. Goals
 - d. Overview of current prevention processes
 - e. Social Conditions
 - f. Availability
 - g. Environmental Conditions
 - h. Prevention Strategies
 - i. Reducing environmental risks
 - j. Building Coalitions
8. What's happening in the prevention arena in our county
9. Environmental factors that contribute to AOD (Alcohol & Other Drugs) community problems
 - a. Density
 - b. Alcohol advertising and marketing to ethnic minorities, youth and women
 - c. Cinco de Mayo and Juneteenth
 - d. Bars disguised as restaurants
 - e. Special events sponsorship/politicized
 - f. Norms that support problematic use
 - g. Overserving
 - h. Underage Access
 - i. Reduced Price Drinks
 - j. Club Drugs
10. Environmental Prevention Strategies (policy based)
 - a. Community Organizing
 - b. Community needs assessment/baseline data
 - c. Policy goals – community goals
 - d. Alcohol Free Events
 - e. Reducing sale to minors
 - f. Public Hearings
 - g. Community/Police Partnerships
11. Initiating a Prevention Project
 - a. Needs assessments: priorities, goals, planning
 - b. Resources
 - c. Community involvement, support, leadership
 - d. List of Actions
12. Intervention Models
 - a. Motivational Interviewing (MI)
 - b. Community Reinforcement and Family Training (CRAFT)
 - c. Systemic Model
 - d. Invitational Model
 - e. Medical Model
 - f. Stages of Change Model
 - g. A Relational Sequence of Engagement Model (ARISE)
 - h. The Seven Challenges

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):

Essays
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Other (specify)
 Quizzes
 Role playing
 Reports/papers
 Research papers
 Treatment plans

Other

Event Participation

Instructional Methodology

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

Computer-aided presentations
 Class activities
 Class discussions
 Case studies
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will discuss specific prevention theories and strategies.
2. Instructor will give examples and lead discussion on strengths and weaknesses of each.
3. Students will break into pairs/small groups to discuss potential new ways to impact community levels of substance use disorders
4. Guest speakers will present on their local prevention program

Representative Course Assignments

Writing Assignments

Student must develop a prevention related project and present it to the class.

Critical Thinking Assignments

1. Participate in class and small group discussions debating the pros and cons of specific prevention strategies
2. Work in groups to develop ways to either modify or create new prevention strategies for the local community

Reading Assignments

Students are required to read textbook chapters or other publications as required by instructor, e.g., Substance Abuse and Mental Health Services Administration (SAMHSA) publications, California State publications on drug/alcohol usage.

Outside Assignments

Representative Outside Assignments

1. Students will be reading the required readings/handouts.
2. Students will be contacting local prevention programs to learn more about their strategy then preparing a presentation for the class on what they learned.
3. Library inquiry activities and assignments

Articulation

C-ID Descriptor Number

ADS 150X

Status

Approved

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

Manual

Description

SAMHSA, *Strategic Prevention Framework (SPF)*, (2012 or latest edition), HHS Publications.

Resource Type

Textbook

Description

Fields, Richard *Drugs in Perspective: Causes, Assessment, Family, Prevention, Intervention, and Treatment*, 10th edition (or latest edition), (2020), McGraw-Hill Education

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

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000136632

DOE/accreditation approval date

MM/DD/YYYY