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### Basic Course Information

Semester:	<b>FALL 2017</b>	Instructor Name:	<b>Aruna Patel</b>
Course Title & #:	<b>Dual Diagnosis</b>	Email:	<b>Aruna.patel@imperial.edu</b>
CRN #:	<b>11218</b>	Webpage (optional):	
Classroom:	<b>205</b>	Office #:	<b>302</b>
Class Dates:	<b>15th Aug-5th Dec 2017</b>	Office Hours:	<b>TBA</b>
Class Days:	<b>Tuesdays</b>	Office Phone #:	<b>(760)355-6578</b>
Class Times:	<b>2:00-5:10pm</b>	Emergency Contact:	<b>(760)355-6144</b>
Units:	<b>3</b>		

### Course Description

#### COURSE/CATALOG 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.

## Course Outline

### CORE CONTENT

#### Lecture Outline:

Current status of treatment of dually diagnosed persons.

Relationship between alcohol/drug use and psychiatric symptoms.

Introduction to Diagnostic and Statistical Manual of Mental Disorders (DSM-V.)

Diagnostic criteria and clinical features of substance use disorders.

Drug classification.

The concept of addiction.

Mood, anxiety, schizophrenia, and psychotic disorders.

Diagnostic consideration with co-occurring disorders.

Assessment methods.

Post-traumatic stress disorder.

Diversity and special populations.

Ethics, boundaries, burnout, and self-care

## 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 the 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

**1. Dual Diagnosis Counseling Clients with Chemical Dependency and Mental Illness**

*By: Dennis C. Daley, PH.D.*

*ISBN# 1-56838-802-0*

*Howard B. Moss, M.D.*

**2. CO- Occurring Disorders**

**Intergraded Assessment and Treatment of Substance Use and Mental Disorders**

*By: Charles Atkins, M.D.*

*ISBN# 978-1-936128-54-9*

**3. Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> edition**

**DSM 5**

*ISBN# 978-0-89042-555-8*

*By: American Psychiatric Association*

## Course Requirements and Instructional Methods

### INSTRUCTIONAL METHODOLOGY:

**Group Activity**

share personal experiences on the subject matter

**Discussion**

group discussions class participation

**Audio Visual**

DVDs and videos presentations multimedia presentations

technology-based instruction

**Computer Assisted Instruction**

discussions evaluation opinion in the subject

**Individual Assistance**

oral discussion

**Lecture**

**Field Trips**

visit to treatment centers.

**Community Service**

Guest speakers

Semester Projects

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.

**ASSIGNMENTS:**

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

Reading and Writing:

Essays Class Presentations Individual project Group Projects Thought Papers  
Research papers Field Work Oral Presentations Case study

Out-of-class:

Written and oral book report Essay and / or term paper Read critically all the reading assignments Compare and evaluate case histories regarding the assessment and treatment of clients.

**Course Grading Based on Course Objectives**

*[Required Information: Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]*

Assignment:	Max Points:	Percentage grade:
Test 1	150	15%
Test 2	150	15%
Test 3	150	15%
Thought Paper 1	50	5%
Thought Paper 2	50	5%
Case Study Project	50	5%
Group Work (5 Assignments)	20 each X 5 = 100	2% each x 5= 10%
Final Exam	250	25%
Attendance	50	5%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

\*Extra Credit is available, max 25 pts or 2.5%

## Attendance

**[Required Information:** *The below information is the IVC attendance policy. Use this information in addition to any specific attendance policies you have for your course.]*

- 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.

## Classroom Etiquette

**[Required Information:** *Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]*

- 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, no one who is not enrolled in the class may attend, including children.

## Online Netiquette

**[Required Information for web-enhanced, hybrid and online courses:** *Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]*

- 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

### *[Required language.]*

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.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [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)

*[Required language.]*

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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

