

**HS 215 Syllabus  
Anderson University (SC)**

Below is the syllabus for this course. Please also see [Pacing Guides](#) for suggested due dates in order for you to stay on track.

**HS 215: INTRODUCTION TO SUBSTANCE ABUSE FOR  
HUMAN SERVICES**

**Credit Hours: 3 CREDIT HOURS**

**Course Description:**

**I. COURSE  
INFORMATION**

This elective course provides an overview of multidimensional factors, perspectives and approaches associated with substance abuse. It focuses on the assessment and diagnostic skills, appropriate goals and treatment plans, evidence based treatment approaches, education, prevention services, and current research. The consequences of addiction will be studied at all levels of society (i.e. individual, family, community, and society). Students will also emphasize critical thinking skills to analyze the current controversies in the addiction field.

**Prerequisites: None**

**About the Course:** This is a **flex program** course formatted in a seven-week term, starting on [REDACTED] and ending on [REDACTED]. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your journey coach and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).

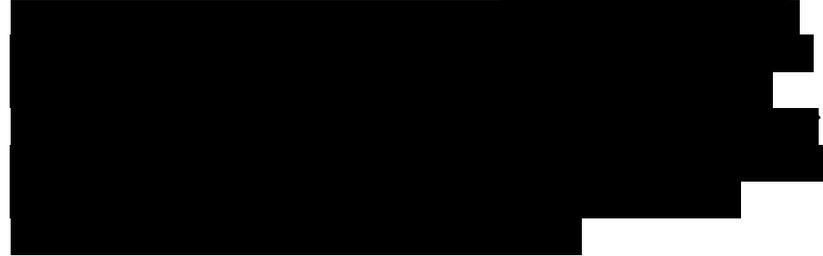
**II. INSTRUCTOR  
INFORMATION**

**Name:** [REDACTED]

**Title:** [REDACTED]

**Telephone:** ([REDACTED])

**Office Hours/Best Time to Contact:**



**Office Location: Online via Canvas**

**Email:**



**Textbook:**

Cengage Unlimited Subscription

The materials required for this course are included in [Cengage Unlimited \(Links to an external site.\)](#), a subscription service providing access to ALL Cengage ebooks and digital learning products—over 22,000—for \$119.99 per term (extended subscriptions also available). One Cengage Unlimited subscription can be used across all courses where Cengage products are assigned, at no additional cost. You can purchase access to Cengage Unlimited in the [bookstore \(Links to an external site.\)](#), or at [www.cengage.com](http://www.cengage.com).

### **III. REQUIRED MATERIALS**

Van Wormer & Davis, D. R. (2018). *Addictions treatment: A strengths perspective*. Boston, MA. Cengage Learning.

ISBN-10: 1-305-94330-9

ISBN-13: 978-1-305-94330-8

[Cengage Unlimited Tour Video \(Links to an external site.\)](#)

Here are the steps for those that have purchased through the bookstore and then need to complete registration:

**To register your access code:**

- Go to [login.cengage.com \(Links to an external site.\)](http://login.cengage.com)
- Log in or create a new account

- Click **Add a Course or Register a Product**
- Enter the course key provided by your instructor, if applicable
- Enter the access code in the **Enter Access Code** box
- Click **Submit**
- Click **Open** to access your product\*

Here are the steps for those that have purchased through Cengage unlimited.

1. After you purchase your product, you will automatically land on your dashboard (You can also access your dashboard anytime by logging in at [login.cengage.com](http://login.cengage.com) (**Links to an external site.**))
2. Click on your product under "My Products"
3. Some products require an additional step to complete registration:
  - If you have a course key, you will be prompted to enter it here, if not, begin searching in the toolbar for your course book to add to your dashboard home page.

Please note: During heavy volume periods, it can take several minutes for purchased items to populate. If you don't see your content, try refreshing the page. If your content doesn't show up within the hour, contact [Customer Service \(Links to an external site.\)](#).

