

HLE 99 Course Outline as of Spring 1999**CATALOG INFORMATION**

Dept and Nbr: HLE 99 Title: REHAB OF ALCOL/DRUG PROB
 Full Title: Rehabilitation of Alcohol & Drug Problems
 Last Reviewed: 3/28/2016

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

The treatment of dependency disorders and recovery from two divergent perspectives: the reformative and transformative. Current treatment modalities will be compared and contrasted in terms of their view of the individual in the social and clinical context.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Explore the different types of treatment for dependency disorders. What is the recovery process all about? Let us examine the issues of helping, relapsing and intervening. (Grade Only)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Spring 1999	Inactive: Fall 2021
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Students who successfully complete the course will:

1. Define and assess personal attitudes and behavior toward those with dependency disorders.
2. Distinguish between reformative strategies and transformative strategies in oneself and in others.
3. Apply reforming and/or transforming approaches to working with others.
4. Differentiate between existing major treatment modalities.
5. Evaluate self-help groups including, but not limited to AA, NA, CA, Al-anon, Narc-anon, ACA and CODA.

Topics and Scope:

1. The Disease Theory of Dependency Disorders
 - a. Reforming
 - b. Transforming
2. Issues in Relapsing
3. Dependency Treatment
4. Dependency Disorders and Communicating
5. Self-Help Groups
6. Issues in Helping
7. Positive Addictions
8. Treatment Modalities
 - a. Inpatient
 - b. Outpatient
 - c. Social Model
 - d. Halfway Houses
9. Alternatives to Current Treatment
10. Interventions
11. How to Intervene

Assignment:

READING ASSIGNMENTS:

Students will be required to read and study the assigned chapters in the textbook and other selected reading in journals and hand-outs.

WRITING ASSIGNMENTS:

1. One typewritten, double spaced, 6-page paper giving two examples of reformative and two examples of transformative thinking as it related to dependency disorders.
2. One paper giving four examples of proper communication as a counselor. This paper, too, must be typed and double spaces, and not to exceed three pages.
3. Midterm of five to seven pages on topics reflecting alcoholism intervention, treatment, and recovery.

OUTSIDE ASSIGNMENTS:

1. Visit a treatment program and present a typed, 4 page, double spaced critique of an on-site visit in regards to counseling techniques and types of treatment modalities.
2. Meet with four other students who visited different programs, analyze the experiences, and validate the strengths of the programs in an oral presentation to the whole class.

ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

1. Writing assignments demonstrates the ability to compare and appraise reformative and transformative thinking.
2. On site visit demonstrates the ability to analyze the various treatment modalities and counseling techniques.
3. Using small groups to assess individual analysis of on site visits will help the students validate effective interventions.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essay exams, Term papers, Analysis/critiques
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Writing 25 - 35%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice

Exams
65 - 75%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

1. Texts: How Can I Help? Stories and Reflections on Service, Das and Gorman, Random House, 1988.
A Whack on the Side of the Head: How to Unlock Your Mind for Innovation, von Oech, Random House, 1988
2. Handouts: Materials of the National Institutes on Alcohol and Drug Abuse