CASPER COLLEGE COURSE SYLLABUS
ADCN 2010 H1 Addiction Assessment

Semester/Year: Spring 2016

Lecture Hours: 3  Lab Hours:  Credit Hours: 3

Class Time: 6:00-8:50 PM  Days: T  Room: LH 167; WIZ IQ LIVE; WEB

Instructor’s Name: Diana Quealy-Berge, Ph.D. WY LAT/LPC

Instructor's Contact Information: Office LH 194

Office Hours:

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<th>TIME</th>
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<td>ADDN 1050 Crime and Drugs LH 167</td>
<td>ADDN 2015 H1 Ethics &amp; Professional Issues LH 167</td>
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Course Description: (3L)(3CR) Provides an overview of the process of assessment of addictive behaviors including alcohol and drugs, smoking, and eating disorders. Foci are on the behavioral, psychological/cognitive-expectational, and physiological components of specific addictive behaviors.

Statement of Prerequisites: Prerequisites: Seven credit hours of psychology.
Goal: The goal of this course is to provide knowledge, skills, and attitude learning opportunities that will prepare students to enter the Addiction Profession at entry levels certified addiction professional assistants, certified addiction professionals] and to provide continuing education for working Mental Health Professionals desiring to expand their scope of practice. This course meets or exceed State of Wyoming educational requirements while supporting Casper College General Education Outcomes and NASAC Accreditation Standards.

Casper College General Education Outcomes:
1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

NASAC Accreditation Outcomes and Blooms Taxonomy of TAPS 21 Knowledge (Memorization of pertinent facts)

1. Comprehension (Students can explain and discuss vital facts)
2. Application (Students can utilize learning in either real world or case scenarios)
3. Analysis (Students can generate questions about material and seek their own answers)
4. Synthesis (Students can reassemble their knowledge into new forms which are unique and useful)
5. Evaluation (Students can read and evaluate research properly)

NASAC Standard 6: Assessment
The curriculum shall include specific knowledge, theory and skills necessary to provide an assessment for addictive disorders.
Minimum Associate Specifications for Standard 6
Demonstrate how knowledge, theory and skill development regarding standardized tools used to assess addictive disorder are included in the curriculum. These tools should include, but not be limited to:
- CAGE
- MAST
- DAST
- ASI
- SASSI


NASAC Standard 7: Treatment Modalities
The curriculum shall provide knowledge, theory and skills related to various addictive disorder treatment modalities.
Minimum Associate Specifications for Standard 7
Students at this level will:
- Be familiar with the levels of care defined by the ASAM m- PPC.
- Be aware of referral protocols between the various service providers in the local/county/state region.
- Be familiar with fees, payment scales, waived fees and other third party payees for various treatment providers.

NASAC Standard 13: Critical Thinking
All Students shall be exposed to the value of critical thinking as a learned skill. Examples shall include how to use critical thinking in the development of prevention programs, treatment and recovery plans and evaluation of individual, families, and programs.

Minimum Associates and Bachelors Specifications for Standard 13

- Students will be exposed to principles associated with critical thinking.
- Students will be able to identify shortcomings, in “standardized” [one size fits all] approaches to prevention and treatment.


Methodology: ADDN 2010 Addiction Assessment is a net based course developed to provide on line instruction, with both face to face lectures on the Casper College Campus; live web streaming of lectures and archived video of lecture. Students will meet these outcomes by participation in experiential learning; lecture, reading, objective quizzes and exams, extensive use of the internet, extensive use of Moodle, research, videos, guest speakers and active participation. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:
Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Students are evaluated upon participation and completions of Moodle activities in a timely professional manner; professionalism [arrive on time, in class participation, preparedness, verbal and non-verbal behavior, etc]. Points may be deducted for any Assignments, Quizzes, Exams, and Forum posts in discussions submitted late.

- Mid Term Grades will be based 880 points, attendance and participation from week 1-8.
- Final Grades are based 1760 points. 90-1005=A; 80-89%=B; 70-79%=C; 60-69%=D; Below 60%=F

Points may be earned through the following activity:

Portfolio Assignment
- 100 points possible – Research Assignment: Topic Assessment
- 100 points possible – Assessment with Treatment Plan for Maria

Attendance and Participation
- 420 points possible – points are earned weekly by participation in face to face lectures or live on line through WIZ IQ. Or by viewing the recorded WIZ IQ session within 5 days of the time the recording is uploaded into Moodle.

Forums and Discussions
- + or – 960 points possible – points are earned through active professional posts showing evidence of critical thinking and by responding to colleague posts in a timely fashion.

Quizzes and Exams 510 points possible
- 100 points Mid Term Exam – Billy Walker Owl Assessment, Diagnosis, Treatment Plan
- 100 points Final Exam – Jimmy, Appalachian male, Assessment, Diagnosis, Treatment Plan
Required Text, Readings, and Materials:
- Dsm-5 Overview (Quick Study Academic) Pamphlet – May 31, 2014 by Inc. BarCharts (Author)
- The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates 5th Edition
  by Arthur E. Jongsma Jr. (Author), L. Mark Peterson (Author), Timothy J. Bruce (Author)

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: Students are expected to read the Casper College Student handbook and Academic Calendar for Withdrawal deadlines; “Admission and Registration – Schedule Changes”; and as well as Student Conduct codes.

Attendance and Participation is required. Moodle activity reports will be used to measure activity. Students enrolled in the Casper College Addictionology Program are preparing to enter the professional world where employers expect timely, professional attitudes and behavior. Quizzes, Exam, Assigned Reading, forums/discussions and homework/assignments are due weekly in a timely manner to be considered for full possible points.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content: Refer to Moodle for specific weekly reading assignments and due dates.