



**Course Title: PREVENTION AND TREATMENT OF SUBSTANCE USE DISORDERS**  
**Course #: COU 210 HYB**

**Credit Hours: 3**  
**Semester: Spring 2022**  
**Cap: 15**

**Faculty:** Nancy Goodwin

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**Office:** Library – 2<sup>nd</sup> Floor, Office #3

**Office Phone:** 505/387-7515 ex 1152

**Office Hours** (face-to-face or online):

**Preferred Communication:** Please use the above e-mail. I will attempt to respond within 24 hours. Exceptions would be weekends or holidays.

**Modality:** Hybrid

**Class Location and Meeting Times:** Location: SUB 208

Face to Face: Tuesday- 11:00 – 12:20

**Meeting Hours and Online Hours** (if hybrid): On-Line Thursday 11:00 – 11:50

**Required Materials:** Textbook, Blackboard and Student NTU e-mail address for correspondence

**Textbooks:** Wormer, K.A., Davis, D.R., (208). (*4<sup>th</sup> Edition*): *Addiction treatment a strengths perspective*. Boston, MA: Cengage: ISBN 978-1-305-94330-8

**Laptop and Internet Access:** Every student is required to own a laptop and have internet access.

### **Mission, Vision, and Philosophy**

**Mission:** Navajo Technical University honors Diné culture and language, while educating for the future.

**Vision:** Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

**Philosophy:** Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

### **Course Description**

This course provides foundational knowledge on stages of change, interviewing techniques, screening and assessment, report writing, recordkeeping, treatment planning and case management. In addition, students develop knowledge and skill in crisis intervention in preparation for working with clients and families with addiction or substance use disorders.

### **Instructor's Expectations**

This course uses a participatory, learner-centered adult education approach. This approach recognizes that *you* are responsible for your learning. I can facilitate, organize, and provide opportunities to learn, but cannot force you to learn. Course material may be presented in readings from the textbook, lessons, assignments, discussions, exams and journal writing. You are expected to work hard in this course: for every hour of class time, you should spend at least three hours outside of class preparing by reading, working on assignments and projects, and thinking about the course content. *You are expected to take responsibility for your success in the course*, that is, you must take an active interest not just in the course material, but in the course itself, *making it a success for all participants*. Factors such as *interest*,

*motivation, creativity* and *initiative* are important elements in evaluating your performance in the course and assigning a grade.

<b>Course Outcomes</b>	<b>Course Assessments</b>
Describe a variety of models and theories of addiction and other problems related to substance abuse.	Classroom activities including discussion of video, small group activities; final paper that requires student to complete a case specific addiction to include treatment plan
Describe the behavioral, psychological, physical health and social effects of psychoactive substances on the person using, and significant others.	Classroom activities including discussion of video, small group activities; and final paper that requires student to complete a case specific addiction to include treatment plan
Provide culturally relevant formal and informal education programs that raise awareness and support substance abuse prevention and the recovery process	Classroom activities including discussion of video, small group activities; final paper that requires student to complete a case addiction to include treatment plan
Describe factors that increase the likelihood for an individual, community or group to be at-risk for, or resilient to, psychoactive substance use disorders.	Classroom activities including discussion of video, small group activities; final paper that requires student to complete a case specific addiction to include treatment plan
Describe current and evidenced-based approaches practiced in the field of addictions	Classroom activities including discussion of video, small group activities s; final paper that requires student to complete a case specific addiction to include treatment plan
Describe warning sign, symptoms, and the course of substance use disorders. — Describe principles and philosophy of prevention, treatment and recovery	Classroom activities including discussion of video, small group activities s; final paper that requires student to complete a case specific addiction to include treatment plan

**Connections to Program Assessment (course-embedded measures)**

**List program outcomes to be measured**

No program level assessment for this course.

