

ADS R122: REDUCING BINGE AND UNDERAGE DRINKING: A COLLECTIVE RESPONSIBILITY

Originator

ptrujillo

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

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College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R122

Course Title (CB02)

Reducing Binge and Underage Drinking: A Collective Responsibility

Banner/Short Title

Underage and Binge Drinking

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is designed for those students who are interested in starting or working in primary prevention programs including those already employed in alcohol programs or in enforcement fields. It will cover the scope and nature of binge and underage drinking, associated problems, national, state and local research and data on binge and underage drinking, effective municipal, college, and university law enforcement and community prevention strategies.

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

52.50

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 process of formulating and enacting prevention strategies. |
| 2 | Discuss the method and rationale for community organizing and community mobilizing. |

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

- | | |
|---|---|
| 1 | Define binge drinking and associated problems |
| 2 | Describe underage drinking and associated problems |
| 3 | Synthesize the major national, state and local research on binge drinking and underage drinking |
| 4 | Summarize appropriate municipal strategies to address binge and underage drinking |
| 5 | Define appropriate law enforcement strategies to address binge and underage drinking |
| 6 | Illustrate the method and rationale for community organizing and community mobilizing |
| 7 | Examine the role of special events as they relate to binge and underage drinking |
| 8 | Appraise a Model Social Host Ordinance and its implications |
| 9 | Describe the role of public policy in addressing binge and underage drinking and give specific examples |

Course Content**Lecture/Course Content**

1. Overview of the Nature and Scope of Binge Drinking
 - a. Definition of Binge Drinking
 - b. National Implications

- c. Statewide Implications
- d. Ventura County scope and nature of Binge Drinking
- 2. Overview of the Nature and Scope of Underage Drinking
 - a. Definition of Underage Drinking
 - b. National Implications
 - c. Statewide Implications
 - d. Ventura County scope and nature of Binge Drinking
 - e. Community Norms
- 3. Overview of the Role of Public Policy in Addressing Binge and Underage Drinking
 - a. Historical Perspective
 - b. Research, proven methods and outcomes
 - c. Collective Responsibility
- 4. Strategies to reduce underage alcohol use
 - a. Conditional use permits
 - b. Social Host Liability Ordinance
 - c. Public convenience or necessity
 - d. Deemed Approved (i.e. Grandfathered Businesses)
 - e. Code Enforcement
 - f. Park, recreational and special event policies
 - g. Responsible Beverage Sales & Service (RBSS) Training
- 5. Effective College and University strategies to address Binge and Underage Drinking
 - a. Input and involvement in community planning and public policy
 - b. Campus policies
 - c. Promotions to students
 - d. Campus norms
 - e. Party schools
 - f. Student involvement
 - g. Campus policy and enforcement
- 6. Reducing Underage Drinking: A Collective Responsibility
 - a. Policy recommendations
 - b. Implications
 - c. Obstacles
 - d. Partners
- 7. Policy options and key concepts for reduction of alcohol problems
 - a. AMA Position Paper
 - b. Office of Alcohol and Other Drug Abuse
- 8. Circumstances prior to DUI in Ventura County among 18-25 year olds
 - a. Where the data lead
 - b. Implications
 - c. Home parties
 - d. Problematic outlets
 - e. Collaborative effort
- 9. Social Host Liability
 - a. Home parties
 - b. Underage access
 - c. Impact and cost to community
 - d. Model Social Host Liability Ordinance, Legal Commentary and Resources
 - e. What is happening in Ventura County
 - f. Adult accountability for underage drinking
- 10. Evaluating the Impact of Outlet Density on Crime
- 11. Reducing Third-Party Transactions of Alcohol to Underage Youth
 - a. Definition
 - b. Their contribution to underage drinking
 - c. Who purchases for underage youth
 - d. Laws, ordinances and statutes
 - e. Enforcement strategies
 - f. Familiar third-party transactions
 - g. Barriers

- h. Overcoming obstacles
- i. Working with the media
- 12. The role of Place, Price, Promotion and Product in Addressing Binge and Underage Drink
 - a. Community Scan and Community Assessments
 - b. Excise tax
 - c. Happy hours and other drink specials
 - d. Advertising
 - e. Sponsorship
 - f. Gas stations and beer
 - g. Airlines, first-class-alcohol and associated problems
 - h. Targeted density
 - i. Fortified wines and malt liquor
- 13. Statewide Incentive Grants to Address Binge and Underage Drinking
 - a. Community partnership
 - b. Higher education collaborative
 - c. Law enforcement collaborative
 - d. Municipal collaborative
 - e. Community collaborative
 - f. High School collaborative
 - g. Data and research
 - h. Initiatives
- 14. California Department of Alcoholic Beverage Control
 - a. Licensing
 - b. Community input
 - c. Conditional use permits
 - d. Compliance checks
 - e. Power of arrest, sanction and close down alcohol outlets
- 15. Law Enforcement as Prevention
 - a. Problematic outlets: off-sale
 - b. Problematic outlets: on-sale
 - c. Home party response
 - d. Connection between alcohol and major crime (homicide, rape, and assault)
 - e. Domestic violence/family violence
 - f. DUI
 - g. Riots, crowd control, public threat
 - h. Sobriety check points
 - i. Interface with ABC (Department of Alcoholic Beverage Control), District Attorney, courts and other law enforcement agencies
- 16. The Role of Youth and Young Adults in Addressing Binge and Underage Drinking
 - a. Youth leadership and development
 - b. High School collaborative
 - c. Efforts underway in Ventura County
- 17. The Role of Media in Addressing Binge and Underage Drinking
 - a. Media advocacy
 - b. Using the media as a megaphone
 - c. Community mobilization
 - d. Letters to the editor
 - e. Press conferences
 - f. Earned media
 - g. Paid media

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):

Problem solving exercises
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
Problem-Solving Assignments
Problem-solving exams
Quizzes
Role playing
Reports/papers
Research papers

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
Demonstrations
Field trips
Group discussions
Guest speakers
Internet research
Lecture
Role-playing

Describe specific examples of the methods the instructor will use:

Instructor will discuss underage drinking and associated problems

Instructor will give examples of appropriate law enforcement strategies to address binge and underage drinking

Guest speakers will present about their local efforts to decrease underage or binge drinking.

Students will break into pairs/small groups to discuss the method and rationale for community organizing and community mobilizing.

Representative Course Assignments

Writing Assignments

Midterm project and Final project require a written paper be submitted.

Critical Thinking Assignments

Students will break into pairs/small groups to discuss the method and rationale for community organizing and community mobilizing then present back to the class.

Reading Assignments

1. Students are required to read material from the instructor prepared Course Packet.
2. Students will be required to read material from the links to research results

Outside Assignments

Representative Outside Assignments

1. Library inquiry activities and assignments
2. Research for mid-term and final papers/projects

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**

Other Resource Type

Description

There are no comprehensive textbooks on this subject. A Course Packet of relevant reports, research articles, issue briefings, policy reports and fact sheets will be compiled and will serve as the text for this three-unit course. This Course Packet is developed and revised by the instructor every two years. The Course Packet is reproduced by College Publications and sold through the College Bookstore..

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
CCC000543815

DOE/accreditation approval date
MM/DD/YYYY