

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: 5/9/08 Date revised 4/8/25

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 for Transcripts (25 characters or less): _____

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

9. Number of Credits: Lecture 4 Lab 0

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.

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

Prerequisite(s): CDEP 2001 Chemical Dependency Theories & 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).

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.).

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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Utilize research methods to access, summarize, and assess information regarding current trends in the field, including research studies and journal articles.	A, B, C	
2. Demonstrate competency in presenting both verbally and in writing, summarizing salient points, articulating positions, and providing written assessments of case studies.	A, B, C	1, 4, 5
3. Apply evidence-based practices in critical problem solving related to behavior and mental processes.	B, C	1, 4, 5
4. Develop a tolerance for ambiguity and an appreciation for the complexities of real-life problems.	B, C, D	3, 5
5. Recognize the importance of human diversity markers and their impact on assessments.	B, C, D	1, 2, 6
6. Demonstrate knowledge of the impact of bio-psycho-social issues on the individual.	B, C, D	2, 6, 7

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 X No

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

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