Hill College is committed to the principal of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

**Catalog Description:**

DAAC 2307 Addicted Family Intervention

Present family as a dynamic system focusing on the effects of addiction on family roles, rules, and behavior patterns. Includes the effects of mood altering substances, behaviors, and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

Lecture Hours: 3  Lab Hours: 0  Semester Credit Hours: 3

Prerequisites: None

**Instructional Materials:**


Supplies: Note taking materials

**Introduction and Purpose:**

This course is designed to train students in the special topics necessary for an effective chemical dependency counselor. Course will address a variety of issues including, but not limited to: Ethics, AIDS, Sexual Abuse, Cultural Sensitivity, and Compulsive Gambling. This course will cover materials relevant to TAADAC, TCADA, and National Certification/License.

This course is not chronologically dependent upon other Criminal Justice courses. However, the course is an optional part of the law enforcement studies. In addition to the basic curriculum, it covers the immense correlation of substance abuse
in criminal activity and the resulting detrimental effects it has on society in both violence and cost. Untreated alcoholism and drug addiction create serious public health and public safety problems. The economic and human costs to the country are enormous.

Rehabilitation of the substance abusing offender includes education, successful treatment, and relapse prevention for his addiction. This has the recognized potential for greatly reducing recidivism and enhancing the chances that the offender will become and remain productive member of society because the underlying cause has been treated.

Addiction has been targeted for treatment in the correctional system as cost effective: however there is a critical shortage of trained chemical dependency counselors who are knowledgeable of the correctional system. This course is part of the criminal justice program specifically designed to meet this need.

As an optional course in the criminal justice curriculum, this course offers criminal justice majors an opportunity to gain a valuable knowledge and understanding of the special issues necessary for effective handling of crimes related to addiction. This knowledge is essential for a well-rounded officer.

This course is one of the required courses in the Certificate of Completion Program in Chemical Dependency Correctional Counseling. Successful completion of this program will meet the educational requirements needed to qualify a student for application of a Counselor Intern status with the Texas Commission of Alcohol and Drug Abuse. The Counselor Intern status is considered an entry level qualification into the drug and alcohol counseling field in the correctional system. Upon successful completion of class work, 300 hours of approved supervised field work practicum (140.405 Requirements for Counselor Intern Registration), and 4,000 hours supervised internship, the Intern is eligible to apply for Licensure as a Chemical Dependency Counselor (LCDC).

Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

Objectives/Student Learning Outcomes:

**THIS COURSE IS AN OVERVIEW: THE STUDENT WILL BE RESPONSIBLE FOR READING AND RESEARCHING, IN DEPTH, THE SUBJECTS SURVEYED THROUGH ON-GOING CONTINUING EDUCATION**

Upon completion of this course, the student will be able to:

A. Define Ethics, AIDS, Compulsive Gambling, Domestic Violence, Sexual Abuse  
   (C1, C4-C9, C12, F1, F2, F5, F6)

B. Identify the elements of behavior indicating compulsive gambling, domestic violence, and sexual abuse  
   (C5-C9, C12-C15, F1, F6, F7-F12)

C. Identify ethical and unethical counseling situations  
   (C1, C4-C9, C12-C19, F1, F5, F6)

D. Demonstrate appropriate counseling skills in role plays  
   (C1, C3-C9, C14, C18, F1, F2, F5, F6)

E. Define Chemical Dependency and its impact on Ethics, AIDS, Compulsive Gambling, Domestic Violence, and Sexual Abuse
The students’ success in completing these objectives will be measured using a set of examinations and assignments described, in detail under the section of this syllabus headed “Method of Evaluation”.

Methods of Instruction:
This course will be taught using the traditional lecture with a question and answer period daily. Audio-visual materials and computer based technology will be used when appropriate. Students will be shown how to use a calculator where appropriate. Guest speaker(s) may be included relevant to topic.

Grades are assigned on the following:

- **A**: excellent (100-90)
- **B**: above average (89-80)
- **C**: average (79-70)
- **D**: passing (69-60)
- **F**: failing (59 and below)

Methods of Evaluation:
There will be intra-semester examinations and a comprehensive final examination:

- **Weight**: Quizzes and Final exam = 70%  
  Special Assignment = 20%  
  Class Participation/Regular Attendance = 10%

Program Threads and SCANS Competencies:
The curriculum content in all Mental Health Services courses are organized around five general content areas know as program threads. They are as follows:

- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), the U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment”. Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on.

Learning activities and outcomes which relate to the SCANS Competencies are indentified either in the Learning Guide or in the syllabus with **C 1-20 and/or F 1-17** in bold print.

Competencies **C 1-20** include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4)
- **Information**: acquires and uses information (C5-C8)
- **Interpersonal**: works well with others (C9-C14)
Systems: understands complex interrelationships (C15-C17)
Technology: works with a variety of technologies (C18-C20)

Foundation competencies F1-F17 include:
  Basic Skills: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6)
  Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12)
  Personal Qualities: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17)

Course Outline:

Class Policies:

Regular attendance at all class meetings is expected. The Hill College attendance policy will be rigorously enforced. Disruptions in class will not be tolerated.

A. “Excused and Unexcused” absences are treated exactly the same way as far as attendance policy is concerned except that excused absences allow the student to make up work missed.

C. “Excused” absences will be granted for the following reasons:
   1. Illness
   2. Death in the family
   3. School sponsored events

   Excusing an absence for reasons other than those above is the prerogative of each instructor concerned.

D. Warnings are issued after:
   1. Three (3) consecutive hours; or
   2. A total of four (4) hours absent

E. If a student misses more than 20% of the class, the student may be recommend for withdrawal with a grade of “F” or “WF”.

F. It should be remembered that absences always result in work being missed and, in spite of the best efforts of both the instructor and the student this usually means the grade will suffer.

G. An “Incomplete” grade may be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trips, or military orders, the student is unable to complete the final examination for a course. Prior approval of the instructor is required before the grade of “I” is recorded. A student who merely fails to show up for the final examination will receive a zero (0) for the final and “F” for the course.

   All work must be completed and on time or no credit will be received.

H. You may contact me at pcrumpton@hillcollege.edu.

Disabilities/ADA:

In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to
Comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-7651 or sschmid@hillcollege.edu.

Course Requirements:

A. Regular and punctual attendance
B. Turn in all assignments on time
C. Proper classroom behavior
D. Your first responsibility is scholarship. The grade you receive will be the result of your efforts, not a gift from the instructor.
E. This course is designed to require a steady, continuous effort from the student. A crash-cram policy will not result in the best grade possible.
F. From time-to-time, special library and other assignments may be made to members of the class, individually, and in groups.
G. You are expected to read all assigned material. Keep up to date and informed on assignments, especially after a period of absence.

Topics and Tests:

| Class #1 | Introduction and orientation to class, review of syllabi, grading system, attendance, and texts; Ch. 1 Psychoactive Drugs: Introduction & History |
| Class #2 | Ch. 1 Psychoactive Drugs: Classifications of Psychoactive Drugs |
| Class #3 | Ch. 2 Heredity, Environment, & Psychoactive Drugs; Declare topics for class presentations |
| Class #4 | Ch. 3, Uppers |
| Class #5 | Ch 4, Downers: Opiates/Opioids & Sedative-Hypnotics - General Classification, Opiates/Opioids |
| Class #6 | Ch. 4, Downers: Opiates/Opioids & Sedative-Hypnotics - Sedative-Hypnotics, Problems w/ Depressants |
| Class #7 | Ch. 5 Downers: Alcohol |
| Class #8 | Ch 6 All Arounders |
| Class #9 | Ch 7 Other Drug Addictions |
| Class #10 | Library/Research Night |
| Class #11 | Ch. 8 Drug Use & Prevention: From Cradle to Grave |
| Class #12 | Ch 9 Treatment |
| Class #13 | Ch 10 Mental Health & Drugs |
| Class #14 | Class Presentations |
| Class #15 | Class Presentations |
| Class #16 | Comprehensive Final Exam |

Bibliography: