Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________

2. Date submitted: ________________________________________________

3. Date approved: ___________________ Date revised: 12/19/2014

4. Department/discipline: Chemical Dependency

5. Department(s) endorsement(s):____________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Chemical Dependency Assessment & Procedures
   Abbreviated course title (25 characters or less):

7. Course Designator: CDEP

8. Course Level: 2020

9. Number of Credits: Lecture: 4 Lab: 0

10. Control Number (on site): 36
     Control Number (online): 0

11. Catalog/Course description:
    The course is designed to provide an overview of current assessment, treatment
    and research methods most widely used in the intervention and recovery process
    for chemical dependency. The course will discuss the continuum of care from the
    initial assessment through relapse prevention. It is intended to give the student
    information regarding the formal and legal responsibilities concerning the
    assessment and treatment process and awareness of and insight into the current
    methods and techniques used to assist the client in their recovery. Emphasis will
    be placed on procedures and techniques.

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): HSER 1010 The Helping Process & CDEP 2001 Chemical
    Dependency Theories
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that
    apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest
lecturers).

1. The Addiction Treatment Planner by Robert Perkinson
2. The Chemical Dependency Progress Planner, by Robert Perkinson

14. **Course Content** (Provide an outline of major topics covered in course)

1. Rules 25 and 31
2. Dimensions Assessment and treatment planning
3. DSM criteria
4. Professional Codes of Ethics
5. Dual Diagnosis
6. Case management
7. Documentation methods
8. Case study applications.

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

**Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of methods of research. (B)
2. Demonstrate competency in identifying, locating, and accessing resource information, especially research studies. (A)
3. Demonstrate competency in accessing and summarizing information regarding current trends in the field. (A, C)
4. Summarize a research article’s salient points. (A, B, C)
5. Articulate her/his position. (B)
6. Demonstrate knowledge of presentation methods. (B)
7. Use evidence-based practice for professional oral and written presentations. (B, C)
8. Critically solve problems related to behavior and mental process. (B, C)
9. Demonstrate tolerance of ambiguity of and appreciation for the complexities of real-life problems. (B, C, D)
10. Demonstrate importance of human diversity markers. (C)
11. Demonstrate appreciation for and knowledge of cultural diversity issues in assessment methods. (B, C, D)
12. Demonstrate knowledge of the impact of bio-psycho-social issues on the individual. (B, C, D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): **N/A**

Goal and Outcomes:
- Goal: N/A
- Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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