

Mendocino College

AOD 159, 1 units
Thursday, 6:30- 9:00 PM
August 23 – Dec. 20, 2007
Fall - 2007

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Course Syllabus **for** **Intervention Theory**

Course Overview:

Intervention strategies provide a concrete philosophy and activities which recognize chemical dependency as a disease process which profoundly influences an individual's family and community. Thus, in turn, the family and community can have a profound impact on the individual's self-perception, creating a doorway to treatment and recovery.

We will explore the conflict between social perception of alcoholism and addiction and the disease model with written texts, discussion, interactive exercises and significant use of role-play.

Specific theories and models will include Vernon Johnson's Feeling Chart, outlining the progression of chemical dependency, the Johari Window, Matrix Family Education materials and a variety of self and counselor initiated evaluation tools.

Students will explore their own preconception, prejudice and assumptions, and learn to identify the roles of all the players involved in an intervention process.

Intervention strategies will be examined on a continuum, addressing the development of a specific, targeted intervention plan to a broader, community-based sociological approach. The AOD counseling field is moving into greater use of Intervention Strategies. In California, the State ADP really is just starting to define what Intervention is and where it fits in a continuum of services, a process to which we can contribute.

Students will work in teams to develop and enact interventions, demonstrating comprehension of and sensitivity to the roles of all the players involved.

Course Objectives:

Students who successfully complete this course will understand the theory and rationale for intervention. They will be able to demonstrate comprehension of chemical dependency as a disease process, effecting and involving an extended family and community constellation. They will demonstrate competency in teaching this theory to families and community. They will have explored and identified their own influences and preconceptions in this area. Students will demonstrate ability to organize and structure an individualized intervention, with specific guidelines and support systems for the various players. They will demonstrate facility with various chemical dependency evaluation and assessment tools and identify social and cultural influences that promote or sabotage substance abuse treatment and education. Students will review and contribute to the current discussion in the AOD counseling field about the place of Intervention Strategies in a continuum of services.

Required Texts:

Intervention by Vernon E. Johnson, D.D.; Hazeldon Publications, Center City MN
Little Alters Everywhere by Rebecca Wells, Harper Perennial, NY, NY

Supplemental Materials:

A variety of handouts will be passed out in the class to augment the text and discussion.

Course Requirements:

Participation: The design of the class is experiential and hands on skill-development. This creates a workshop-like intensity. Students are expected to take risks in terms of contributing to the discussion and activities, making honest self-evaluation and exploring prejudice, transference and stereotypes. All students are to provide an email address (the college library can set these up for anyone who requests). Regular checking for email information, assignments and communication is required.

Attendance: Students are required to make a concerted commitment to be present every week. If a student wishes to withdraw from the class, it is her/his responsibility to follow the appropriate procedures. (See "Attendance" in the Mendocino College Catalog.)

Text Reading: Students are to come to class prepared to discuss the assigned readings.

Quizzes, Book Exercises & Extra Credit: The instructor reserves the right to make brief in-class assignments, or quizzes, without warning; or to offer extra credit for special activities or book exercises that will count as points toward your final grade.

Team Intervention: Each student will be a part of a team, which creates an Intervention for a hypothetical client. All of the participants roles will be explored with written outlines and essays that will be graded individually, and the group presentation which will be graded as a whole. A part of Intervention Strategy is learning to work as a team, with clear expectations and follow through, the shared grade is an appropriate way to assess mastery of the material.

Exam: There will be one take-home essay examination to be turned in by the Dec. 13th class. This will include the student's synthesis of text and classroom materials, specifically looking at the development of an intervention plan and the sociological context of the identified client's community

Grading: Participation, homework, written outlines & essays, in class written exercises: 50%
Final Exam: 25%
Team presentation: 25%

Using a 100-point approximation for grading percentages, then:

A = 90 - 100 points B = 80 - 90 points
C = 70 - 80 points D = 60 - 70 points F = below 60 points

Class Semester Schedule

The instructor reserves the option of changing the order of planned activities, adding and dropping material as the class evolves.

- August 23** - Introductions, Syllabus and Overview of Class Expectations.
Exploration of personal and societal beliefs around chemical dependency, disease model, addiction and intervention.
Johari Window
Assignment: Read the first half Interventions text. Short book, easy read, this is not an overwhelming assignment.
- August 30** Introduction to Intervention Strategies. Formation of teams and discussion around how they will function.

Discussion around denial mechanisms and how intervention is a tool for breaking through. Walk through Johnson's model of alcohol addiction. & Feeling Chart.
View: [The Neurobiology of Addiction](#)

- Sept 6 -** Further discussion & activities around the text material:
Group Dynamics, Delusional System and Euphoric Recall. Roles in the family constellation.
Begin team exercises and assignments of roles and research areas.
Assignment: read at least the first 6 chapters of Little Alters Everywhere if you have not already done so. Assign study groups based on the text.
- Sept. 13 -** Guest: Lauren Wantland LCSW. View [Stages of Family Recovery](#) – Discuss content.
Take advantage of our guest's vast experience in the AOD treatment field, and specifically as an intervention facilitator.
- Sept. 20 -** View & Discuss: [Stages of Family Recovery](#). Small group work.
Presentations: teaching the family about chemical dependency. . Explore resources, assessment tools and techniques for the family and identified chemically dependant person.
- Sept. 27 -** Assign scripts for AOD education presentations to the families.
View & discuss: [Road Map for Recovery](#) Small group work.
Assignment: Visit 3 AlAnon or Coda groups.
- Oct. 4 -** Analysis of LA characters in small groups. Present scripts in Intervention Teams.
- Oct. 11 -** *Going to the Well*. A model of case conferencing and group discussion.
Small group work on Little Alters and on Intervention Teams
- Oct. 18 -** Report back on AlAnon and/or Coda visits – this may well be a written assignment.
Intervention as a Community Health Prevention Strategy. What does the State ADO office think about Intervention? Assignment: Internet research on Intervention topics.
- Oct. 25 -** Short interventions, in schools, tx programs or the workplace. Small group work.
Report back on Internet assignment.
- Nov. 1 -** Use of Intervention Strategies in non-traditional settings. Court ordered interventions.
Work in teams on the intervention script. Development of roles. Geneogram.
Discussion on Little Alters. Team practice with intervention strategies and review of outcomes.
- Nov. 8 -** Practice session. What to do when it all falls apart.
- Nov. 15 -** Prevention strategies & how they relate to Intervention as a function of AOD treatment.
Guest speaker from AODP Prevention Services..
- Nov. 29 -** Final exam take home essay is due. Last chance to practice!
- Dec. 6 –** Team Intervention – final exam & class post mortem.
- Dec. 13 –** Team Intervention – final exam. & class post mortem.
- Dec. 20 -** Wrap up – take home exams returned & reviewed. Finish any missing pieces.

Assignment: Enjoy winter break!