

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b>Social Work</b>								
<b>COURSE RUBRIC AND NUMBER</b>	<b>DAAC 1319</b>								
<b>COURSE TITLE</b>	<b>Substance-Related and Addictive Disorders</b>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin: auto;"> <tr> <td style="padding: 0 10px;"><b>3</b></td> <td style="padding: 0 10px;"><b>3</b></td> <td style="padding: 0 10px;"><b>:</b></td> <td style="padding: 0 10px;"><b>0</b></td> </tr> <tr> <td style="padding: 0 10px;"><b>Credits</b></td> <td style="padding: 0 10px;"><b>Lec</b></td> <td style="padding: 0 10px;"><b>Lab</b></td> <td></td> </tr> </table>	<b>3</b>	<b>3</b>	<b>:</b>	<b>0</b>	<b>Credits</b>	<b>Lec</b>	<b>Lab</b>	
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<b>Credits</b>	<b>Lec</b>	<b>Lab</b>							

**I. Catalog Description**

Provides an overview of causes and consequences of substance-related and addictive disorders, the major drug classifications, and the counselor’s code of ethics. Introduces various models which explain the etiology of addiction and addresses current addiction policies and programs. **(3:0)**.

**II. Course Objectives**

**A. Unit I. Understanding Mood Altering Substances and Behavior**

1. Describe the behavioral, psychological, physical health, and social effects of psychoactive substance on the user and significant others.
2. Recognize the complex etiologies and consequences of addiction as they relate to the individual, family, community, and society.
3. Recognize the potential for substance use disorder to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance use.
4. Identify the social, political, economic, and cultural context within which alcohol and other drugs (AOD) addiction exist, including risk and resiliency factors that characterize individuals and groups and their environments.
5. Relate to diverse cultures, ages, and genders; alternative lifestyles; and people with disabilities and incorporate the relevant needs of culturally diverse groups into AOD clinical practice as listed under Center for Substance Abuse Treatment (CSAT).
6. Discuss the Alcohol and Other Drug classification system.

**B. Unit II. Models of Addiction and AOD Treatment Alternatives**

1. Recognize specific models of addiction to include the Medical and Social Models, the Disease Model, and Jellinek’s Model.
2. Discuss the Genetic and Psychological theories as they relate to addictive behavior.
3. Identify the 12 Core Functions of the addiction counselor as specified in the Texas Department of State Health Services and Drug Abuse Licensed Chemical Dependency Counselor (LCDC) standards and listed under DSHS Licensure Rules Manual.
4. Describe inpatient and outpatient detoxification settings.

**C. Unit III. Competencies and Requirements for Licensed Chemical Dependence Counselor in Texas**

1. Identify the specific LCDC licensure rules as listed in the Texas Department of State Health Services Handbook of Rules authorized under Texas civil statutes.
2. Describe the specific process and procedure for completing the requirements necessary for LCDC licensure.
3. Facilitate a continuum of care as related to alcohol and other drugs.
4. Demonstrate ethical standards governing the field of the AOD Counselor to include professionalism and confidentiality.

**D. Unit IV. Current Addiction Policies and Programs**

1. Identify issues related to drug regulation and enforcement in the United States.
2. Discuss the functions of the Criminal Justice System as it relates to AOD possession, deterrence, rehabilitation, and retribution.
3. Identify the Americans with Disabilities Act (ADA) and other legislation related to human, civil, and client rights as stated under CSAT.
4. Discuss the major functions of the Substance Abuse and Mental Health Services Administration (SAMHSA).

**III. THECB Learning Outcomes (WECM)**

1. Explain the drug classification system.
2. Identify the stages of addiction.
3. Define psychoactive substances.
3. List concepts of types of treatment and treatment planning.
4. Define ethical standards of the addition counselor.

**IV. Evaluation**

The course will be taught using lecture, class discussion, in-class group exercises, videos, and guest speakers. The instructor will place articles on reserve at the Library for students to read. Additional handouts and materials will be provided by the instructor.

**A. Evaluation**

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructor will choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to, written exams, individual or group projects demonstrations, oral presentations, a written journal, quizzes, and written assignments.

**B. Grading Scale**

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points \*
- F = 59 and below \*

\*If these grades are earned, the student is encouraged to seek consultation with the Instructor.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located:  
VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.