

THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R16	Instructor:	Irek Banaczyk, LCSW, LCDC
Unique Number:	61985	Email:	irek@austin.utexas.edu
Semester:	Fall 2023	Office:	3.104a
Meeting Time:	Mondays	Office Phone:	512-803-8763
	5:30pm – 8:30pm	Office Hours:	By Appointment
Meeting Place:	SSW 2.116		

COEXISTING PSYCHIATRIC AND SUBSTANCE USE DISORDERS

I. STANDARDIZED COURSE DESCRIPTION

This course examines the prevalence, assessment, diagnosis, and treatment of coexisting mental and substance use disorders. The course is grounded in social work values and ethics and the profession’s biopsychosocial/spiritual and person-in-environment perspectives. It therefore considers how coexisting disorders affect individuals, families, communities, and other social systems and how these systems affect those who have coexisting disorders. Emphasis is placed on historical marginalization as a result of coexisting disorders and other characteristics (race/ethnicity, gender, socioeconomic status, etc.) and how principles of diversity, inclusion, equity, and accessibility can be used to improve the lives of those with coexisting disorders.

II. STANDARDIZED COURSE OBJECTIVES

1. Describe the assessment, classification, and prevalence of substance use disorders, mental disorders, and coexisting mental and substance use disorders.
2. Compare and contrast theories and evidence-based/best practice models of treatment for coexisting disorders including psychosocial and pharmacological treatments.
3. Develop skills in referring clients with coexisting disorders and their family members/loved ones to treatment services and mutual- and self-help groups.
4. Understand the historical oppression/marginalization of persons with mental, substance use, and coexisting disorders and how attention to principles of diversity, equity, inclusion, and accessibility can be used to improve their life experiences.
5. Analyze social welfare policies and practices (e.g., health insurance, social insurance and public assistance, Americans with Disability Act), their effects on people with coexisting disorders, and how they can be improved to better serve those with coexisting disorders.

III. TEACHING METHODS

This class is designed to be interactive modeling of substance use groups that explores screening, assessment, diagnosis, treatment, and ethical implications for treating substance use and mental health disorders. The primary modality will be lectures presented by Professor Banaczyk, along

with experiential activities, substantial reading assignments, in-class assignments, 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 treatment providers to clients with dual diagnoses. To facilitate the learning process, students will be required to complete weekly readings and submit notes to guide class discussions. Along with attendance of 2 open community support groups (1 peer support group and 1 family support group), students will complete an in-class treatment plan assignment, group presentation, and research paper. Students are encouraged to bring as much feedback, creativity, and research to the class as possible, allowing time to engage in the course and enhance the learning environment.

IV. REQUIRED TEXT AND MATERIALS

- 1) Book: Book: Co-Occurring Disorders: A Whole-Person Approach to the Assessment and Treatment of Substance Use and Mental Disorders 2nd Edition (2021) by Charles Atkins. ISBN: 978-1683733829
- 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: Edition 9 Updated for DSM-5 (2016) by John Preston, Psy.D., Brett A. Moore, Psy.D. ABPP, James Johnson, M.D. ISBN-10: 1935660403
- 5) Book: Integrated Treatment for Co-Occurring Disorders: Personality Disorders and Addiction (2009) by Sharon C. Ekleberry. Publisher: Routledge Taylor & Francis Group, NY: NY. ISBN: 978-0789036933
- 6) Book: American Psychiatric Association (Ed.). (2022). Diagnostic and statistical manual of mental disorders: *DSM-5-TR* (Fifth edition, text revision). American Psychiatric Association Publishing.

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 breakout 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 submit on Canvas before the next class for group discussion of the reading, which will begin each class after the check-in. This can be either a scan of handwritten or word doc/pdf of typed notes. The goals of this assignment include interacting with a significant amount of reading materials and help students prepare for group discussions and the term paper.

Course Objectives Met: All

Requirements/Expectations: Name, date, and reading and other assignments completed at top of the 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, demonstrating reading the material. This needs to be a minimum of 3 bullet points (questions, arguments, or comments) from each reading assigned for that week (i.e., If there are three readings assigned, 9 bullet points minimum).

2) Attendance and in-class participation and reflections from 2 peer support groups

Grading for attendance and in-class participation: 10 points

Grading for reflections: 40 points total (20 points each), both totaling 25% of grade

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 acceptable ways to participate in the Recovery community.

Course Objectives Met: All

First group: Peer support Due 10/09

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/>

Recovery Dharma: <https://recoverydharma.org>

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

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

The Phoenix: National Active Sober Community: <https://thepheonix.org>

Second group: Family support Due 11/06

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

<https://soberaustin.com>

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 Psych-ed presentation

Assignment Due: 11/27; Peer Review Feedback Due: 12/4

Grading: 50 points/25% of total grade

Assignment: Work with a group of 3 to 4 students to create a 30-minute 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 [TCU Comprehensive Interventions – Institute of Behavioral Research](#)

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 4 students to create a 30-minute 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 use a manual, select one educational or group template and design your presentation around the framework provided. The presentation will be uploaded to Canvas in a discussion board format for peer review during the final three weeks of the course.

