

Bergen Community College

Division of Business and Social Sciences
Department of Social Sciences: Economics

Course Syllabus

SOC-115 Introduction to Substance Abuse

Semester & Year:

Section Number:

Meeting Times:

Locations:

Instructor:

Office Location:

Office Hours:

Email Address:

Office Phone:

Departmental Secretary:

Course Description:

This course presents an introductory systems-oriented approach to addressing alcohol and other drug problems. Providing an overview of chemical dependency and addiction services, the course examines causal theories, models, and definitions. In addition, intervention and prevention strategies, as well as public policy issues will be explored. Special attention will be given to the family systems perspective in theory, research, and treatment.

- Total credits: 3
 - Pre-requisites: None
 - Co-requisites: None
 - Social Science Elective
 - General Education: No

Student Learning Outcomes:

As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
1. define and analyze the epidemiology of substance use, abuse, and disorders.	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
2. determine the etiology of addiction.	

	Objective tests, essay questions, oral
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	presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
3. explain the basic brain biology of drug abuse and addiction, as well as the physiological and behavioral consequences.	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
4. explain basic intervention and prevention strategies including screening, diagnosis, assessment, and referral.	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
5. analyze the implications and the sociocultural influences of public policy.	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
6. display a comprehensive knowledge of the treatment process and the system of care.	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
7. utilize the family systems approach in understanding theory, research, and treatment of chemical dependency including codependency and related constructs.	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.

For General Education courses: indicate which Gen Ed/Essential Learning Outcomes (EL1-11, below) are aligned with these Student Learning Outcomes* using a table:

SLOs:	EL1	EL2	EL3	EL4	EL5	EL6	EL7	EL8	EL9	EL10	EL11
1.											
2.											
3.											

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4.											
5.											

EL1-Effective Speaking
 EL2-Effective Writing
 EL3-Mathematical Reasoning
 EL4-Scientific Reasoning
 EL5-Technological Competency
 EL6-Information and Media Literacy

EL7-Social-Behavioral Analysis
 EL8-Historical Analysis
 EL9-Humanistic Analysis
 EL10-Intercultural Awareness
 EL11-Moral Literacy

Signature Assignment:

Please address the following: What do you understand about the current state of drug use today? What is meant by the term 'substance use disorders' (mild, moderate, severe)? Discuss the prevalence by race, gender and class. What are the implications of this (include issues of stigmatization).

Course Content:

This course is designed for the students to:

1. be introduced to concepts and application of theories, research, and treatment related to chemical dependency.
2. learn how to define substance abuse, abuse, and related disorders
3. gain an understanding of both epidemiology and etiology of addiction.
4. gain an understanding of addiction as a biopsychosocial process that has individual, family, and societal consequences.

5. gain an understanding of a full range of intervention, treatment, and prevention strategies.
6. gain an understanding of the influence of sociocultural consequences of public policy.
7. learn enough material so that this course serves as a foundation to other substance abuse related courses, as well as social work courses.

The following are considered essential but the coverage of additional topics in this class are at the discretion of the individual instructor.

THEORIES, MODELS & DEFINITIONS

1. Definitions and Epidemiology of Substance Use, Abuse, and Disorders.
2. The Etiology of Addiction.
3. The Brain Biology of Drug Abuse and Addiction.
4. The Physiological and Behavioral Consequences of Alcohol and Drug Abuse. 3

INTERVENTION AND PREVENTION

5. Screening, Diagnosis, Assessment, and Referral.
6. Treatment: The System of Care.
7. Preventing Alcohol and Drug Problems.
8. Regulating Drugs and Their Consequences.
9. Treating Substance-Abusing Youth.

CHEMICAL DEPENDENCY IN SPECIAL POPULATIONS

10. Family Systems and Chemical Dependency.
11. Ethnicity, Culture, and Substance Use Disorders
12. Substance Abuse Treatment with Sexual Minorities.
13. Alcohol and Drug Use Among Elders.
14. Gender and Drugs: Fact, Fiction, and Unanswered Questions.
15. Chemical Dependency: Current Issues and Future Prospects.

Course Texts and/or Other Study Materials:

Departmental text:

DRUGS, SOCIETY & HUMAN BEHAVIOR, BY CARL L. HART and CHARLES J. KSIR, 18TH

EDITION. Research, Writing, and/or Examination Requirement(s):

All students in this course will be expected to engage in one or more written assignments. These assignments may be essay-questions on one or more tests, an essay test, online discussion entries, or a short-written report based on outside readings or activities.

