

Curriculum Proposal Cover Sheet – Program/Degree/Certificate

Routing procedure – Official Signatures on Signature Page

Program Name: HSER

or
Course Alpha & Number: HSER 350

Author: Charlie Schlather / Lee Stein

Proposal Type:

- Addition
- Modification
- Deletion

Date of Activity:

- [Signature] Author Signature
- [Signature] Curriculum Representative Signature
- _____ Department Chair Signature
- _____ Curriculum Chair Signature
- _____ Proposals Posted in Website for General Review
- _____ Academic Senate Chair Signature
- [Signature] Chief Academic Officer Signature
- [Signature] Chancellor Signature
- _____ NEW DEGREES ONLY! Chief Academic Officers Approval
- _____ NEW DEGREES ONLY! Board of Regents Approval
- _____ Signature Sheet Returned to Curriculum Chair

Distribution, Posting and Follow-Up:

- _____ Notify Proposers of Approval
- _____ Banner & IRO Input
- _____ Catalog Input Complete
- _____ Articulation Forms Forwarded to Articulation Coordinator
- _____ Five-Year Review Database Updated
- _____ Originals Filed in Chief Academic Officer's Office
- _____ Registrar & Counseling Notified

University of Hawaii Maui College

HSER 350 - Women and Addiction: Why Gender Matters

1. **Course Alpha.** Please click on the ? to the right for help.

HSER

2. **Course Number.** Please click on the ? to the right for help.

350

3. **Course Title/Catalog Title.** Please click on the ? to the right for help.

Women and Addiction: Why Gender Matters

4. **Number of Credits.** Please click on the ? to the right for help.

3

5. **Contact Hours/Type.** Please click on the ? to the right for help.

- Hour lecture (3)

6. **Course Description.** Please click on the ? to the right for help.

Examines girls and women's substance misuse/abuse/dependence in a socio-cultural context through the Person-In-Environment and Strengths perspectives. Evaluates common pathways to addiction, compares and contrasts physiological and psychological gender differences, impacts and consequences in the addiction process. Assesses the unique treatment needs of this population and gender-responsive strategies to meet those needs. Includes gender specific and culturally competent treatment trends in Hawai'i.

7. **Pre-Requisites.** Please click on the ? to the right for help.

HSER 268, HSER 270, and ENG 100 all with grade C or better; or consent.

8. **Co-requisites.**

None

9. **Recommended Preparation.**

none

10. **Is this a cross-listed course?** Please click on the ? to the right for help.

NO

11. **Reason for Proposal.** Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

Addiction treatment research now acknowledges the salient male and female differences in: physiological and psychological effects of drugs; drug metabolism and elimination; psychosocial contributors and impacts of drug use/abuse; pathways to drug use/misuse/abuse/addiction; sociocultural family and parenting responsibilities. All of

these issues inform vast differences in treatment provision and services offered based on gender.

The academic rigor of this course requires a ranking of 300 or above.

In Spring 2012 this course was submitted as HSER 285 - Women and Addiction: Why Gender Matters. That course will be deleted.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Fall 2013

13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	Examine socio-cultural and historical impacts of sexism, racism/colonization and classism on women with addiction in Hawaii and the US, including disparities in family roles and responsibilities, support and stigma.	Distinguish the impacts of the socio-political trend toward incarceration and mandatory minimum sentencing for non-violent drug related offenses and resultant costs and consequences for women, children, families and the community.	Analyze the gender specific needs of women with addiction, the prevalence of violent victimization, trauma and related co-occurring mental health disorders and the requisite continuum of care to meet those needs.	Explore and differentiate common barriers girls and women face in seeking, accessing and receiving appropriate addiction treatment and post-treatment recovery services.	Compare and contrast contemporary gender-specific and gender-mixed treatment approaches and the fit for women with addictive disorders.	Examine common clinical and ethical issues that often arise when working with this special population.
Apply the Strengths- and Person-In-Environment Perspectives in the examination of the addiction treatment needs of women with addiction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze the gender based sociocultural contributors (sexism, racism, classism, etc.), correlates and consequences to substance abuse/addiction in girls and women	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

