



Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **HS 221** Full Course Title for print catalog: **Co-occurring Disorders**

Abbreviated Course Title for Banner: **Co-occurring Disorders** (30 character limit)

Prerequisites:

Co-requisites:

Grade Option: x Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
<u> </u> Lec/Lab	<u> </u> hours (lec-lab credits x 20)	<u> </u> hours (lec-lab credits x 24)	<u> </u> hours (lec-lab credits x 22)
<u> </u> Lab	<u> </u> hours (lab credits x 30)	<u> </u> hours (lab credits x 36)	<u> </u> hours (lab credits x 33)
<u>3</u> Total credits (sum)	<u>30</u> Total hours (sum)	<u>36</u> Total hours (sum)	<u>33</u> Total hours (sum)

Course Description (300 character limit): An introduction to best practices in working with individuals with dual diagnoses and their families. Emphasizes integrated services to individuals with both mental health diagnosis and substance use diagnosis. Supports students to meet entry-level requirements of social service agencies in Oregon.

Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course?

What *attitudes* related to the subject will the student hold?

Upon successful completion of this course, the student will:

Identify and define the dynamics of co-occurring disorders

Understand the efficacy of best practices for integrated treatment

Recognize and implement integrated case management strategies

Recognize the importance of a comprehensive community support system

Have a basic knowledge of the DSM-IV-TR as a reference guide with the ability to access pertinent information for assessment purposes

Have a basic knowledge of ASAM criteria

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Classroom discussions, written exams

Classroom discussions, written exams

Written case plan, classroom presentation

Written case plan, classroom presentation, demonstrate general knowledge of local agencies

Written case plan, classroom discussion, demonstrate ability to use the DSM-IV-TR as a reference

Classroom discussions, written case plan

Have a working knowledge of the Trans-theoretical Approach to change, Motivational Interviewing, Cognitive Behavioral Theory, and The Recovery Model	Classroom discussions, written case plan, written exams
Have a general knowledge of the services available and needs of specific populations	Classroom discussions, written case plan, written exams
Identify self-care skills to prevent burnout	Classroom discussions, written self-evaluation

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Topics:

- Introduction and Definition of Co-occurring Disorders
 - History and Epidemiology

- Models of Treatment
 - Recovery Model
 - Mental Health Model

- Integrated Models of Treatment
 - Biopsychosocial
 - Motivational Interviewing
 - Cognitive Behavioral
 - Dialectical Behavioral
 - Coping Skills
 - Family Systems

- Assessing the Dually Diagnosed Individual
 - Interviewing Strategies
 - Areas of Assessment Focus
 - Overview of the DSM IV
 - Overview of ASAM Criteria

- Planning an Appropriate Level of Care
 - The Mental Status Exam
 - Using Strengths Based Planning
 - Including the Individual and family in Treatment Decisions

- Focus on Major Mental Health Areas and Substance Use Interactions
 - The Psychotic and Cognitive Disorders
 - The Affective and Anxiety Disorders
 - Personality Disorders

- Specific Populations and Available Community Services
 - Working with Adults
 - Working with Veterans
 - Working with Adolescents
 - Working with Families

- Being Mindful of Burn-Out and Compassion Fatigue
 - A Self Examination

Section 2. Proposal Information

Course Developer:

Toni Fudge

Date: 10-8-2012

Catalog year to take effect:

2012 - 2013

Type of Proposal

☒ New course

☐ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☐ Lower Division Collegiate (transfer)

☒ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale: Rationale:

How does this proposal further the goals of the program or department?

The course will provide an introduction to the current best practices approach to working with individuals who have dual diagnoses and their families. The course addresses the current emphasis in the field of human services to provide integrated services to individuals and their families when an individual has both a mental health diagnosis and a substance use diagnosis thereby supporting students in better meeting the entry level requirements of social service agencies Oregon.

What assessment evidence supports this proposal

The Oregon Department of Human Services estimates that 65% of people seeking mental health services also have a co-occurring substance use issue or are involved in problem gambling. With this statistic in mind the state has determined that a basic competence for providers in the field of human services is the proficiency to screen for mental health, trauma, substance use disorders and problem gambling.

How do you know there is a demand for this course?

The interest in this area has been posed by students, past and present, and is supported in discussions with community agency representatives, and members of the Human Services Advisory Board. Many of the Human Services students seek work in substance abuse treatment and mental health agencies that are now moving to meet state requirements of providing combined services.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s): This course supports Lane's Curriculum Equity Policy by including research on incidence and cultural norms of diverse populations with the intention of recognizing individual diversity and uniqueness within populations.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option)

☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
Human Services	Social Science

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanec.edu/currsched/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- ☐ Arts & Letters
- ☐ Social Sciences
- ☐ Science /Computer Science
- ☐ Mathematics

AAOT:

- ☐ Cultural Literacy Option

AAS, 1-year and 2-year certificates:

- ☐ Human Relations

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

Required Certifications:

- ☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.
☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Fees:

- ☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"
☐ No special fees will be required for this course.

Divisional Recommendation:

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
☐ Faculty review of this course was completed within the division on ____ (date).

☐ Pass

☐ Do Not Pass

Administrative Assistant/Coordinator

Date

Division Dean

Date

Section 10. College Approval

Curriculum Committee Chair

Date

Executive Dean

Date

Curriculum Approval

Committee hearing: _____
Date

Chief Academic Officer

Date

