

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HLTH 207**

**Year: 2021-2022**

**Course Title: Drug Studies**

**Credit Hours: 3**

**I. Course Description:** This course deals with current problems, views, and attitudes concerning psychoactive drugs and their usage. Students explore the effects of drugs on human physiology and interpersonal functioning. They are encouraged to consider their own relationship with chemicals and to evaluate information related to specific subject matter. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 or prior completion of, or concurrent enrollment in, ESL 120, 121, and 122 if required by placement testing, prior completion of, or concurrent enrollment in, RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

**II. Additional Course Information:**

1. Course utilizes lecture, small group discussions, guest speakers, and video presentations.
2. Students must access their Blackboard course shell as a resource/repository for course handouts, calendar of due dates, etc.
3. Student's Tompkins Cortland email accounts are used to send messages to the class. Failure to regularly monitor the college-issued account may result in missed assignments or class information.
4. Students are required to complete the Supporting Recovery with Medications for Addiction Treatment training that is sponsored through the Addiction Technology Transfer Center (ATTC). (No fee.)
5. Students who are <b>not</b> required to take the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) exam may receive extra credit for completion of Supporting Recovery with Medications for Addiction Treatment (MAT) training that is offered at no cost through the Addiction Technology Transfer Center (ATTC).

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Distinguish between social chemical use, misuse, and addiction, and recognize the signs/symptoms of substance use including intoxication, tolerance, and withdrawal. Includes understanding SUD diagnostic criteria.
2. Enumerate on the major drug classes including methods for the classification of substances, including 4 hours of training on tobacco use and nicotine dependence.
3. Describe various models of practice, treatment modalities, non-traditional strategies, and the use of medication assisted options in ATOD (Alcohol, Tobacco and Other Drugs) treatment.
4. Describe the short & long term effects that various drugs have on the body.
5. Discuss the biological, psychological, & social impact that various drugs have on individuals, significant others, and society.
6. Explain the emotional, cognitive, and behavioral aspects of substance use, with emphasis on trauma.
7. Outline the continuum of substance use disorder services, and relevant levels of intervention and care.
8. Describe best or evidence based intervention and treatment approaches, and emerging trends in the ATOD field.
9. Explain common client payer systems and funding for substance use disorder intervention and treatment.
10. Articulate understanding of the procedures used in toxicology screening, and the meaning/implications of reports.

#### IV. Tompkins Cortland General Education & SUNY Competency Goals

**Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Utilizing assigned readings, class discussions, and written assignments students will develop increased awareness of drugs of abuse, assessment and treatment protocol, acute and chronic effects, and the continuum of care. Students will be challenged to explore their own biases, attitudes, and beliefs regarding chemical use, and to consider the social, legal, cultural, and economic consequences of substance use. Students will be able to seek out new meanings and solutions generated from new ways of thinking.

**Social/Global Awareness**

Through assigned readings, case histories, and written assignments, students will be introduced to alternative perspectives, including historical, political, social, and economic views. Students will be encouraged to acquire and interpret information from a variety of sources. Students are challenged to understand the impact of substance abuse on individuals, families, and communities. Students are expected to articulate new learning through increasing awareness of self and others. Students will be able to apply this knowledge in practical situations involving substance abusing clients.

**Information Management**

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

#### V. Essential Topics/Themes

1. Screening, Assessment, and Diagnosis of SUD
2. Categories of Psychoactive Drugs: Acute and Chronic Effects
3. Treatment Modalities
4. Service Delivery and Continuum of Substance Abuse Disorder (SUD) Care
5. Evidence Based Practice including Medication-Assisted Treatment (MAT) and Medication Supported Recovery (MSR)
6. Emotional, behavioral, & Cognitive Effects of Alcohol, Tobacco and Other Drugs (ATOD), including Trauma

#### VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance and participation	12.5%
2. Quizzes	25%
3. Class Discussions	12.5%
4. Written assignments	25%
5. Final exam	25%

#### VII. Text – REQUIRED

Inaba, D.S., Cohen, W.E., and Holstein, M.E. *Uppers, Downers, All Arounders*, 8<sup>th</sup> ed., CNS Publications, Inc., 2014 ISBN-10: 092654439X

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. Goldstein, A. <i>Addiction: From Biology to Drug Policy</i> . 2nd edition. © 2001: Oxford University Press.
2. Wills, S. <i>Drugs of Abuse</i> . 2nd ed. © 2005. Pharmaceutical Press.
3. Ray, O. and Ksir, C. <i>Drugs, Society, and Human Behavior</i> . 16th ed. © 2014: Times Mirror/Mosby.
4. S. and G. Connors. <i>Drug Use and Abuse</i> . Maisto, 8th edition. © 2018: Holt, Rinehart and Winston.
5. Kinney, J. and G. Leaton. <i>Loosening The Grip: A Handbook of Alcohol Information</i> . 11 <sup>th</sup> ed., Times Mirror/Mosby College Publishing, 2014.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

### Audiovisual:

Addiction (HBO)  
Addicted  
Addiction and Mental Illness  
Altered States: A History of Drug Use in America  
American Addict  
Ecstasy: Happiness In A Pill  
The Meth Epidemic  
National Geographic Inside America: Bath Salts  
Know the Dangers of Performance Enhancing Drugs  
The Union  
World's Most Dangerous Drug

### Electronic:

MAT Online Training: <http://healthknowledge.org/course/search.php?search=Medication+Assisted>  
<http://www.niaaa.nih.gov>  
[www.nida.nih.gov](http://www.nida.nih.gov)  
[www.drugfree.org](http://www.drugfree.org)  
[www.justice.gov/dea/pubs/abuse/chart.htm](http://www.justice.gov/dea/pubs/abuse/chart.htm)  
[www.samhsa.gov](http://www.samhsa.gov)

### Other:

No resources specified

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of*

*someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*