**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 153 – Alcohol and Substance Abuse Prevention and Education**

**Course Outline**

**Course Number & Name:**  SOC 153 Alcohol and Substance Abuse Prevention and Education

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C" or better in SOC 101 or PSY 101 or permission of the instructor

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course provides an introduction to the individual, group, and social factors that predispose or create a risk for substance abusing behavior, the knowledge and skills needed for entry into the prevention profession, and the broad range of prevention activities and strategies utilized to reduce the risk or frequency of substance abusing behaviors. This course is approved as 42 educational hours towards the CADC credential.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify and describe community resources and networking;

2. identify and explain the psychological features of substance use and its pharmacological component;

3. identify and explain the medical features of substance use and its pharmacological component;

4. identify and describe substance use issues amongst cultural groups and special populations;

5. identify and describe co-dependency issues and integrate the family members into the therapeutic process;

6. identify and explain cultural roadblocks to recovery; and

7. identify and explain educational resources and apply effective presentation practices.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify and describe community resources and networking:

1.1 *define consultation goals and benefits as per the International Certification for Reciprocity Consortium (ICRC)*;

1.2 *consult with supervisors, counselors, professional, and/or other service providers to assure comprehensive quality care for the client*;

1.3 *present cases to other treatment team members in order to facilitate comprehensive quality care;*

**Measurable Course Performance Objectives (MPOs)** (continued):

1.4 *assist other treatment team members by providing alternative input on their cases in order to develop comprehensive, quality care for the client;* and

1.5 *interact with other health care professionals by soliciting and providing information pertinent to the client’s biopsychosocial status*

2. Identify and explain the psychological features of substance use and its pharmacological component:

2.1 *relate to the client the main psychological features often associated substance use disorders (SUD)*;

2.2 *explain to and discuss with the client how their psychological and social strengths and weaknesses can be related to their recovery;*

2.3 c*ommunicate basic relevant information about mental health, mental illness, and wellness;* and

2.4 *explain to clients the role of psychiatric medications in recovery*

3. Identify and explain the medical features of substance use and its pharmacological component:

3.1 *explain to clients the physical effects of various substances (e.g., stimulants, depressants, analgesics, and THC)*;

3.2 *explain to clients the role of psychotherapeutic medications associated with drug use and withdrawal;* and

3.3 *explain the following terminologies: therapeutic medications, antidipostropics (i.e., drugs that create adverse physical reactions), agonists (i.e., drugs that can be substituted for the drug abuse to create a controllable form of addiction), and antagonists (i.e., drugs that occupy the same receptor site on the brain, as does the specific drug of abuse)*

4. Identify and describe substance use issues amongst cultural groups and special populations:

4.1 *identify and discuss the various characteristics of substance abuse in major cultural groups represented in client population, including but not limited to, African Americans, Asian Americans, Hispanic/Latino Americans and Native Americans;*

4.2 *identify and discuss the various characteristics of substance abuse in major special populations represented in client population, including but not limited to, persons with disabilities, persons of various sexual orientations, females, youths, and gangs*

5. Identify and describe co-dependency issues and integrate the family members into the therapeutic process:

 5.1 *define co-dependency and the roles commonly assumed by families affected by SUD*;

5.2 e*ducate the family about the benefit of self-help groups*;

 5.3 *educate the family about the rules commonly found in the addictive family system;*

5.4 *educate the family about their own personal recovery, as well as the recovery of the SUD family member;*

5.5 *as appropriate*, *describe to the family features of co-dependency;* and

5.6 *integrate the family members as necessary in the recovery process*

**Measurable Course Performance Objectives (MPOs)** (continued):

6. Identify and explain cultural roadblocks to recovery:

 6.1 *describe cultural traditions of various subgroups*; and

6.2 *identify barriers to recovery in various cultures;*

6.3 *identify social institutions that can support the recovery process;*

6.4 *describe specific behaviors that counselors should include or avoid when interacting with families;* and

6.5 *describe to family members the basic of pharmacology of substance use disorder at a level that the family is able to understand*

7. Identify and explain educational resources and apply effective presentation practices:

7.1 *identify and describe current research-based alcohol, tobacco, and other drugs (ATOD) educational resources (e.g., Treatment Improvement Protocol [TIP] and Technical Assistance Publication [TAP]);*

7.2 *organize materials for effective presentations;*

7.3 *select content that is relevant to the audience/participants (e.g., clients, parents, spouses, criminal justice, and ATOD personnel)*; and

7.4 *utilize elements necessary for making effective presentations*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.

2. Participate in class discussions.

3. Complete all assignments and take all quizzes and exams that are scheduled.

4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

  **% of**

**Grading Components final course grade**

* **Attendance/Class Participation**  **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs 10 – 15%

Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers** **15 – 20%**

Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.

* **Theme Papers** **20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.

* **Literature Reviews/Research Papers** **10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis** **30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

**Methods of Evaluation:** (continued)

 **% of**

**Grading Components final course grade**

* **Written/Oral Presentation of Child, Teenager, Adult, 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed or not discussed during the semester that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes** (number of quizzes and dates specified by the instructor) **10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams (number of exams and dates specified by the instructor) **20 – 30%**

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the textbook by Hogan, J. A., Gabrielsen, K. R., Luna, N., & Grothaus, D. (2003). *Substance Abuse Prevention: The Intersection of Science and Practice.* Boston, MA: Pearson Education, Inc.

*Recommended Resource:*

Ammerman, R. T., Ott, P. J., & Tarter, R. E. (1999). *Prevention and Societal Impact of Drugs and Alcohol Abuse.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Note: It is the instructor’s discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

**Units Areas/Topics**

1Introduction to Community Resources and Education

2 Psychological and Medical Aspects of Substance Abuse

3 Addiction Education

4 Culturally/Ethically Diverse Groups and Addiction

5 Co-Dependency and the Family

6 Multicultural Affects on Addiction

7 Educational Resources and Presentation Methods

### Note: In SOC 153, the instructor must cover Units 1 – 7 listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.