

**THE UNIVERSITY OF TEXAS  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	<b>SW 393R16</b>	<b>Instructor: Rachael Saylor Garza, LCSW, LCDC</b>
<b>Unique Number:</b>	<b>61605</b>	<b>Email: rsaylorgarza@utexas.edu</b>
<b>Semester:</b>	<b>Fall 2019</b>	<b>Office: Adjunct Office</b>
<b>Meeting Time/Place:</b>	<b>Mondays 5:30 -8:30p Room 2.116</b>	<b>Office Phone: 218-565-3384</b>
		<b>Office Hours: Mondays 4:30 to 5:30p</b>
		<b>By appointment only</b>

**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 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, 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), a film assignment the week of 9/16, a book report, group assignment and term paper.

#### **Proposed daily course outline\***

Student check in  
Group expectations  
Review of readings  
Turn in assignments  
Lecture/Discussion/Roles plays & in Class Activities  
Break  
Lecture/Discussion/Roles plays & in Class Activities  
cont.  
Close out with review of assignments  
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. This book is available at the University CO-OP. ISBN: 978-0-7890-3693-3 & amazon.

2) Book: The Twelve Steps and Dual Disorders (1994) by Tim Hamilton and Pat Samples. Publisher: Hazelden Educational Materials, Order No. 1519A. This book is available at The University CO-OP. ISBN: 1-56838-018-6. It will also be on reserve in the UT SSW Learning Resource Center (LRC).

3) Book: Surviving Schizophrenia: A Family Manual The Indispensable Guide to Today's Most Misunderstood Illness. 6<sup>th</sup> 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.

4) 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.

5) 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.

6) 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. This book is available at The University CO-OP. ISBN: 978-1-936128-54-9 & amazon.

7) Manual: Group Treatment for Substance Abuse: A Stages-of-Change Therapy Manual (2001) by Mary Marden Velasquez, Gaylyn Gaddy Maurer, Cathy Crouch, & Carlo C. DiClemente. The Guilford Press. ISBN 978-1-57230-625-7 \$27.25 at Amazon.com .

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

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

##### Required Film Resources:

Select one of the below films to watch and review in lieu of group on 9/16 (see detailed instructions in Course Requirements):

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: *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 3: *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](https://www.youtube.com/watch?v=MrN58NbI_8o)

Option 4: Father Martin's *Revised Chalk Talk on Alcohol*; Lecture on alcoholism. Available on youtube: search: Father Martin Chalk Talk on alcoholism or Priest talks about Alcohol and Alcoholism and What it does. *Link:* [https://www.youtube.com/watch?v=Vdb59uwWt\\_0](https://www.youtube.com/watch?v=Vdb59uwWt_0)

#### Suggested Readings and Resources:

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

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.

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

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.

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

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.

Book: The Unquiet Mind A Memoir of Moods and Madness (1996). By Kay Redfield Jamison. Reed Business Information Inc. Available Amazon.

Book: Wasted: A Memoir of Anorexia and Bulimia (1998). by Marya Hornbacher. Harper Perennial. 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.

## 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:* 35 points total/ 17.5 % of grade (5 points each for 7 notes pages see due dates below)

*Assignment:* Complete assigned reading and bring notes page back to the next class for group discussion. This will be turned in after group discussion of the reading which will begin each class after the check in. 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 (If the professor doesn't know who it belongs to, it will be impossible to give credit to your grade).

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. This needs to be a minimum of 10 bullet points from the reading assigned for that week (one sentence will not be acceptable).

### 2) Alternative Class Assignment for 9/16-Film Activity

*Grading:* 15 points total/ 7.5% of grade

*Assignment:* Select one of the 4 below films to watch in lieu of class on 9/16. Right a 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.

