

# HS-1200: TREATMENT MODALITIES AND DIVERSITY ISSUES IN CHEMICAL DEPENDENCY

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## Cuyahoga Community College

**Viewing: HS-1200 : Treatment Modalities and Diversity Issues in Chemical Dependency**

**Board of Trustees:**

June 2022

**Academic Term:**

Fall 2022

**Subject Code**

HS - Human Services

**Course Number:**

1200

**Title:**

Treatment Modalities and Diversity Issues in Chemical Dependency

**Catalog Description:**

Introduction to current concepts, theoretical models and research used by practitioners to understand total ecology of the chemically dependent individual. Examination and exploration of psychological, social and cultural lifestyle aspects and chemical dependency as applied to multicultural and special populations. Examination of various methods of intervention, assessment, treatment, medication, group therapy, counseling techniques, case management, referral, and community resources for practitioners to help people maintain sobriety. Identify standards of professional behavior, including relevant codes of ethics and the 12 Core Functions/Global Criteria. Identification of national accreditation criteria, documentation, certification requirements, and examination preparation.

**Credit Hour(s):**

4

**Lecture Hour(s):**

4

## Requisites

**Prerequisite and Corequisite**

HS-1101 Foundations of Substance Abuse, Addiction, and Group Work.

## Outcomes

**Course Outcome(s):**

Describe the historical and contemporary theories of the etiology of substance use disorders.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Identify 5 aspects to the disease model of addiction.
2. Discuss the theories of the etiology of substance use disorders referencing aspects of the disease model of addiction.
3. Identify the manner in which society, culture, lifestyle, age, and sexual identify variables impact substance use disorders and recovery.

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**Course Outcome(s):**

Describe three treatment models that are demonstrated to be effective in the treatment of substance use disorders.

**Objective(s):**

1. List at least three elements of three theoretical approaches demonstrated in the literature to be effective in the treatment of substance use disorders.

2. Differentiate between treatment models through the use of real life case studies.

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**Course Outcome(s):**

Implement basic skills utilized in the assessment and diagnosis of substance use disorders.

**Objective(s):**

1. List the DSM-V criteria for making a substance use disorder diagnosis.
2. Apply the ASAM Criteria for determining appropriate levels of care.
3. Summarize the assessment process through class discussion or written assignment.
4. Identify at least four assessment tools commonly recognized to be effective in the diagnosis of substance use disorders.
5. Through peer to peer role play, conduct an effective interview.
6. List individual biases that serve as potential barriers to developing a helping relationship with clients.

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**Course Outcome(s):**

Implement basic skills utilized in the treatment of substance use disorders.

**Objective(s):**

1. Recognize unique client characteristics that impact strategies to meet individual client needs.
2. Identify several community resources to assist substance use disorder clients and their families to meet ancillary needs (mental health, housing, employment).
3. Identify the effects of the human services provider's attitudes and belief systems upon assisting multicultural and special populations in the treatment and recovery process.
4. Summarize unique issues, solutions, and service delivery alternatives related to multicultural and special populations.
5. Write a progress note documenting an intervention with a practice client.
6. Summarize the relapse process.
7. Identify interventions to assist clients for each stage of the relapse process.
8. Identify the role and benefits of medical assisted treatment
9. Practice counseling skills demonstrated in the literature to be effective for two unique culture groups.

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**Course Outcome(s):**

Explain the core/functions/global criteria of substance use disorder service delivery.

**Objective(s):**

1. Match substance use disorder services with corresponding core functions of substance use disorder treatment.
2. Describe elements of each competency required for licensure for a Chemical Dependency Counselor.
3. Describe ethical/legal standards of the profession

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**Methods of Evaluation:**

1. Research Projects/Paper
2. Case Study (Multicultural Counseling {Oral and Written Presentation})
3. Small Group Class Presentation
4. Role Play of Counseling Skills
5. Chapter Quizzes
6. Mid-Tem/Final Examination

**Course Content Outline:**

1. Etiology of substance use disorders
  - a. Physical
  - b. Psychological
  - c. Social
  - d. Cultural
  - e. Spiritual
2. Theoretical models of substance use disorders
  - a. Historical and contemporary models
  - b. Moral model
  - c. Medical model
  - d. Psychological models
3. Effects of substance use disorders on the family

- a. Family roles/coping styles
- b. Codependency
- c. Family Recovery
4. Assessment of substance use disorders
  - a. Assessment process
    - i. Referral/intake
    - ii. Substance use pattern
    - iii. Biopsychosocial history
  - b. Assessment tools
    - i. Screening instruments
    - ii. Structured inventories
    - iii. Other current tools
  - c. Diagnostic interview
    - i. Stages of change
    - ii. Motivational Interviewing (OARS skills)
5. Criteria for determining diagnosis and modality/level of care
  - a. National level of care criteria (ASAM)
  - b. Diagnostic and Statistical Manual (DSM-5)
  - c. NIH definition of "problem use"
6. Treatment approaches
  - a. Treatment modalities (levels of care)
  - b. Detoxification
  - c. Minnesota Model
  - d. Group therapy
  - e. Medical Assisted Treatment
  - f. Cognitive Behavioral Therapy
  - g. Motivational Interviewing
  - h. Self-help/12 Step
  - i. Harm reduction models
7. Case management
  - a. Skills for worker
  - b. Community resources
8. Relapse prevention planning
  - a. Relapse as process (not event)
  - b. Relapse education
  - c. Planning
9. Documentation
  - a. Assessment/diagnosis
  - b. Treatment Plan
  - c. Progress notes/group notes
  - d. Discharge/continuing care plan
10. Core functions/global criteria
11. Substance use disorders among multicultural and special populations
  - a. Self Awareness
  - b. Cultural competence
    - i. Culture as Multidimensional
    - ii. Barriers
    - iii. Culturally Centered Communication
    - iv. Organizational-Cultural Competence
  - c. Culture specific assessment/treatment
    - i. African Americans
    - ii. Native Americans
    - iii. Asian Americans
    - iv. Sexual Minorities
    - v. Older Adults

## Resources

Doweiko, Harold E. *Concepts of Chemical Dependency*. 10th ed. Cengage Learning, 2018.

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American Psychiatric Association. *The Diagnostic Statistical Manual of Mental Disorders (DSM-5-TR)*. 5th ed, with Text Revision. Washington, D.C.: American Psychiatric Association, 2022.

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Hogan, Mikel. *Four Skills of Cultural Diversity Competence*. 4th ed. Belmont, CA: Brooks/Cole Cengage Learning, 2013.

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Jones-Smith, E. (2019) *Culturally Diverse Counseling: Theory and Practice*, SAGE.

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May, K. *Harm reduction for the clinical setting*. Retrieved April 4, 2022 from.: <https://www.naadac.org/practical-harm-reduction-webinar>

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National Institute on Drug Abuse; National Institutes of Health. (2018) *Principles of Drug Addiction Treatment: A Research-based Guide*, U.S. Department of Health and Human Services.

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Souders, B. (2022) *17 Motivational Interviewing Questions and Skills*, PositivePsychology.com .

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