Adler Graduate School
Richfield, MN
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 Prerequisite: 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)
   3.1 Required materials:
   
   
   **Ordering instructions:**
   I. Go to: [www.readytotest.com](http://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. Recalculated total = $109.00
   VI. Complete payment & shipping (included in $109.00)


   3.2 Suggested materials
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**

5.1 **Unit 1 Intro to Co-Occurring SA and MH** 7/11/13

1) Program and Course Overview
2) Identify resources for co-occurring disorders
3) Chicken or the Egg: developing philosophy of co-occurring treatments
4) Video – Intro to Co-occurring Disorders (TIP 42)

5.2 **Unit 2 Understanding Addictions** 7/18/13
1) Video - Addiction
2) Review Section 1, Chapters 1-2, Ready to Test
3) Review diagnostic criteria of SUD’s, DSM V
4) Review NIDA PP, Addiction and the Brain

5.3 **Unit 3 Understanding CODs**  7/20/13

2) Visit COCE’s online – conduct critique activity
3) Assignment 1Due (Literature Review of Addiction)

5.4 **Unit 4 Addiction Counselor Competencies**  7/20/13

1) Review 12 Core Functions (Ready to Test, appendix C)
2) Review TAP 21 & TAP 21A (Web Link)

5.5 **Unit 5 Addiction Treatment Theory**  7/25/13

1) Survey; history of addiction treatment
2) Survey; theories of addiction treatment (Ready to Test, Section 1 Ch. 6)
3) Analysis of Adler Theory and Addictions (See Articles)
4) Video, No Losers (Harm Reduction model)

5.6 **Unit 6 Co-Occurring Counseling Competencies**  8/1/13

2) Assignment 2 Due (COD practitioner competency proposal)
3) DDCAT/CMHT

5.7 **Unit 7 Culturally Responsive COD Treatment**  8/8/13

1) Cultural competence self-assessment
2) Culturally responsive COD practice
3) Values Clarification (Values Card Sort Activity)
4) Read; Ready to Test, Section 3 Chapter 2 & Section 3 Chapter 3

5.8 **Unit 8 Rules & Regulations**  8/10/13

1) Introduction to R25 & R31 (see link)
2) Review IDDT Legislation
3) Ethics of Co-occurring Counseling
5.9  Unit 9 Culture, Community & Resources  

8/10/13

1) Program Sharing
2) Assignment 3 Due (Program Critique)

Final Assignment

Program Critique  (Due Module 9)

6.  Special Project Time (SPT)

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 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.

6.3 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 may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7.  Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8.  Assessment/Evaluation Procedures

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Literature Review</td>
<td>Mod. 3</td>
<td>35</td>
<td>4.1, 4.5, 4.6, 4.7, 4.8</td>
</tr>
<tr>
<td>Co-Occurring Competency Proposal</td>
<td>Mod. 6</td>
<td>35</td>
<td>4.2, 4.3, 4.4</td>
</tr>
<tr>
<td>Co-Occurring Program Critique</td>
<td>Mod. 9</td>
<td>30</td>
<td>4.2, 4.3, 4.4, 4.9, 4.10</td>
</tr>
</tbody>
</table>
8.2 Grading:  [Based on total points for the class]

A  90-100 points
B  80-89 points
C  70-79 points
R  69 or less= Retake

9.  **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. 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 the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student **misses** more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.

10.  **Participation Disclaimer**

10.1  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.

10.2  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 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.

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, 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 you. 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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