

Basic Course Information

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|-------------------|---|---------------------|--|
| Semester: | Spring 2020 | Instructor Name: | Bonnie Walther |
| Course Title & #: | ADS 101 Intro to Addiction Studies | Email: | Bonnie.walther@imperial.edu |
| CRN #: | 20527 | Webpage (optional): | NA |
| Classroom: | 404 | Office #: | 809 (Part time Faculty Offices) |
| Class Dates: | 2/24/20- 6/12/20 | Office Hours: | Mondays 5:30-6:30pm |
| Class Days: | Mondays | Office Phone #: | NA |
| Class Times: | 6:30- 9:40 pm | Emergency Contact: | Email |
| Units: | 3.0 | | |

Course Description

This course will serve as an introduction to assessment and treatment approaches to alcoholism and drug abuse. Alcoholism will be studied in its social and clinical context. Attention will be given to the basic theoretical approaches to the disease. This course will examine the various components of intervention, treatment, recovery, and resources. (CSU)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

- 1. Develop an alcohol intervention using information and assessment skills. (ILO1, ILO2, ILO3, ILO5)*
- 2. Choose an intervention team. (ILO1, ILO2, ILO3)*
- 3. Conduct a mock intervention. (ILO1, ILO2, ILO3)*

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1. Describe attitudes and behavior surrounding the use of alcohol and drugs.*
- 2. Demonstrate a working knowledge of the impact of alcoholism/drug abuse in various segments of society.*
- 3. Define his/her own attitudes about the alcoholic/addict*
- 4. Demonstrate understanding of the major treatment models.*
- 5. Demonstrate a working knowledge of local groups and organizations offering treatment services.*
- 6. Demonstrate an intervention in a family or work station.*

Textbooks & Other Resources or Links

Required Textbook: Phelps, L. Lori 2015. *Intervention, Treatment & Recovery. A Practical Guide to the Top 21 Addiction Counseling Competencies. 2nd Edition. Kendall Hunt Publishing Company ISBN: 978-1-4652-9609-2*

Course Requirements and Instructional Methods

This course will consist of a combination of lectures, class discussions, assigned readings, individual papers, group projects and performance exams.

Participation and Attendance: Roll call will be taken at the beginning of each class and after classroom breaks. If a student decides to arrive late or leave early, points will be deducted from class participation. Class participation consists of attendance and active involvement during group discussions and group exercises during class.

Exams: There will be two exams throughout the semester (Midterm & Final). They will be based on textbook readings, lecture materials and handouts. Exams will be multiple choice format, please bring #2 pencil and scantron. If a student fails to attend on the day of a scheduled exam, a makeup exam will only be allowed if absence is excused and must be taken **no later than a week after original scheduled exam.**

Group Project: There will be a final group presentation. It will consist of researching ONE main type of counseling model used for treatment of Addiction. The group will research and present the theory behind the counseling model chosen, research on the effectiveness of the treatment modality, main techniques used by the counseling theory and a 5-minute role-play demonstrating the use of at LEAST ONE technique used by the model. More information on group project will be given on a later date.

In class assignments: Throughout the semester, there will be scheduled and random in class assignments that will provide the student with the opportunity to practice the material being learned in class. Class assignments will count towards the final grade. There is no opportunity to make up for in class assignments.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

| | |
|--------------------------------------|--------------------|
| Attendance/Participation: 15% | 90-100%=A |
| Exams: 30% | 80-89%= B |
| Group Project: 25% | 70-79%= C |
| In class assignments: 30% | 60-69%= D |
| | 59-Under= F |
| TOTAL: 100% | |

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- A student who fails to attend the second week of class will be dropped by the instructor.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- Attendance will be taken at the beginning and return of classroom break.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.
- Class will start and end as scheduled. Students that are late or leave early will be deducted points for participation.
- This course requires active participation and it will be asked that every student demonstrates respect and tolerance towards others to allow for a diverse and enriching learning environment.
- Given the nature of the course at times sensitive information may be discussed by students at their discretion. It is expected that all students in the classroom respect the confidentiality of shared sensitive information. Nothing shall be discussed outside of the classroom to keep the confidentiality of every student in class.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and

(11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).

- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid

assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|-----------------------|--|--------------------------------|
| Week 1 February 24 | Syllabus & Introduction Chapter 2- Transdisciplinary Foundation I: Understanding Addiction | Pages 25-43 |
| Week 2 March 2 | Chapter 3- Transdisciplinary Foundation II: Treatment Knowledge | Pages 45-65 |
| Week 3 March 9 | Chapter 4- Transdisciplinary Foundation III: Application to Practice | Pages 67-92 |
| Week 4 March 16 | Chapter 5- Transdisciplinary Foundation IV: Professional Readiness | Pages 93-106 |
| Week 5 March 23 | Chapter 6- Practice Dimension I: Clinical Evaluation | Pages 91-118 |
| Week 6 March 30 | Chapter 7- Practice Dimension II: Treatment Planning | Pages 129-145 |
| Week 7 April 6 | MIDTERM EXAM | |
| April 13 | SPRING BREAK | |
| Week 8 April 20 | Chapter 8- Practice Dimension III: Referral Chapter 9- Practice Dimension IV: Service Coordination | Pages 147-162 Pages 163-178 |
| Week 9 April 27 | Chapter 10- Practice Dimension V: Counseling Chapter 11- Practice Dimension V: Counseling | Pages 179-195 Pages 197-215 |
| Week 10 May 4 | Chapter 12- Practice Dimension V: Counseling | Pages 217-234 |
| Week 11 May 11 | Chapter 13- Practice Dimension VI: Client, Family, and Community Education | Pages 235-260 |
| Week 12 May 18 | Chapter 14- Practice Dimension VII: Documentation Chapter 15- Practice Dimension VIII: Professional and Ethical Responsibilities | Pages 261-278 Pages 279-303 |
| May 25 | Holiday | |
| Week 13 June 1 | GROUP PRESENTATIONS | |
| Week 14 June 8 | FINAL EXAM | |

*****Tentative, subject to change without prior notice*****