Adler Graduate School
Richfield, Minnesota

AGS Course 581
Foundations of Co-Occurring Disorders

1. Course Designation and Identifier
1.1 Adler Graduate School
1.2 Course number 581
1.3 Foundations of Co-Occurring Disorders
1.4 Three (3) credits
1.5 Prerequisites: 511

2. Course Description
This course provides the basic foundation about the dynamics of addiction and co-occurring disorders, the continuum of integrated care, the foundations of additions counseling, and theories of chemical dependency and integrated mental health treatment.

3. Texts, Materials, and Resources (required and optional)

Ordering instructions:
I. Go to: www.readytotest.com
II. Click link: Order Review Manual Getting Ready to Test (M 404)
III. Click: add to cart
IV. Enter Discount Code: Adler2013
V. Recaculated total = $109.00
VI. Complete payment & shipping (included in $109.00)

4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

4.1 Understands the history, philosophy, and trends in addiction and co-occurring counseling.

4.2 Understands ethical and legal considerations specifically related to the practice of addiction and co-occurring counseling, and demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

4.3 Knows the roles, functions, and settings of addiction and mental health professionals.

4.4 Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction and co-occurring counseling.

4.5 Understands a variety of models and theories of addiction related to substance use and other addictions.

4.6 Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.

4.7 Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

4.8 Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use and co-occurring disorders.

4.9 Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.

4.10 Understands the operation of an emergency management system within addiction agencies and in the community.

5. **Course Outline**

At the Adler Graduate School, 3-credit courses typically meet 7 times, 5 weeknights and 2 Saturdays. Saturdays constitute two units, morning and afternoon. In addition, students must complete a Special Project Time (SPT) assignment to round out the full 3-credit experience.

5.1 **Unit 1 Intro into Co-Occurring Disorders**

- Course Overview and expectation review
- What is addiction?
- The Addiction Cycle
- DSM 5 Criteria for diagnosing SUDs
- History of Treatment of Co-occurring disorders

**Homework:** Paper: 2-3 page reflection paper on “What barriers do you need to overcome personally, of what do you need to learn to be the best COD therapist you can be” **Due next class period**

AND – Read Section 1, Chapter 2 – READY TO TEST “Neurobiology of addiction” and read http://www.ncbi.nlm.nih.gov/books/NBK64197/ (Chapter 1)
5.2 **Unit 2 The Brain and CODs**
- Review of the reading
- Examining the roles of the major key players: GABA, Glutamate, Serotonin, Dopamine
- Video: Pleasure Unwoven
- How can substance use mimic mental health
- How does use and MH impact each other

**HOMEWORK:** Review Section 1, Chapters 1-2, Ready to Test

5.3 **Unit 3 Adler, Harm Reduction and CODs**
- Various Adlerian principles will be examined in relation to the treatment of individuals with COD
- Video: No Losers
- Discussion: How can we use concepts of individual therapy in various treatment modalities of COD?

**HOMEWORK:** 2 Page Paper on 3 to 5 Adlerian Techniques you would use in treatment of a COD client

5.4 **Unit 4 Common Disorders seen with various substance abuse & 12 Core Functions for Counselors**
- Understanding what it means to self-medicate
- Anxiety, ADHD and Stimulants
- Depression and marijuana, Alcohol and other “downers”
- 12 Core Functions of the CD Counselor in the treatment of CD issues

5.5 **Unit 5 Systemic Issues commonly associated with COD**

How persons dealing with COD experience issues with
- Family
- Work and School
- The difference between Sober and In Recovery
- How do we talk about use and recovery, empowering clients with a recovery focus

5.6 **Unit 6 Important Components to Understanding COD**
- Rule 31 and Rule 25
- MN COCE
- The DDCAT tool for assessing programs
- TAP 21 and TAP 21A
- Ethical Components to COD service providing

5.7 **Unit 7 Culturally Responsive COD practice**

- Cultural competence self-assessment
- Culturally responsive COD practice
- Values Clarification (Values Card Sort Activity)
- Read; Ready to Test, Section 3 Chapter 2 & Section 3 Chapter 3
5.8 Unit 8 Awareness and Professionalism in the COD field
- Biases
- How to be a reflective practitioner
- Dealing with difficult clients
- Secondary traumatization
- Boundary dilemmas
  Group Discussion on “what is professionalism?”
  Video: “The Anonymous People”

5.9 Unit 9 COD in Action
- Video: David Parnell “Chasing the Dragon”
- Small Group Break-outs on various COD client case vignettes
- Presentation of SPT to group

6. Special Project Time (SPT)
Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 15 hour experience, requiring no more than 15 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 15 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT for this course will be done via individual creation of a COD Tool Kit with 2 parts – 1.) For clients & their family members, and 2.) For the practitioner. This will be a 3-ring binder that will have basic components, but that you can add to as a go-to reference as you progress in your learning of CODs. Please see rubric for full details.

7. Writing Guidelines including APA Format

8. Assessment/Evaluation Procedures

8.1 Paper 1- 30 points
Paper 2- 30 Points
SPT – 30 points
Papers in on-time, class attendance – 10 points

8.2 Special Project Time (30 points)

Will define -

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle. Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

8.4 Grading:

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<td>A</td>
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9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's
own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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