

**I. COURSE DESCRIPTION:**

- A. Department Information:  
Division: Social Science  
Department: Human Services  
Course ID: HUMSV 189  
Course Title: Alcohol/Drug: Prevention and Intervention  
Units: 3  
Lecture: 3 Hours  
Laboratory: None  
Prerequisite: None
- B. Catalog Description: Overview of theories and strategies for the prevention of and intervention with alcohol and drug abuse. Emphasis is on promoting health and wellness through self-awareness, decision-making, and coping skills.
- C. Schedule Description: Overview of theories and strategies for the prevention and intervention with alcohol and drug abuse.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of the course the student should be able to:

- A. Describe any alcohol/drug related problem and systematically develop a prevention strategy and a plan to solve the particular problem;
- B. Demonstrate the ability to conceptualize complex alcohol and drug problems using a number of different theoretical models that dictate various prevention strategies;
- C. Describe and be able to use a number of methods to determine the "actual" success of a prevention program;
- D. Apply Relapse Prevention Theory in real life situations
- E. Demonstrate knowledge and skill in Formal Intervention technique
- F. Discuss the major historical trends in alcohol/drug prevention
- G. Evaluate and use school-based prevention curriculum;
- H. Explain the concept of "Environmental Prevention Approaches" to drug and alcohol abuse.

**IV. COURSE CONTENT:**

- A. Introduction
  1. Overview of prevention strategies
  2. A history of alcohol and drug prevention services
- B. Prevention Models
  1. Parenting: The first prevention strategy
  2. School programs
  3. Community activities
  4. Group-Specific prevention
  5. Health promotion and athletics (positive activities)
  6. Environmental approaches
  7. Job and skills training
- C. How to Measure Prevention Success
  1. Evaluating prevention programs
  2. Focus on what works
  3. Levels of prevention
  4. Goals
  5. Monitoring system
- D. Driving Related Strategies

- E. School- Based Curricula
  - 1. What are children and youth learning?
  - 2. Evaluation of programs
  - 3. DARE and what we learned
  - 4. Peer Support: Making it through
  - 5. Experiential Learning: "Doing" reinforces the message
  - 4. New approaches
- F. Preventing Alcohol and Drug Related Birth Defects
  - 1. Resources
  - 2. Education
  - 3. Affordable medical care
- G. Formal Interventions
- H. Working With Alcoholic Beverage Control
- I. Zoning and Billboard Control
- J. Community Organization
- K. Relapse Prevention
- L. Prevention With Special Populations
- M. Crisis Intervention
  - 1. Types of intervention
  - 2. Structured intervention technique

**V. METHODS OF INSTRUCTION:**

- A. Lecture
- B. Lectures from Guests
- C. Role Playing
- D. Experience-Based Activities
- E. Video Demonstrations
- F. Prevention Presentations
- G. Directed Discussions

**VI. TYPICAL ASSIGNMENTS:**

- A. Read a detailed guide on relapse prevention
- B. Read assigned key documents in field of alcohol and drug prevention
- C. Submit a written research report on the following subject: Prevention to (a special population) of your own choosing
- D. Write a "grant proposal" for a prevention project of your own creation
- E. What is a Systems Approach to prevention?
- F. Name some myths regarding alcohol/drug abuse

**VII. EVALUATION (S):**

- A. Methods of Evaluation:
  - 1. Objective and (or) essay exams
  - 2. Evaluation of essays
  - 3. Presentations
  - 4. Skills exercises
  - 5. Term paper
  - 6. Non- alcoholic drink contest (extra credit)
- B. Frequency of Evaluation
  - 1. One mid-term examination
  - 2. One final examination
  - 3. A written class project due on set date
  - 4. Research "Prevention" paper due on set date
  - 5. Grant Proposal sample due on set date
  - 6. Contest entry due on set date
- C. Typical Exam Questions:

1. TRUE or FALSE
  - a) How you define a problem determines what solutions you will consider.
  - b) Some of the earliest alcohol prevention strategies in England in the 1300's and the 1400's involved limiting and controlling the number of liquor establishments.
  - c) The 18th Amendment to the Constitution ushered in the era of prohibition in the United States. This is an example of Supply Side Prevention program.
  - d) Measuring a prevention programs effectiveness objective is more general than a goal.
  - e) A process and an outcome objective are essentially the same thing.

2. MATCHING

Match the phrase to the most appropriate model. (more than one phrase may be related to each work)

PHRASE	MODEL
a) Good people don't get drunk.	1. Supply and Demand
b) Tertiary prevention	2. Public Health Model
c) All treatment is prevention.	3. Market Justice Model
d) Arrest, drug seizures, and crop eradication	4. Social Justice Model
e) Host, agent, environment	5. Systems Approach
f) Community-based prevention planning matrix	6. Moral Model
g) Emphasizes rugged individualism and self-determination	7. Prevention Continuum
h) Problems need to be borne collectively.	8. Disease Model
i) Vectors	
j) Alcoholism is insidious, progressive, and if left untreated, often fatal.	

**VIII. TYPICAL TEXT (S):**

Dimeff, Baer, Kivlahan, and Marlatt Brief Alcohol Screening and Intervention for College Students (BAS): A Harm Reduction Approach. New York: Guilford Publications, 2002

Canners, Donovan, and DiClemente. Substance Abuse Treatment and The Stages of Change: Selecting and Planning Interventions. New York: Guilford Publications, 2001  
Jay, Jeff and Debra. Love First: A New Approach To Intervention. Center City, MN: Hazelden Educational Materials, 2000

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**