



Syllabus: **SSE 220**

Treatment of the Substance Abuser

Course Information	
Course Prefix/Number: SSE 220 Semester: spring 2019 Class Days/Times: 16 Week Online Class	Credit Hours: 3 Course Title: Treatment of the Substance Abuser Room: ONLINE

Instructor Information: Name: Dr. Bruce Payette, Ph.D. Office location: This is a web based course, there is no expectation that the instructor will be on campus, on a regular basis. It is best to call me during evening hours.	Phone/Voice Mail: 520-204-0441 E-mail: bpayette@tocc.edu
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Course Description:

Principles and techniques of treating the substance abuser. Includes therapeutic communities, day care programs, methadone maintenance, detoxification, and psychotherapy.

- Course Objectives:**
1. Chapter one will include Putting Drugs in Perspective
 2. Chapter two will include Why People Use and Abuse Drugs and Alcohol
 3. Chapter three will include Drug-Specific Information: Drugs on the Street Where You Live
 4. Chapter four will include Assessment of Substance Abuse, Dependence, and Addiction
 5. Chapter five will include Substance Abuse and Family Systems
 6. Chapter six will include Parents and Family: At-Risk Factors for Substance Abuse
 7. Chapter seven will include Growing Up in an Alcoholic Family System
 8. Chapter Eight will include Motivation and Change
 9. Chapter nine will include Intervention
 10. Chapter ten will include Prevention of Substance Abuse Problems
 11. Chapter eleven will include Disorders Co-Occurring with Substance Abuse
 12. Chapter twelve will include Alcohol/Drug Recovery, Co-Occurring Disorders, Suicide, and Alcohol/Drugs
 13. Chapter thirteen will include The Problem of Relapse: Relapse Prevention (RP)

- Student Learning Outcomes (SLOs):**
1. Identify the definitions and dynamics of substance use disorders and addictions, including diagnosis assessment, types of treatment, treatment effectiveness, and current issues in treatment.
 2. Identify the treatment continuum for substance use disorders, including psychosocial assessment, treatment

planning, motivational interviewing, relapse prevention, recovery support, family treatment, codependency and the issues of adult children of addicts, and adjudicative and drug specific treatments. 3. Identify substance use disorder, treatment modalities, both historical and current. 4. Evaluate a local or national substance use disorder treatment model or modality in depth, including the theoretical and therapeutic approaches used, success rates and outcome studies. 5. Describe the functioning of a local substance use disorder recovery group, including the group interaction and an overall assessment of the effectiveness of the meeting experience.

Course Structure:

During each month certain chapters must be completed:

January: Chapters 1, 2, 3, 4.

February: Chapter 5, 6, 7, 8.

March: Chapters 9, 10, 11,

April: Chapters 12, and 13.

Statement of Syllabus Modification

The instructor reserves the right to modify this syllabus as necessary during the semester to meet the needs of the class. Major changes will be announced one week in advance.

Texts and Materials:

Drugs in Perspective, 9th Edition, Richard Fields, McGraw-Hill, 2016.
ISBN 978-0-07-802865-6

Evaluation and Grading & Assignments: A student's final grade will be calculated by combining the averaged grades for the following course components: 13 Chapter Outlines (completed in Cornell Note Style), 13 Essay Questions, and 1 Final.

Total points are 410.

A= 351 Points or Greater

B= 312 Points or Greater

C= 273 Points or Greater

D= 234 Points or Greater

F=233 or less

Himdag Cultural Component: *(include details on how this course will be integrated into the Himdag)*

Policies and expectations-

Any student found guilty of academic misconduct shall be subject to disciplinary action based upon the Student Handbook.

Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a TOCC student has questions or needs an accommodation in the classroom(all medical information is treated confidentially), contact: Ms Kelley, the college counselor.

Attendance Policy

This is an online class, work must be completed per assignments.

Course Outline:

There are 19 chapters each carries the same time commitment as does a fact to face class. I estimate each chapter will take between 3 and 4 hours to complete. In addition the chapter outlines and 2 modules will account for another 2 hours. You may call me or Email me if you run into problems. Attendance is determined by completing all work on time. you are incharge of your schedule.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Glossary of Terms:

Assessment: the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

Classroom Assessment and Classroom Assessment Techniques (CATS): Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment: ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).

