

Cerro Coso College
Course Outline of Record Report
10/07/2021

PSYCC112 : Psychology of Substance Abuse

General Information

Author:	-
Course Code (CB01) :	PSYCC112
Course Title (CB02) :	Psychology of Substance Abuse
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2104.00) Human Services
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000177071
Curriculum Committee Approval Date:	11/01/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/10/2014
Course Description:	This course provides an overview of the history and theories related to substance abuse, including alcoholism, drug abuse, and chemical dependency. The course addresses cultural, religious, and political influences, as well as public policy issues, prevention, and treatment, including recovery, relapse and self-help models.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Health• Nursing• Psychology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Course Special Class Status (CB13) Course is not a special class. Allowed Number of Retakes 0	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass Course Prior To College Level (CB21) Not applicable.
---	--	---

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Human Services

A.S. Degree Major

Summer 2018

CC Human Services Worker COA

Certificate of Achievement

Summer 2018

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree

A.A. Degree Major

Fall 2020

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

**Cerro Coso General Education
Requirements****Categories****Status****Approval Date****Comparable Course**

Area 2.1

Social &
Behavioral
Sciences Social

Approved

No value

No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC070 - Introductory Composition

Students in this course are required to write papers requiring appropriate academic references, critical thinking, and analysis as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The writing advisory assures students have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction Presentations (by students)

Rationale No value

Methods of Instruction Written work

Rationale	No value
Methods of Instruction	Peer-to-peer instruction
Rationale	No value
Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Guest Lecturers
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Assignments	
<p>A. Reading assigned texts and course materials.</p> <p>B. Library research. Research on topics related to substance abuse issues, such as physiological and psychological affects of marijuana, cocaine or amphetamines.</p> <p>C. Attending a substance abuse group of your choice.</p>	
Methods of Evaluation	Rationale
Research Paper	C. Essays of written synthesis of history issues and/or models of substance abuse and treatment. Example: Write an essay in A.P.A. style describing and evaluating the process of intervention, including the confrontational and motivational interview addressing the advantages and deficits.
Other	B. Oral and written case studies analysis. Example: A patient has been just admitted to the emergency room of a hospital, and you are the emergency room admitting staff. The patient says he has been involved in a motor vehicle accident. The patient claims to drink only 2 beers a night perhaps 3 to 4 nights a week. However, the patients spouse says this claim is a gross understatement and that her spouse drinks virtually every night of the week consuming far more alcohol than he admits to in the emergency room. The man expresses anger at this wife claiming; "She always nags me about my drinking!" Describe your professional obligation, legal and ethical questions and concerns you have about this scenario. Describe how you would handle this situation analyzing the information received.
Tests	A. Quizzes and tests on basic concepts and description of substance abuse and treatment. Example: Explain, compare and contrast the three models of addiction.
Equipment	
No Value	
Textbooks	
Author	Title
	Publisher
	Date
	ISBN
	Doweiko, H.E. (2011) Concepts of Chemical Dependency, 8th, Brooks/Cole.
Other Instructional Materials	
Description	Other: Web based learning software.
Author	
Citation	Psychology of Substance Abuse

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Describe a historical overview of substance use and chemical dependency. Expected SLO Performance: 70.0

Explain at least three models of addiction (disease model, social learning and genetic). Expected SLO Performance: 70.0

Social Science Identify and apply the Scientific Method used by social scientists to study human behavior.
Liberal Arts: Social & Behavioral Sciences AA Degree

Identify and describe pharmacological terms and the kinds of substances used in substance abuse. Expected SLO Performance: 70.0

Compare and contrast socio-cultural, physiological and psychological factors related to substance abuse. Expected SLO Performance: 70.0

Social Science Identify and analyze theories explaining the individual, social, historical, economic, or political activities of
Liberal Arts: Social & Behavioral Sciences AA humans.
Degree

Describe and discuss social control and public policy related to alcohol and drug use, drunken driving programs and SB-38. Expected SLO Performance: 70.0

Define and describe assessment and treatment for chemical dependency. Expected SLO Performance: 70.0

Outline

Course Outline

- A. Drug use in the United States
 - 1. Scope of problem of chemical abuse and addiction
 - 2. Cost of chemical abuse and addiction
 - 3. Who treats chemical addiction problems?
- B. Substance Abuse and Addiction
 - 1. Definition of Terms
 - 2. Expanded sense of "addictions"
 - 3. What do we really know about addictive disorders?
- C. Introduction to Pharmacology
 - 1. Drug Forms
 - 2. Bioavailability
 - 3. Drug half-life
 - 4. Effective dose
 - 5. Lethal dose
 - 6. Peak effects
 - 7. Site of action

- 8. Receptor sites
- 9. Blood-Brain barrier
- D. Kinds of chemical abuse/dependence
 - 1. Alcohol
 - 2. Barbiturates
 - 3. Benzodiazepines
 - 4. Amphetamines and Central Nervous System (CMS) Stimulants
 - 5. Cocaine
 - 6. Marijuana
 - 7. Opiates
 - 8. Over-the-counter Analgesics
 - 9. Hallucinogens
 - 10. Inhalants and Aerosols
 - 11. Anabolic Steroids
 - 12. Tobacco and Nicotine
- E. The Medical Model of chemical addiction
- F. Addiction as a disease of the human spirit
- G. Chemicals and the neonate
- H. Specifics of at-risk populations
- I. The Dual Diagnosis client
 - 1. Substance abuse with mental illness diagnosis
 - 2. Substance abuse with developmental disabilities
- J. Addiction and the Family
- K. Evaluation of Substance Abuse Problems
 - 1. Abuse vs. dependence or addiction
 - 2. Crime and substance abuse.
 - 3. Evaluating deficits related to substance abuse (loss of social support; vocational)
- L. The Process of intervention
- M. Treatment of chemical dependency
 - 1. Dealing with denial: confrontation/motivational interview.
- N. Rehabilitation after initial treatment
 - 1. Addressing deficits.
- O. Problems in treating chemical dependence
- P. Pharmacological tactics in treatment
 - 1. Research and controversies related to using chemicals to fight chemical dependence.
- Q. Infections related to recreational substance use
- R. Self-help groups

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Hybrid
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Hybrid Assignments will be collected physically or submitted electronically via the class website. Moodle Evaluation will be done by the instructor and distributed to the students physically or distributed via the class website. iTV Assignments will be collected physically at the iTV locations, sent via mail or fax, or submitted electronically via the class website. Evaluation will be done by the instructor and distributed to the students physically or distributed via the class website. Online Assignments will be sent via mail, fax, or submitted electronically via the class website. Evaluation will be done by the instructor and distributed via the class website.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums
message
chat
email
face2face
discussion
proctored
phone
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

software Software capable of playing audio and video from CD and DVD

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class_size ITV