

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R16	Instructor:	Rachael Saylor Garza, LCSW, LCDC
Unique Number:	59765	Email:	rsaylorgarza@utexas.edu
Semester:	Fall 2020	Office:	Adjunct Office/Online Zoom Meeting Room
Meeting Time/Place:	Mondays 5:30 -8:30p Online	Office Hours:	Mondays 4:30 to 5:30p By appointment only

Coexisting Psychiatric & Substance Use Disorders

I. STANDARDIZED COURSE DESCRIPTION

Through use of lectures, class discussions and debates, guest speakers, attendance at groups and meetings outside of class, and videos, students will examine how mental illness in combination with substance use disorders plus other challenges, such as homelessness or advanced age, impacts individuals, families, and society. A holistic approach (biopsychosocial/mental, physical, spiritual, emotional) will be used to identify, better understand, and address combinations of these illnesses and the subculture of co-existing disorders.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the semester, successful students will be able to:

1. Demonstrate an understanding of the assessment, classification of, and treatment of substance use disorders in combination with severe mental illnesses such as schizophrenia, schizoaffective disorder, major depression and bipolar disorder, plus several others such as personality disorders.
2. Demonstrate an understanding of the incidence of various dual diagnoses and the impact of their untreated versus treated symptoms on individuals, families, and communities.
3. Discuss pharmacological management of severe mental illnesses, pharmacological advances in the treatment of substance use disorders, inappropriate uses of medications by persons who are dually diagnosed, especially those who have advanced age, and the dangers of mixing medications with alcohol and other drugs (licit and illicit).
4. Describe, compare and critically evaluate existing theories and treatment models such as “integrated” treatment and motivational interviewing (“best practices”).
5. Utilize methodologically-sound research designs such as experimental and quasi-experimental studies, published in refereed journals, to guide professional decision making regarding the treatment of specific dual and multiple diagnoses.
6. Become very familiar with and competent describing, discussing, and making referrals as appropriate of clients to self-help, Twelve-Step recovery programs, such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Dual Recovery Anonymous (DRA); doing the same for parents and loved ones regarding Al-Anon Family Groups, and supports offered by the National Alliance on Mental Illness (NAMI).
7. Become very familiar with and competent describing, discussing, and making appropriate referrals of clients to group therapy/psychoeducational groups for those with dual diagnoses, such as Good Chemistry Groups (GC).

8. Be able to describe and discuss potential ethical and personal dilemmas regarding self-awareness of personal values versus behaviors of some persons with substance use disorders and/or mental illnesses, and being able to treat clients with dual or multiple disorders, and utilize principles of ethical decision making as presented by the NASW Code of Ethics.
9. Explore and be able to discuss, in depth, treatment, research issues, and best practices regarding helping persons with one (or more) mental illnesses in combination with one (or more) substance use disorders.
10. Demonstrate a knowledge base of the values/ethical issues in social work practice and research.
11. Explore the historical oppression of persons with mental illnesses, substance use disorders, and/or multiple diagnoses.
12. Prepare for field education by learning ways to recognize and address mental illnesses, substance use disorders, and combinations thereof (dual or multiple diagnoses).
13. Have a better understanding about what it may be like to have a mental illness, a substance use disorder, and co-occurring disorders (enhance empathy and build respect for future clients and their families/caregivers).

III. TEACHING METHODS

This class is designed to be an interactive modeling of substance use groups, that explores screening, assessment, diagnosis, treatment and ethical implications for treatment of substance use and mental health disorders. The primary modality will be online Zoom lectures presented by Professor Garza, along with substantial reading assignments, in class assignments, role plays and guest speakers. The course is designed to focus on building a comprehensive framework for dual diagnosis assessment, treatment and referral, while using the process of the course to prepare students to be ethical, compassionate, and accountable treaters of clients with dual diagnosis. To facilitate the learning process, students will be required to complete weekly readings and bring in notes to discuss with the class. Along with attendance of 2 open community support groups (1 peer support group and 1 family support group), treatment plan assignment, online group presentation and research paper. Students are encouraged to bring as much feedback, creativity and research to the class as possible and allowed for by time, with the goal of engaging in the course and enhancing the learning environment.