\* Supplemental articles and videos on Canvas classroom

**Additional Materials: Headset with/microphone; Webcam (integrated or standalone)**

**Technology Expectations:**

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical

skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

**Online Time  
Expectation:**

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 16-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.

**Learner  
Expectations:**

Also, remember to use proper “network etiquette” when communicating with our peers. See the website, <http://www.albion.com/netiquette/corerules.html> ([Links to an external site.](#)) pertaining to “netiquette”. We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.

Do *not* hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your

instructors refer to the course syllabus to view their policy on response time.

In the Human Services courses, you will want to **“Decide Your Path”** for each course. Review if you want to take the Major Projects Route or the Modular Route. There is a pre-test to determine your knowledge in the course to determine which may be the best fit for you.

**GETTING  
STARTED:**

Go to the **“Getting Started”** section in your course.

**Getting Started:** This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start with Module 1 Overview. There's also a Syllabus page that I've used to give you an overview of the course and to demonstrate the functionality of that feature.

**COURSE PURPOSE:**

This course will examine the causes and consequences of addiction as they relate to the individual, family, community and society. The student will have the opportunity to assess intervention strategies, treatment planning, education, and prevention for addiction. This course will cover topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

**IV. COURSE  
PURPOSE,  
COMPETENCIES,  
GOALS, AND  
OUTCOMES**

**COMPETENCIES for HS 215:**

- Acting Ethically (1)
- Advocating for Others (2)
- Preventing and Managing Crises (3)
- Managing Processes (4)
- Empowering Clients and Populations (5)
- Communicating Effectively (6)
- Planning and Managing Change for Clients (7)

- Planning and Managing Change for Communities and Organizations (8)
- Creating and Managing Interventions (9)
- Acting as an HS Professional (10)
- Understanding Human Systems (11)
- Understanding and Setting Policy (12)
- Making Sense of Information (14)
- Understanding the History and Context of Human Services (15)
- Understanding Human Services Systems (16)

**GOALS (Overarching and Ancillary):**

By the end of this course students will:

1. Students will demonstrate an understanding of the definition and criteria of drug use, abuse, dependency, and addictions.
2. Students will assess the models of addiction development.
3. Students will identify the major research findings regarding the genetic predisposition to substance abuse.
4. Students will evaluate the basic physiological responses to drug use.
5. Students will show proficiency in the use of assessment criteria and tools.
6. Students will identify treatment models.
7. Students will assess and identify family dynamics of chemical abuse, including co-dependency.
8. Students will evaluate current controversies in the field of addictions versus the disease model
9. Students will analyze the effects of addictions on special populations.
10. Students will identify and examine the ethical dimensions of addictions.

**See Appendix A for additional course information**

**Essential**

- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**IDEA Student Learning Outcomes:**

**Important**

- Developing skill in expressing oneself orally or in writing
- Learning to analyze and critically evaluate ideas, arguments, and points of view

**Content Outline:**

**Decide Between the Two Paths Within the Course:**

In each of the HS courses, a student will have the option to choose between two paths, a Major Projects Route or the Modular Route. Students will want to make the decision with the input of their Journey Coach and instructor.

**V. CONTENT OUTLINE AND METHODS OF INSTRUCTION**

**Major Projects Route:**

For the major projects route, students will have two written projects, each with an online presentation component. These major projects will ensure a student meets the same competencies as the modular route, but it allows the student to demonstrate those competencies in a more expedited, cohesive manner. Each of the competencies will also have linked resources and students will interact with instructors and peers on

a weekly basis via web conference and the Journey Coach will be checking in with students weekly as well.

### **Modular Path Route:**

If a student decides to go the modular route, they'll work through seven modules at personalized pace (do not have to accelerate if student does not want to, follow pacing guides) as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Journey Coach weekly as well.

**Methods of Instruction:** This is an online classroom. We will have textbook chapter readings, lecture notes, as well as short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.

