



## Basic Course Information

Semester:	<b>Fall 201</b>	Instructor Name:	<b>Bonnie Walther</b>
Course Title & #:	<b>ADS 251 Dual Diagnosis</b>	Email:	<b>Bonnie.walther@imperial.edu</b>
CRN #:	<b>10565</b>	Webpage (optional):	<b>NA</b>
Classroom:	<b>ONLINE</b>	Office #:	<b>TBD</b>
Class Dates:	<b>TBA</b>	Office Hours:	<b>TBD</b>
Class Days:	<b>TBA</b>	Office Phone #:	<b>NA</b>
Class Times:	<b>TBA</b>	Emergency Contact:	<b>Email</b>
Units:	<b>3.0</b>	Class Format:	<b>ONLINE</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 current status of treatment of dually diagnosed persons.
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*. 1<sup>st</sup>. PESI Publishing & Media ISBN: 978-1936128549.

**Recommended: (NOT MANDATORY)** *Diagnostic and Statistical Manual of mental Disorders 5<sup>th</sup> Edition (DSM-5)*. American Psychiatric Association, ISBN# 978-0-89042-555-8

### Course Requirements and Instructional Methods

**Thought Papers:** There will be two 1-page thought papers due during the semester. Your thought paper should address ideas and concepts discussed 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 and turned in on the set due date to prevent 2 point deduction of total grade for each calendar day the paper is late.

**Discussion questions/Chapter Exercises:** Discussion questions as well as 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. Discussion questions/Chapter Exercises will count as you participation grade for each week.

**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 pre presentations. No makeups for exams will be given without prior notification and/or documentation of an emergency. Two exams will be due during the semester: Midterm & Final Exam. No makeups.

**Individual Research Paper:** Each student will choose a topic of interest on Co-Occurring Disorders and write a research paper on the topic. Prior authorization by instructor on the topic of interest must be



*obtained. If a student fails to obtain authorization on research topic 5 points will be deducted of the total grade. Paper must be 3 pages long (not including title and reference page), it should include 5 references as minimum and will be typewritten APA style. 5 points will be deducted for each calendar day the paper is late. PAPER NEEDS TO BE SUBMITTED ONLINE ON THE DUE DATE BY 11:59 PM.*

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

<b>Attendance/Participation: 15%</b>	<b>90-100%=A</b>
<b>Individual Research Paper: 20%</b>	<b>80-89%= B</b>
<b>Exams: 30%</b>	<b>70-79%= C</b>
<b>Thought Papers: 15%</b>	<b>60-69%= D</b>
<b>Quizzes: 20%</b>	<b>50-59%= F</b>
<b>TOTAL: 100%</b>	

### Course Policies

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 (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)? Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings.

Follow the tips below for best results:

- 1) Be RESPECTFUL Imperial Valley College Course Syllabus – Click here to enter text. 6 a. Your written, verbal, and nonverbal communications should be respectful and focused on the learning topics of the class.
- 2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming) a. People walking around and pets barking can be a distraction.
- 3) EAT AT A DIFFERENT TIME. a. Crunching food or chugging drinks is distracting for others. b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.



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- 4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU** a. It is hard to see you in dim lighting so find a location with light. b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.
- 5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING** a. If you are using the camera, show your face; it helps others see your non-verbal cues. b. You may be at home but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
- 6) **Be READY TO LEARN AND PAY ATTENTION** a. Catch up on other emails or other work later. b. If you are Zooming, silence your phone and put it away. c. If you are in a room with a TV – turn it off.
- 7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS** a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It is best if you conference in a private space, but if you cannot find a quiet place, when noises arise MUTE your laptop.
- 8) **REMEMBER TO UNMUTE WHEN SPEAKING** a. Follow your instructor’s directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device. b. Do not speak when someone else is speaking.
- 9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING** a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked. b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- 10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING** a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## Other Course Information

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. How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College’s 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.** To accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** Visit the Spencer Library’s page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.



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- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355- 6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

**VETERAN'S CENTER** The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources.

- The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or careerrelated issues through empathy, cultural-competence, and a commitment to equity and social justice.
- Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff
- STUDENT EQUITY PROGRAM** the Student Equity & Achievement 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.
- SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system.
- Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.



• What if I cannot afford food, books, or need other help? Imperial Valley College Course Syllabus – Click here to enter text. 18 We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### Anticipated Class Schedule/Calendar

*[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]*

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 16	Syllabus & Introduction Chapter 1- The Co-occurring Basics: Overview, Terms and Key Concepts Power point presentation in Canvas Discussion question Chapter 1	ALL Class assignments will start on Monday and end on Sunday.  Pages 1-18
Week 2 August 23	Chapter 2- The Comprehensive Assessment. Part 1: Personal, Psychiatric, Family and Social Histories, and the Mental Status Examination Power point presentation in Canvas Discussion question Chapter 2	Pages 19-40
Week 3 August 30	Chapter 3 & 4- The Comprehensive Assessment. Part 1 & 2. Power point presentation in Canvas <b>THOUGHT PAPER DUE</b>	Pages 41- 59
Week 4 September 6	Holiday	
Week 5 September 13	Chapter 5- Creating a Problem/Need List and Setting goals and Objectives. Chapter 6- Treatment and Recovery Plans Power point presentation in Canvas <b>QUIZ ON CHAPTER 5-6</b>	Pages 60-90
Week 6 September 20	Chapter 7- Levels of Care Chapter 8- Key Psychotherapies, Mutual Self-Help, and Natural and Peer Supports Power point presentation in Canvas Discussion question Chapter 7	Pages 91-118
Week 7 September 27	<b>MIDTERM EXAM on Chapter 1-8</b>	
Week 8 October 4	Chapter 9- Co-Occurring Attention Deficit Hyperactivity Disorder and Related Disorders Chapter 10- Depressive Disorders and Co-Occurring Substance Use Disorders Power point presentation in Canvas Discussion question Chapter 10	Pages 121-154



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<b>RESEARCH PAPER TOPIC APPROVAL DUE</b>	
Week 9 October 11	Chapter 11- Bipolar Disorder and Co-Occurring Substance Use Disorders Power point presentation in Canvas Discussion question Chapter 11	Pages 155-178
Week 10 October 18	Chapter 12- Anxiety Disorders and Co-Occurring Substance Use Disorders Power point presentation in Canvas <b>RESEARCH PAPER DUE</b>	Pages 179-194
Week 11 October 25	Chapter 13- Posttraumatic Stress Disorder and Co-Occurring Substance Use Disorders Power point presentation in Canvas Discussion question Chapter 13	Pages 195-210
Week 12 November 1	Chapter 14- Schizophrenia, Other Psychotic Disorders, and Co-Occurring Substance Use Disorders Power point presentation in Canvas <b>QUIZ CHAPTER 14</b>	Pages 211-240
Week 13 November 8	Chapter 15- Personality Disorders and Co-Occurring Substance Use Disorders Power point presentation in Canvas <b>THOUGHT PAPER DUE</b>	Pages 241-254
Week 14 November 15	Chapter 16- Alcohol Chapter 18- Opioids Power point presentation in Canvas Discussion question Chapter 16	Pages 257-266
Week 15 November 22	Holiday	
Week 16 November 29	Chapter 19- Selected Topics for Other Substances Power point presentation in Canvas Discussion question Chapter 19	Pages 271-281
Week 17 December 6	<b>MIDTERM EXAM on Chapter 9-19</b>	

**\*\*\*Subject to change without prior notice\*\*\***