

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Social Work</u>								
COURSE RUBRIC AND NUMBER	<u>DAAC 2341</u>								
COURSE TITLE	<u>Counseling Alcohol and Other Drug Addictions</u>								
COURSE CREDIT HOURS	<table border="0" style="margin: auto;"> <tr> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">:</td> <td style="padding: 0 10px;">0</td> </tr> <tr> <td style="padding: 0 10px; font-size: small;">Credits</td> <td style="padding: 0 10px; font-size: small;">Lec</td> <td style="padding: 0 10px; font-size: small;">Lab</td> <td></td> </tr> </table>	3	3	:	0	Credits	Lec	Lab	
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Credits	Lec	Lab							

I. Catalog Description

Focuses on advanced examination of skills, techniques, confidentiality, and ethical guidelines applied in the counseling, treatment, and recovery of substance use disorders. **(3:0)**.

II. Course Objectives

A. Unit I. Alcohol and Other Drug Treatment Knowledge

1. Describe the philosophies, practices and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance related problems as listed in the Technical Assistance Publication (TAP 21) Series.
2. Recognize the importance of family, social networks, and community systems in the treatment and recovery process as listed in TAP #21.
3. Discuss the value of an interdisciplinary approach to addiction treatment as listed in TAP #21.
4. Recognize alternative models that demonstrate potential for addiction treatment as listed under TAP #21 and under Treatment Improvement Protocol (TIP) #24 series.
5. Explain central concepts of alcohol and drug counseling with individuals, groups, and families as listed under TAP #21.

B. Unit II. Assessment and Application of AOD Counseling Skills

1. Describe special skills and techniques in Substance Abuse/Dependence diagnostic criteria utilizing the Diagnostic Statistical Manual (DSM - IV) standards.
2. Identify specific adult and adolescent AOD Screening and Assessment Instruments that are sensitive to age, gender, racial, ethnic, and cultural diversity and alternative lifestyles and to people with disabilities as listed under TAP #21 and TIP #24.
3. Document assessment findings in a Bio-psychosocial History Form in order to make treatment recommendations as listed under TAP #3 and TIP #21.
4. Identify cultural characteristics and diversity of specific groups as addressed under the Center for Substance Abuse treatment (SAT) Series.

C. Unit III. Treatment Planning and Intervention

1. Identify and interpret all relevant assessment information in order to establish treatment priorities as stated under TAP #21.
2. Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy as listed under TAP #21.
3. Identify and implement the Eight Practice Dimensions of Addiction Counseling as listed under TAP #21.
4. Prepare an oral case presentation that includes assessment, treatment, termination, follow-up, and two theories of intervention and defend the case in front of a mock Licensor Board as specified under TAP #21.
5. Facilitate the development of basic and life skills associated with recovery.
6. Lead therapeutic groups for clients with substance use disorders as listed under TAP #21 and TIP # 24.

D. Unit IV. Social Policy Today: Its Trends, Current Problems and Prospects

1. Develop an appropriate referral process for AOD clients which includes support systems, community resources, civic groups, agencies, governmental entities, and other professionals.
2. Demonstrate knowledge of accepted principles of client record management and documentation of required legal, authorization, and treatment forms as listed under TAP #21.
3. Discuss the professional and ethical responsibilities of the AOD counselor in order to maintain professional standards and to develop safeguards for clients as listed under TIP #24.
4. Discuss appropriate principles and procedures of relapse prevention therapy as listed under TAP #21.
5. Describe aftercare approaches.

III. THECB Learning Outcomes (WECM)

1. Advanced examination of skills, confidentiality, and ethical guidelines applied in the counseling, treatment, and recovery of substance use disorders.

IV. Evaluation

The course may be taught using lecture, class discussion, in-class group exercises, videos and guest speakers. The instructor may place articles on reserve at the Library for students to read. Additional handouts and materials may be provided by the instructor.

A. Evaluation

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructors may choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to: written exams, individual or group projects demonstrations, oral presentations, a written journal, quizzes, and written assignments.

B. Grading Scale

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points *
- F = 59 and below *

* If these grades are earned, the student is encouraged to seek consultation with the Instructor.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.