To assist students with learning proper APA formatting, there will be resources provided and students are responsible for complete a quiz on the content.

### **Graded Projects**

**\*See Pacing Guides for suggested due dates for all application assignments and/or major projects**

## **VI. METHODS OF Major Projects Route:**

### **ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES**

#### **Pre-test:**

The pre-test acts as a guide of your knowledge base for this course. It will help you determine what areas you need to spend more time on.

**Major Projects (x2) and Presentations (x2): 90%**

**Knowledge Checks (Optional)**

**Zoom Sessions: 5% participation grade**

- Students must participate in four out of seven sessions to receive full participation credit

**Post-test: 5% of final grade**

- The post-test allows you to show your competency of the course as a whole.

**Modular Path Route:**

**Pre-test:**

The pre-test acts as a guide of your knowledge base for this course. It will help you determine what areas you need to spend more time on.

**Module Application Assignments (x14): 90% of final grade**

**Knowledge Checks (Optional):**

**Zoom Sessions: 5% participation grade**

- Students must participate in four out of seven sessions to receive full participation credit

**Post-test: 5% of final grade**

- The post-test allows you to show your competency of the course as a whole.

**VII. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES**

**Grading Scale:**

<b>Percent</b>	<b>Grade</b>
90-100	A
80-89	B
70-79	C
60-69	D

Below 60

F

### **Demonstration of Proficiency:**

Students will have two opportunities to demonstrate proficiency of the modular route assignments and two opportunities to demonstrate proficiency of the major projects route assignments. If student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

### **Pacing Guides:**

- [Major Projects Pacing Guide](#) 
- [Module Path Pacing Guide](#) 

### **Rubrics**

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

#### **STUDENT FEEDBACK**

Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).

## VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE

**University Email:** All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse

### Technical Support

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

**Help Desk Website:** <https://helpdesk.andersonuniversity.edu>

**Help Desk Phone:** (864) 231-2859

### Course Related Support

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

**CIDL Website:** <https://www.aucidl.com>

**CIDL Phone:** (864) 231-2199

## 1. COURSE POLICIES

**Class Participation/Attendance:** This is an accelerated self-paced course situated within a seven-week format and a significant amount of material is covered within each module. It is important that each student participate actively in class zoom sessions/activities. Attendance is based on your mandatory for this course. Since this is an online course, students should sign in frequently throughout each week. If a student misses work for two consecutive weeks, it will be determined that they are no longer participating in the course will be dropped from the course. If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor as soon as possible. If there are issues beyond the student's control that prohibits them from completing their class work (i.e. death of loved one, hospitalization), please notify the instructor as soon as possible to make appropriate arrangements.

**Academic Dishonesty:** Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285.). See a more detailed description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/campus/student-handbook> (Links to an external site.).

### Statement on Disabilities and Academic Adjustments

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/student-success> (Links to an external site.)) who will advise you on appropriate documentation, determine reasonable adjustments, and

notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

**Withdrawal Deadlines for the Course:** The last day to drop with **NO GRADE and NO CHARGE** is [REDACTED]. The last day to withdraw with a Grade of “W” is [REDACTED].

#### **Withdrawal Policies from Courses:**

Please see the following link regarding university policy on withdrawal from courses.

<http://catalog.andersonuniversity.edu/content.php?catoid=14&navoid=597#withdrawal-from-courses> (Links to an external site.)

## **1. LEARNING FACILITIES AND RESOURCES AVAILABLE**

### **Thrift Library**

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m. to 5:00 p.m.; Saturday - 11:00 a.m. to 5:00 p.m.; and Sunday - 3:00 p.m. to midnight (Closed on all university holidays.)

<http://www.andersonuniversity.edu/library> (Links to an external site.)

**Computer Labs** located in Vandiver (first floor) and Bunton (Thrift Library basement)

### **The Writing Center**

**NEW:** The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently *only* for students in online classes.

<http://bit.ly/auwriting> (Links to an external site.)

