Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

SOC-115 Introduction to Substance Abuse

Date of Most Recent Syllabus Revision: March 5, 2009
Course Typically Offered: Fall_____ Spring_____ Summer_____ Every Semester__x__ Other_____
Syllabus last reviewed by: BCC General Education Committee   _____   Date:_____
(Most courses need review   Ad Hoc Committee on Learning Assessment   _____   Date:_____
by only one of the following)   Curriculum Committee: _____   Date:_____

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information about Course and Instructor

Semester and Year:
Course and Section Number: [e.g., SOC-115-001]
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

SOC-115 - 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.

3 lectures, 3 credits
Prerequisites: None
C-requisites: None
Social Science Elective
General Education: No

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	**Means of Assessment:** This outcome will be measured by one or more of the following:
1. define and analyze the epidemiology of substance use, abuse, and disorders.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. determine the etiology of addiction.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. explain the basic brain biology of drug abuse and addiction, as well as the physiological and behavioral consequences.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. explain basic intervention and prevention strategies including screening, diagnosis, assessment, and referral.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. analyze the implications and the sociocultural influences of public policy.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. display a comprehensive knowledge of the treatment process and the system of care.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. utilize the family systems approach in understanding theory, research, and treatment of chemical dependency including co-dependency and related constructs.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

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.

Topic headings that are preceded by an asterisk (*) are considered essential topics in this course. The coverage of additional topics in this class are at the discretion of the individual instructor.

I. 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.

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.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

Valuable Texts for Reference:

Concepts of Chemical Dependency, by Harold Doweicko, Wadsworth Publishing Company.

Introduction to Addictive Behaviors, by Dennis L. Thombs, Guilford Press.

Research, Thinking, Writing, and/or Examination Requirement(s)

All students in the Introduction to Substance Abuse 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, or a short written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological concepts in the analysis of substance abuse issues. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

Grading Policy

In determining a student's semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in, true/false, and short answer

questions are appropriate. Term projects and research reports may be utilized, as well as essay questions based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated on the basis of their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

Grading System:
Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two or three components:
1. A scale for determining grades A-F, such as the following:
   a. A = an average of 90 or higher
   b. B+ = an average between 87 and 89
   c. B = an average between 80 and 86
   d. C+ = an average between 77 and 79
   e. C = an average between 70 and 76
   f. D = an average between 65 and 60
   g. F = an average lower than a 65

2. An explanation for the value of course components can include as per the following:
   a. 3 tests: each test represents 25% of the final grade for a total of 75%
   b. 1 short paper: represents 20% of final grade
   c. attendance/participation represents 5% of final grade, or if online,
   d. 5 online discussions: each discussion is 20% of final grade for a total of 100%

Attendance Policy

BCC 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.

Sociology Discipline Attendance Policy:

The discipline has agreed to leave attendance policies up to the discretion of each course instructor.

Attendance Policy in this Course:

To be determined by the instructor

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:

Code of Student Conduct.

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Example:

Student and Faculty Support Services

The distance Learning Office-for any problems you may have accessing your online courses	**Room C-334**	**210-612-5581 psimms@bergen.edu**
Smartthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library	Room L-226	201-447-7436

Include a Course Outline and Calendar

The Course Outline and Calendar must include all of the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

UNIT #	TOPIC	ASSIGNMENT
Week 1	Definitions and Epidemiology of Substance Use, Abuse, and Disorders	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 1

Week 2	The Etiology of Addiction	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 2
Week 3	The Brain Biology of Drug Abuse and Addiction.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 3
Week 4	The Physiological and Behavioral Consequences of Alcohol and Drug Abuse	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 4
Week 5	Screening, Diagnosis, Assessment, and Referral	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 5
Week 6	Treatment: The System of Care.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 6
Week 7	I Preventing Alcohol and Drug Problems	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 7
Week 8	Regulating Drugs and Their Consequences.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 8
Week 9	Treating Substance-Abusing Youth	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 9
Week 10	Family Systems and Chemical Dependency	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 10
Week 11	Ethnicity, Culture, and Substance Use Disorders	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers,

		Chapter. 11
Week 12	Substance Abuse Treatment with Sexual Minorities.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 12
Week 13	Alcohol and Drug Use Among Elders.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 13
Week 14	Gender and Drugs: Fact, Fiction, and Unanswered Questions.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 14
Week 15	Chemical Dependency: Current Issues and Future Prospects.	*Chemical Dependency: A System Approach,* by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, Chapter. 15
Week 16	Test 3/Final Exam, Final Essay papers/Projects Due, If Assigned	

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