

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

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 12/9/14, 10/9/19

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 for Transcripts (25 characters or less): _____

7. Course Designator: CDEP 8. Course Level: 2020

9. Number of Credits: Lecture 4 Lab _____

10. Control Number (on site) 36 Control Number (online) _____

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): Accuplacer scores/ Other courses
Prerequisite(s):
Co-requisite:

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

The Addiction Treatment Planner by Robert Perkinson
The Chemical Dependency Progress Planner, by Robert Perkinson

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

Rules 25 and 31, Dimensions Assessment and treatment planning, DSM criteria, Professional Codes of Ethics, Dual Diagnosis, Case management, documentation methods, 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.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate knowledge of methods of research.	B	
Demonstrate competency in identifying, locating, and accessing resource information, especially research studies.	A	
Demonstrate competency in accessing and summarizing information regarding current trends in the field.	A, C	
Summarize a research article's salient points.	A, B, C	
Articulate her/his position.	B	
Demonstrate knowledge of presentation methods.	B	
Use evidence-based practice for professional oral and written presentations.	B, C	
Critically solve problems related to behavior and mental process.	B, C	
Demonstrate tolerance of ambiguity of and appreciation for the complexities of real-life problems.	B, C, D	
Demonstrate importance of human diversity markers.	C	
Demonstrate appreciation for and knowledge of cultural diversity issues in assessment methods.	B, C, D	
Demonstrate knowledge of the impact of bio-psycho-social issues on the individual.	B, C, D	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes _____ No

Provide the required documentation to show course meets required licensing/certification standards.

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