

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CDSC 103

Year: 2024-2025

Course Title: Introduction to Prevention

Credit Hours: 4

I. Course Description: This course provides an introduction to, and an overview of, Alcohol and Other Drugs (AOD) prevention. Students will explore topics such ethics, cultural competence, program evaluation, community organization, and policy development. Students will practice development of curriculum and training materials for AOD. They will distinguish between counseling and prevention functions, and demonstrate an understanding of the continuum of care. Additionally, students will be exposed to key strategies/interventions used in health, nutrition, mental health, and violence prevention. Prerequisites: HLTH 207 or HLTH 208; prior completion of, or concurrent enrollment in, ENGL 101. 4 Cr. (4 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. CDSC 103 meets Section II requirements for NYS Office of Alcoholism and Substance Abuse Services (OASAS) Credentialed Prevention Professional (CPP) and Credentialed Prevention Specialist (CPS) credentialing.
2. This is an elective course for the Chemical Dependency Counseling and Human Services degrees.
3. CDSC 103 with a C or better grade is required for the NYS Prevention Credentials: Credentialed Prevention Professional (CPP), and Credentialed Prevention Specialist (CPS).
4. Completion of NYS Mandated Reporter Training is required.

III. Student Learning Outcomes

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

1. Explain and provide examples of the six performance domains of AOD prevention
2. Demonstrate the ability to understand, communicate with, and interact with diverse persons
3. Identify and discuss the ethical responsibilities of prevention workers
4. Participate in professional development activities across the AOD continuum of care
5. Employ the skills necessary for evaluating services, analyzing policy, and training of AOD material in prevention settings

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs (N/A)

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

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☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Chemical Dependency Counseling

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

Effectively communicate and interact with people across diverse cultures (PLO)

1. Demonstrate the ability to understand, communicate with, and interact with diverse persons (SLO)

Describe and apply standards for ethical practice, and illustrate a working knowledge of NYS and Federal Confidentiality regulations (PLO)

1. Identify and discuss the ethical responsibilities of prevention workers (SLO)

Access community AOD services for purposes of case management, service coordination, referral, and family/community education (PLO)

1. Employ the skills necessary for evaluating services, analyzing policy, and training of AOD material in prevention settings (SLO)

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

Utilizing assigned readings, class discussions, and competency building exercises/written assignments students will develop increased awareness of planning/evaluation, professional ethics, service delivery, community organization, and public policy. Students will be provided with opportunities to question existing biases, attitudes, and beliefs regarding diverse populations, and develop skills for culturally responsive practice. Students will examine social, political, and

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institutional influences that impact service delivery. Students will be able to seek out new meanings and solutions generated from new ways of thinking.

☒ **INFORMATION MANAGEMENT** - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

Students will be asked to locate, evaluate, and synthesize information in completing written assignments, the Cultural Competency/Communication assignment, and the Final Project or Final Exam. In doing these assignments, students will be expected to utilize basic level research and documentation skills.

☐ **GENERAL EDUCATION CATEGORY** - Area(s): N/A

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Drug History & Policy
2. Planning/Evaluation
3. Ethics
4. Prevention Education/Service Delivery
5. Cultural Competency & Communication
6. Harm Reduction
7. Community Organization
8. Media & Advertising
9. Public Policy/Environmental Change
10. Professional Growth & Responsibility

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance/Participation	10%
2. Completion of NYS Mandated Reporter Training	5%
3. Ethics Assignment	20%
4. Cultural Competency/Communication Assignment	20%
5. Prevention Education & Training Presentation	20%
6. Final Project or Final Exam	25%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

1. <i>Prevention Is Primary</i> . Cohen, Chavez & Chehini. 2010. 2 nd ed., Jossey-Bass.
2. <i>Drug Abuse Prevention: A School and Community Partnership</i> . Wilson & Kolander, 2010. 3 rd ed., Jones & Barlett.
3. <i>Substance Abuse and Mental Health Services Administration: A Guide to SAMHSA's Strategic –Prevention Framework</i> . Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2019.

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

VIII. Bibliography of Supplemental Materials

1. Cleveland, M.J, Feinberg, M.E., Bontempo, D.E., & Greenberg, M.T. <i>The Role of Risk and Protective Factors in Substance Use Across Adolescence</i> . (2008), Journal of Adolescent Health, 43(2),157–164
2. Ashley A. Dennhardt, James G. Murphy. <i>Prevention and Treatment of College Student Drug Use: A Review of the Literature</i> . Addictive Behaviors, (2013), 38 (10), 2607-2618
3. Faggiano, F, Minozzi S, Versino E, and D. Buscemi. <i>Universal School-Based Prevention for Illicit Drug Use</i> . Cochrane Database of Systematic Reviews, (2014), Issue 12. Art. No.: CD003020. DOI: 10.1002/14651858.CD003020.pub3. Accessed 2) 6 January 2021.
4. <i>Keeping Youth Drug Free</i> . HHS Publication No. (SMA) 17-3772. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, (2017).
5. Ryan, D. <i>Ghosts of Organizations Past: Communities of Organizations as Settings for Change</i> . Philadelphia; Rome; Tokyo: Temple University Press. (2015). doi:10.2307/j.ctvrd360.
6. Valente, T. W., Chou, C. P., & Pentz, M. A. (2007). <i>Community Coalitions as a System: Effects of Network Change on Adoption of Evidence-Based Substance Abuse Prevention</i> . American Journal of Public Health, 97(5), 880-6. Retrieved from https://libezproxy-syr-edu.libezproxy2.syr.edu/login?url=https://www-proquest-com.libezproxy2.syr.edu/scholarly-journals/community-coalitions-as-system-effects-network/docview/215099703/se-2?accountid=14214 .
7. Wiessing, L., Ferri, M., Běláčková, V. et al. <i>Monitoring Quality and Coverage of Harm Reduction Services for People Who Use Drugs: A Consensus Study</i> . Harm Reduction Journal. 14, 19 (2017). https://doi.org/10.1186/s12954-017-0141-6 .

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IX. Other Learning Resources

Audiovisual: The Courage to Speak Drug Prevention Video Addiction. NOVA. PBS 420 The Documentary
Electronic: https://harmreduction.org/resource-center/ https://oasas.ny.gov/prevention/
Other: Safety First: Drug Education for Teens https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf

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.