Adler Graduate School  
Richfield, Minnesota  
AGS Course 585  
Integrative Seminar

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.

2. **Course Description**

   Integrative Seminar is designed to focus on the development of knowledge, skill, and theoretical frameworks applicable to the diagnosis and treatment of co-occurring disorders. This course provides an opportunity for continued development and practice of skills learned in COD core curriculum. Students will learn how to integrate co-occurring substance abuse and mental health research and practice by analyzing the knowledge, skills, and attitudes developed through core program scholarship. Students will synthesize understanding of the core functions, American Society of Addiction Medicine (ASAM) criteria, and evidence based models/practices of integrated substance abuse and mental health counseling.

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

   3.1 Required Material:  
   Students will be required to obtain information from professional websites and professional literature. Names and/or links for the required websites are provided in the table below. You will also be asked to access additional articles published in one of the following professional journals: *Journal of Individual Psychology, Journal of Counseling and Development, Journal of Mental Health Counseling, Journal of Addiction Medicine, or Journal of Addiction Medicine and Therapeutic Science.*

   3.2 Suggested Materials:  
   1) Getting Ready to Test: A review/Preparation Manual for Drug and Alcohol Credentialing Examinations- 8th ed. Distance Learning Center (DLC). Santa Fe, NM


4. **Competencies and Learning Outcomes**

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

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

4.2 Identify the roles and functions of co-occurring disorders counselors and the work settings in which they operate.

4.3 Understand a variety of models and theories of evidence based practices related to substance use and other addictions.

4.4 Understand the risk and resilience factors associated with substance use and co-occurring disorders.

4.5 Understand the impact of crises, disaster, and other trauma-causing events on the persons with co-occurring disorders.

4.6 Incorporate Adlerian psychotherapy concepts and techniques to the practice of COD counseling.

4.7 Students will continue to develop and strengthen conceptualization skills through the practice of deliberate thinking and case analysis and demonstrate the ability to utilize principles and practices of diagnosis, treatment, prevention, and referral in co-occurring disorders counseling.

4.8 Demonstrate the ability to assess suicide risk and to develop and implement a suicide prevention plan with at-risk clients.

4.9 Demonstrate the ability to apply multicultural competencies to co-occurring disorders counseling.

4.10 Understand the importance of professional conduct and ethical consideration in the practice of co-occurring counseling.

5. **Course Overview**

5.1 *At the Adler Graduate School, 1-credit courses meet 5 times.* This course is an educational class with a special emphasis on integrating knowledge and skills from
previous courses. Students will study topics related to current co-occurring counseling trends and research. Each session is individually designed to facilitate and maximize individual and collective learning. This class will utilize a combination of the following:
- Class instruction/ Review of topics
- Class Activities / discussion
- Video/ movie
- Role Playing

6. Course Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic (s)</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/18</td>
<td>Welcome/ Introductions&lt;br&gt;Course Overview, Syllabus Review&lt;br&gt;Understanding the complexity of COD clients&lt;br&gt;Integrated dual disorders treatment&lt;br&gt;ASAM Criteria&lt;br&gt;Adlerian Concepts in COD treatment</td>
<td>See List Provided</td>
<td>Class participation Interactive discussion</td>
</tr>
<tr>
<td>2</td>
<td>6/1</td>
<td>Understanding Cross Addictions for COD populations: Guest Speaker Sexual Addiction Gambling Addictions Eating Disorders</td>
<td>See List Provided</td>
<td>Class participation Interactive discussion In class activity</td>
</tr>
<tr>
<td>3</td>
<td>6/8</td>
<td>Impact of COD on the Family Unit&lt;br&gt;Co-Occurring Disorders in Adolescents</td>
<td>See List Provided</td>
<td>Class participation Interactive discussion In class activity</td>
</tr>
<tr>
<td>4</td>
<td>6/15</td>
<td>COD and Developmental Disorders&lt;br&gt;Fetal Alcohol Spectrum Disorder (FASD)&lt;br&gt;Traumatic Brain Injuries (TBI)&lt;br&gt;Intelectual Disabilities ADHD</td>
<td>See List Provided</td>
<td>Class participation Interactive discussion In class activity</td>
</tr>
<tr>
<td>5</td>
<td>6/22</td>
<td>Working with Suicidality in COD Assessment Intervention</td>
<td>See List Provided</td>
<td>Class participation Interactive discussion In class activity</td>
</tr>
</tbody>
</table>

