

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**SSCI 181 – ALCOHOL, DRUGS, AND SOCIETY**

CIP Code: 42.28

**Created by: Jennifer Waite, LMSW, CASAC  
Updated by: Christina Lesyk, LMSW, HS-BCP**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
FALL 2024**

- A. **TITLE:** Alcohol, Drugs, and Society
- B. **COURSE NUMBER:** SSCI 181
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** 7 Social Sciences
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **COURSE DESCRIPTION:**  
 In this course, students examine the various aspects of drug abuse and addiction including theories, models, individual drug classifications, and social consequences. Additional topics include the impact on family systems, overview of treatment approaches, and public policy in the United States.
- H. **PRE-REQUISITES/CO-REQUISITES:**  
 Pre-requisites: None  
 Co-requisites: None
- I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

Course Student Learning Outcome [SLO]	GER	ISLO & Subsets
<b>PLO:</b> Knowledge base in Psychology or Human Services.		
a. Name the drug classification and behavioral characteristics of each known addictive substance.	7	5 Industry, Professional, Discipline Specific Knowledge and Skills
b. Identify the models and theories of alcohol and drug addiction.	7	5
c. Recognize the impact on family systems of drug and alcohol abuse in one or more of its members.	7	5
d. Identify the unique needs and characteristics of chemical dependency in children, adolescents, older adults, women, and ethnic populations.	7	5
e. Describe the relationship between alcohol, drug use, crimes, and violence in American society.	7	5
<b>GER 7:</b> Describe major concepts and theories of at least one discipline in the social sciences; and demonstrate an understanding of the methods social scientists use to explore social phenomena.		

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit., /Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS (Suggested):**

Rosenthal, M.S. (2019). *Drugs: mind, body, and society*. New York, NY: Oxford University Press.

L. **REFERENCES:**

Annual editions: *Drugs, society, and behavior*. McGraw-Hill. Most recent edition available.

Goldberg, R. (2024). *Drugs across the spectrum* (9th ed.). Belmont, CA: Cengage.

Hanson, Venturelli, & Fleckenstein. *Drugs and society* (14<sup>th</sup> ed.). Jones & Bartlett Learning.

M. **EQUIPMENT:** Tech. Enhanced Classroom /Brightspace Online Learning Management System

N. **GRADING METHOD:** A - F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Exams
- Video Presentations
- Written Assignments
- Quizzes
- Projects
- Discussion Boards

P. **DETAILED COURSE OUTLINE:**

I. Historical Perspectives of Drug Use and Abuse in the U.S.

II. Overview of Definitions, Theories, Models, and Trends

- A. Definition of Substance Abuse Terms
- B. Theories and Models Used
- C. Social Patterns and Trends in American Society

### III. Introduction to Commonly Abused Substances

- A. Alcohol
- B. Barbiturates
- C. Benzodiazepines
- D. Amphetamines and Central Nervous System (CNS) Stimulants
- E. Cocaine
- F. Marijuana
- G. Narcotics
- H. Prescription and OTC Analgesics
- I. Hallucinogens
- J. Inhalants
- K. Anabolic Steroids
- L. Nicotine
- M. Caffeine & Theobromines

### IV. Introduction to Assessment and Intervention Processes

- A. Assessment Formats
- B. Client Interviewing and Other Sources of Information
- C. Interventions

### V. Overview of Treatment Modalities

- A. Treatment Models
- B. Outpatient Treatment Programs vs. Inpatient Treatment
- C. Pharmacological Treatments
- D. Use of Self-Help Groups in Treatment
- E. NIDA's Principles of Effective Treatment
- F. Substance Abuse Education, Prevention, Harm-Reduction Approaches

### VI. Chemical Dependency in Special Populations

- A. Children and Adolescents
- B. Older Adults
- C. Women
- D. Ethnic Groups

### VII. Overview of Public Policy, Politics of Prevention, Education, and Other Approaches to the Problem

### VIII. The Economics of the War on Drugs

**Q. LABORATORY OUTLINE: None**