1. Course Designation and Identifier
1.1 Adler Graduate School
1.2 Course number 585
1.3 Integrative Seminar
1.4 One (1) credit
1.5 Prerequisites: 581, 582, 583, 584

2. Course Description
Integrate co-occurring substance abuse and mental health research and practice by analyzing the knowledge, skills, and attitudes developed through core program scholarship. Synthesize understanding of the core functions and evidence-based models/practices of integrated substance abuse and mental health counseling. Evaluate competency development through practice of co-occurring counseling (practicum), ongoing assessment, curriculum, and field experience review.

3. Texts, Materials and Resources (required and optional)
3.1 Required materials: NONE

3.2 Suggested materials:

1) Getting Ready to Test: A Review/Preparation Manual for Drug and Alcohol Credentialing Examinations. Distance Learning Center (DLC). Santa Fe, NM (used in previous coursework)


4. Competencies and Learning Outcomes
Students in this course learn about or are able to do:

4.1. Understands the importance of cultural competency to the practice of COD counseling

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

4.3. Understands how addiction and COD issues impact family systems.

4.4. Understands a variety of models and theories of Evidence Based Practices related to substance use and other addictions.

4.5. 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.

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

4.7. Understands the importance of professional conduct and ethical consideration in the practice of co-occurring counseling.

4.8. Can relate the use of Adlerian concepts to the practice of COD counseling.

5. Course Outline

5.1 Unit 1 - Understanding the Complexity of the COD Client & Their Needs 9/30/14
1) Program and Course Overview
2) Movie: Thanks for Sharing
3) Discussion on Movie and examining the COD issues and Cross-Addictive Issues
   HOMEWORK: 3-4 page opinion paper on what things you would find difficult to work with out of the character options from the movie, and how you plan to address and improve upon your skills/limitations/personal opinions on those issues. Due next class.

5.2 Unit 2 - Understanding Cross Addictions for COD populations 10/6/14
1. Sexual Addictions
2. Gambling Addictions
3. How these can impact recovery and why our clients struggle with these – how to assess for these issues

5.3 Unit 3 - Understanding and Healing Shame in COD populations 10/13/14
1. What is the difference between guilt and shame
2. How to work with clients regarding these topics in a trauma-informed way that brings about healing
   HOMEWORK: Create a 1-2 page assignment for clients to help them begin to look at shame and guilt and start to heal from these issues. Due next class

5.4 Unit 4 – The Impact of COD on the Family Unit 10/20/14
1.) Family roles and rules
2.) Support and information for families dealing with a loved one who is experiencing COD issues
Homework: 1-2 page opinion paper on 3-5 Adlerian Concepts and how they inform your practice of COD – these will be shared and discussed in next class.

5.5 Unit 5 – Working with Suicidal Clients 10/27/14
1. Assessments
2. Understanding risks, protective factors
3. Video, “Why We Choose Suicide” – TED talk
4. How to deal with the aftermath if a client completes suicide

6. 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).

7. Assessment/Evaluation Procedures
7.1 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>1. Opinion Paper</td>
<td>Unit 2</td>
<td>40</td>
<td>4.1,4.3,4.4,4.5,4.6,4.7</td>
</tr>
<tr>
<td>2. Shame and Guilt assignment</td>
<td>Unit 4</td>
<td>30</td>
<td>4.3, 4.4, 4.5,4.6,4.7</td>
</tr>
<tr>
<td>3.) Adlerian Opinion Paper</td>
<td>Unit 5</td>
<td>20</td>
<td>4.8</td>
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<tr>
<td>4.) Attendance to all sessions &amp; work turned in on time (10 points)</td>
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7.2 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

8. 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 3 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:

**As this course meets only 5 times, you are expected to be at every session. If a student is unable to attend at least 4 sessions, they will be expected to retake the course.**

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

9. **Participation Disclaimer**

9.1 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.

9.2 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.

10. **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 AGS 581: Page 6
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.

11. **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.

12. **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.

13. **Instructor Contact Information**

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