**General Education Assessment**

**List general education outcomes to be measured**

No general education assessment for this course

**Final Paper/PowerPoint Presentation**

Final Paper – Choosing an addiction of your choice (approved by instructor), you are required to submit a 3-4-page pages (not including cover page), using APA Guidelines. You paper will address the following: causes of addiction, treatment, screening and assessment, strength & evidence-based helping strategies, cultural aspect and 12 steps-based approach. Points will be taken off for grammar and spelling. You must include at least three references (you may use the textbook as one).

**PowerPoint Presentation**

During the last class, you will present to the class your chosen addiction. Your PP must be between 7-10 minutes (points will be taken off if shorter or longer) and should cover the steps listed above in your paper.

## Course Schedule

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/19	Introductions Review Syllabus		
	<b>1/21</b>	<b>Last day to add/drop w/out W</b>		
2	1/26	Chapter 1: Nature of Addiction	Chapter 1 Journal	
3	2/2	Chapter 2: Historical Perspectives	Chapter 2 Journal	
4	2/9	Chapter 3: Substance Misuse, Dependence, and the Body	Chapter 3 Journal	
5	2/16	Chapter 4: Substance Misuse with a Co-Occurring Mental Disorder or Disability	Chapter 4 Journal Submit paper topic	
6	2/23	Chapter 5: Gambling, Eating Disorders, Shopping and Other Behavioral Addictions	Chapter 5 Journal	
	<b>2/25</b>	<b>Graduation Petition Due</b>		
7	3/2	Chapter 6: Addiction Across the Lifespan	Chapter 6 Journal	
	<b>5/17</b>	<b>Last day to withdraw with "W"</b>		
8	3/9	Chapter 7: Screening and Assessment	Review paper topic Midterm Exam Chapter 7 Journal	Midterm Exam
	<b>3/11</b>	<b>Midterm Grades Due</b>	<b>Midterm</b>	
9	<b>3/14-18</b>	<b>NO CLASS – SPRING BREAK</b>		
10	3/23	Chapter 8: Strengths-and Evidence- Based Helping Strategies	Chapter 8 Journal	
11	3/30	Chapter 9: Mutual Help Groups and Spiritual/Religious Resources	Chapter 9 Journal	
12	4/6	Chapter 10: Family Risks and Resiliencies	Chapter 10 Journal	
13	4/13	Chapter 11: Ethnicity, Culture, and the Socioeconomic Determinants of Addiction	Chapter 11 Journal	
14	4/20	Chapter 12: Gender, Sexual, and Sexual Orientation Differences	Chapter 12 Journal	
15	4/27	Chapter 13: Public Policy	Chapter 13 Journal	
16	5/4	<b>Final Paper and PowerPoint Due</b>		<b>Final Exam: Paper/PP Presentation</b>
17	5/11		<b>Finals</b>	<b>Final Exam: Paper/PP Presentation</b>
	<b>5/12</b>	<b>Grades due to the Registrar</b>		
	<b>5/13</b>	<b>Graduation</b>		

### Grading Plan

Journals	13 @ 10 pts/ea	130	A = 100 -- 90%
Midterm Exam	1 @ 50 pts	50	B = 89 – 80%
Final Paper	1 @ 100 pts	100	C = 79 – 70%
PowerPoint	1 @ 50 pts	50	D = 69 – 60 %
Class Participation	16 @ 2 pts/ea	<u>32</u>	F = 59% or less
	<b>TOTAL PTS</b>	<b>332</b>	

## **Grading Policy**

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

## **Participation**

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

## **Cell phone and headphone use**

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

## **Attendance Policy**

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

## **Study Time Outside of Class for Face-to-Face Courses**

**For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.**

## **Study Time for Hybrid or Blended Courses**

**For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.**

## **Study Time for Online Courses**

**For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.**

## **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

## **Diné Philosophy of Education**

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with

the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Ílna and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkyá hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### **Students with Disabilities**

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see [http://www.navajotech.edu/images/about/policiesDocs/Disability\\_Exhibit-A\\_6-26-2018.pdf](http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf)).

### **Email Address**

Students are required to use NTU's email address for all communications with faculty and staff.

**Final Exam Date: Your Paper and Presentation will serve as your final exam.**