The **Center for Student Success** is located on the third floor of the Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success> (Links to an external site.).

## Appendix A:

### COURSE PURPOSE, GOALS, AND OUTCOMES

**Purpose:** This course will examine the causes and consequences of addiction as they relate to the individual, family, community and society. The student will have the opportunity to assess intervention strategies, treatment planning, education, and prevention for addiction. This course will cover topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

#### Goals:

By the end of this course students will:

1. Students will demonstrate an understanding of the definition and criteria of drug use, abuse, dependency, and addictions.
2. Students will assess the models of addiction development.
3. Students will identify the major research findings regarding the genetic predisposition to substance abuse.
4. Students will evaluate the basic physiological responses to drug use.
5. Students will show proficiency in the use of assessment criteria and tools.
6. Students will identify treatment models.
7. Students will assess and identify family dynamics of chemical abuse, including co-dependency.
8. Students will evaluate current controversies in the field of addictions versus the disease model
9. Students will analyze the effects of addictions on special populations.
10. Students will identify and examine the ethical dimensions of addictions

#### IDEA Student Learning Outcomes:

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

### **Module Learning Outcomes:**

- Students will assess the contemporary context of addiction therapy with attention to social, ideological, and economic factors.
- Students will demonstrate an understanding of how alcoholism and other drug addictions affect us all.
- Students will assess how substance use disorder is diagnosed in the most widely used manual of mental disorders.
- Students will explore the strengths in various treatment options and what evidence-based research tells us.
- Students will explore the historical perspectives and contexts of alcohol and drug use.
- Students will assess the impact of chemical damage on the major body organs by alcohol and other drug misuse.
- Students will demonstrate background knowledge related to substance use disorders, such as tolerance, blackouts, tolerance reversal, and withdrawal.
- Students will evaluate the prevalence, characteristics, areas of risk, and treatment barriers that typically exist for a person with co-occurring mental disorders or disabilities.
- Students will identify current strength-based treatment innovations, and self-help options.
- Students will explore socioeconomic contributions to gambling addiction.
- Students will assess how biological factors are implicated in behavioral problems.
- Students will evaluate the basics of cognitive based therapy, an essential component in the feeling work required for persons with eating /body build obsessions.
- Students will demonstrate an understanding of the interconnectedness of all addictions and facts concerning the uniqueness of each one.
- Students will evaluate the theories that relate to development across the life span and to relate these theories to alcohol and other drug use.
- Students will demonstrate how substance misuse is often connected to trauma, loss and grief, and a spiritual void.
- Students will assess the changes in screening and assessment practices.

- Students will demonstrate proficiency in readily accessible screening and assessment tools for alcohol and other drugs.
- Students will assess strength-based practices that honor the principle of client self-determination, focus on possibilities, and pay attention to client's readiness to change.
- Students will demonstrate an understanding of how harm reduction approaches work in a variety of settings.
- Students will evaluate various types of mutual help groups and their effectiveness including groups with a spiritual base and groups that are specifically nonreligious.
- Students will assess how to support client involvement in mutual help groups.
- Students will assess family systems theory and contrast it with classic systems theory.
- Students will evaluate a new conceptualization of strengths-based family practice.
- Students will identify and evaluate how to help a family heal using the "rename, reframe, reclaim" model.
- Students will assess the socioeconomic determinants of addiction.
- Students will demonstrate an understanding of how culture, class, and socioeconomic determinate have influences addiction and recovery in various cultural groups.
- Students will assess the idea of gender as a social concept that influences a person's ability to resist addiction, seek and find treatment, and maintain recovery
- Students will explore the implications of gender and sexual difference on addiction treatment.
- Students will evaluate the contemporary social context of public policy that impacts addiction treatment and the individuals in need of it.
- Students will demonstrate an understanding of public policies that lead to social injustices.