

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

<b>Course Number:</b>	SW 393R16	<b>Instructor:</b>	Jeff Moe, LCSW
<b>Unique Number:</b>	61730	<b>Email:</b>	jeff.moe@austin.utexas.edu
<b>Semester:</b>	Fall 2021	<b>Office:</b>	3.104a
<b>Meeting Time:</b>	Mondays 5:30pm-8:30pm	<b>Office Phone:</b>	512-232-2677
<b>Meeting Place:</b>	SSW 2.116	<b>Office Hours:</b>	By Appointment Other time by appointment

**COEXISTING PSYCHIATRIC AND SUBSTANCE USE DISORDERS**

**I. STANDARDIZED COURSE DESCRIPTION**

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**

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.
2. Demonstrate an understanding of the incidence of various coexisting psychiatric and substance use disorders 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 coexisting psychiatric and substance use disorders (COPSD), appropriate and inappropriate uses of medications with 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 (“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 coexisting psychiatric and substance use disorders.
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 for the Mentally III (NAMI).
7. Become very familiar with and competent describing, discussing, and making appropriate referrals of clients to group therapy/psychoeducational groups for

those with coexisting psychiatric and substance use disorders, such as Good Chemistry Groups.

8. Be able to describe and discuss potential ethical and personal dilemmas regarding self-awareness of personal values, being able to treat clients with coexisting psychiatric and substance use 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 and research issues regarding one mental illness in combination with one substance use disorder.
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 of coexisting psychiatric and substance use disorders (COPSD).
13. Have a better understanding about what it may be like to have a mental illness, a substance use disorder, and coexisting psychiatric and substance use disorders (COPSD) (enhance empathy and build respect for future clients).

### **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 Moe, 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.

### **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: 978-0-7890-3693-33
- 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) Book: Diagnostic and statistical manual of mental disorders (5th ed.). (2013). American Psychiatric Association. Arlington, VA: Author.

## 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 10/4

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 11/1

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 you have a family member with a mental health issue 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/>

### **3) Group Video Psych-ed presentation**

*Grading:* 50 points/25% 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: 11/29 Peer Review Feedback due: 12/6

*Rubric:*

20 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

20 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?

5 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

5 points-Feedback

Contribution to feedback for each group on the discussion board by 12/6

Further details will be posted in Canvas to assignment section later in the semester

**4) 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.

### 5) 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

5- Thoughtful reflection on applications for groups or treatment

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

*Option 1:* The Neuroscience of Addiction by Kevin McCauley

[https://www.youtube.com/watch?v=MrN58Nbl\\_8o](https://www.youtube.com/watch?v=MrN58Nbl_8o)

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

*Option 4:* 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 5:* The Farewell (2019) Film directed by Lulu Wang. Available on Amazon Prime for rent or free if Prime member

*Option 6:* 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**

**ATTENDANCE:** Attendance is an important part of this course. Please make every effort to attend. Please be on time. If you are over 15 minutes late for the class, you will not get participation credit for the class and your grade will be negatively affected.

**FOOD:** Food and drink will be allowed in class. However, if your food or drink becomes a distraction to the class you may be asked to finish it during a break.

**PHONES/COMPUTERS:** I understand that some use computers for note taking. Please do not text or use social media during lectures and discussion.

## **VIII. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**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.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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
8/30	Intro to course Syllabus Review Diagnosis of Substance Abuse/Dependence		Start reading: Atkins Co-Occurring DO Ch 1-4 Atkins 16-19

	Assessment Tools and Overview of Terms		
9/6	No class scheduled		Cont: Atkins Co-Occurring DO Ch 1-4 Atkins 16-19
9/13	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
9/20	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
9/27	Screening, assessment & diagnosis cont. Anxiety, trauma, OCD Medication Management & Integrated Treatment	<i>Weekly reading notes</i>	Due: Preston 4-6 Atkins 12-14 Ekleberry 5-8 Start: Atkins 15 Atkin 5-7 Preston: 7-9
10/4	Screening, assessment & diagnosis Personality Disorders Considerations for specific populations including age, CPS, criminal justice Cross Addiction/Process	<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

	Addiction		
10/11	Screening, assessment & diagnosis-Impact on Treatment Treatment Planning	<i>Weekly reading notes</i>	Due: Preston 10 Eckleberry 9-11 Atkins 8
10/18	Treatment planning cont. Ethics & Boundaries Documentation	<i>In class: sign up for group assignments</i>	Review NASW Code of Ethics
10/25	Intro to families and substance use	<i>Case presentation and treatment plan assignment due</i>	Start reading: AA Big Book & Dual Diagnosis Recovery
11/1	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
11/8	Treatment Modalities Motivational Interviewing 12 Step Models Treatment Plan Reviews	<i>**In class discussion/assignment of differences between DDR 12 steps and AA</i>	Due: AA Big Book & DDR
11/15	Treatment MI/CBT/DBT Trauma informed care		
11/22	Discharge planning & Termination and setting the stage for the next stage of change		

11/29	Open Class	<i>Group Presentations due online by 5:30pm</i>	
12/6		<i>Research papers due online by 5:30p Feedback Due Online by 8:00pm</i>	

## **X. BIBLIOGRAPHY**

See book and resource list above

### **Measures and Resources**

Adverse Childhood Experience Questionnaire. (2019).

<https://www.ncjfcj.org/sites/default/files/Finding%20Your%20ACE%20Score.pdf>

American Psychiatric Association. (2013). DSM-5 Cross Cutting Symptom Measure 1.

<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessmentmeasures>

American Society of Addiction Medicine. (2019). Definition of Addiction.

<https://www.asam.org/resources/definition-of-addiction>

Institute of Behavioral Research. (2017). Texas Christian University Drug Screen 5. Fort Worth: Texas

Christian University, Institute of Behavioral Research. Available at [ibr.tcu.edu](http://ibr.tcu.edu)

National Association of Social Workers. (2002). NASW Code of Ethics.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>