

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE: DAC 225 Drug and Alcohol Counseling II

INSTRUCTOR NAME: Telephone: E-mail:

PREREQUISITE: HMS 122, HMS 123, ENG 122, DAC 141

CO-REQUISITE: None

COURSE HOURS AND CREDITS:3:0:3

COURSE DESCRIPTION:
This course acquaints the student with a variety of treatment techniques unique to the field of drug and alcohol addiction. The course emphasizes learning through an experiential modality.

TEXT: Miller, Motivational Interviewing, Guilford. 2nd edition
Perkinson, Chemical Dependency Counseling, Sage. 3rd edition

MATERIALS: Additional readings may be on reserve in the library.

METHOD OF INSTRUCTION: Campus Classroom and Counseling lab, audio and videotape.

MANUALS: None

DISCLAIMER: Requires use of audio and videotape equipment. Audio tapes and recorder must be supplied by student. Video equipped counseling lab may be used for practice sessions.

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

HUMAN SERVICES TECHNOLOGY PROGRAM 2-2004 (PGC) **DRUG AND ALCOHOL COUNSELING OPTION**

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Drug and Alcohol Counseling.
2. Interact ethically and professionally within the Drug and Alcohol Counseling field.
3. Apply information to identify client's strengths, weaknesses and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Drug and Alcohol Counseling principles and practices.
5. Establish effective working relationships within the Drug and Alcohol Counseling arena.
6. Apply basic management and leadership skills in Drug and Alcohol Counseling environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Drug and Alcohol Counseling outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Explain the characteristics, issues and tasks associated with stages of the helping engagement problem identification biopsychosocial information gathering, assessment, service planning implementation, evaluation and termination. (PGC 2, 3, 4, 5, 6, 7, 8, 9, 10 and CCC 1, 2, 3, 4).
2. Describe the appropriate use of interviewing, counseling and helper skills including responses and leads such as restatement, reflection, explanation, interpretation and types of questions. (PGC 2, 3, 4, 5, 6, 7 and CCC 1, 2, 4, 8).
3. Describe the various techniques used in working with substance abusing clients. (PGC 2, 3, 4, 5, 6, 7 and CCC 1, 2, 8).
4. Employ counseling skills to conduct a therapeutic interview, assessing client needs and strengths. (PGC 2, 3, 4, 5, 6, 7 and CCC 1, 2, 8).
5. Formulate a written service plan to meet the needs of the substance abusing client. (PGC 2, 3, 4, 5, 6, 7 and CCC 1, 2, 4, 8).
6. Describe elements and parameters of confidentiality and informed consent including the complexities of confidentiality with substance abusing clients. (PGC 2 and CCC: 2, 4)
7. Explain the appropriate record keeping and documentation guidelines, practices and common requirements. (PGC 1, 2 and CCC: 1, 2, 4).
8. Express sensitivity to and respect for human diversity in the helping process including the impact of race, ethnicity, class, culture, gender, sexual orientation, religion, physical or mental disability, national origin and the experience of social injustice. (PGC 2, 3, 4, 5, 6 and CCC 2, 3, 4, 8).
9. Explain the use of the professional self, including the disciplined use of self and its necessity for professional relationships. Describe the issues surrounding recovering substance abusers as counselors. (PGC 2, 4, 5, 6, 7 and CCC 2, 3, 4, 8).

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

1. Explain the characteristics, issues and tasks associated with stages of the helping: engagement, problem identification, biopsychosocial information gathering, assessment, service planning implementation, evaluation and termination.
 - 1.1 *List and define the stages of helping.*
 - 1.2 *Role-play portrayals of each of the stages.*
 - 1.3 *Demonstrate skills in identifying clients in each of the stages.*
 - 1.4 *Demonstrate the ability to assist clients in progressing from one stage to another.*
 - 1.5 *Analyze client progress in moving from one stage to another.*

2. Describe the appropriate use of interviewing, counseling and helper skills including responses and leads such as restatement, reflection, explanation, interpretation and types of questions.
 - 2.1 *List and define interviewing, counseling and helper skills.*
 - 2.2 *Identify when each of these skills is to be used appropriately in the counseling process.*
 - 2.3 *Role-play the skills.*
 - 2.4 *Demonstrate the ability to use each of these skills appropriately in the counseling process.*

3. Describe the various techniques used in working with substance abusing clients.
 - 3.1 *List the various techniques used in working with substance abusing clients.*
 - 3.2 *Describe each of the techniques.*
 - 3.3 *Role-play various techniques used in working with substance abusing clients.*
 - 3.4 *Demonstrate the various techniques in working with clients.*

