

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: HLTH 208

Year: 2021-2022

Course Title: Alcohol and Alcoholism

Credit Hours: 3

**I. Course Description:** This course is a basic study of the drug alcohol and the disease alcoholism. All facets of the subject are discussed, including the sociological, psychological, and physiological. Experts who represent various areas, such as the medical profession, the law, rehabilitation, counseling, and psychiatry are called upon to share their knowledge and expertise with the class. An honest and practical look is taken at a drug affecting most of us in some way. 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. Required readings may be taken from the assigned text, from handouts/assigned articles, or from web resources.

**III. Student Learning Outcomes**

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

1. Provide an overview of screening tools, assessment processes, and diagnostic criteria for alcohol use disorders.
2. Recognize the signs & symptoms of alcohol intoxication, tolerance, and withdrawal.
3. Describe the short & long term effects that alcohol has on the body.
4. Calculate BAC (blood alcohol content).
5. Discuss the biological, psychological, & social impact that alcohol has on individuals, significant others, and society.
6. Explain the emotional, cognitive, and behavioral aspects of alcohol use, with emphasis on trauma.
7. Describe the continuum of alcohol use disorder services, and relevant levels of intervention and care.
8. Describe the Developmental Stages of Recovery, and become acquainted with recovery challenges and relapse dynamics.
9. Describe differences between prevention/treatment services; and distinguish between abstinence based and harm reduction models.
10. Articulate understanding of Alcoholics Anonymous (AA), 12 Step philosophies, and alternative models of self-help.

#### 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 assessment/treatment of alcoholism, acute and chronic effects of alcohol, biological, psychological, and social impact of alcohol use, and prevention vs treatment services. Students will be provided with opportunities to question existing biases, attitudes, and beliefs regarding their own relationship with alcohol, and their perceptions of alcohol use among diverse populations. Students will examine social, political, and institutional influences that impact service delivery. 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 social, political, and cultural views on alcoholism. Students will be encouraged to acquire and interpret information from a variety of sources. Students are challenged to understand the impact of alcohol 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 Intervention
2. Acute and Chronic Effects of Alcohol on the Body
3. BAC Calculation and Use
4. Biological, Psychological, Economic and Social Impact of Alcohol Use
5. Continuum of Care
6. Cultural Competency
7. Developmental Stages of Recovery
8. Prevention and Treatment Strategies
9. 12 Step Recovery

#### VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance and participation	25%
2. Self-help meeting assignment	25%
3 Quizzes (4)	25%
4. Final project	25%

## VII. Texts – REQUIRED

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| 1. Ketcham, K., Asbury W.F., Schulstad, M., and Ciaramicoli, A.P. <i>Beyond the Influence Understanding and Defeating Alcoholism</i> . Bantam Books, Inc., 2000, New York. ISBN10: 0553380141 |
| 2. Kinney, J. and G. Leaton. <i>Loosening The Grip: A Handbook of Alcohol Information</i> . 11th edition, Times Mirror/Mosby College Publishing, 2014.  |

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

## VIII. Bibliography of Supplemental Materials

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| 1. <i>Alcoholics Anonymous, Big Book</i> . 4th ed., AA World Services, 2002   |
| 2. C. Knapp. <i>Drinking: A Love Story</i> . Dial Press Trade, 1997.  |
| 3. Urschel, H. <i>Healing the Addicted Brain: The Revolutionary, Science Based Alcoholism and Addiction Recovery Program</i> . Sourcebooks, 2009.               |
| 4. C. Black. <i>It Will Never Happen To Me: Growing Up With Addiction as Youngsters, Adolescents and Adults</i> . Hazelden, 2002.                               |
| 5. Sobell and Sobell. <i>Problem Drinkers</i> . Guilford Press, 1993.   |
| 6. Marlett, G. A. and Donovan, D. M. <i>Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behavior</i> . 2nd. ed., Guilford Press, 2007. |
| 7. Milam, J.R. and Ketcham, K. <i>Under The Influence</i> . Bantam Books, 1984.   |

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## IX. Other Learning Resources

### Audiovisual:

Addiction HBO  
Alcoholism  
Beer Wars  
Is Alcohol Worse Than Ecstasy?  
Sacred Trust: Fetal Alcohol Syndrome  
New Frontiers: Understanding and Treating Alcoholism  
Twelve Steps

### Electronic:

<http://www.niaaa.nih.gov/>  
[www.aa.org](http://www.aa.org)  
[www.nlm.nih.gov/medlineplus/alcoholism.html](http://www.nlm.nih.gov/medlineplus/alcoholism.html)  
<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.