

ADS R123: ALCOHOL, DRUG ADDICTION AND TRAUMA

Originator

ptrujillo

Co-Contributor(s)
Name(s)

Zsarnay, Lois (lois_zsarnay1)

College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R123

Course Title (CB02)

Alcohol, Drug Addiction and Trauma

Banner/Short Title

Alc/Drug Addiction & Trauma

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will identify the symptoms, stages and cycles of substance use and relational addictions manifesting from trauma and the correlated treatment strategies of delivering trauma informed care (evidence-based treatment practices). Students will learn to recognize the triggers and symptoms of post traumatic stress and destructive high-risk relational bonds noted in victims, offenders and others suffering from addictive, obsessive and compulsive behaviors. Effective treatment methods and modalities supporting trauma informed care for addicted trauma survivors will also be covered.

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

Will not 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 | Demonstrate knowledge of diagnostic criteria and related symptomology associated with PTSD and other sub-syndromal varieties of trauma. |
| 2 | Identify the relationship of alcohol/drug use and it's correlation to traumatic experiences and PTSD symptoms. |
| 3 | Describe how treatment and recovery from trauma bonds reduces the likelihood of re-experiencing traumatizing events by increasing awareness of these bonds; thereby extinguishing potentially high-risk, repetitive behaviors and addiction. |

Course Objectives

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

- | | |
|---|---|
| 1 | Identify the symptoms, stages and cycles of substance use and relational addictions manifesting from trauma and the correlated treatment strategies of delivering trauma informed care (evidence based treatment practices). |
| 2 | Recognize the triggers and symptoms of post traumatic stress and destructive high-risk relational bonds noted in victims, offenders and others suffering from addictive, obsessive and compulsive behaviors. |
| 3 | Assist in educating addicted/traumatized clients in identifying specific triggers, reducing high-risk re-traumatizing choices, behaviors and relationships; and helping those clients build a platform of safety within themselves or others where they can seek solutions to common life problems while still healing from trauma. |
| 4 | Define effective treatment methods and modalities supporting trauma informed care for addicted trauma survivors. |
| 5 | Integrate how twelve step recovery tools, slogans, sponsorship and programs must be specially adapted/amended for working with addicted trauma survivors. |
| 6 | Identify and match appropriate community referral sources for the various types of trauma survivors. |

Course Content

Lecture/Course Content

1. The Rediscovery of Trauma
 - a. Lessons from Vietnam veterans
 - b. Revolutions in understanding mind and brain
 - c. Looking into the brain: The neuroscience revolution
2. Post-Traumatic Stress Disorder
3. This Is Your Brain On Trauma
 - a. Running for your life: the anatomy of survival
 - b. Body-brain connections
 - c. Losing your body, losing your self
4. The Minds of Children
 - a. Getting on the same wavelength: attachment and attunement
 - b. Trapped in relationships: the cost of abuse and neglect
 - c. What's love got to do with it?
 - d. Developmental trauma: the hidden epidemic
5. The Imprint of Trauma
 - a. Uncovering secrets: the problem of traumatic memory
 - b. The unbearable heaviness of remembering
6. Paths to Recovery
 - a. Healing from trauma: owning your self
 - b. Language: miracle and tyranny
 - c. Letting go of the past: Eye Movement Desensitization and Reprocessing (EMDR)
 - d. Learning to inhabit your body: yoga
 - e. Putting the pieces together: self-leadership
 - f. Filling in the holes: creating structures
 - g. Applied neuroscience: rewiring the fear-driven mind with brain/computer interface technology
 - h. Finding your voice: communal rhythms and theater
 - i. Choices to be made
7. Proposed Criteria for Developmental Trauma Disorder

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
Role playing
Reports/papers
Research papers

Instructional Methodology

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

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions

Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will identify the symptoms, stages and cycles of substance use and relational addictions manifesting from trauma and the correlated treatment strategies of delivering trauma informed care (evidence based treatment practices).

Instructor will give examples of the triggers and symptoms of post traumatic stress and destructive high-risk relational bonds noted in victims, offenders and others suffering from addictive, obsessive and compulsive behaviors.

Guest speakers will present on trauma informed care services in our community.

Students will break into pairs/small groups to identify appropriate community referral sources for the various types of trauma survivors.

Representative Course Assignments

Writing Assignments

1. Paper that focuses on a particular type of trauma and/or trauma bonds (e.g., combat related, child abuse, incarceration and natural disasters) identifying symptomatology and possible treatment modalities.

Critical Thinking Assignments

1. Students will break into pairs/small groups to identify appropriate community referral sources for the various types of trauma survivors then share with the class.

Reading Assignments

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

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

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

Description

Van Der Kolk, Bessel. *The Body Keeps The Score* (2015 or Latest edition). Penguin Books

Resource Type

Textbook

Description

Schiraldi, Glenn. *Post-Traumatic Stress Disorder Sourcebook; A Guide to Healing*. MCG. (2016 or latest edition) 9780071840

Resource Type

Other Resource Type

Description

Handouts .

Resource Type

Textbook

Description

Fisher, Janina. Transforming The Living Legacy of Trauma: A Workbook for Survivors and Therapists. (2021). PESI Publishing & Media

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**

08/27/2020

Dean

08/27/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000504682

DOE/accreditation approval date

MM/DD/YYYY