

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

Departmental Policy Syllabus

SOC-116 Substance Abuse Counseling

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-116-001]
Meeting Times and Locations:

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

Course Description

SOC-116 SUBSTANCE ABUSE COUNSELING is an introduction to the field of substance abuse counseling, and examines the impact of substance abuse on individuals, families and society. Specific techniques for counseling the alcoholic and the problem drinker are presented. Additionally this course will address the etiology of substance abuse, intervention tactics, and primary/relapse prevention strategies will be discussed. Special attention will be given to substance abuse problems in diverse populations.

3 lectures, 3 credits
Prerequisites: None
C-requisites: None
Social Science Elective

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. analyze the concept of addiction as it relates to drugs and alcohol, learning to identify differences between physiological and psychological addiction.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. describe the psychological and physiological effects of drugs on the human brain, and thereby on human behavior.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. demonstrate the ability to understand and apply competing perspectives and theories related to the etiology, context and treatment of addiction, with specific focus on the disease concept, social learning systems, and biopsychosocial model of addiction.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. demonstrate familiarity with assessment instruments and techniques used to diagnose substance misuse, abuse or dependence.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. develop an ability to diagnose and develop treatment plans for substance abuser.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. describe the process of abuse and addiction, the etiology of addiction and treatment modalities considered to be effective.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. define substance abuse, understand the explanations for addictions, history, demographic profile, and current issues and trends.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
8. develop an awareness of the impact of substance abuse on individuals, families, communities and on society as a whole.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
9. state and support their own views on substance abuse issues addressed in the course, both orally and in writing, with logical rigor and clarity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

1. As a general introduction to the substance abuse counseling, students will be introduced to concepts and application of counseling theory and practice.
2. Students will learn the basics of assessment, diagnosis and treatment models utilized in the field of substance abuse counseling.
3. The course will focus on substance abuse in individuals, individual families, family systems, and in the overall society.
4. Various aspects of the profession are explored, including; the etiology of addiction, physiological and psychological aspects, utilizing theory in a multi-systematic environment, assessment methods and issues, case management, treatment planning, family therapy, working with diverse populations and cultures, relapse prevention, reducing the risks of addictive behaviors and the indicators for further research.
5. This course serves as a foundation to other counseling courses.
6. This course will include an agency report which will entail visits to a treatment facility and a written report with the guidelines provided. Students are also required to present their findings in a class presentation. Guidelines for reports and subsequent presentations will be defined by the individual instructor.

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.

Chapter 1 – Introduction to Substance Abuse Counseling
Chapter 2 – The Major Substances of Abuse and the Body
Chapter 3 – Etiological Theories of Substance Abuse
Chapter 4 – Assessment and Diagnosis
Chapter 5 – Treatment Setting and Treatment Planning
Chapter 6 – Individual Treatment
Chapter 7 – Group Treatment in the Continuum of Care
Chapter 8 – Family Treatment
Chapter 9 – Retaining Sobriety: Relapse Prevention Strategies
Chapter 10 – Working with Selected Populations: Treatment Issues and Characteristics
Chapter 11 – Working with Diverse Cultures: Exploring Sociocultural Influences and Realities in ATOD Treatment and Prevention
Chapter 12 – Prevention
Chapter 13 – Ethical and Legal Issues in Substance Abuse Counseling

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:

Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors, by Gary L. Fisher and Thomas C. Harrison, 2nd Edition, Allyn and Bacon, 2000.

Chemical Dependency: A Systems Approach, by C. Aaron McNeece and Diana M. DiNitto, Pearson Publishers, 3rd Edition, 2005.

Substance Abuse, Casebook Series, 1st Edition, by Jerry Johnson & George Grant, JR, Pearson Education, Inc., 2005. ISBN: 0205389422.

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

All students in the Substance Abuse Counseling 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 counseling 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	On Line at:	www.bergen.edu/library/learning/tutor/smart/ind

Service		ex.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	Intro Substance Abuse Counseling	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 1
Week 2	The Major Substances of Abuse and the Body	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 2
Week 3	Etiological Theories of Substance Abuse	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 3
Week 4	Continue Etiological Theories of Substance Abuse	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 3
Week 5	Assessment and Diagnosis	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 4
Week 6	Test 1 on Chps. 1-4;	<i>Substance Abuse Counseling: Theory and</i>

	Treatment Setting and Treatment Planning	<i>Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 5
Week 7	Individual Treatment	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter 6
Week 8	Group Treatment and the Continuum of Care	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 7
Week 9	Family Treatment	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 8
Week 10	Retaining Sobriety: Relapse Prevention Strategies	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 9
Week 11	Test 2 on Chps. 5-9; Working with Selected Populations: Treatment Issues and Characteristics	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 10
Week 12	Working with Diverse Cultures: Exploring Sociocultural Influences and Realities in ATOD Treatment and Prevention	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter. 11
Week 13	Prevention	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter 12
Week 14	Continue Prevention	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter 12

Week 15	Ethical and Legal Issues in Substance Abuse Counseling	<i>Substance Abuse Counseling: Theory and Practice</i> by Patricia Stevens & Robert Smith, Pearson Education Inc., Chapter 13
Week 16	Test 3/Final Exam, Chps. 10-12 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.