## 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 August 15<sup>th</sup> -December 5<sup>th</sup> 2017**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 15	Syllabus & Introduction Textbook 1. Dual Disorders 2. Co-Occurring Disorders. 3. DSM V 5 <sup>th</sup> Edition	All readings are from both the Text books and DSMV Read Chapter 1. Pgs. 1-36 Read Chapter 1 Pgs1-17
Week 2 August 22 <sup>nd</sup>	Chapter 1 Dual Disorders Introduction Chapter 1 The Co-Occurring Basics: Overview, Terms, and Key Concepts Both Books	Read Chapter 2's Pgs 39-64 Read Chapter 2 Pgs 19-40
Week 3 August 29 <sup>th</sup>	Chapter 2 Chemical Dependency Rx. Recovery Chapter 2. The comprehensive Assessment Part one: Personal, Psychiatric, Family, and social Histories and Mental Status Examination	Group work Read Chapter 3 Pgs 65-78 Read chapter 3 Pgs 41-58
Week 4 Sept 5 <sup>th</sup>	Chapter 3. Recovery from Dual Disorders. Chapter 3. The comprehensive Assessment Part two: Substance Use, Medical Histories, and Collateral Sources of Information.	Read Chapter 4 Pgs79-98 Read Chapter 4 Pgs59-78
Week 5 Sept 12 <sup>th</sup>	Chapter 4 Family Involvement in Rx. And Recovery Chapter 4. The Comprehensive Assessment Part Three Stage of Change and Level of Motivation for Change	<b>Study guide for test # 1</b> Read chapter 5 Pgs 99-111 Read Chapter 15 Pgs241-253
Week 6 Sept 19 <sup>th</sup>	<b>Test # 1 (Chapters 1-4)</b> Chapter 5 Personality Disorder Chapter 15 Personality disorder and Co-Occurring Disorder.	Group Work Read chapter #6 Pgs 99-111 Read Chapter 6 Pgs 79-90
Week 7 Sept 26 <sup>th</sup>	Chapter 6. Treatment and Recovery Plans. Chapter 6. Antisocial Personality Disorder and Chemical Dependency Brief view on Case Study.	Read Chapter7 Pgs 91- 102 Read chapter 7 Pgs 137-159 Read Chapter 8 Pgs 103-118
Week 8 Oct 3 <sup>rd</sup>	Chapter 7. Level of Care Chapter 7. Borderline Personality Disorder and Substance Use Disorders. Chapter 8 Key Psychotherapies, Mutual Self-Help, and Natural and Peer Supports.	Read chapter 8 Pgs161-204 Read Chapter 10 Pgs 139-154

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
<b>Week 9 Oct 10<sup>th</sup></b>	<b>Chapter 8 Depression and Chemical Dependency Chapter 10 Depressive Disorder &amp; Co-Occurring Disorder</b>	Read chapter 9 Pgs 121-Pgs-137
<b>Week 10 Oct 17<sup>th</sup></b>	<b>Test # 2 (Chapters 5-8) Chapter 9 ADHD &amp; Substance Use Disorders</b>	Read Chapter 9 Pgs 205-231 Read Chapter 11 Pgs 155-177
<b>Week 11 Oct 24<sup>th</sup></b>	<b>Chapter 9 &amp; Chapter 11 Bipolar Disorder and Co-Occurring Substance Use Disorder</b>	Chapter 10 Pgs 233-276 Chapter 12 Pgs 179-193
<b>WEEK 12 Oct 31<sup>st</sup></b>	<b>Chapter 10 Anxiety Disorders Chapter 12 Anxiety &amp; Co-Occurring Substance Use Disorder</b>	Read chapter 13 pgs 195-210
<b>WEEK 13 Nov. 7<sup>th</sup></b>	<b>Test # 3 (Chapters 9-12) Chapter 13 Posttraumatic Stress Disorder and Co-Occurring Substance Use Disorders.</b>	Read Chapter 11 Pgs 277-310 Read Chapter 14 Pgs 211-239
<b>Week 14 Nov 14<sup>TH</sup></b>	<b>Chapter 11 Schizophrenia and Chemical Dependency Chapter 14 Schizophrenia, Other Psychotic Disorders, and Co-Occurring Substance Use Disorder.</b>	Read Chapter 13, 14, & 15 Pgs 329-380
<b>Week 15 Nov 21<sup>st</sup></b>	<b>Thanksgiving Holiday</b>	<b>No Class</b>
<b>Week 16 Nov 28<sup>th</sup></b>	<b>Chapters 13, 14 &amp; 15. Over all view of Relapse prevention, Group Rx., issues in Dual Disorders program Development.</b>	<b>Study guide for Finals.</b>
<b>Week 17 Dec 5<sup>th</sup></b>	<b>Finals. (Chapters 11-13-14 &amp; 15) Case Studies due Presentation</b>	

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