Grading Policy:

A = 90-100

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D = 60-69

F = 59 and below

A student's final grade should be based primarily on his/her performance on the assignments and the mastery of the material covered in the course. In determining a student's final grade,

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a minimum of three assignments are to be employed. They may include multiple choices, definitions and essay type question examinations, a written term project, and/or an oral presentation to the class. Class participation may also be part of the final grade.

Late work submission and make-up examination policies are to be determined by the instructor for each section of each course. These should be established in writing on the individual course outline.

Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Other College, Divisional, and/or Departmental Policy Statements:

Statement on Academic Integrity & Plagiarism

Bergen Community College is committed to academic integrity - the honest, fair, and continuing pursuit of knowledge, free from fraud or deception.

Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty.

The College recognizes the following general categories of violations of academic integrity. Academic integrity is violated whenever a student does one or more of the following:

1. Uses unauthorized assistance in any academic work,
 - copies from another student's exam,
 - uses notes, books, electronic devices or other aids of any kind during an exam, when doing so is prohibited,
 - steals an exam or possesses a stolen copy of any exam.
2. Gives unauthorized assistance to another student,
 - completes a graded academic activity or takes an exam for someone else, ● gives answers to or shares answers with another student before or during an exam or other graded academic activity,
 - shares answers during an exam by using a system of signals.
3. Fabricates data in support of an academic assignment,
 - cites sources that do not exist,
 - cites sources that were not used,
 - submits any academic assignment which contains falsified or fabricated data or results.
4. Inappropriately or unethically uses technological means to gain academic advantage, ● inappropriately or unethically acquires material via the Internet or by any other means,
 - uses any devices (electronic or hidden) for communication or unauthorized retrieval of information during an exam.

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Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. It is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.

Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own,
- represents previously completed academic work as current,
- submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source,
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately,
- paraphrases or summarizes another author's words without citing the source appropriately.

***Note:** An instructor may establish other guidelines regarding academic integrity consistent with the College policy.

Statement on the Appropriate Use of AI

Academic dishonesty is also any written work that was technologically created without proper citation, such as content created by Artificial Intelligence (AI). Submitting AI-generated content, without providing a citation for where the content was located, is plagiarism.

If a student uses AI-generated writing, they must paraphrase the content and provide a citation to identify the source of where the content originated. Use and inclusion of AI-generated content in students' work means each student is accountable for verifying that the Artificial Intelligence outputs are accurate.

Please consult your instructor to ensure they will accept AI-generated text for specific assignments.

I. Here is the link to APA guidelines on the topic:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

II. For in-text citation/parenthetical citations you include in your essay, examples are:

(OpenAI, personal communication, January 16, 2023) or (ChaptGPT, personal communication, 2023)

III. **Do not include reference to AI-generated text on the Reference Page:** Since APA recommends that text generated from AI be formatted as "Personal Communication". As such, it receives an in-text citation but not an entry on the References list.

Statement from the Office of Specialized Services

The Office of Specialized Services (OSS) seeks to provide students the opportunity to participate fully in the college's educational programs and benefit from all aspects of campus life by promoting universal design principles and the use of reasonable and appropriate

accommodations.

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To learn more about the accommodation process, accommodation descriptions, how to submit your accommodation documentation, and to sign up for an Accommodations Workshop, click the [Accommodation Process link](#).

Statement on Sexual Harassment

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services

[Syllabus Statements | Bergen Community College](#)

Statement on the Purpose and Value of Faculty Office Hours

Office hours, whether in person or online, provide students with a time to meet with their professors, outside of the classroom, to discuss course material, ask questions, and build relationships. It offers students the opportunity to review exam questions, discuss project progress, and learn more about careers available in a discipline.

Student and Faculty Support Services:

Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or www.bergen.edu/oss. To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



Sidney Silverman Library Online Resources:

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

Include a Course Outline and Calendar:

Date:	Topic/Activity:	Learning Outcomes:	Assignments/Events:
Week 1	Drug Use: An Overview	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.

Week 2	Classification: Alcohol	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
Week 3	Stimulants	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
Week 4	Depressants and Inhalants	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
			EXAM 1
Week 6	How Drugs Work: The	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other

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	Nervous System The Actions of Drugs Alcohol		activities selected by the instructor.
Week 7	Biopsychosocial Assessment	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by

			the instructor.
	The Screening Process	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
Week 9	Diagnosis	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
W			EXAM 2
Week 11	Preventing Substance Abuse	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
Week 12	Treating Substance Use Disorders	1-7	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
Week 13	Drug Policy Alternatives	1-5	Objective tests, essay questions, oral presentations, in-class or online discussions, writing assignments or other activities selected by the instructor.
Week 14	The Family System and Support Groups	1-7	Objective tests, essay questions, oral presentations, in-class or

			online discussions, writing assignments or other
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			activities selected by the instructor.
W			EXAM 3

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