Proposed daily course outline*

Student check in	Break
Group expectations	Lecture/Discussion/Roles plays & in Class
Review of readings/Group Discussion	Activities cont.
Lecture/Discussion/Roles plays & in Class	Close out with review of assignments
Activities	Gratitude check out
	Serenity Prayer
*The first course and courses with student presentations or guest speakers may have a different format	

IV. REQUIRED TEXT AND MATERIALS

Required:

- 1) Book: Integrated Treatment for Co-Occurring Disorders: Personality Disorders and Addiction (2009) by Sharon C. Ekleberry. Publisher: Routledge Taylor & Francis Group, NY:NY. ISBN: 978-0-7890-3693-3

2) Book: The Twelve Steps and Dual Disorders (1994) by Tim Hamilton and Pat Samples. Publisher: Hazelden Educational Materials. ISBN: 1-56838-018-6.

3) Book: Alcoholics Anonymous (4th Edition, 2001; or any edition will do) by Alcoholics Anonymous World Services, Inc. Available online for free, or in hard copy at the Alcoholics Anonymous Hill Country Intergroup, 1825 Fortview, Ste 104, Austin, TX 78704), phone: 512-444-0071 (on a bus route), or at any AA group. ISBN: 0-916856-00-3. Also available at Half Priced Books, Amazon. Any edition is acceptable-will only be required to read pg 1 to 164.

4) Book: Clinical Psychopharmacology Made Ridiculously Simple (Medmaster): Edition 8 Updated for DSM-5 (2016) by John Preston, Psy.D. & James Johnson, M.D. ISBN-10: 1935660179.

5) Book: Co-Occurring Disorders: Integrated Assessment and Treatment of Substance Use and Mental Disorders (2014) by Charles Atkins, M.D. PESI Publishing & Media: Eau Claire: WI. ISBN: 978-1-936128-54-9

6) Diagnostic and statistical manual of mental disorders (5th ed.). (2013). American Psychiatric Association. Arlington, VA: Author.

Select one for the end of semester group presentation

Option 1) Manual: Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual 2nd Ed. (2015) by Mary Marden Velasquez, Gaylyn Gaddy Maurer, Cathy Crouch, & Carlo C. DiClemente. The Guilford Press. ISBN-13: 978-1462523405 at Amazon.com.

Option 2) Manual (Free): TCU Comprehensive Interventions. (2019). Texas Christian University, Institute of Behavioral Research. Available at <https://ibr.tcu.edu/manuals/datar-interventions/>

Option 3) Manual: Mindfulness-Based Relapse Prevention for Addictive Behaviors: A Clinician's Guide (2010). By Sarah Bowen, Neha Chawla, G. Alan Marlatt. The Guilford Press. Available Amazon.

Option 4) Manual: Seeking Safety: A Treatment Manual for PTSD and Substance Abuse (2002). By Lisa Najavits. The Guilford Press. Available Amazon.

Option 5) Manual: The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation and Distress Tolerance by Matthew McKay, Jeffrey Wood, Jeffrey Brantley. A New Harbinger Self-Help Workbook. Available Amazon.

Suggested Film Resources: (Linked to optional extra credit assignment)

Option 1: *The Anonymous People* (2013). Documentary directed by Greg Williams. Available for rent \$3.99 on vimeo: <https://vimeo.com/ondemand/theanonymouspeople>

Option 2: *Pleasure Unwoven: An Explanation of the Brain Disease of Addiction* (2009). Documentary by Kevin McCauley. Available for purchase on Amazon for \$34.66.

If unavailable may listen to free lectures on Youtube: *Is Addiction a Disease?* By Kevin McCauley <https://www.youtube.com/watch?v=b2emgrRoT2c> or *The Neuroscience of Addiction* by Kevin McCauley https://www.youtube.com/watch?v=MrN58NbI_8o

Option 3: *Unguarded* (2011). Documentary directed by Johnathon Hock. Available for free on ESPN: <http://www.espn.com/watch/film/ea812189-d130-416e-81a0-737503b8fd74/unguarded>

Option 4: *Recovery Boys* (2018). Documentary directed by Elaine Sheldon. Available on Netflix.

Option 5: Father Martin's *Alcoholism and the Family*. Available on youtube: search: Father Martin or Alcoholism and the Family . *Link:* <https://www.youtube.com/watch?v=son3iijkhGc>

Option 6: *The Farewell* (2019) Film directed by Lulu Wang. Available on Amazon Prime for rent or free if Prime member

Option 7: *Life of a King* (2013) Film directed by Jake Golderberger. Available on Amazon Prime for rent or free if Prime member.

