



Internationalizing the Curriculum Project

Maricopa Community Colleges
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CHD 100 Foundations of Chemical Dependency - 3 Credits

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- Rio Salado College
- Course Description: Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addiction paraprofessional counselor, ethical issues, pharmacology, family dynamics, dual diagnosis, intervention techniques, self-help groups, levels of care, symptom identification, and conducting alcohol/drug histories. Interactive work stressed. Prerequisites: None
- Required Text: Textbook: *Drugs in Perspective*, 4th Edition, by Richard Fields.
The international chemical dependency videos available at the Rio Salado College library:
"Addicted" The NCADI Video Resource Program
The Global Addiction: Dispatches from the War on Drugs
An Unholy Alliance
Substance Abuse Among Latinos

International Web sites:
Australian <http://www.dao.health.wa.gov.au/>
United Kingdom (Dare) <http://www.dare.uk.com>
Alberta (Canada) <http://www.aadac.com/>
Singapore <http://www.teenchallenge.org.sg/>
Europe Against Drugs <http://www.eurad.net>

Official Course Competencies

1. Describe the major themes in history concerning chemical dependency and how they have perpetuated the myths and stereotypes in this area.
2. Examine the roles and responsibilities of today's chemical dependency paraprofessional counselor and how these roles have evolved historically and assess personal compatibility.
3. Demonstrate the proper use of current substance abuse reference books.
4. Identify the major drugs of abuse by general category, their primary effects, associated complications with use, and key withdrawal symptoms.
5. Examine the medical model of chemical dependency, identifying the primary and secondary symptoms in each stage for men and women.
6. Examine denial as it relates to chemical dependency.
7. Describe the relapse process and the factors that both increase and decrease the probability for relapse.
8. Describe the family illness concept and roles family members assume when dealing with a chemical dependency problem.

9. Explain current counseling approaches to prevention of chemical abuse/dependency and related strategies.
10. Differentiate between formal intervention and intervention as it pertains to treatment planning.
11. Describe self-help groups, 12 step programs and prominent alternatives.
12. Summarize dual diagnosis.
13. Explain the levels of care and the impact-managed care has had on the treatment of chemical dependency.
14. Identify the key elements in conducting a drinking and drug history and related these to the symptomatology of chemical dependency.
15. Analyze ethical issues facing the chemical dependency counselor and identify their relationship to one's personal value system.

International Course Competencies

1. To help the student compare and contrast the role of the family system in drug and alcohol use, abuse, and addiction in American families and in Latinos families.
2. Examine denial as it relates to chemical dependency internationally.
3. Compare and contrast chemical dependency denial issues in American families with Latinos families.
4. Discuss the chemical dependency problem internationally.
5. Compare and contrast American families with families of Latinos when dealing when addressing the concept of family illness.

SYLLABUS/COURSE OUTLINE FOR CHD 100: FOUNDATION OF CHEMICAL DEPENDENCY

Suggested 6-week course outline including international unit and international extra credit assignment.

Week 1

- Class overview/introductions
- Writing Competency Assignment (In class, not graded but evaluated for Writing Competency.) Topic: Should the legal limit for driving a motorized vehicle be reduced from .10 to .08 blood alcohol? (What are the blood alcohol standards in other countries?)
- Class discussion: The major themes in history of chemical dependency and how they have perpetuated the myths and stereotypes in this area and how the myths differ in different nations and cultures.
- Class discussion: The roles and responsibilities of today's chemical dependency paraprofessional counselor.
- Reading assignment: Chapters 1-3 in *Drugs in Perspective*.
- Assign take home Lesson 1.

Week 2

- Take home lesson 1 due.
- Class discussion: The proper use of current substance abuse reference books. Do substance abuse reference books vary from nation to nation?
- Class discussion: The major drugs of abuse by general category.
- Class discussion: The medical model of chemical dependency.
- Reading assignment: Chapters 5-7 in *Drugs in Perspective*.
- Assign take home Lesson 2

Week 3

- Take home Lesson 2 due.
- Class discussion: Denial as it relates to chemical dependency. How do issue of denial differ internationally?
- Class discussion: The relapse process and the factors that both increase and decrease the probability for relapse.
- Class discussion: The family illness concept and the roles family members.
- Reading assignment: Chapter 4 & 9 in *Drugs in Perspective*.
- Assign take home Lesson 3.

Week 4

- Take home Lesson 3 due
- Class discussion: Current counseling approaches to the prevention of chemical abuse/dependency. How do counseling approaches to the prevention of chemical abuse/dependency differ internationally?
- Class discussion: Formal intervention and intervention as it pertains to treatment planning.
- Reading assignment: Chapter 8 in *Drugs in Perspective*.
- Assign take home Lesson 4.

Week 5

- Take home Lesson 4 due.
- Class discussion: Self help groups, 12 step programs and prominent alternatives.
- Class discussion: Dual diagnosis.
- Class discussion: The levels of care and managed care internationally.
- Assign take home Lesson 5.

Week 6

- Take home Lesson 5 due.
- Reading assignment: Chapters 10-11 in *Drugs in Perspective*.
- View video: [Substance Abuse Among Latinos](#)
- Class discussion:
 1. Examine denial as it relates to chemical dependency.
 2. Compare and contrast chemical dependency denial issues in American families with Latinos families.
 3. Describe assume when dealing with a chemical dependency problem.
 4. Compare and contrast American families with families of Latinos when dealing when addressing the concept of family illness.

