

### Basic Course Information

|                   |                          |                     |                                   |
|-------------------|--------------------------|---------------------|-----------------------------------|
| Semester:         | <b>Fall 2018</b>         | Instructor Name:    | <b>Tina A. Williams</b>           |
| Course Title & #: | <b>Dual Diagnosis</b>    | Email:              | <b>tina.williams@imperial.edu</b> |
| CRN #:            | <b>11218</b>             | Webpage (optional): | <b>n/a</b>                        |
| Classroom:        | <b>810</b>               | Office #:           | <b>Part-timers: Room 809</b>      |
| Class Dates:      | <b>08/13/18-12/08/18</b> | Office Hours:       | <b>n/a for part-time faculty</b>  |
| Class Days:       | <b>Tuesday</b>           | Office Phone #:     | <b>760-352-8320</b>               |
| Class Times:      | 6:30-9:40 pm             | Emergency Contact:  | <b>760-562-5404</b>               |
| Units:            | 3.00                     |                     |                                   |

### 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. 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 Prerequisite(s) and/or Co requisite(s)

*Use from CurricUNET or IVC general catalog & Programs*

### 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. Understand the relationship between alcohol/drug use and psychiatric symptoms.*
- 2. 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.*
- 3. Recognize the potential for substance abuse disorders to mimic a variety of medical and psychological disorders.*

### Course Objectives

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

*Counsel clients with coexisting substance abuse dependency and mental illness*

*Identify the current status of treatment of dually diagnosed persons.*

***Prepare a treatment plan for mental health, substance abuse, and or dual diagnosis.***

***Define and explain the dangers of dual relationships with clients.***

***Explain the importance of cultural sensitivity in dual diagnosis field.***

### **Textbooks & Other Resources or Links**

*Dual Diagnosis Counseling Clients with Chemical Dependency and Mental Illness 3<sup>rd</sup> edition: Dennis C. Daley, PH.D., Howard B. Moss, M.D. ISBN# 1-56838-802-0*

*Co-Occurring Disorders/Intergraded Assessment and Treatment of Substance Use and Mental Disorders: Charles Atkins., M.D. ISBN# 978-1-936128-54-9*

*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**

***This course will consist of a combination of lectures, class discussions, assigned readings, videos, individual projects and performance on quizzes and exams.***

***All readings are from both the text books and DSM-5***

***Group Project Assignments:*** Intake, assessments, and Case Studies. There will be group assignments given throughout the semester. More information about these assignments will be given on a later date.

***Quizzes:*** Quizzes will be given before each lecture. Each quiz will have 5 questions based on your readings from the assigned chapters.

***Reference Paper:*** Each student will need to pick a topic on a Dual Diagnosis (Mental and Drug related), and do a research on that topic. Paper must be 5 pages, title page, reference page (at least 3 or more references), typewritten, double space, and 12-font or done in APA style

***Thought paper:*** You are to type one 3-page thought paper based on your point of view, your thoughts, opinions, ideas, and concepts regarding Dual Diagnosis. This can come from the course textbooks, class discussions, magazines, internet articles, research journals, and/or life experiences, etc. **No late papers will be accepted. I do not accept thought papers by e-mail.**

***Exams:*** A total of 4 exams will be given based on textbook readings, lecture materials, and multimedia presentations. Exam format will be multiple choices, please bring a #2 pencil and Scranton form on days of the exam.

***Class participation and Attendance:*** At the beginning of each class, attendance will be taken (roll call). If a student must arrive late or leave early, the instructor should be notified so that the student is not penalized unfairly. It is the student's responsibility to let the instructor know when they are in class, particularly if they miss the roll call. Class participation will be measured by presence, active interest and involvement in discussion, exercises and presentations.