Suggested Readings and Resources:

Book: Surviving Schizophrenia: A Family Manual The Indispensable Guide to Today's Most Misunderstood Illness, 6th Edition Newly Revised and Updated (2013) by E. Fuller Torrey, M.D. HarperCollins Publishers, NY, NY. This book is available at The University CO-OP. ISBN 978-0-06-226885-3.

Book: Motivational Interviewing, Second Edition: Preparing People for Change (2013). by William R. Miller & Stephen Rollnick. \$36 at amazon.com.

Manual: The DBT Skills Training Manual, Second Edition by Marsha Linehan. The Guilford Press. ISBN-13: 978-1462516995. Available Amazon.

Book: Rational Recovery: The New Cure for Substance Addiction (1996). By Jack Trimpey. The Gallery Books. ISBN:9780671528584, 0671528580

Book: Facing Codependence: What It Is, Where It Comes From, How It Sabotages Our Lives (1989). By Pia Mellody with Andrea Wells Miller and J. Keith Miller. Harper San Francisco. Available Amazon.

V. COURSE REQUIREMENTS*

*This is a working syllabus, all activities and due dates subject to change, students who miss class are responsible for learning about the updated due dates via Canvas.

STUDENT EVALUATION:

Assignments will be graded out of a total of 200 points. See break out below for each assignment with assignment requirements.

1) Weekly notes page and check in

Grading: 50 points total/ 25 % of grade (10 points each for 5 notes pages see due dates below)

Assignment: Complete assigned reading and bring notes page back to the next class for group discussion of the reading which will begin each class after the check in. This will be turned in to canvas prior to class (either scan of handwritten or word doc/pdf of typed notes). The goals of this assignment include interacting with a large amount of reading materials and helping student prepare for group discussion and term paper.

Course Objectives Met: 1, 2, 3, 6, 7, 9, 10

Requirements/Expectations: Name, date and reading assignments completed at top of page. Please clearly label the reading completed to match the legible notes.

There are NO formatting requirements. The assignment does not need to be in full sentences, but DOES need to be legible either hand-written or typed notes completed prior to class and turned in after group discussion each week, demonstrating reading the material. This needs to be a minimum of 5 bullet points from each reading assigned for that week (i.e. If there are three readings assigned, 15 bullet point minimum).

2) Attendance and reflections from 2 peer support groups

Grading: 50 points total/ 25% of grade (25 points each)

Assignment: Attend 1 open peer support group and 1 family support group by the due dates below and write a 2 to 3 page reflection paper on your observations, personal insights and implications for making effective referrals to clients.

Due to COVID: online, phone or telehealth meetings are absolutely acceptable and recommended way to participate in the Recovery community.

First group: Peer support Due 10/5

Soberaustin.com-general resources for sober living, meeting lists, treatment centers

Communities for Recovery (CforR)-meeting location on ASH property that provides Peer Recovery Coaching, <https://cforr.org/>

AA-Hill Country Intergroup: <https://austinaa.org/meetings/>

NA-Central Texas Narcotics Anonymous: <http://ctana.org/local-meetings-list/>

CA- Cocaine Anonymous: SCTA- <http://ca-scta.org/>

SMART Recovery: <https://www.meetup.com/SmartRecoveryAustin/>

Rational Recovery: <https://rational.org/index.php?id=1>

Refuge Recovery: <https://refugerecovery.org/>

CR-Celebrate Recovery: <https://www.celebraterecovery.com/>

DRA: Dual Recovery Anonymous: <http://www.draonline.org/meetings.html>

Second group: Family support Due 11/2

Soberaustin.com- general resources for sober living, meeting lists, treatment centers

NAMI-National Alliance for Mental Illness: <https://www.nami.org/> (not an open meeting, can only participate if have family member with mental health and are willing to discuss)

Austin Al-Anon/Al-teen: <https://austinalanon.org/>

Nar-Anon- <https://www.nar-anon.org/find-a-meeting>

Coda-Codependents Anonymous:

<http://locator.coda.org/index.cfm?page=usCitymeetings.cfm&state=TX&city=Austin>

ACOA-Adult Child of Alcoholics: <https://adultchildren.org/meeting-search/>

Course objectives met: 2, 4, 6, 7, 8, 9, 13

Requirements/Expectations:

Student will only attend “open” meetings and will honor the group confidentiality, as well as the people and content of the group. This will be demonstrated through honesty with the group members that they are only there observing. As well as not disclosing personal identifying information in the group reflection paper, but rather personal reflections on the attendance experience, atmosphere, and general observations about the group. “Open” meetings are open to anyone, are often speaker meetings or larger meetings.

Rubric for grading:

10-Attendance (name of group attended/location/time must be in paper) and completion

10-For thoughtful reflection, self-awareness and implications for referrals

5-Name, grammar, formatting and citations/bibliography as needed

3) Narrative Case Presentation and Treatment Plan

Due: 10/26 uploaded to Canvas

Grading: 25 points total/ 12.5% of grade

*Additional information/examples will be given throughout the course and weeks of 10/12 & 10/19

Assignment: Part 1) Create a 1 page narrative template of your client, detailing his/her/their level of care, clinical presentation and details based on a randomly assigned client template. What are his/her/their goals for treatment? How did he/she/them communicate those goals to you? What are his/her/their interactions like with peers, staff, or in the level of care? Be creative and draw from your experiences of real humans and your personal work experience. (Do not copy the case examples from the Atkins books)

Part 2) Create a treatment plan for this client that matches the client’s level of care, discharge planning needs and stated goals.

The goal of this assignment is to practice necessary skills for substance use treatment of presenting cases and treatment planning, while also connecting the course materials, resources and integrating your awareness and clinical skill with a hypothetical human as their guide through treatment.

Course Objectives Met: 1, 2, 3, 4, 6, 9

Expectations/Requirements:

Rubric for grading:

5 points-Case presentation

Is the client presented effectively and clinically?

15 points-Treatment plan

Does the plan meet the set needs of the client? Does it meet the level of care? Does it set clear, attainable expectations for client and staff?

Minimum of 3 goals problems and goals; with 2 objectives and 2 strategies per problem/goal area

5 points- Resources/Referral Recommendations

Do the resources match the treatment plan goals? Do the resources meet the client in the client’s stage of change and level of care?

4) Group Video Psych-ed presentation

Grading: 25 points/12.5% of total grade

Assignment: Work with a group of 3 to 4 students to create a 30 minute video presentation

Course Objectives Met: All

Option 1) Manual: Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual 2nd Ed. (2015) by Mary Marden Velasquez, Gaylyn Gaddy Maurer, Cathy Crouch, & Carlo C. DiClemente. The Guilford Press. ISBN-13: 978-1462523405 at Amazon.com.

Option 2) Manual (Free): TCU Comprehensive Interventions. (2019). Texas Christian University, Institute of Behavioral Research. Available at <https://ibr.tcu.edu/manuals/datar-interventions/>

Option 3) Manual: Mindfulness-Based Relapse Prevention for Addictive Behaviors: A Clinician's Guide (2010). By Sarah Bowen, Neha Chawla, G. Alan Marlatt. The Guilford Press. Available Amazon.

Option 4) Manual: Seeking Safety: A Treatment Manual for PTSD and Substance Abuse (2002). By Lisa Najavits. The Guilford Press. Available Amazon.

Option 5) Manual: The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation and Distress Tolerance by Matthew McKay, Jeffrey Wood, Jeffrey Brantley. A New Harbinger Self-Help Workbook. Available Amazon.

Option 6) Select and research a relevant treatment area for education. Must be one of the following topic areas: Overdose prevention and Harm reduction, Cross-addiction, HIV education or Smoking cessation.

Expectations/Requirements:

Work with a group of 3 to 4 students to create a 30 minute video presentation. Create a presentation for a substance use specific group of clients or substance use family group using any of the options listed above. If you are using a manual, select one educational or group template and design your presentation around the framework provided. Presentation will be uploaded to Canvas in a discussion board format for peer review during the final two weeks of the course.

Assignment Due: 11/30 Peer Review Feedback due: 12/7

Rubric:

10 points-Presentation Quality

Overall presentation clarity

(this will be based partially on peer discussion board feedback)

Logical organization of the information

Clear presentation that could be followed by an audience in substance use treatment

10 points-Evidence Based Presentation

Resources, Information

Is the information presented relevant to clients in a substance use treatment center?

Is the information presented important to a client in a substance use treatment center?

Is the information evidenced based, well researched?

3 points-Uploading

Uploaded to Canvas in viewable format (Zoom recorded group, GoogleMeet or GoogleHangout recorded presentation, etc)

May use Presi, Powerpoint, or any applicable visual aids in recorded group session

2 points-Feedback

Contribution to feedback for each group on the discussion board by 12/7
Further details will be posted in Canvas to assignment section later in the semester

5) Research paper

Due final week of class

Grading: 50 points/25% of total grade

Assignment: Each student will create a 10 to 12 page double spaced research paper/literature review on a topic of interest for a specific dual diagnosis, for example “schizophrenia and marijuana use disorder”. The literature review will include a minimum of 12 (recommendation for a minimum of 15) articles and sources.

Course Objectives Met: All

Expectations/Requirements:

Paper requirements:

- 1) Cover sheet/APA formatting
 - a. Paper should NOT have any first person. Everything shared is your opinion/observations based on the research and first person is not necessary.
- 2) Introduction (.5 to 1 page)
 - a. Include clear understanding of diagnosis(es) selected
 - b. Purpose of selection/Goals of paper-what drew you to the topic, why is this area of research important?
- 3) Analysis (5 to 10 pg): The goal of this paper is to synthesize, organize and analyze the research. The goal is not to copy the research directly.
- 4) Conclusions (1-1.5 pg): Share your observations of the information and research, any areas of ethical concern or impact
- 5) Recommendations (.5 to 1.5 pg): Share your recommendations for the future research, practical applications and implications for treatment
- 6) References (not included in pg count): minimum of 12 sources

Grading Rubric total of 50 points:

- 1) Cover sheet/APA formatting/grammar- 5 points
- 2) Introduction (.5 to 1 page)- 5 points
- 3) Analysis (5 to 10 pg): 20 points (see break down)
 - a. Page requirement: 5 points
 - b. Content (evidenced based and well researched): 5 points
 - c. Coherence/Structure (logical organization of argument): 5 points
 - d. Synthesis (analysis, rather than summarization): 5 points
- 4) Conclusions (1-1.5 pg): 10 points
 - a. Coherence/Structure (logical organization of argument): 5 points
 - b. Synthesis (analysis, rather than summarization): 5 points
- 5) Recommendations (.5 to 1.5 pg): 5 points
- 6) References (not included in pg count): 5 points

Please note that there will be no exceptions to the due date. Each day late will result in 1 letter grade reduction per day.

6) Optional Extra Credit Assignment

Grading: 15 points total possible

Due at any point in the semester. Will not be accepted after the last day of class.

Assignment: The student will write a double-spaced reflection paper at least 2 pages in length on the content of the film including: reflections/challenges/critiques of the film and applications of film for use in treatment of substance groups.

*If Option 5 or 6 is selected, please reflect on family dynamics and patterns that you notice contribute to the substance use. You may also discuss cultural competency issues, challenges with family and substance use issues. If this option is selected, professor recommends waiting until after family discussion classes to complete after 11/2.

Course Objectives Met: 4, 7, 11, 13

Requirements/Expectations: Name, Date, APA format

Rubric for grading: Total 15 points:

5- Clear demonstration of understanding and watching the film (Professor has seen all films many times in treatment groups, professor will know if you do not watch the film)

5- Thoughtful reflection on applications for groups or treatment

5-For formatting, grammar, citations/bibliography as needed

Option 1: *The Anonymous People* (2013). Documentary directed by Greg Williams. Available for rent \$3.99 on vimeo: <https://vimeo.com/ondemand/theanonymouspeople>

Option 2: *Pleasure Unwoven: An Explanation of the Brain Disease of Addiction* (2009). Documentary by Kevin McCauley. Available for purchase on Amazon for \$34.66.

If unavailable may listen to free lectures on Youtube: *Is Addiction a Disease?* By Kevin McCauley <https://www.youtube.com/watch?v=b2emgrRoT2c> or *The Neuroscience of Addiction* by Kevin McCauley https://www.youtube.com/watch?v=MrN58Nbl_8o

Option 3: *Unguarded* (2011). Documentary directed by Johnathon Hock. Available for free on ESPN: <http://www.espn.com/watch/film/ea812189-d130-416e-81a0-737503b8fd74/unguarded>

Option 4: *Recovery Boys* (2018). Documentary directed by Elaine Sheldon. Available on Netflix.

