

College of San Mateo
Official Course Outline

1. COURSE ID: SOSC 321 **TITLE:** Adolescent/Youth Substance Use Prevention, Interventions and Treatment

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours

Method of Grading: Letter Grade Only

Recommended Preparation:

Completion of or concurrent enrollment in ENGL 100 or ENGL 105.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

3. COURSE DESCRIPTIONS:

Catalog Description:

This course is designed to explore current adolescent and youth substance use prevention strategies, substance use interventions and treatment. The emphasis will be placed on youth and adolescent biological, psychological, social and environmental issues.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Develop youth/adolescent prevention strategies and educational programs to address specific needs of this special population.
2. Recognize the impact of substance use on youth and adolescent development
3. Analyze the biological, psychological and social impact of youth and adolescent drug experimentation and continued use.
4. Describe the etiology of youth and adolescent drug use, the family and peer relationship factors as well as specific cultural issues, such as gang membership, ethnic identity, acculturation, poverty and gender identity.
5. Identify substance use structural interventions, relapse prevention strategies, assessment techniques and select the most effective youth/adolescent treatment modalities.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. To understand youth/adolescent development and the impact of alcohol and other drugs use.
2. To analyze and use the biological, psychological and social theories of youth/adolescent use.
3. To understand the etiology of youth/adolescent drug use, the family and peer relationship factors as well as specific cultural issues, such as gang membership, ethnic identity, acculturation, poverty, gender identity.
4. To define drug use, abuse and dependence syndrome.
5. To understand the therapeutic relationship with the youth/adolescent, to learn how to use assessment techniques, to demonstrate treatment planning and the scope of case management.
6. To learn and apply structural interventions for the youth/adolescent and relapse prevention strategies.
7. To analyze and select the most effective treatment modality, either an in-patient or out-patient treatment program, and addressing referral needs the youth/adolescent with a dual diagnosis (drug abuse and mental health co-morbidity).
8. To assess and plan the youth/adolescent continuing care recovery plan, the recovery environment and the family environment.
9. To develop prevention strategies by understanding the social and community factors of the youth/adolescent and to develop educational programs to address specific needs of this special population.

6. COURSE CONTENT:

Lecture Content:

1. Introduction and Overview of Course Requirements
2. Defining and Understanding the Problems of Youth/Adolescent Alcohol and Drug Use/Abuse
3. Youth/Adolescent Development and the Impact of Substance Use/Abuse

4. Family and Peer Relationship Factors: the Youth/Adolescent's Interpersonal Environment
Specific Population Issues: Ethnic identity, acculturation, gender identity, gang membership, disabilities
5. The BioPsychoSocialEnvironmental Model for Understanding and Treating the Youth/Adolescent
6. The drug use, abuse and dependence syndrome
7. Mid-Term Examination
8. The Therapeutic Relationship
 - A. Effective treatment strategies for youth/adolescents
 - B. Personal relationship with and attitudes toward alcohol and other drug use
9. Assessment
 - A. Assessing for drug use, abuse and dependency
 - B. Assessing for affected family member issues
 - C. Drug Use/Abuse Assessment Tools
10. The Dually Diagnosed Youth/Adolescent
11. Treatment Planning and Case Management
12. Effective Treatment Modalities for Adolescents
 - A. Individual Counseling
 - B. Group Counseling
 - C. Family Counseling
 - D. School and Peer Environment
13. Adolescent Continuing Care Recovery Planning
 - A. 12 Step Programs
 - B. Relapse Prevention
 - C. Community Resources
14. The Recovery Environment
 - A. Family Recovery
 - B. Peer relationships in Recovery
 - C. School and Community factors in Recovery
15. Current Prevention Theories
 - A. Substance Use Prevention Strategies
 - B. Developing Prevention and Education Programs in the Community
 - C. Using Positive Psychology approaches in Interventions
16. Final Examination

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Directed Study
- D. Discussion
- E. Field Trips
- F. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Describe adolescent/youth treatment resources in the community
- B. Research continuing care recovery plans
- C. Individual research topic presentation
- D. Written examination (mid-term and final) on the course material.
- E. Written research paper for topic presentation
- F. Written paper: developing a follow-up treatment plan and recovery plan

Reading Assignments:

- A. Research assessment tools
- B. Relapse assessment
- C. Research from Professional Journals
- D. Research articles from National and California Professional Organizations

Other Outside Assignments:

- A. Collecting research abstracts and supplemental materials for the topic presentation

- B. Visit the Adolescent out-patient and in-patient drug treatment and one adolescent mental health clinic
- C. Attend one adolescent 12-step meeting
- D. Attend one youth/adolescent community prevention activity

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Homework
- F. Papers
- G. Quizzes
- H. Written examination
- I. Objective 1,2,3,4) Objective and essay written examination to discuss the reading assignments and lecture to evaluate the comprehension of the theoretical models used to address adolescent alcohol and other drug use/abuse. Objective 5) Demonstrate how to use a specific adolescent assessment to develop a treatment plan and a case management plan. Objective 6) Demonstrate, in dyads, structural interventions and how to use relapse techniques Objective 7,8) Written paper: develop a follow-up treatment plan, a continuing care plan with support resources. Objective 9) Group (3 people) Develop a prevention educational program for a specific adolescent group in the community as an intervention strategy. Evaluation of individual research topic presentations.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Rosner, R.. *Clinical Handbook of Adolescent Addiction*, 2013 ed. Hoboken, New Jersey: John Wiley and Sons, 2013
- B. Milevsky, A.. *Understanding Adolescents for Helping Professionals*, 1st ed. New York City: Springer Publishing, 2014
- C. Stevens, Sally J., Morral, Andrew R. Editors. *Adolescent Substance Abuse Treatment in the United States, Exemplary Models from a National Evaluation Study*, ed. The Haworth Press, Inc., 2003

Other:

- A. Technical Assistance Publication (TAP) Series 6, Empowering Families, Helping Adolescents, Family-Centered Treatment of Adolescents With Alcohol, Drug Abuse, and Mental Health Problems. U.S. Department Of Health and Human Services, Substance Abuse and Mental Health Services Administration Center for Substance Abuse, Treatment. Printed 1992. Reprinted 1992,1999 and 2002.
- B. Treatment of Adolescents With Substance Use Disorders, Treatment Improvement Protocol (TIP) Series 32, U.S. Department Of Health and Human Services, Substance. Printed 1999, Reprinted 2001 and 2002

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Course Originator: Walter Schulze