**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 250 – Alcohol and Substance Abuse in American Society**

**Course Outline**

**Course Number & Name:**  SOC 250 Alcohol and Substance Abuse in American Society

**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

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

**Course Outline Revision Date:**  Fall 2010

**Course Description**: The course examines the causes and varieties of chemical dependency and abuse. Topics covered include the effects of alcohol, sedatives, narcotics, stimulants, hallucinogens, polyaddiction, and abuse; the psychological, social, genetic, and cultural factors involved in their use and abuse; the progression of addiction; and the resultant medical conditions. This course is approved as 42 educational hours towards the CADC credential.  Also, this course, together with SOC 252, constitutes the educational requirements for the Chemical Dependency Associate in New Jersey and is also approved as educational hours toward the CJC credential.

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

1. define pharmacology and describe the physiological effects of various psychoactive drugs;

2. identify methods of assessment and intervention with prenatal alcohol use and fetal alcohol spectrum disorders;

3. identify methods of assessment and intervention with compulsive gambling;

4. identify pharmacological methods of assessment and intervention with nicotine dependence;

5. identify community resources for HIV;

6. describe the history, effects, and consequences of opiate and stimulant use; and

7. describe the history, effects, and consequences of alcohol, sedatives, and hallucinogens use.

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

1. Define pharmacology and describe the physiological effects of various psychoactive drugs:

1.1 *define psychopharmacology*;

1.2 *identify the major structural and functional units of the brain*;

1.3 *identify the major neurotransmitters within the nervous system;* and

1.4 *explain the mechanism and action of neurotransmitters within the central nervous system*

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

2. Identify methods of assessment and intervention with prenatal alcohol use and fetal alcohol spectrum disorders:

2.1 *describe appropriate screening tools to be used with women of child-bearing age regarding alcohol use during pregnancy such as the four Ps (i.e., parents, partner, past, and prior)*;

2.2 *evaluate appropriate referral and treatment options for women who are pregnant and drinking;*

2.3 *describe the salient characteristics of fetal alcohol syndrome and fetal alcohol spectrum disorders across the lifespan;*

2.4 *describe the lifelong primary and secondary characteristics associated with FASD (Fetal Alcohol Spectrum Disorder);*

2.5 *determine the need for an appropriate multidisciplinary assessment to determine appropriate services;* and

2.6 *evaluate appropriate treatment options for individuals with FASD*

3. Identify methods of assessment and intervention with compulsive gambling:

3.1 *discuss the nature of compulsive gambling*;

3.2 *identify and assess compulsive gamblers;*

3.3 *recognize types of gamblers and the different stages of a gambling problem;*

3.4 *identify vulnerable populations and at-risk personality characteristics;* and

3.5 *design gambling treatment plans and courses of recovery, including aftercare*

4. Identify pharmacological methods of assessment and intervention with nicotine dependence:

4.1 *describe approaches for assessing nicotine dependence;*

4.2 *identify and discuss the pros and cons of various pharmacological interventions for nicotine dependence;*

4.3 *describe the evidence supporting pharmacological interventions for nicotine dependence;* and

4.4 *explain the relationship between tobacco dependence and other mental and addictive disorders*

5. Identify community resources for HIV:

5.1 *summarize up-to-date knowledge of various issues of HIV and AIDS including symptoms, risk factors, facts versus myths, and current treatment approaches*; and

5.2 *describe the basic confidentiality issues related to clients with HIV and AIDS*

6. Describe the history, effects, and consequences of opiate and stimulant use:

6.1 *describe the history of opioid use*;

6.2 *identify the types and effects of opioid substances;*

6.3 *discuss the origin and use of Opioid Replacement Therapies (ORT);*

6.4 *describe the interactions between synthetic and non-synthetic opioids and other licit and illicit psychotropic substances;*

6.5 *explain the use of methadone maintenance in detoxification and in the recovery process;*

6.6 *discuss the new ORTs (e.g., buprenorphine);*

6.7 *describe the history of stimulant use;*

6.8 *identify the types of licit and illicit stimulant substances;*

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

6.9 *describe the interactions between licit and illicit stimulants and other psychotropic substances;* and

6.10 *discuss the current status of pharmacological therapies available for stimulant abusers*

7. Describe the history, effects, and consequences of alcohol, sedatives, and hallucinogens use:

7.1 *describe the history of alcohol and sedative use;*

7.2 *identify the types and effects of sedative substances;*

7.3 *explain the detoxification process for alcohol and sedatives*;

7.4 *describe the interactions between alcohol and sedatives with other licit and illicit psychotropic substances;*

7.5 *describe the impact of alcohol on physiological systems;*

7.6 *describe the history of hallucinogens;*

7.7 *identify the types and effects of hallucinogenic substances;* and

7.8 *describe the interactions between hallucinogens and other psychoactive substances*

**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 Hanson, G. R., Venturelli, P. J. & Fleckenstein, A. E. (2009). *Drugs and Society* (10th ed.). Sudbury, MA: Jones and Bartlett Publishers

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 Drugs and Society

2 The Relationship between Pharmacology and Physiology

3 The Relationship between Prenatal Alcohol Use and Fetal Alcohol Spectrum Disorders: Assessment and Intervention

4 Pharmacological Approaches to Nicotine Dependencies

5 HIV and AIDS: Community Resources, Symptoms, Risk Factors, Facts Versus Myths, Current Treatment Approaches, and Confidentiality-related Issues

6 Opiate and Stimulant Education

7 Alcohol, Sedatives, and Hallucinogens

8 Distinguishing Substance-related Disorders from Impulse Control Disorders (e.g., Compulsive Gambling) as per the DSM IV-TR

9 DSM-IV Multiaxial Assessment of Co-occurring Clinical Disorders (e.g., Personality Disorders and Sub-related Disorders)

10 DSM-IV Multiaxial Assessment: Relationship between Axis I and Axis II with Axis III: General Medical Conditions (e.g., HIV and AIDS)

### Note: In SOC 250, the instructor must cover Units 1 – 10 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.