Option 5: Father Martin's *Alcoholism and the Family*. Available on youtube: search: Father Martin or Alcoholism and the Family . *Link:* <https://www.youtube.com/watch?v=son3iijkhGc>

Option 6: *The Farewell* (2019) Film directed by Lulu Wang. Available on Amazon Prime for rent or free if Prime member

Option 7: *Life of a King* (2013) Film directed by Jake Golderberger. Available on Amazon Prime for rent or free if Prime member.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+

74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE*

*This is a working syllabus, all activities and due dates subject to change, students who miss class are responsible for learning about the updated due dates

Date	Topic	Assignment Due	Readings
8/31 Class 1	Intro to course Syllabus Review Diagnosis of Substance Abuse/Dependence Assessment Tools and Overview of Terms		Start reading: Atkins Co-Occurring DO Ch 1-4 Atkins 16-19
9/7 Labor Day	No class scheduled		Cont: Atkins Co-Occurring DO Ch 1-4 Atkins 16-19
9/14 Class 2	Screening, assessment and diagnosis – Mood Disorders Key areas in Substance use: Harm Reduction Opioid/Opiate treatment Marijuana/Cannabis/CBD	<i>Weekly reading notes</i>	Due: Atkins Co-occurring DO Ch 1-4 Atkins 16-19 Start: Preston Clinical Psychopharmacology 1-3 & App A; Atkins 9-11; Ekleberry 1-4
9/21 Class 3	Screening, assessment and diagnosis – Schizophrenia Spectrum Disorders Symptoms of major mental illness Medication Management & Integrated Treatment	<i>Weekly reading notes</i>	Due: Preston Clinical Psychopharmacology 1-3 & App A; Atkins 9-11; Ekleberry 1-4 Start: Preston Clinical Psychopharmacology 4-6; Atkins 12-14; Ekleberry 5-8
9/28 Class 4	Screening, assessment & diagnosis cont. Anxiety, trauma, OCD	<i>Weekly reading notes</i>	Due: Preston 4-6 Atkins 12-14 Ekleberry 5-8

	Medication Management & Integrated Treatment		Start: Atkins 15 Atkin 5-7 Preston: 7-9
10/5 Class 5	Screening, assessment & diagnosis Personality Disorders Considerations for specific populations including age, CPS, criminal justice Cross Addiction/Process Addiction	<i>Weekly reading notes</i> <i>Meeting 1 attendance reflection due</i>	Due: Atkins 15 Atkin 5-7 Preston: 7-9 Start: Preston 10 Eckleberry 9-11 Atkins 8
10/12 Class 6	Screening, assessment & diagnosis-Impact on Treatment Treatment Planning	<i>Weekly reading notes</i>	Due: Preston 10 Eckleberry 9-11 Atkins 8
10/19 Class 7	Treatment planning cont. Ethics & Boundaries Documentation	<i>In class: sign up for group assignments</i>	Review NASW Code of Ethics
10/26 Class 8	Intro to families and substance use Guest Speaker: Laura Jones-Swann, LCDC Overview/Resources	<i>Case presentation and treatment plan assignment due</i>	Start reading: AA Big Book & Dual Diagnosis Recovery
11/2 Class 9	Impact on families and community cont. Family treatment Disparity, racism, cultural competency issues	<i>Meeting 2 attendance reflection paper</i>	Cont: AA Big Book & Dual Diagnosis Recovery
11/9 Class 10	Treatment Modalities Motivational Interviewing 12 Step Models Treatment Plan Reviews	**In class discussion/assignment of differences between DDR 12 steps and AA	Due: AA Big Book & DDR
11/16	Treatment MI/CBT/DBT		

Class 11	Trauma informed care		
11/23 Class 12 *Last in Zoom class	Discharge planning & Termination and setting the stage for the next stage of change		
11/30	Presentations due online	<i>Presentations due online by 5:30p</i>	
12/7	Presentation discussion feedback due online Evaluations	<i>Research papers due online by 5:30p</i> <i>Presentation feedback due online by 8:00p</i>	

X. BIBLIOGRAPHY

See book and resource list above

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