including victimization, trauma, and co-occurring mental health disorders.						
Compare and contrast the gender differences in pathways to substance misuse, impacts and consequences of the addiction process.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the clinically responsive treatment approaches requisite to meeting the needs of girls and women, including trends in Hawai'i.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.	Demonstrate the attitudes, skills and knowledge of best-practice strategies across a variety of populations in diverse human service settings.	Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.	Develop self-awareness of personal values, interpersonal styles, strengths and challenges that influence the development of professionalism.
Apply the Strengths- and Person-In-Environment Perspectives in the examination of the addiction treatment needs of women with addiction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze the gender based sociocultural contributors (sexism, racism, classism, etc.), correlates and consequences to substance abuse/addiction in girls and women including victimization, trauma, and co-occurring mental health disorders.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compare and contrast the gender differences in pathways to substance misuse, impacts and consequences of the addiction process.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate the clinically responsive treatment approaches requisite to meeting the needs of girls and women, including trends in Hawai'i.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

Competency
Examine socio-cultural and historical impacts of sexism, racism/colonization and classism on women with addiction in Hawaii and the US, including disparities in family roles and responsibilities, support and stigma.
Distinguish the impacts of the socio-political trend toward incarceration and mandatory minimum sentencing for non-violent drug related offenses and resultant costs and consequences for women, children, families and the community.
Analyze the gender specific needs of women with addiction, the prevalence of violent victimization, trauma and related co-occurring mental health disorders and the requisite continuum of care to meet those needs.
Explore and differentiate common barriers girls and women face in seeking, accessing and receiving appropriate

addiction treatment and post-treatment recovery services.
 Compare and contrast contemporary gender-specific and gender-mixed treatment approaches and the fit for women with addictive disorders.
 Examine common clinical and ethical issues that often arise when working with this special population.

17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
1-2 weeks - Overview and integration of Person-In-Environment and Strengths Perspectives.
2-5 weeks - Sociocultural, historical and contemporary impacts of sexism, racism/colonization, and socioeconomic class on girls and women in Hawaii and the continental US and the correlates to substance use/abuse/dependence.
2-3 weeks - Sociopolitical trends that influence the incarceration of those who commit non-violent, drug related crimes, and the long term impacts of those trends.
2-4 weeks - The prevalence of interpersonal violence against girls and women, the ensuing trauma and other common pathways to substance abuse/dependence and mental health issues.
1-3 weeks - Gender related physiological and psychological impact of the addiction process.
3-5 weeks - Best-practices in gender specific and trauma informed addiction treatment strategies.
1-2 weeks - Professional and ethical considerations.

18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.

Program SLO
Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.
Demonstrate the attitudes, skills and knowledge of best-practice strategies across a variety of populations in diverse human service settings.
Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.
Develop self-awareness of personal values, interpersonal styles, strengths and challenges that influence the development of professionalism.

19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a

	variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

TIP 51 - Substance Abuse Treatment: Addressing the Specific Needs of Women. A Treatment Improvement Protocol, Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment - available online at www.samhsa.gov (2009).

Women and Addiction: A Comprehensive Handbook. Brady, K (ed). Guilford Press (2009).

The Handbook of Addiction Treatment for Women: Theory and Practice. Straussner & Brown (ed). Jossey-Bass (2002)

23. Maximum enrollment. Please click on the ? to the right for help.

20 - Pedagogy will require intensive critical thinking discussion

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

YES

Audio visual equipment, instructor computer, VHS/DVD player, moveable chairs, desks

25. **Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

YES

Explore possibility of weekend college format.

26. **Are special or additional resources needed for this course? Please click on the ? to the right for help.**

no

27. **Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

NO

28. **Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

No

29. **Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
		IN - Human Understanding: The Individual
AS:	Human Services - All	PE - Program Elective
AAS:	ANY	Other
BAS:	ANY	Other
Developmental/ Remedial:	N/A	

30. **Course designation(s) for other colleges in the UH system.**

Working with UHWO and UH Hilo to accept course as related elective for their baccalaureate degrees.

31. **Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

UHMC 2012-2013 p. 52, 126

32. **College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more**

information.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		3
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		1
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		1
Outcome 1.9 - Develop a personal voice in written communication.		2
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		2
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		1
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		2
Outcome 2.6 - Assess the validity of statistical conclusions.		1
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		1
Outcome 3.3 - Recognize, identify, and define an information need.		2
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		1
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		1
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		0

Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		3
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		3
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		3
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		2
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		3
Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		2
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		3
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		1
Outcome 6.4: Apply creative principles to discover and express new ideas.		2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		2