

### Basic Course Information

|                   |                  |                     |                                                            |
|-------------------|------------------|---------------------|------------------------------------------------------------|
| Semester:         | <b>Fall 2020</b> | Instructor Name:    | <b>Tina A. Williams</b>                                    |
| Course Title & #: | <b>ADS 251</b>   | Email:              | <b>tina.williams@imperial.edu</b>                          |
| CRN #:            | <b>11218</b>     | Webpage (optional): | <b>n/a</b>                                                 |
| Classroom:        | <b>Online</b>    | Office #:           | <b>Online</b>                                              |
| Class Dates:      | <b>Online</b>    | Office Hours:       | <b>Monday/Tuesday 10:00-11:00 am/Friday 5:30-6:30 Zoom</b> |
| Class Days:       | <b>Online</b>    | Office Phone #:     | <b>(760) 352-8320</b>                                      |
| Class Times:      | <b>Online</b>    | Emergency Contact:  | <b>(760) 562-5404</b>                                      |
| Units:            | <b>3 units</b>   |                     |                                                            |

### Course Description

This course will introduce students to co-occurring disorders and treatment needs of those who have a psychiatric or mental health disorder in combination with a substance abuse disorder. Students will learn to identify, examine, screen and gain knowledge in assessment tools to evaluate the presence and severity of co-occurring disorders. This course also explores the treatment of persons with co-occurring disorders. Strategies for risk management associated with treating individual modalities with co-occurring disorders are presented. (CSU).

### Course Prerequisite(s) and/or Corequisite(s)

*Recommended: Twelfth grade reading level is highly recommended*

### 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. Recognize the most prevalent mental disorders.
2. Recognize the assessment criteria for mental disorders reflected in the current DSM-5 and commonly associated with substance abuse.
3. Recognize the current interaction of mental disorder with chemical dependency- e.g. Etiology, prevalence, treatment, medication, research, and clinical management.

## Course Objectives

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

1. Counsel clients with coexisting substance abuse dependency and mental illness.
2. Identify the status of treatment of a dual diagnosed person.
3. Understand the relationship between alcohol/drug use and psychiatric symptoms.
4. Define mental disorders and substance abuse as presented in the current edition of Diagnostic and Statistical Manual of Mental Disorder (DSM-5) and understand the implications and applications in assessing a client.
5. Prepare a treatment plan for mental health, substance abuse, and/or dual diagnosis.
6. Define and explain the dangers of dual relationships with clients.
7. Explain the importance of cultural sensitivity in dual diagnosis field.
8. Recognize the potential for substance abuse disorders to mimic a variety of medical and psychological disorders.

## Textbooks & Other Resources or Links

**Required Textbook:** Atkins, Charles M.D 2015. Co-Occurring Disorders: Integrated Assessment of Substance Use and Mental Disorders. 1st. PESI Publishing & Media ISBN: 978-1936128549.

**Recommended:** Diagnostic and Statistical Manual of mental Disorders 5th Edition (DSM-5). American Psychiatric Association, ISBN# 978-0-89042-555-8

## Course Requirements and Instructional Methods

**Weekly Journals:** Journals will be a resource for the student to be able to analyze and reflect on the reading, dialogue and content discussed. Weekly journals also count as your participation grade.

**Thought Paper:** There will be **one 2-page** thought paper due during the semester. Your thought paper should address ideas and concepts regarding Dual Diagnosis from the course text, class discussions, magazines, internet articles, research journals, and/or life experiences. Your thought paper needs to be written from your point of view (your own thoughts regarding the topic). Your thought paper must be typewritten, double space, and 12-font. This thought paper is worth **20** points.

**Discussion question/Chapter Exercises:** Discussion questions and Chapter exercises will be based on a topic that is relevant to the chapter of the week. Students will reply to the post providing their relevant and appropriate response. Students will also reply to two of their classmates providing further information and/or opinion on the subject.

**Quizzes:** Quizzes may include any or all the following types of questions: multiple choice, true-false, matching, fill-in-the-blank, and short answer essay. No makeups for quizzes will be given without prior notification and/or documentation of an emergency.

**Exams:** Exams will be given based on text reading, lecture materials, and multimedia presentations. Exam format will be multiple choices and true and false. No makeups for exams will be given without prior notification and/or documentation of an emergency.

