# Curriculum Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Submitting A&D Program:

# Course Information: an outline or summary of the main points of a text, lecture, or course of study. A syllabus must contain “detailed course information,” which should include each of the following components, to satisfy section 31(c)(1)(A):

Course information (course title, course length and session days and times)

Statement of intended audience

Course description and objectives (stated learning outcome of course)

Course policies (attendance, participation, course completion requirements, etc.)

Identification of course materials (handouts, books, videos, etc.)

If any of the above components are missing, please explain a recommendation that the curriculum be approved without the information:

# Course Lesson Plans and Educational Content: must contain each of the following components to satisfy section 31(c)(1)(B):

Agenda

Individual or group learning activities, or both

Learning activities reflect learning objectives

Definitions of substance use disorder (mild, moderate, and severe)

Warning signs, red flags, or effects of substance use disorders (family, social, legal, spiritual, health, financial, and occupational)

Impaired driving

Heredity versus environment

Effects on the body (such as brain functioning, withdrawal, blackouts)

The concept of tolerance

Progression of the disease (describing symptoms at each stage)

Lifestyle change (risk reduction and abstinence)

Applicable laws and statutes

Quizzes or Pre/Post Tests

Additional materials (please describe):

If any of the above components are missing, please explain a recommendation that the curriculum be approved without the information:

# Supporting Materials: include handouts, individual or group activities, and other materials as appropriate. The following materials must be included to satisfy section 31(c)(1)(C), but the program must submit a list, copies, or descriptions of all materials used in the curriculum for review:

# Handouts/Workbooks Participant course evaluations

Individual or group activities  Documentation of completion

List of resources for continued support

Additional materials (please describe):

# General References: media sources, magazine articles, newspaper articles, pamphlets, website associations, and reference to program initiatives. At least one of the following references must be included to satisfy section 31(c)(1)(D):

Bibliography that cites general references (including title, author, source, and date of each reference)

Summary of each general reference

# Research References: journal articles, case studies, and additional references that provide qualitative or quantitative data relevant to the subject matter. At least one of the following references must be included to satisfy section 31(c)(1)(E):

Bibliography that cites research references (including title, author, source, and date of each reference)

Entire research document

1. **Cognitive-Based Education**: Section 4 of the Rules defines “cognitive-based” as “an approach to substance abuse education that attempts to reduce the desire to use alcohol and drugs by weakening the beliefs that promote risky use and teaching ways to modify behavior.” The program has demonstrated the following five characteristics outlined in the commentary to verify compliance with “cognitive-based education”:

**ALL** of the main, numbered boxes must be checked, but only one of the supporting boxes under each main box must be checked to show how the curriculum demonstrates each characteristic.

1. Active client participation - Lesson plan demonstrates:

Interactive discussions of course content

Educational activities

Client journaling

Other (please describe):

1. Self-guided discovery and empirical testing of beliefs

Pre- and Post-Tests

Self-evaluations

Educational activities

Other (please describe):

1. Highly structured and focused content - Content of course

Lesson outlines

Workbooks/journals

Other (please describe):

1. Concrete problem-solving techniques for alcohol and drug problems

Problem-solving tools and worksheets (i.e. Alcohol and Drug Refusal Skills)

Thought/behavior link activities (identify thinking patterns that lead to risky behaviors)

Development of a specific, individual plan for behavior change

Additional activities to practice new skills and evaluate progress with feedback

Other (please describe):

1. Documented by Research: curriculum is based upon objective findings that are documented by research and that support the content of the material*.* The program has provided at least one of the following supporting documents to verify compliance with “documented by research”:

Bibliography that cites research references (including title, author, source, and date of each reference)

Entire research document

Additional documentation (please describe):

1. Substance Abuse Self-Assessment Module: curriculum contains a “substance abuse self-assessment module” that addresses topics of abuse and dependence.

The program has provided a substance abuse self-assessment module.

Describe method of self-assessment:

Source of self-assessment module:

If published, please list author, date and publication:

**Result:**

Based on the overall evaluation of the curriculum:

The curriculum as submitted satisfies section 31(c)

The curriculum as submitted does not satisfy section 31(c). To satisfy section 31(c), the program should provide the following information to IOCS:

The curriculum as submitted does not satisfy section 31(c)

**Education Subcommittee Recommendation to CADPAC:**

The program’s request for approval of the curriculum should therefore be:

Approved

Denied

Reason(s) for Recommendation:

Submitted by:

Date:

**CADPAC Decision:**

The program’s request for approval of the curriculum should therefore be:

Approved

Denied

Reason(s) for Decision:

Submitted by:

Date: