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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2404 WORKING WITH ALCOHOLICS AND OTHER DRUG ABUSERS (3 CREDITS)**

This course provides both theoretical information and practical application of counseling techniques which have been effective in working with alcoholics and other drug abusing clients. Through role playing, readings, structured class exercises, class discussions and lectures, students become familiar with a variety of counseling theories, techniques and modalities.

1. **PREREQUISITES FOR THIS COURSE:**

HUS 2428 with a grade of “C” or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
   1. Screening
   2. Intake
   3. Orientation
   4. Assessment
   5. Treatment Planning
   6. Counseling
   7. Case Management
   8. Crisis Intervention
   9. Client Education
   10. Referral
   11. Reports and Recordkeeping
   12. Consultation
2. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Demonstrate a general knowledge and understanding of the philosophies, practices, policies, 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 and exhibit the skills necessary for application in the clinical setting.

**B.** **Other Course Objectives/Standards**

1. Demonstrate a general knowledge and understanding of a variety of models and theories of addictions and other problems related to substance abuse (FLDOE 14.01 KSM)
2. Demonstrate ability to use subjective and objective measures to assess for addiction and problematic use. (FLDOE 14.02 KM)
3. Demonstrate a general knowledge and understanding of the philosophies, practices, policies, 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 and exhibit the skills necessary for application in the clinical setting. (FLDOE 15.01 KSM)
4. Recognize the importance of family, social networks, and community systems in the treatment and recovery process in the field of alcohol and other drug abuse and demonstrate the skills necessary to apply this in clinical practice. (FLDOE 15.02 KSM)
5. Demonstrate a general knowledge and understanding of the importance of research and outcome data and demonstrate the skills necessary to apply this in clinical practice as they relate to working with alcoholics and other drug abusers. (FLDOE 15.03 KSM)
6. Explain the value of an interdisciplinary approach to addiction prevention and treatment. (FLDOE 15.04 KM)
7. Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and illustrate how to apply treatment modalities and placement criteria within the continuum of care. (FLDOE 15.05 KSM)
8. Design helping strategies and treatment modalities to the client’s stage of dependence, change, or recovery as they relate to working with alcoholics and other drug abusers. (FLDOE 16.02 KSM)
9. Design treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc. as they relate to working with alcoholics and other drug abusers. (FLDOE 16.03 KSM)
10. Demonstrate a familiarity with drug court procedures, the skills necessary to meet the needs of mandated clients, and exhibit proper techniques for effective treatment within the criminal justice system. (FLDOE 16.05 KSM)
11. Illustrate an understanding of suicide protective and risk factors and the skills necessary for suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts as they relate to working with alcoholics and other drug abusers. (FLDOE 16.06 KSM)
12. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)

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| **HUS 2404: WORKING WITH ALCOHOLICS AND OTHER DRUG ABUSERS**  **TEXTBOOK: GLOBAL CRITERIA: THE 12 CORE FUNCTIONS OF THE SUBSTANCE ABUSE COUNSELING, 6TH EDITION**  **FLORIDA CERTIFICATION BOARD TRAINING EQUIVALENCY CHART** | | | | | | | | | |
|  | **Understanding Addiction/**  **Treatment Knowledge** | **Application to Practice/ Professional Readiness** | **Counseling** | **Clinical Evaluation** | **Treatment Planning** | **Case Management and Referral** | **Client, Family and Community Education** | **Documentation** | **Ethical and Professional Responsibilities** |
| ~~Chapter 1 Certification History~~ |  |  |  |  | - |  |  |  |  |
| Chapter 2 Screening – 3 hours |  |  |  |  | 3 |  |  |  |  |
| Chapter 3 Intake – 6 hours |  |  |  |  | - |  |  | 6 |  |
| Chapter 4 Orientation – 3 hours |  |  |  |  | 3 |  |  |  |  |
| Chapter 5 Assessment – 3 hours |  |  |  | 3 | - |  |  |  |  |
| Chapter 6 Treatment Planning – 6 hours |  |  |  |  | 6 |  |  |  |  |
| Chapter 7 Counseling – 3 hours |  |  | 3 |  | - |  |  |  |  |
| Chapter 8 Case Management – 3 hours |  |  |  |  | - | 3 |  |  |  |
| Chapter 9 Crisis Intervention – 3 hours |  |  |  |  | 3 |  |  |  |  |
| Chapter 10 Client Education – 3 hours |  |  |  |  | - |  | 3 |  |  |
| Chapter 11 Referral – 3 hours |  |  |  |  | - | 3 |  |  |  |
| Chapter 12 Reports and Recordkeeping – 6 hours |  |  |  |  | - |  |  | 6 |  |
| Chapter 13 – Consultation – 3 hours |  |  |  |  | 3 |  |  |  |  |
| **TOTAL – 45 HOURS** | **-** | **-** | **3** | **3** | **18** | **6** | **3** | **12** | **-** |