EXTRA CREDIT:

International take home assignment Write a five page paper-discussing substance abuse among Latinos. (You must include at least four sources, must be APA style. (You must pre-approve your specific topic within the general area of substance abuse among Latinos.)

INTERNATIONALIZED LESSON OUTLINE FOR LESSON 6
FAMILY DYNAMICS OF ALCOHOL/DRUG PROBLEMS IN AMERICAN FAMILIES AND LATINOS FAMILIES.

Introduction

The following is a list from the United States Department of Health and Human Services of risk factors for developing chemical abuse/dependence. As you study this lesson and read Chapter 5, Family Dynamics and Parenting, you will be able to see that many if not most of these risk factors are related to family dynamics and parenting. Also, as you read the chapter, compare and contrast risk factors in American families with Latinos families.

Risk factors are characteristics that occur statistically more often for those who develop alcohol, tobacco, and other drug problems, either as adolescents or as adults. Recent research points to a considerable number of such factors, including individual, family, and social/cultural characteristics. The following chart from CSAP's publication *Breaking New Ground for Youth at Risk: Program Summaries*. (CSAP Technical Report 1) lists these factors:

1. *Community Environment*

Poverty

Living in an economically depressed area with:

- High unemployment
- Inadequate housing
- High prevalence of crime
- High prevalence of illegal drug use

Minority status involving:

- Racial discrimination
- Cultural devalued in American society
- Differing generational levels of assimilation
- Cultural and language barriers to getting adequate health care and other social services
- Low educational levels
- Low achievement expectations from society

2. *Family Environment*

- Alcohol, tobacco, and other drug dependency of parent(s)
- Parental abuse and neglect of children
- Antisocial, sexually deviant, or mentally ill parents
- High levels of family stress, including financial strain
- Large, overcrowded family
- Unemployed or underemployed parents
- Parents with little education
- Socially isolated parents
- Single female parent without family/other support
- Family instability
- High level of marital and family conflict and /or family violence
- Parental absenteeism due to separation, divorce, or death
- Lack of family rituals
- Inadequate parenting and low parent/child contact
- Frequent family moves

3. *Constitutional Vulnerability of the Child*

Child of an alcohol, tobacco, or other drug abuser
Less than 2 years between the child and its older/younger siblings
Birth defects, including possible neurological and neurochemical dysfunction
Neuropsychological vulnerabilities
Physically disabled
Physical or mental health problems
Learning disability

4. *Early Behavior Problems*

Aggressiveness combined with shyness
Aggressiveness
Decreased social inhibition
Emotional problems
Inability to express feelings appropriately
Hypersensitivity
Inability to cope with stress
Problems with relationships
Cognitive problems
Low self-esteem
Difficult temperament
Personality characteristics of ego under-control, rapid tempo, inability to delay gratification, overreacting

5. *Adolescent Problems*

School failure and dropout
At risk of dropping out
Delinquency
Violent acts
Gateway drug use
Other drug use and abuse
Early unprotected sexual activity
Teenage pregnancy/teen parenthood
Unemployed or underemployed
At risk of being unemployed
Mental health problems
Suicidal

6. *Negative Adolescent Behavior and Experiences*

Lack of bonding to society (family, school, and community)
Rebelliousness and nonconformity
Resistance to authority
Strong need for independence
Cultural alienation
Fragile ego
Feelings of failure
Present versus future orientation
Hopelessness
Lack of Self-confidence
Low self-esteem
Inability to form positive close relationships
Vulnerability to negative peer pressure (Prevention Primer, 1993.)

Key Terms:

- Survival roles
- Denial
- Parent child bonding
- Boundaries in imbalanced families
- Triangulation
- Chief Enabler
- Family Hero
- Family Scapegoat
- Lost Child
- Family Mascot

TAKE HOME ASSIGNMENT 6:

1. View the film *Substance Abuse Among Latinos* (Available in the Rio Salado College Library.)
2. Read Chapter 5 in the textbook.
3. Write the definitions to each of the key terms listed above and then compare and contrast your understanding of each of these key terms in the context of American families' versus Latinos families. (Based on the film *Substance Abuse Among Latinos*)
4. Submit to instructor the week after last class.

SUMMARIZING YOUR LEARNING

In one or two paragraphs explain why you do or do not believe it is important to study chemical dependency family dynamics in an international context.

GRADING

6 take home assignments 50 points possible each	300
Final exam 300 points possible	300

Total points possible	<u>600</u>
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Evaluation and Grading Policy

90 -100% =A	(600-540 points)
80 - 89% =B	(539-480 points)
70 - 79% =C	(479-420 points)
60 - 69% =D	(419-360 points)
Under 60%=F	(359-0 points)

POLICY FOR LATE ASSIGNMENTS

10% will be deducted from the grade for each class period an assignment is late.

ATTENDANCE POLICY

Your attendance in class is important; time missed is material and experience missed. The chemical dependency Program at Rio Salado College will adhere to the following attendance and absence policy. Two tardies will equal one absence. Arriving late or leaving early (15 minutes or more) will constitute a tardy for that class. A student will be dropped from a 1-credit class after 1

absence, a 2-credit class after 2 absences, a 3-credit class, after 3 absences. In seminars and guided study classes, students may have no absences.

Disability Statement

The college will make reasonable accommodations for persons with documented disabilities. Students should notify Students Services and their instructors of any special needs.

Disclaimer Statement

This syllabus is subject to modification as determined by the instructor.