7. Assessment/Evaluation Procedures

7.1 Assignment Overview
<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and ACTIVE participation</td>
<td>Each Session</td>
<td>20 (4 per session)</td>
</tr>
<tr>
<td>Short Response Paper #1-Cross Addiction</td>
<td>06/08/2015</td>
<td>30</td>
</tr>
<tr>
<td>Short Response Paper #2-Adlerian Concepts Paper</td>
<td>06/15/2015</td>
<td>30</td>
</tr>
<tr>
<td>Short Response Paper #3-Special topics</td>
<td>06/22/15</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td><strong>100 Points</strong></td>
</tr>
</tbody>
</table>

**7.2 Grading:** [Based on total points for the class]

A : 90-100 percent  
B : 80-89 percent  
C : 70-79 percent  
R : 69 or less-Retake Needs more time or instruction to master the requirements of the class  
NC : Quality of work or participation falls below minimum expectations, including:
- Not attending class.
- Not properly notifying registrar of a withdrawal.
- Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below).
- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.
- Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 10 below).

**7.3 Your final grade is based on class participation and assignments. In order to receive a passing grade students will:**

7.3.1 Attend all class meetings and participate in all class activities  
7.3.2 Complete all written assignments on time. All assignments are due by 11:59pm on of the due date. 5 points will be deducted for late submissions.

**7.4 Short Response Papers**

Throughout the course, there will be 3 (three) Short Response Papers. The grading rubric will be distributed the first night of class.

**Criteria for Both Short Response Papers:** Please be sure each paper is properly formatted according to APA 6th Edition Publication Manual standards. In addition, use APA writing style guidelines for your writing (i.e., scholarly language, concise and clear, free of grammar and mechanic errors, proper citations, etc.) Include a cover page, abstract, and reference page. No more than 5 pages of text. All papers will be submitted electronically in a .doc or .docx format. No .pdf documents please.

Although you will likely find that you have field experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

**Short Response Paper #1 (30 points):** Students will provide a written paper on the following
topic: Cross Addiction– identify a cross addiction/addictive behavior commonly associated with Co-Occurring Disorders. Select the best practice/treatment modality most appropriate to treat. Identify 2-3 Adlerian Concepts that might be used to inform this work.

Please submit assignment via email as a word document. Use the naming convention "SRP#1 Cross Addiction - first initial+last name" as the Submission Title

Short Response Paper #2 (30 points): Students will provide a written paper on the following topic: Developmental Disabilities – identify a developmental Disability commonly associated with COD. Select the best practice/treatment modality most appropriate to treat. Identify 2-3 Adlerian Concepts that might be used to inform this work.

Please submit assignment via email as a word document. Use the naming convention "SRP#2 COD and Developmental Disabilities - first initial+last name" as the Submission Title

Short Response Paper #3 (20 points): Students will provide a written paper on the following topic: Special Topic – identify a special topic (i.e. Criminal Justice Settings, Homelessness, Primary Care, Military, etc.) commonly associated with COD. Identify 2-3 Adlerian Concepts that might be used to inform this work in addressing this issue.

Please submit assignment via email as a word document. Use the naming convention "SRP#3 COD Special Topic- first initial+last name" as the Submission Title

8 Writing Guidelines including APA Format

8.1 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).

8.2 Strict APA publication rules might prove difficult when creating Diagnostic Assessments. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in report writing. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

8.3 Prior to submitting your written assignments, please proofread carefully. Grammar and spelling errors, and poor sentence structure may make your writing difficult for readers to appreciate.

8.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.
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.

This courses are divided into five units. One unit is equal to one evening class session. 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 three class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

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:

11.1 You can positively affect your participation grade by:
- Arriving on time, be preapred for class and be ready to actively participate by making effective comments that raise the overall level of discussion for all class participants.
- Asking thoughtful questions that will enhance discussion and engage your peers.
- Listening carefully to, supporting, and engaging your peers and instructor in discussion.

11.2 You will negatively affect your participation grade by:
- Not attending class. Even if you meet Adler Graduate School attendance requirements, there is no make up work for a missed class.
- Dominating class discussion, thereby restricting others’ ability to participate.
- Disrupting others in class by having ‘side bar’ conversations and arriving late.
- Making offensive, disrespectful comments during discussions that do not promote professionalism and tolerance necessary in our field.
- Using electronic devices such as, but not limited to a cell phone, ipad, ipod, computer, or other personal electronic devises during class unless you are instructed to do so.

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

12 Participation Disclaimer

12.1 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.

12.2 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.
13. **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.

14. **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.

15. **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.

16. **Instructor Contact Information**

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