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 and an audience in a behavioral healthcare setting would benefit

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 evidence based and well researched?

Does the information presented meet the needs of specific populations and principles of diversity, equity, inclusion, and accessibility can be used to improve their life experiences?

5 points-Uploading

Uploaded to Canvas

May use Prezi, PowerPoint, Google Slides, or Canva

5 points-Feedback

Contribution to feedback for each group on the discussion board by 12/4 at 5:30 pm.

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

4) Research paper

Assignment Due: 10/16

Grading: 50 points/25% of total grade

Assignment: Each student will create a minimum of a 7-page double-spaced research paper/literature review on a topic of interest for a specific dual diagnosis, for example, “schizophrenia and marijuana use disorder,” and briefly discuss social justice and considerations for service accessibility.

The literature review will include a minimum of 10 (recommendation for a minimum of 15) articles and sources.

Course Objectives Met: All

Expectations/Requirements:

Paper requirements:

- 1) Cover sheet/APA formatting. Everything shared is your opinion/observations based on the research and not written in first person.
- 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/DEI concerns or impact of persons with coexisting disorders
- 5) Recommendations (.5 to 1.5 pg): Share your recommendations for future research, practical applications, implications for treatment, and social welfare policies and practices to increase accessibility for services
- 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 breakdown)
 - a. Page requirement: 5 points
 - b. Content (evidence based and professionally 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 11/13.

Course Objectives Met: All

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 address specific populations and principles of diversity, equity, inclusion, and accessibility can be used to improve their life experiences?
- 5- For formatting, grammar, citations/bibliography as needed

Option 1: The Neuroscience of Addiction by Kevin McCauley

https://www.youtube.com/watch?v=MrN58Nbl_8o7

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 Goldberger. Available on Amazon Prime for rent or free if Prime member.

VI. GRADING SCALE

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. If you are over 15 minutes late for the class or have two unexcused absences, you will not get participation credit for the class and your grade will be negatively affected. Please make every effort to attend, and please be on time.

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

TITLE IX DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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
8/21	-Intro to course syllabus -Discussion on history of treatment of coexisting disorders		Read: HX of SUD Treatment Watch: Mentality Mental Health Documentary Mentality Mental Health Documentary - YouTube
8/28	-Various voices on SUDs	<i>Weekly notes from the video and article</i>	Start reading: Atkins Co-Occurring Ch 1-4 Atkins 17-20
9/4	Labor Day; no class		
9/11	-Review diagnosis of substance use disorders -Assessment tools and overview of terms -Screening, assessment and diagnosis – mood disorders Opioid/opiate treatment	<i>Weekly reading notes</i>	Due: Atkins Co-occurring Ch 1-4 Atkins 17-20 Start: Preston Clinical Psychopharmacology 1-3 & App A; Atkins 10-12; Ekleberry 1-4
9/18	-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 10-12; Ekleberry 1-4 Start: Preston 4-6; Atkins 13-15; Ekleberry 5-8
9/25	-Screening, assessment & diagnosis cont. -Anxiety, trauma, OCD -Medication management & integrated treatment	<i>Weekly reading notes</i>	Due: Preston 4-6; Atkins 13-15; Ekleberry 5-8 Start: Preston 7-9; Atkins 5-7 & 16
10/2	-Key areas in Substance use: harm reduction, -Marijuana/cannabis/CBD -Start in-class case conceptualization, differential diagnosis	<i>Weekly reading notes</i>	Due: Preston 7-9; Atkins 5-7 & 16 Start: Preston 10 Eckleberry 9-11 Atkins 8-9

10/9	-Screening, assessment & diagnosis personality disorders -Considerations for specific populations including age, CPS, criminal justice -Cross/process compulsive behaviors	<i>Meeting 1 attendance reflection due</i>	
10/16	-Screening, assessment & diagnosis-impact on treatment -Treatment planning	<i>Research papers due online by 5:30p</i>	Review NASW Code of Ethics
10/23	-Treatment plan reviews -Trauma informed care -Documentation -Ethics & boundaries	<i>In class: sign up for group assignments</i>	
10/30	-Intro to families and substance use	<i>In class case presentation and treatment planning activity</i>	Start reading: AA Big Book (only pp. 1-164) & Dual Diagnosis Recovery
11/6	-Impact on families and community cont. -Family treatment. -Disparity, racism, cultural competency issues	<i>Meeting 2 attendance reflection paper due</i>	Cont: AA Big Book & Dual Diagnosis Recovery
11/13	-Treatment modalities MI/CBT/DBT/12-Step Facilitation -Discharge planning & termination and setting the stage for the next stage of change	<i>In class discussion on differences between DDR 12 Steps and AA In class discussion on self-care and strategies to reduce burnout and secondary post-traumatic stress</i>	
11/20	Thanksgiving; no class		

11/27		<i>Group Presentations</i>	
12/4	Last day celebration and goodbyes	<i>Feedback Due Online by 8:00pm</i>	

X. BIBLIOGRAPHY

See book and resource list above