*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: *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 3: *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](https://www.youtube.com/watch?v=MrN58Nbl_8o)

Option 4: Father Martin's *Revised Chalk Talk on Alcohol*; Lecture on alcoholism. Available on youtube: search: Father Martin Chalk Talk on alcoholism or Priest talks about Alcohol and Alcoholism and What it does. *Link:* [https://www.youtube.com/watch?v=Vdb59uwWt\\_0](https://www.youtube.com/watch?v=Vdb59uwWt_0)

### **3) Attendance and reflections from 2 peer support groups**

*Grading:* 30 points total/ 15% of grade (15 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.

#### **First group: Peer support Due 10/7**

*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 11/4**

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

*NAMI-National Alliance for Mental Illness:* <https://www.nami.org/>

*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 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:

5-Attendance and turning in paper

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

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

### **4) Book report-Surviving Schizophrenia: A Family Manual The Indispensable Guide to Today’s Most Misunderstood Illness by Torrey, Dr. E. Fuller Due 11/11**

*Grading:* 35 points total/ 17.5 % of grade

*Assignment:* Read *Surviving Schizophrenia: A Family Manual* and complete a 5 to 10 page book report by 11/11.

*Course objectives met:* 1, 2, 3, 4, 5, 6, 8, 9, 12, 13

*Requirements/Expectations:* Paper is to use APA format, be double spaced, complete with citations and a cover page. The cover page and citations page will not count as part of the page count. The content of the paper should cover the most significant information learned from each chapter of the book.

## **5) Group Case Staffing & Treatment Plan Presentation**

### **Due the final two weeks of class**

*Grading:* 35 points total/ 17.5% of grade

*Assignment:* Work with a group of 4 to 5 students to create treatment plan and resource list for client case study. This will be presented to the class in a 10 minute presentation with 5 minutes of explanation and 5 minutes for questions and reflection. Further assignment details to be discussed towards the middle of the semester.

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

*Expectations/Requirements:*

#### Rubric for grading:

10 points-Treatment plan

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

10 points- Resources

Do the resources match the treatment plan goals? Do the resources meet the client in the client's stage of change?

10 points-Presentation

This could be completed in hand out form, power point, presi. Please use the format that makes the most sense to you. Please do not needlessly lose points for typos or lack of planning or preparation.

5 points-Question and answer

Ability to answer questions of peers that demonstrate thoughtful exploration of resources, treatment planning and case staffing discussion.

## **6) Term paper**

### **Due final week of class**

*Grading:* 50 points/25% of total grade

*Assignment:* Each student will create a 15 to 20 page double spaced term 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 of a minimum of 15 (recommendation for a minimum of 20) 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 (1 page)

- a. Include clear understanding of diagnosis(es) selected
- b. Purpose of selection-what drew you to the topic, why is there area of research important?
- 3) Analysis (7 to 17 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 (1-3 pg): Share your observations of the information and research, any areas of ethical concern or impact
- 5) Recommendations (1-3 pg): Share your recommendations for the future research, practical applications and implications for treatment
- 6) References (not included in pg count): minimum of 15 sources

*Grading Rubric* total of 50 points:

- 1) Cover sheet/APA formatting- 5 points
- 2) Introduction (1 page)- 5 points
- 3) Analysis (7 to 17 pg): 25 points (see break down)
  - a. Page requirement: 5 points
  - b. Content: 5 points
  - c. Coherence: 5 points
  - d. Synthesis: 5 points
  - e. Logical organization of information: 5 points
- 4) Conclusions (1-3 pg): 5 points
- 5) Recommendations (1-3 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.*

## 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

### MAKE-UP ASSIGNMENTS:

**Assignments are due on the dates indicated.** The only exceptions are unforeseen, verified emergencies and observance of religious holidays. If an emergency occurs, or if you plan to observe a religious holiday, please call or text your professor as soon as possible (but BEFORE class). Also, arrange a date to complete



the assignment. **For the Term Paper, there will be no exceptions. Each consecutive day late will lower the student's grade by one letter grade.**

### **EVALUATION OF THE INSTRUCTOR:**

Students will have the opportunity to evaluate the instructor and are encouraged to do so. At the end of the term, you will be given the official UT Course Instructor Survey (CIS) of The University of Texas at Austin. Professor Garza welcomes honest feedback during class, office hour appointments and the additional anonymous survey for "How to Improve the Course" at the end of the semester.