**Individual Research Paper:** Each student will choose a topic of interest on a co-occurring disorder and write a research paper on the topic of choice. Your paper must include the definition of the disorder, the diagnosis and symptoms, therapies, types of medications used to treat the symptoms, and statistics. Prior authorization by the instructor on the topic to be researched is needed. Paper must be typewritten, doubled spaced, using a 12-font and at least 3 pages in length (not including the title and reference page), it should include at least 3 references or more.

**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**

|         |   |                |     |            |
|---------|---|----------------|-----|------------|
| 90-100% | A | Journals       | 150 |            |
| 80-89%  | B | Quizzes        | 70  |            |
| 70-79%  | C | Dis Questions  | 150 |            |
| 60-69%  | D | Research paper | 30  |            |
| 50-59%  | F | Thought Paper  | 20  |            |
|         |   | Exams          | 130 | Total: 550 |

**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.
- 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.
- California Ed Code requires that a student can be removed from my roster by “dropping” them if they never attended the course and are therefore a “no show.” Since this is an online course, the term “no

show,” is defined as if you do not complete Week One assignment by the third day of this class, you will be considered as a “no show” and will be drop from this course.

- Please do not delay in dropping, if that is your choice. Once you have completed the Introduction assignment and decide that you do not want to continue in this course, it becomes your responsibility to drop it. Please drop the course via Webstar prior to the drop deadline. Do not assume the instructor will do this for you.

## Classroom Etiquette

### Policies regarding classroom conduct.

- 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.

## Online Netiquette

### Policies regarding 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](mailto: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](mailto: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 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 08/17/20     | <p><b>Syllabus &amp; Introduction "What is Dual Disorders?"</b></p> <p><b>Section I: Getting Started</b></p> <p>Chapter 1: The Co-occurring Basics: Overview, Terms, and Key Concepts</p>                                                   |                        |
| 08/24/20     | <p>Chapter 2: The comprehensive Assessment Part One: Personal, Psychiatric, Family, and Social Histories and Mental Status Examination.</p>                                                                                                 |                        |
| 08/31/20     | <p>Chapter 3. The comprehensive Assessment</p> <p>Chapter 4. The comprehensive Assessment Part Three Stage of Change and Level of Motivation for Change</p> <p>Chapter 5 Creating a Problem/Need List and Setting Goals and Objectives.</p> |                        |

| Date or Week | Activity, Assignment, and/or Topic                                                                                                                                                                                      | Pages/ Due Dates/Tests |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 09/07/20     | <b>Holiday</b> /Chapter 6: Treatment and Recovery Plans<br><br>Chapter 7: Levels of Care                                                                                                                                |                        |
| 09/14/20     | Chapter 8: Key Psychotherapies, Mutual Self-Help, and Natural and Peer Supports.<br><br><b>Section II: Mental Disorders, Their Presentation(s), and Treatment Approaches with Co-Occurring Substance Use Disorders.</b> |                        |
| 09/21/20     | Chapter 9: Co-Occurring Attention Deficit Hyperactivity Disorder and Related Disorders<br><br>Chapter 10 Depressive Disorders and Co-Occurring Substance Use Disorders.                                                 |                        |
| 09/28/20     | Chapter 11: Bipolar Disorder and Co-Occurring Substance Use Disorders.                                                                                                                                                  |                        |
| 10/05/20     | Chapter 12: Anxiety Disorders and Co-Occurring Substance Use Disorders.                                                                                                                                                 |                        |
| 10/12/20     | Chapter 13: Posttraumatic Stress Disorder and Co-Occurring Substance Use Disorders.                                                                                                                                     |                        |
| 10/19/20     | Chapter 14: Schizophrenia, Other Psychotic, and Co-Occurring Substance Use Disorders.                                                                                                                                   |                        |
| 10/26/20     | Chapter 15: Personality Disorders and Co-Occurring Substance Use Disorders.                                                                                                                                             |                        |
|              |                                                                                                                                                                                                                         |                        |

| Date or Week | Activity, Assignment, and/or Topic                                                       | Pages/ Due Dates/Tests |
|--------------|------------------------------------------------------------------------------------------|------------------------|
| 11/02/20     | <b>Section III: Substance-Specific Topics and Treatments:</b><br><br>Chapter 16: Alcohol |                        |
| 11/09/20     | Chapter 17: Tobacco                                                                      |                        |
| 11/16/20     | Chapter 18: Opioids                                                                      |                        |
| 11/23/20     | <b>Holiday/Thanksgiving</b>                                                              |                        |
| 11/30/20     | Chapter 19: Selected Topics for Other Substances                                         |                        |
| 12/07/20     | <b>Final</b>                                                                             |                        |
|              |                                                                                          |                        |

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