

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry
DEPARTMENT: Human Services
COURSE: DAC 230, Assessment and Treatment of Addiction
INSTRUCTOR NAME: Telephone: E-mail:

PREREQUISITE: ENG 121, DAC 141

CO-REQUISITE: None

COURSE HOURS AND CREDITS:3:0:3

COURSE DESCRIPTION:

This course is an overview of various types of addiction and resulting characteristics and behavior patterns of the addicted individual. Emphasis is on etiology, assessment, and treatment.

TEXT: Buelow, George, D., Buelow, Sidne, A.,
Psychotherapy in Chemical Dependence Treatment,
International Thompson Publishing.

MATERIALS: Charting and assessment material supplied by the instructor.

METHOD OF INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

CORE CURRICULUM AND TECHNOLOGY PROGRAM COMPETENCIES

01/06/00

CORE CURRICULUM COMPETENCIES (CCC)

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. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principles in the technology area.

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.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (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. Complete a basic substance abuse intake and/or assessment tool (Addiction Severity Index and Michigan Alcoholism Screening Test) which are utilized in the addiction treatment field. (PGC: HST/DAC/GER 2, 3, 4, 18 and CCC 1, 2)
2. Complete a treatment plan, progress note, discharge summary and aftercare plan to meet identified client needs. (PGC: HST/DAC/GER 3, 4, 5, 6, 7, 8, 9, 18 and CCC 1, 2)
3. Describe the basic DSM-IV multiaxial diagnostic system with a focus on substance abuse disorders. (PGC: HST/DAC/GER 3, 4, 5, 6, 7, 8, 9, 10, 11, 18 and CCC 1, 2, 4, 8)
4. Describe the various addictions and differentiate between them. (PGC: HST/DAC/GER 2, 18 and CCC 1, 2, 8)
5. Describe the various treatment theories and contexts for the treatment of addictions. (PGC: HST/DAC/GER 1, 9, 10, 11, 18, 19 and CCC: 1, 2, 5, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

1. Complete a basic substance abuse intake and/or assessment tool (Addiction Severity Index and Michigan Alcoholism Screening Test) which are utilized in the addiction treatment field.
 - 1.1 *Identify the basic parts and tools of a basic substance abuse assessment screen, including the ASI and the MAST.*
 - 1.2 *List situations and circumstances when the basic parts and tools of a basic substance abuse assessment screen, including the ASI and the MAST are most appropriately utilized in the addiction treatment field.*
 - 1.3 *Role-play with classmates the administration of the basic parts and tools of a basic substance abuse assessment screen, including the ASI and the MAST.*
 - 1.4 *Demonstrate the correct use of the basic parts and tools of a basic substance abuse assessment screen, including the ASI and the MAST by completing an assessment of a practice client.*
 - 1.5 *Present the results of the practice assessment to the class in a manner consistent with a case presentation in the addictions treatment field.*

2. Complete a treatment plan, progress note, discharge summary and aftercare plan to meet identified client needs.
 - 2.1 *Identify the basic parts of a treatment plan, progress note, discharge summary and aftercare plan to meet identified client needs..*
 - 2.2 *List situations and circumstances when a treatment plan, progress note, discharge summary and aftercare plan to meet identified client needs. are most appropriately utilized in the addiction treatment field.*
 - 2.3 *Role-play with classmates the composition of a treatment plan, progress note, discharge summary and aftercare.*
 - 2.4 *Demonstrate the correct use of the a treatment plan, progress note, discharge summary and aftercare plan to meet identified client needs by completing an assessment of a practice client.*

3. Describe the basic DSM-IV multiaxial diagnostic system with a focus on substance abuse disorders.
 - 3.1 *Identify the major sections of the DSM-IV and describe the uses of each section in clinical practice.*
 - 3.2 *Use the DSM-IV to correctly diagnose fictional clients described in case summaries.*
 - 3.3 *Demonstrate the correct use of the DSM-IV by completing an assessment of a practice client.*

4. Describe the various addictions and differentiate between them.
 - 4.1 *List the various addictions*
 - 4.2 *Identify the essential features of each addiction*
 - 4.3 *Compare and contrast the essential features of the various addictions*
 - 4.3 *Use appropriate assessment tools to properly identify the various addictions in role-plays with classmates.*
 - 4.4 *Demonstrate the correct use of the appropriate assessment tools to screen and identify the various addictions by completing an assessment of a practice client.*

5. Describe the various treatment theories and contexts for the treatment of addictions.
 - 5.1 *List the various treatment theories contexts for the treatment of addictions*
 - 5.2 *Identify the essential philosophies and methods for each theory*
 - 5.3 *Compare and contrast the essential principles of the various theories*

Evaluation Criteria:

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

Exams	35%
Role Playing/Participation	20 %
Treatment Plan/Progress Notes	20%
Assessment/Case Presentation	20%
Portfolio Check	<u>5%</u>
	100%

Capstone Project: Assessment/Case Presentation

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.