

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

Updated 11/25/14

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: 5/9/08 Date revised 12/9/14

4. Department/discipline: Chemical Dependency

5. Department(s) endorsement(s): _____

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Co-Occurring Disorders

Abbreviated course title (25 characters or less): _____

7. Course Designator: CDEP 8. Course Level: 2030

9. Number of Credits: Lecture 4 Lab _____

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

11. Catalog/Course description:

The course will explore the relationship between psychiatric disorders and AOD (Alcohol and Other Drug) disorders. The co-existence of AOD and other psychiatric disorders will be discussed focusing on several possible relationships between AOD use and psychiatric symptoms and disorders, i.e. AOD may induce, worsen, or diminish psychiatric symptoms, complicating the diagnostic process. The implications of these coexisting relationships on screening, assessment and treatment planning and modalities will be discussed.
(Prerequisite: CDEP 2001 & PSYC 1030).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): CDEP 2001 Introduction to Addictive Behavior & PSYC 1030 Drug Use & Abuse

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).

DSM 4tr, Assessment and treatment of Patients With Coexisting Mental Illness and Alcohol and Other Drug Abuse, a Treatment improvement Protocol Series

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

1. Dual Disorders, concepts and definitions
2. DSM criteria-understanding personality disorders and other psychiatric disorders
3. Mental health and addictions treatment models
4. Dual diagnosis screening and assessment instruments and interviewing methods
5. Treatment strategies, issues and goals for dual diagnosis

6. Discharge and aftercare issues
7. Networking, referral and consultation with other professionals

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 in methods of research. (B, C)
2. Demonstrate competency in accessing, retrieving, and summarizing/assessing information regarding current trends in the field, particularly research studies and journal articles. (A, B, C)
3. Demonstrate competency in presenting both verbally and in writing a research study s/he accessed. (B, C)
4. Summarize an article's salient points. (B, C)
5. Articulate her/his position regarding case studies. (A, B, C)
6. Provide written assessment of case studies. (B, C)
7. Utilize evidence-based practice in 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 as regard anecdotal evidence and common fallacies in thinking. (B, C, D)
10. Demonstrate recognition of the importance of human diversity markers. (B, C, D)
11. Demonstrate 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

Goal Area(s): _____

Goal and Outcomes: