St. Petersburg College

**HUS 1450 – 1081 Dual Diagnosis**

**2 Credit Hours**

**SYLLABUS**

**INSTRUCTOR:  Jay Charboneau MS, LMHC, CAP**

EMAIL: Please Email me within MyCourses

TELEPHONE: (727) 341-4564

I will make every attempt to respond to your emails and phone calls within 24 hours. I will be sure to respond within 48 hours.

If you have an emergency, please call the Human Services Program Director Dr. Moore.

727-497-5015 bighemmoore.latresha@spcollege.edu

**COURSE DESCRIPTION:**

HUS 1450 covers theoretical frameworks and treatment concepts used by students/professionals providing services to clients with mental illness who have also been diagnosed as having substance abuse problems. Topics will include Historical Overview and Review of Current Literature, Clinical Profiles of Dually Diagnosed Clients, Physiological Effects of Substance Abuse for Psychiatrically Disabled Individuals, The Disease Concept of Addiction: A Workable Concept for Mental Health Programs, Interaction of Dysfunctional Disorders, and Borderline Personality Disorders. 32 contact hours.

**REQUIRED** **TEXT:**  Dual Diagnosis: An Integrated Approach to Treatment (Watkins & et al)

**MAJOR LEARNING OUTCOMES:**

1.      The student will demonstrate an understanding of dual diagnosis treatment’s evolution and current programming and research.

2.      The student will demonstrate a comprehension of the variety of social-cultural factors involved in clinical profiles of dually diagnosed clients.

3.      The student will analyze clinical profiles of dually diagnosed clients for behaviors that correlate with psychiatric disorders and substance abuse.

4.      The student will demonstrate a basic understanding about the physiological effects of substance abuse for psychiatrically disabled individuals and the implications of increased availability of street drugs for this population.

5.      The student will understand how the disease concept of addiction can be utilized in mental health programs.

6.       The student will demonstrate an understanding about interactions of dysfunctional substance abuse and mood and thought disorders, personality disorders, and borderline personality disorders.

**COURSE OBJECTIVES STATED IN PERFORMANCE TERMS:**

1.      The student will demonstrate an understanding of dual diagnosis treatment’s evolution and current programming and research by:

           a.   Tracing the development of theoretical frameworks in dual

diagnosis literature.

           b.   Annotating recently published programming reports and applied

research findings.

2.      The student will demonstrate a comprehension of the variety of social-cultural factors involved in clinical profiles of dually diagnosed clients by:

           a.  Identifying the social-cultural factors important in clinical

profiling.

           b.  Detecting cause and effect among the social-cultural factors in

clinical profiles.

3.      The student will analyze clinical profiles of dually diagnosed clients for behaviors that correlate with psychiatric disorders and substance abuse by:

           a.  Classifying psychiatric disorders found in clinical profiles.

           b.  Detecting relationships between psychiatric disorders and

substance abuse behaviors.

4.      The student will demonstrate a basic understanding about the physiological effects of substance abuse for psychiatrically disabled individuals and implications of increased availability of street drugs for this population by:

           a.   Describing effects of substance abuse on the central nervous

system and immediate and residual effects on the mind and

body.

           b.   Interpreting statistics about availability of crack/cocaine for the

effects on treatment of dually diagnosed clients.

5.      The student will understand how the disease concept of addiction can be utilized in mental health programs by:

           a.   Defining the disease concept of addiction.

           b.   Identifying various addictions based on presenting behaviors.

           c.   Describing relapse and recovery principles in addiction

treatment.

           d.   Explaining the effectiveness of utilizing the disease concept of

addiction mental health programs.

6.        The student will demonstrate an understanding about interactions of dysfunctional substance abuse and mood and thought disorders, personality disorders, and borderline personality disorders by:

a. Listing the symptoms associated with various psychiatric

disorders.

  b. Describing the effects of substance abuse on various

psychiatric symptoms.

  c.      Describing motivations for substance abuse by psychiatrically

disabled individuals.

  d.     Describing the effectiveness of traditional rehabilitation

approaches with dually diagnosed clients.

**Teaching Methods:**

This course utilizes a lecture/discussion format. Other methods to facilitate learning will be used including: class exercises and discussions and student project presentations via discussion boards. Class participation including expressing opinions, participating in discussions, and being knowledgeable regarding assigned readings is expected.

**Grading Policy:**

***\* A minimum grade of “C”*** is required for successful completion of this class as well as all other General Education courses, Support courses, and Major courses for the Human Services program.

**Syllabus Addendum**

**ATTENDANCE/ACTIVE PARTICIPATION/WITHDRAWAL POLICIES**

Students classified as “No Show” for both of the first two weeks will be “administratively” withdrawn from any class which they are not attending. It is the student’s responsibility to know the attendance policy of the class in which they are enrolled.

The student’s financial aid will be adjusted based on their updated enrollment status.

* Depending on the **modality** of the course, attendance may be **online** , **Live Online,** **Blended, or on-campus.**
* For ***LiveOnline classes attendance*** will be taken online during the normal class meeting time/days.
* ***Students who are feeling ill*** for any reason should communicate with their instructor regarding attending online instead of on-campus, and/or the possibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.
* Students who are not actively participating in class as defined in an instructor's syllabus will be reported to the Administration during the week following the last date to withdraw with a “W” (as posted in the academic calendar on the college’s web site).
* Students will be able to ***withdraw*** themselves at any time during the term. However, requests submitted after the last date to withdraw with a “W” (see academic calendar) will result in a “WF.” Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs.   
    
  Withdrawing after the “Last Date to Withdraw with a Grade of ‘W’” can have serious consequences. If the student withdraws from a class after the deadline posted in the academic calendar, the student will receive a final grade of ‘WF,' which has the same impact on the student's GPA as a final grade of “F.” A “WF” grade also could impact the student's financial aid, requiring repayment of financial assistance. Students should consult with an academic advisor or financial assistance counselor before withdrawing from a class.

**ONLINE STUDENT PARTICIPATION AND CONDUCT GUIDELINES**

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

**Academic Support / Life Issues Resources:**

The college has many methods in place to assist students with a myriad of academic and personal challenges.  The following is a list of support programs that are available to all students:  Accessibility Services, BayCare Student Assistance Program, Student Support Services, Tutoring, and Career Services.  The following link contains additional information on all of these programs and more:  [Student Support Resources](https://go.spcollege.edu/pages/dynamic.aspx?id=2147484119)

As a SPC student it is vital that you know **Titans Care**.  You can access resources through SPC’s Student Assistance Program (SAP) (<https://mycoursessupport.spcollege.edu/student-assistance-program>), a collaborative resource for students with mental health or general life issues.  SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more.  It is SPC’s belief that supporting mental wellness is everyone’s charge, and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

If you completely withdraw from the college anytime on or before the dates of your session, you may incur repayment of Financial Assistance funds. See [financial aid withdraw deadlines](https://www.spcollege.edu/financial-aid/financial-aid-dates).

**\*\* Refer to the course Calendar in MyCourses for due dates for all assignments.**

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| **How to Be A Successful Student - SUCCESS FACTORS**  Attending class is vital to your success, particularly the first few days of class as you are introduced to the requirements and topics you will be covering. Therefore the college limits when you can **add classes**. Please [check our registration page](https://www.spcollege.edu/future-students/admissions/registration) regarding when classes **can be added**. You may **drop a course** through Friday of the first day of class and be eligible for a refund although withdrawing may affect your **financial aid**. If you are thinking of withdrawing, please speak with your instructor first and then a financial aid counselor: [ASK FAS](https://www.spcollege.edu/financial-aid/askfas).  Showing up is the first step in ensuring your academic success. **Active participation** is the next step - whether you are in a classroom or taking classes online. Each of your faculty will give details in the syllabus about their **attendance** policies. If you are going to miss a session, or be offline for any reason, please let your instructor know in advance. If you don't attend during the first two weeks of a term you will **automatically be withdrawn** from the class and this can cause serious **problems if you receive financial aid**. In fact, if you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. So if you are thinking of withdrawing, please speak with your instructor or a financial aid counselor [ASK FAS](https://www.spcollege.edu/financial-aid/askfas).  St. Petersburg College is supported by the state of Florida so it's important for you to know the **state rules** that affect your academics. A student may repeat a course once for which a grade of "C" or higher has been earned. Retaking the course may be allowed if it is required in certain circumstances. [See the college procedure](https://web.spcollege.edu/botrules/P4/P4_15.doc).  Your **grade point average** is used to determine financial aid eligibility, entrance into certain programs, and warnings, probation, and suspension. If you repeat a course, at SPC or another college, only the last attempt will be used in computing the grade-point average. The **Office of Accessibility Services** is available to assist you if you have a documented disability or think that you may have a disability. Please make an appointment with the [Accessibility Coordinator](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/accessibility-services/accessibility-services-contacts) on your campus or online. Registering with Accessibility Services is especially important if you are on campus and will need assistance during an emergency classroom evacuation. For contact information, please see the [Accessibility Services website.](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/accessibility-services)  **STUDENT EXPECTATIONS**  It is important that all of your attention be focused on the content to be learned so when you are in class you shouldn't be using your **computer, cell phone, and tablet** for casual use, only academic purposes. Any use of these devices (including **texting**) for non-academic purposes draws your attention away from the course work and is therefore subject to disciplinary action. Whether you are taking a course online, blended, or in the classroom, you may be required to have discussions of class assignments and share papers and other class materials with instructors and classmates online. The learning management system, **MyCourses**, will be used for this purpose and you should complete the Introduction to *MyCourses* so that you are comfortable with the system and can complete your assignments. Whether you are in an online class or a physical classroom, certain **behaviors** are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a **successful student**. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:   * treat everyone with respect in every communication * use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms. * use clear and concise language * remember that college level communication should use correct grammar, whether written or spoken. Avoid slang. * use correct spelling and avoid texting abbreviations * avoid using the caps lock feature as it can be interpreted as yelling online * be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood * be cautious with personal information (both yours and others')   When you send an email to your instructor, department chair, dean, or classmates, you should:   * use a subject line that describes what you are writing about * avoid attachments unless you are sure your recipients can open them * be clear, concise, and courteous * sign your message with your name * use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.   Your faculty member will include in the syllabus expectations for response times on email.  When posting to a discussion board, you should:   * write posts that are on-topic and within the scope of the course material * take your posts seriously; review and edit your posts before sending * be as brief as possible while still making a thorough comment * always give proper credit when referencing or quoting another source * read all messages in a thread before replying * avoid repeating someone else's post without adding something of your own to it * avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point * always be respectful of others' opinions, even when they differ from your own * express any differing opinions in a respectful, non-critical way * not make personal or insulting remarks * be open-minded   The instructor has the **authority** to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn. We expect you to be **honest** in all of your academic work. By enrolling at the College, you agree to obey all of the standards of **academic honesty and integrity** and you should understand that failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College. As members of the College community, you also have an ethical obligation to report violations of the SPC academic honesty policies you may witness. The academic honesty policy and procedures are available online:   * [Academic Honesty Policies, Honor Code](https://web.spcollege.edu/botrules/R4/4_461.doc) * [Academic Integrity Policies and Procedures](https://web.spcollege.edu/botrules/P4/P4_461.doc)     These documents include details on what is meant by:   * Cheating * Bribery * Misrepresentation * Conspiracy * Fabrication * Collusion * Duplicate submissions * Academic misconduct * Improper calculator, computer or online use   Some of your courses may include online material that is protected by **copyright**. This means that the work is available for you to use in your studies but you can't copy and share the materials ([http://www.copyright.gov](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.copyright.gov%2F&data=02%7C01%7CCharboneau.Jay%40spcollege.edu%7C9770fef77cf9480bcea108d8399b4c80%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C637322686492661598&sdata=SDTrhR3%2FrtpVMJPhLUqlT6pc6erfjWK4Y3tzZFbsiXA%3D&reserved=0)). It's your responsibility to be academically honest in all of your work.  **SAFETY AND SECURITY**  We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately.**For information on campus safety and security policies, please call 727-791-2560. More information is also available on the [Campus Safety website.](https://www.spcollege.edu/friends-partners/safety-and-security/campus-safety)  The college website ([www.spcollege.edu](https://www.spcollege.edu/)) is the best source of information in the event of an **emergency**. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using MyCourses as the learning management system will be key in communicating with faculty about course materials and assignments. Make sure you complete the Introduction to MyCourses so that you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments. It is important to be able to use MyCourses for learning activities if your campus is closed.  Federal and state law requires a person designated as a **"sexual predator or offender"** to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting [http://offender.fdle.state.fl.us/offender/](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Foffender.fdle.state.fl.us%2Foffender%2F&data=02%7C01%7CCharboneau.Jay%40spcollege.edu%7C9770fef77cf9480bcea108d8399b4c80%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C637322686492661598&sdata=gM8rPtks%2F4TY%2BWXOOSiKySKorJ74QJ2BuezQnJOyaAk%3D&reserved=0). A list of sexual offenders or predators registered for classes at SPC is also available.  **STUDENT CONCERNS**  St. Petersburg College wants to make sure that you are able to receive **prompt and fair resolutions** to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: [https://web.spcollege.edu/survey/13002/](http://web.spcollege.edu/survey/13002/)  If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.    **OTHER SUPPORT SERVICES:**   * [Academic Calendar](https://www.spcollege.edu/academic-calendar) * [Learning Resources](https://www.spcollege.edu/x3404.xml) * [Career Services](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/career-services) * [International Student Services](https://www.spcollege.edu/future-students/admissions/international-students) * [Veterans Services](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/veterans-services)         **ACCESSIBILITY:**    **This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning.**    **Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.**    **If you have documentation of a disability or feel you may have a disability:**  **St. Petersburg College recognizes the importance of equal access to learning opportunities for all students. Accessibility Services (AS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with AS, who are requesting accommodations, are encouraged to contact their instructor by the first week of the semester.**    **Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact the Accessibility Coordinator (AC) that serves your campus for a confidential discussion. To find your AC for your specific campus, please go to the college-wide Accessibility Services website:**<https://www.spcollege.edu/accessibility> |
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**SYLLABUS ACKNOWLEDGEMENT**

I have thoroughly read the course syllabus and understand the requirements of this course, I have read the syllabus and carefully reviewed the course calendar. I have made note of the due dates for assignments and will check the calendar tab in the course if I need clarification regarding a due date.

I understand that I must earn my grade in this course and that includes submitting quality and relevant responses regarding the lesson for the week. All submissions (whether in class or online) including discussion question posts, responses/feedback to classmates; reflection assignments, exams and quizzes must demonstrate that I have an understanding of the lesson content. I understand that I will receive the grade that I earn. I will keep in touch with my instructor throughout this course and will advise him/her on a timely basis if I have difficulties in this course.

**Now please go to the lessons tab and complete the brief survey "Syllabus Acknowledgement”**