***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 % | 400-350 = A | Thought Paper:  | 25 pts           |
| 80-89 %  | 349-300 = B | Research Paper: | 50 pts           |
| 70-79%   | 299-250 = C | Quizzes:        | 75 pts           |
| 60-69 %  | 249-200 = D | Projects:       | 100 pts          |
| 50-59 %  | 199 – 0 = F | Exams:          | 200 pts (4 x 50) |
|          |             | Participation   | 50 pts =500 pts  |

### 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.

### 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.

### 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.
- **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 StudentHealth 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 |
|---------------------|------------------------------------------------------|------------------------|
| Week 1<br>8/14/2018 | Syllabus & Introduction<br>“What is Dual Disorders?” |                        |
| Week 2              | Chapter 1: Dual Disorders Introduction               |                        |

| Date or Week             | Activity, Assignment, and/or Topic                                                                                                                                                         | Pages/ Due Dates/Tests |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 8/21/2018                | Chapte1: The Co-occurring Basics: Overview, Terms, and Key Concepts/Quiz.                                                                                                                  |                        |
| Week 3/2018<br>8/28/2018 | Chapter 2: Chemical Dependency Rx. Recovery<br>Chapter 2. The comprehensive Assessment<br>Part One: Personal, Psychiatric, Family, and Social Histories and Mental Status Examination/Quiz |                        |
| Week 4<br>9/04/2018      | Chapter 3 Recovery form Dual Disorders.<br>Chapter 3. The comprehensive Assessment/Quiz<br>Part two: Substance Use, Medical Histories, and Collateral Sources of Information/Quiz          |                        |
| Week 5<br>9/11/2018      | Chapter 4: Family Involvement in Rx. and Recovery<br>Chapter 4. The comprehensive Assessment<br>Part Three Stage of Change and Level of Motivation for Change/Quiz                         |                        |
| Week 6<br>9/18/2018      | Exam 1: Chapters 1-4<br>Chapter 5: Personality Disorder<br>Chapter 15: Personality disorder and Co-Occurring Disorder/Quiz                                                                 |                        |
| Week 7<br>9/25/18        | Chapter 6: Treatment and Recovery Plans<br>Chapter 6: Antisocial Personality disorder and Co-Occurring Disorder/Quiz                                                                       |                        |
| Week 8<br>10/02/2018     | Chapter 7: Level of Care<br>Chapter 7: Borderline Personality Disorder and Chemical Dependency Brief view on Case Study<br>Activity, Assignment, and/or Topic/Quiz                         |                        |
| Week 9<br>10/09/2018     | Chapter 8: Depression and Chemical Dependency<br>Chapter 10 Depressive Disorder and Co-Occurring Substance Use Disorder/Quiz                                                               |                        |
| Week 10<br>10/16/2018    | Exam 2: Chapters 5 thru 8<br>Chapter 9: ADHD & Substance Use Disorders/Quiz                                                                                                                |                        |
| Week 11<br>10/23/2018    | Chapter 9 & Chapter 11<br>Bipolar Disorder and Co-Occurring Substance Use Disorder/Quiz                                                                                                    |                        |
| Week 12<br>10/30/2018    | Chapter 10 Anxiety Disorders<br>Chapter 12 Anxiety & Co-Occurring Substance Use Disorder/Quiz                                                                                              |                        |

| Date or Week          | Activity, Assignment, and/or Topic                                                                                                                    | Pages/ Due Dates/Tests |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Week 13<br>11/06/2018 | Exam 3: Chapters 9 thru 12<br>Chapter 13 Posttraumatic Stress Disorder and Co-Occurring Substance Use Disorders/Quiz                                  |                        |
| Week 14<br>11/13/2018 | Chapter 11 Schizophrenia and Chemical Dependency<br>Chapter 14 Schizophrenia, other Psychotic Disorders, and Co-Occurring Substance Use Disorder/Quiz |                        |
| Week 15<br>11/20/2018 | Holiday: Thanksgiving                                                                                                                                 |                        |
| Week 16<br>11/27/2018 | Chapters 13, 14, & 15. Over all view of Relapse prevention, Group Rx., issues in Dual Disorders program Development/Quiz                              |                        |
| Week 17<br>12/04/2018 | Final: Chapters 11 – 13, 14 & 15<br>Case Studies Due/Presentation                                                                                     |                        |

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