## **VIII. UNIVERSITY 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.

### **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 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. 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: <https://studentaffairs.utexas.edu/>.

#### **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.

#### **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/>.

#### **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. 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 based on gender. 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, interpersonal 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 and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

### **CAMPUS CARRY POLICY.**

The University's policy on concealed fire arms 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.

### **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.

### **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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

### **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 are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. 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.

**IX. COURSE SCHEDULE\***

Date	Topic	Assignment Due	Readings
9/9	Intro to course Syllabus Review		Start reading: AA Big Book & Dual Diagnosis Recovery
Class 1	Diagnosis of Substance Abuse/Dependence		Start reading: Atkins Co-Occurring DO Ch 1-3
9/16 Alt. Class	Alternative Class Film Activity See Course Requirements for Details		Cont: AA Big Book & Dual Diagnosis Recovery  Cont: Atkins Co-Occurring DO Ch 1-3
9/23	Screening, assessment and diagnosis Tools and Overview	<i>Alternative film assignment</i>	Due: Atkins Co-occurring DO Ch 1-3
Class 2	Medication Management & Integrated Treatment	<i>Weekly reading notes</i>	Start: Atkins Co-occurring DO Ch 3&4; Preston Clinical Psychopharmacology 1-3 & App A
9/30	Screening, assessment & diagnosis	<i>Weekly reading notes</i>	Due: Big Book & DDR** Due: Co-occurring DO Ch 3&4; Preston Clinical Psychopharmacology 1-3 & App A
Class 3	Symptoms of major mental illness  Medication Management & Integrated Treatment	**In class discussion/assignment of differences between DDR 12 steps and AA	Start: Preston Clinical Psychopharmacology 4-6; Atkins 9-11; Ekleberry 1-4
10/7	Screening, assessment & diagnosis	<i>Meeting 1 attendance reflection due</i>	Due: Preston 4-6 Atkins 9-11 Ekleberry 1-4
Class 4	Anxiety, trauma, OCD  Medication Management & Integrated Treatment	<i>Weekly reading notes</i>	Start: Atkins 12-14 Ekleberry 5-8

10/14 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>	Due: Atkins 12-14 Ekleberry 5-8  Start: Atkins 15 Atkin 6-7 Preston: 7-9
10/21 Class 6	Treatment Planning  Medication Management & Integrated Treatment	<i>Weekly reading notes</i>	Due: Atkins 15 Atkin 6-7 Preston: 7-9  Start: Torrey for book report
10/28 Class 7	Treatment planning cont.  Ethics & Boundaries  Documentation	<i>In class: sign up for group assignments</i>	Cont Torrey for book report  Review NASW Code of Ethics
11/4 Class 8	Impact on families and community	<i>Meeting 2 attendance reflection paper</i>	Cont Torrey for book report  Start: Velasquez MI for groups Ch 1-3 & TCU-review resources and manual, select one section of manual to bring to class to discuss
11/11 Class 9	Treatment Modalities Motivational Interviewing  Treatment Plan Reviews	<i>Book Report Due</i>  <i>Weekly reading notes</i>	Due: Surviving Schizophrenia Entire Book/Book report  Due: Velasquez MI for groups Ch 1-3 & TCU-review resources and manual, select one section of manual to bring to class to discuss  Start: Preston 10 Eckleberry 9-12
11/18 Class 10	Treatment MI/CBT/DBT Trauma informed care	<i>Weekly reading notes</i>	Due: Preston 10 Eckleberry 9-12  Bring: Preston & Velasquez Group MI to group for in class activities
	Discharge planning &		

11/25 Class 11	Termination and setting the stage for the next stage of change		
12/2 Class 12	Presentations		
12/9 Class 13 Last day of class!	Presentations Evaluations	<i>Term papers due</i>	

\*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

## X. BIBLIOGRAPHY

See book and resource list above

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