4. Employ counseling skills to conduct a therapeutic interview, assessing client needs and strengths.
 - 4.1 *Describe the methods of conducting a therapeutic interview.*
 - 4.2 *Describe methods of assessing client needs and strengths.*
 - 4.3 *Practice methods of conducting interviews and assessments in role-plays.*
 - 4.4 *Demonstrate methods of conducting interviews and assessments.*

5. Formulate a written service plan to meet the needs of the substance abusing client.
 - 5.1 *List and identify the parts of a written service plan.*
 - 5.2 *Complete sample written service plans in classroom role-play situations.*
 - 5.3 *Develop actual written service plans for demonstration clients.*

6. Describe elements and parameters of confidentiality and informed consent including the complexities of confidentiality with substance abusing clients.
 - 6.1 *List and explain the ethical principles associated with the issues of confidentiality and informed consent with the substance-abusing client.*
 - 6.2 *Give examples of situations requiring the application of confidentiality and informed consent guidelines as might be found in standard counseling settings.*
 - 6.3 *Analyze sample situations requiring the application of confidentiality and informed consent guidelines as might be found in standard counseling settings.*
 - 6.4 *Summarize the appropriate manner to resolve sample situations requiring the application of confidentiality and informed consent guidelines as might be found in standard counseling settings.*
 - 6.5 *Role-play sessions with classmates demonstrating the appropriate manner to resolve sample situations requiring the application of confidentiality and informed consent guidelines as might be found in standard counseling settings.*
 - 6.6 *Demonstrate the ability to inform practice clients of the appropriate aspects of confidentiality and informed consent.*

7. Explain the appropriate record keeping and documentation guidelines, practices and common requirements.
 - 7.1 *List and explain the appropriate record keeping and documentation guidelines, practices and common requirements used with the substance-abusing client.*
 - 7.2 *Role-play sessions with classmates demonstrating the appropriate manner of appropriate record keeping and documentation guidelines, practices and common requirements .*
 - 7.3 *Demonstrate the ability to follow appropriate record keeping and documentation guidelines, practices and common requirements with practice clients.*

8. Express sensitivity to and respect for human diversity in the helping process including the impact of race, ethnicity, class, culture, gender, sexual orientation, religion, physical or mental disability, national origin and the experience of social injustice.
 - 8.1 *List and explain the principles of human diversity in the helping process.*
 - 8.2 *Give examples of situations requiring the application of the principles of human diversity in the helping process.*
 - 8.3 *Analyze sample situations requiring the application of the principles of human diversity in the helping process.*
 - 8.4 *Summarize the appropriate manner to resolve sample situations requiring the application the principles of human diversity in the helping process.*
 - 8.5 *Role-play sessions with classmates demonstrating the appropriate manner to resolve sample situations requiring the application of the principles of human diversity in the helping process.*
 - 8.6 *Demonstrate the ability to apply the principles of human diversity in the helping process with practice clients.*

9. Explain the use of the professional self, including the disciplined use of self and it's necessity for professional relationships. Describe the issues surrounding recovering substance abusers as counselors.
 - 9.1 *Define the "professional self" and the use of self in professional relationships.*

- 9.2 *Give examples of the use of the professional self in the helping relationship.*
- 9.3 *Role-play sessions with classmates demonstrating the appropriate use of the professional self.*
- 9.4 *Demonstrate the ability to use the professional self in the helping process with practice clients*
- 9.5 *Define the issues surrounding recovering substance abusers as counselors.*
- 9.6 *Give examples of the issues surrounding recovering substance abusers as counselors.*
- 9.7 *Role-play sessions with classmates demonstrating the appropriate manner to address the issues surrounding recovering substance abusers as counselors in a counseling situation.*
- 9.8 *Demonstrate the ability to address the issues surrounding recovering substance abusers as counselors in working with practice clients*

Evaluation Criteria:

Students will demonstrate proficiency on all Measurable Performance Objectives to the 75% level. The final course grade will be derived from:

Quizzes and Homework:

20%

(MPO1-9)

You will be expected to complete quizzes, homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not limited to text-based activities, instructor provided handouts, small group work, and/or case scenarios, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity.

In-class role plays:

20%

(MPO 1-9)

You will be expected to participate in in-class role plays as explained by your instructor. The role-plays may be conducted in dyads, triads, or groups. You will be expected to take the role of both client and helper in varying role-plays, and as such, will demonstrate sensitivity and effective helping responses as demonstrated by your instructor.

Taped sessions with client files:**60%**

(MPO 1-9)

According to the guidelines of your instructor, you will conduct up to five taped practice sessions; at least one of which will be videotaped. In addition to submitting the actual audio or videotape, you will submit a signed confidentiality and informed consent document, a "case note", and an assessment/treatment document. You will also submit a written transcript of all of the helper responses made during the session, identification of each response type, and a narrative summary of response strengths and areas in need of improvement.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100 = A

83 - 91 = B

75 - 82 = C

0 - 74 = R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.