

## ADSTC104X : Co-occurring Disorders

### General Information

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Course Code (CB01) :	ADSTC104X
Course Title (CB02) :	Co-occurring Disorders
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/03/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course reviews the major concepts, definitions, and features of co-occurring mental health disorders associated with addiction (either as cause or consequence). Skills in recognizing co-occurring disorders, referral and case management of clients, and appropriate scope of practice are emphasized. Common types of mental health issues associated with addiction, including mood, anxiety, and adjustment disorders, post-traumatic stress disorder, and unresolved issues of childhood abuse are covered. An overview of appropriate treatment and management approaches is discussed.
Submission Type:	Change to Content  Removed ADST C101 as a prerequisite.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Counseling</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Psychology</li><li>• Sociology</li><li>• Social Work</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

## Course Formerly Known As

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No Value

## Course Development Options

### Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

Course is not a support course

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

0

### Retake Policy Description

No value

### Grade Options

- Letter Grade Methods

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

### Award Type

### Active

Addiction Counseling Studies (In Development)

Certificate of Achievement

Fall 2022

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability

Not transferable

### Transferability Status

Not transferable

### C-ID

Addiction Studies

### Categories

C-ID discipline

### Status

Approved

### Approval Date

No value

### Comparable Course

ADS 190X

## Units and Hours

### Summary

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

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

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

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	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

#### Advisory

#### ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C101 level ensures students have the skills necessary for success in these requirements.

### 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	Audiovisual
Rationale	Audiovisual skills demonstration.

<b>Methods of Instruction</b>	Case Study
<b>Rationale</b>	Analysis of case studies provides opportunities to apply skills.
<b>Methods of Instruction</b>	Group Work
<b>Rationale</b>	Soft skills practice done in groups during class time.
<b>Methods of Instruction</b>	Guest Lecturers
<b>Rationale</b>	Industry partners will discuss work experience.
<b>Methods of Instruction</b>	Instruction through examination or quizzing
<b>Rationale</b>	Students will demonstrate understanding through quizzes, midterm, and/or final examinations.
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	Powerpoint presentations, in-class, synchronous, and recorded lecture.
<b>Methods of Instruction</b>	Outside reading
<b>Rationale</b>	Assigned textbook readings.
<b>Methods of Instruction</b>	Presentations (by students)
<b>Rationale</b>	Individual and group presentations will be assigned to facilitate student comprehension.
<b>Assignments</b>	
- A. Assigned reading of texts and/or professional journals to inform paper and/or class presentation. B. Field research and interviews for class discussion, paper(s), and/or presentation(s) about co-occurring disorder. C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of scenarios, assessments, crisis intervention, and/or mandated reporting.	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Homework	Oral and written case studies and scenario analyses. Example: Your client is a 26-year-old heroin addict with co-occurring bipolar disorder. He wants a bed and "meds" and he says if you don't provide one for him you are forcing him to go out and steal and possibly hurt someone, or, he will probably just kill himself "because he can't go on any more in his present misery." Analyze the intersection of his mental health disorders and provide potential treatment options.
Tests	Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession. Example: Which of the following skills are important for work in the field? a. assertiveness in general b. basic understanding of human services ethical principles c. skill in finding information

Research Paper	<p>d. comfort in asking for supervision when you don't know what to do. e. all of the above.</p> <p>Essays of written synthesis of considerations for problem solving in the addiction counseling workplace. Example: Analyze a case study involving addiction and substance use disorders and create a treatment plan using the Diagnostic and Statistical Manual of Mental Disorders 5 criteria.</p>
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

<b>Equipment</b>
None.

<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
Substance Abuse and Mental Health Services Administration	TIP 42: Substance Abuse Treatment for Persons with Co-Occurring Disorders	SAMHSA	2020	

<b>Other Instructional Materials</b>	
<b>Description</b>	Open education resources, as appropriate.
<b>Author</b>	No value
<b>Citation</b>	No value

<b>Materials Fee</b>
No value

<b>Learning Outcomes and Objectives</b>	
<b>Course Objectives</b>	
No value	
<b>CSLOs</b>	
Describe the relationships among trauma, health disorders, substance use disorder, and psychiatric disorders.	Expected SLO Performance: 75.0
Describe the interactions between cultural, social, and familial roles and stigmas.	Expected SLO Performance: 75.0
Assess an individual who has mental health and addiction-related disorders.	Expected SLO Performance: 75.0
Explain how to integrate evidence-based treatment approaches for clients with mental health and substance use disorders.	Expected SLO Performance: 75.0



# Outline

## Course Outline

### Outline

#### A. Introduction

1. Terminology
2. History of substance abuse treatment
3. History of mental illness treatment
4. Mental illness and substance use disorder
5. Diagnostic and Statistics Manual 5
6. Resources
  - a. Agency resources
  - b. Gaps and unmet needs

#### B. Disorders

1. Terminology
2. Co-morbid disorders
  - a. Physical illness
  - b. Mental illness
  - c. Medical disorders
3. Mood disorders
4. Anxiety disorders
5. Trauma disorders
6. Adverse childhood experiences and trauma

#### C. Effective intervention strategies

1. Terminology
2. Evidence-based practices
  - a. Tailoring intervention treatment
  - b. Culturally relevant treatment
3. Substance abuse recovery
4. Determining appropriate treatment modalities
5. Biopsychosocial assessments
  - a. Physical health
  - b. Mental health
  - c. Family and social support
  - d. Socioeconomic, legal, and environmental constraints
6. Appropriate coping and life management skills

#### D. Client-helper interactions

1. Terminology
2. Whole client
  - a. Family
  - b. Social network
  - c. Community support
3. Rapport building
  - a. Unconditional positive regard
  - b. Non-judgmental stance
  - c. Motivational counseling techniques
5. Active and directive listening strategies
  - a. Minimal prompts
  - b. Paraphrasing
  - c. Reflection
  - d. Confrontation
  - e. Self-disclosure
6. Documentation
7. Referral
8. Appropriate coping and life management skills

#### E. Interdisciplinary teams

1. Terminology
2. Evidence-based treatment plan development
  - a. Client collaboration
  - b. Medical treatment



- c. Pharmacological treatment
- d. Sociocultural components of rehabilitation
- e. Helper limitations
- 3. Implementation
  - a. Analyzing treatment outcomes
  - b. Research methods
  - c. Restructuring treatment plans
  - d. Social model components of recovery
- 4. Documentation
- 5. Referral
- 6. Appropriate coping and life management skills

F. Ethics

- 1. Agency, local, state, and federal ethical codes
- 2. Laws and regulations
- 3. Confidentiality
- 4. Client empowerment
- 5. Mandated reporting
- 6. Referral sources updates

## Delivery Methods

**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 to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**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? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.**

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric.

Student-Instructor contact MAY include the following: chat, synchronous meetings, phone, online newsgroup/discussion board, learning management system messages, electronic mail, and iTV.

Student-Student contact MAY include the following: chat, synchronous meetings, learning management system messages, group work, and peer reviewed projects.

**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 -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

**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?**

Learning management system.

**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.

- Learning management system

**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 limited to 30.

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities