

**SYLLABUS  
GRAYS HARBOR COLLEGE  
RELAPSE PREVENTION  
ALSA 211  
2 CREDITS  
2002-2005**

**COURSE DESCRIPTION**

**Prerequisite: ALSA 110.** The course will focus on relapse in chemical dependency treatment. Preventing and dealing with relapse will be a special focus. The stages of recovery in substance abuse treatment and the likelihood of relapse in treatment will also be covered. The Washington State Department of Alcohol and Substance Abuse (DASA) requires that chemical dependency counselors take a course in this area.

**COURSE OUTCOMES**

The skills that students will learn in this course are essential for the chemical dependency counselor. Dealing with consumer relapse is an important skill for the chemical dependency counselor. Hence, it is very important that students demonstrate the following outcomes at the conclusion of the course:

**INTENDED COURSE OUTCOMES & DESIRED ABILITIES**

<b>Intended Course Outcome</b>	<b>Desired Student Ability</b>
Understanding of addiction,	Literacy, Using Resources, Disciplinary learning
Understanding of the misuse of substances (theories of drinking),	Disciplinary learning, Social & Personal responsibility, Disciplinary learning
Understanding of the stages of recovery,	Disciplinary learning, Critical Thinking
Understanding of relapse,	Disciplinary learning, Social & Personal responsibility
Understanding of how to deal with consumers of diverse cultures, and	Critical Thinking, Disciplinary learning
Understanding of chemical dependency issues.	Disciplinary learning, Social & Personal responsibility

## TEXTS (S)

Jung, J. Under the Influence: Alcohol and Human Behavior. Brooks/Cole

Gorski, T. T. & Miller, M. (1986). Staying sober: A guide for relapse prevention. Herald House/Independence Press.

## METHOD OF INSTRUCTION

Course material will be presented in a lecture/discussion format. Students will be expected to participate fully in class exercises and activities. If you need time apart from class for extra help or any other accommodations, please contact the instructor or Disabled Student Services to arrange the appropriate accommodations

## METHODS OF EVALUATION -- GRADING

1. Attendance will be worth 30 points (three points for each class period) - **total 30 points.**
2. End of Module Assessments 2 @ 20 points - **total 40 points.**
3. A 2-4 page (double spaced 12-point font) review/critique of the Gorski/Miller text - **total 30 points.**

There are 100 points possible for the course. The following is the grading scale as it correlates with the percentage of points required to warrant a specific grade.

A	95 to 100 %
A-	94 to 90 %
B+	89 to 87 %
B	86 to 83 %
B-	82 to 80 %
C+	79 to 77 %
C	76 to 73 %
C-	72 to 70 %
D+	69 to 67 %
D	66 to 60 %
F	Below 60 %

## CLASSROOM NORMS

"Everything we do in a class conveys something about ourselves and our moral values. If we're teaching brilliantly, but in the classroom uncivil behavior occurs and we ignore it, then we're also teaching something else - that those behaviors are permissible. By default, we encourage the behavior" (Gerald Amada in *The Chronicle of Higher Education*).

1. Students will be expected to arrive for class on time. If quizzes are missed, there will be no makeup unless prior arrangements were made.
2. Inappropriate language and behavior will not be tolerated.
3. Late work will not be accepted unless prior arrangements were made.
4. Cases of plagiarism and inappropriate behavior will be reported to the Vice President for Student Services.

## **COURSE ORGANIZATION**

### **Module One**

1. 4/8 Syllabus, Introductions, Relapse
2. 4/15 Gorski/Miller Chapters 1 & 2, Jung Chapters 2 & 6
3. 4/22 Gorski/Miller Chapters 3 & 4
4. 4/29 Gorski/Miller Chapters 5& 6, Jung Chapters 7 & 8, Review
5. 5/6 **Module One Assessment**

### **Module Two**

1. 5/13 Review Module One Assessment, Gorski/Miller Chapters 7 & 8, Jung Chapter 12
2. 5/20 Gorski/Miller Chapters 9 & 10
3. 5/27 **Turn in Gorski/Miller paper**, Jung Chapters 13 & 17, Review
4. 6/3 **Module Two Assessment**
5. 6/10 Review Module Two Assessment, Review Gorski/Miller papers, Evaluations