

Human Services 96 – Co-Occurring Disorders Fall 2022

Instructor: Meghan Murphy, MSW

E-Mail: mmurphy@santarosa.edu

Office Hours: Monday 6-7pm via Zoom

Class: Wednesday 6-9pm, 558 Plover Hall, Santa Rosa Campus

Course Description

This course examines co-occurring disorders, in the context of addiction counseling. It explores the relationship between substance use disorders and mental health conditions, including an introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis on developing practical strategies and interventions for working with individuals with co-occurring disorders.

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Demonstrate a working knowledge of the Diagnostic and Statistical Manual for Mental Disorders (DSM).
2. Describe the separate operations of mental health and addiction agencies and how this separation affects persons with both psychiatric and substance abuse disorders.
3. Explain how substance use can mimic or mask mental health disorders and the importance of differential diagnosis.
4. Demonstrate strategies useful in identifying individuals with co-occurring diagnoses.

Objectives

Students will be able to:

1. Differentiate between symptoms of substance abuse and mental health disorders.
2. Describe relationships between trauma, substance use disorders, and mental health disorders.
3. Describe the terminology and treatment modalities for co-occurring disabilities.
4. Demonstrate competency regarding appropriate referrals of clients for mental health care.
5. Identify key issues and concerns in co-occurring disorders for addiction counselors.
6. Define and explain the issues related to scope of practice for addiction counselors working with clients with co-occurring disorders.

Required Text

Atkins, C. (2021). Co-Occurring Disorders A Whole Person Approach to the Assessment and Treatment of Substance Use and Mental Disorders (2nd ed.). Pesi

Substance Abuse and Mental Health Services Administration. Substance Use Disorder Treatment for People With Co-Occurring Disorders. Treatment Improvement Protocol (TIP) Series, No. 42. SAMHSA Publication No. PEP20-02-01-004. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2020. Retrieved from:

https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-01-004_Final_508.pdf

Class Schedule *dates are subject to change to best meet class needs

Readings in the class schedule will be referred to with the following acronyms:

- Co-Occurring Disorders: **Co-Occurring**
- Substance Abuse and Mental Health Services Administration. Substance Use Disorder Treatment for People with Co-Occurring Disorders. Treatment Improvement Protocol (TIP) Series, No. 42: **TIP 42**

August 17 th	Welcome, introduction, syllabus, course overview Co-Occurring Basics, Introduction to the Diagnostic Process and the DSM
August 24 th	Introduction and Guiding Principles Required reading for this class session: TIP 42 chapters 1 & 2
August 31 st	Screening and Assessment Required reading for this class session: TIP 42 chapter 3
September 7 th	Strategies for Working with People with COD Required reading for this class session: TIP 42 chapter 5
September 14 th	Co-Occurring Disorders Among Special Populations Required reading for this class session: TIP 42 chapter 6
September 21 st	Treatment Models and Settings Required reading for this class session: TIP 42 chapter 7
September 28 th	Legal, Ethical, and Administrative Challenge and Requirements in Treatment Required reading for this class session: TIP 42 chapter 8
October 5 th	Midterm (on Canvas – no in-class meeting)
October 12 th	Co-Occurring ADHD and Related Disorders and Behavioral Disorders Required reading for this class session: Co-Occurring chapter 10; TIP 42 chapter 4 pgs. 110-114
October 19 th	Co-Occurring Depressive Disorders and Bi-Polar Disorder Required reading for this class session: Co-Occurring chapter 11 & 12; TIP 42 chapter 4 pgs. 71-82
October 26 th	Co-Occurring Anxiety Disorders and Eating Disorders Required reading for this class session: Co-Occurring chapter 13; TIP 42 chapter 4 pgs. 98-103 & 114-120

November 2 nd	Co-Occurring PTSD, Other Trauma, and Suicidality Required reading for this class session: Co-Occurring chapter 14; TIP 42 chapter 4 pgs. 83-88, 129-140
November 9 th	Co-Occurring Schizophrenia and Other Psychotic Disorders Required reading for this class session: Co-Occurring chapter 15; TIP 42 chapter 4 pgs. 104-109 Paper Due
November 16 th	Co-Occurring Personality Disorders Required reading for this class session: Co-Occurring chapter 16; TIP 42 chapter 4 pgs. 89-97
November 23 rd	Substance Specific Topics Required reading for this class session: Co-Occurring chapter 17-20; TIP 42 chapter 4 pgs. 121-128
November 30 th	TBD Required Reading for this week: Co-Occurring Chapter 9 plus two other chapters of your choice in Section 1
December 7 th	Class Review and Final Preparation
December 14 th	Final (On Canvas – no in-class meeting)

Assignments

All written assignments must be submitted through Canvas by the due date. Late assignments will not be accepted unless pre-arranged with and approved by the instructor.

Attendance and Participation

Attendance and active participation are crucial for full learning in this course. Per the catalogue: "Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time. No distinction will be made between excused and unexcused absences. (<https://catalog.santarosa.edu/catalog-2019-2020/attendance-requirements>)" Missing more than 3 class sessions is considered excessive absences and students may be dropped from the course.

Class Presentation: Present on a mental health disorder and common co-occurring SUDs

In groups of 3-4 teach a 30–45-minute lecture on a specific mental health disorder (ADHD, Anorexia & Bulimia, Anxiety Disorder, Bi-Polar Disorder, Borderline Personality Disorder,

Depression, Post Traumatic Stress Disorder, or Schizophrenia) and common substances that people with a co-occurring disorder might use. A PowerPoint slide presentation must accompany the lecture but the group is also encouraged to include activities, class discussion, video, or other interactive components.

Group timeline:

- Class sessions 1 & 2 form and finalize presentation groups
- At least one month before the presentation: meet with the professor to review expectations and answer any questions
- Two weeks before the presentation: submit slides and presentation overview
- One week after the presentation: each member must submit the group evaluation

Presentations must contain the following information at a minimum:

- Mental health disorder name and description
- Diagnostic criteria
- Substances that can mimic or mask the disorder
- Prevalence in the US
- Common co-occurring substance use disorders
- Best treatment practices

Grading:

- 50 points: meeting all required components and information accuracy in the presentation, class engagement, and meeting the time guideline (group grade – a group member must be present and an active part of the lecture to receive these points)
- 50 points: individual grades based on self-evaluation and reflection of learnings and group member evaluations (individual grade)

Paper

This written assignment is to be 3-5 pages, formatted using APA style with Times New Roman, Calibri, or Cambria 12pt font, using 1" margins, and double-spaced. Your name, the date, and the name of the assignment should appear in the top right-hand corner of the first page. Correct grammar, spelling, and punctuation are expected of college level work.

There are three options for this paper, choose one:

1. **Self-Care Assessment and Planning:** Assess your CURRENT life using the biopsychosocial perspective and describe a self-care plan that incorporates at least four strategies that you can use to address the areas of your life where you are experiencing challenges. (For example, if you assess that in the biological domain you are experiencing problems with your sleep that are impacting your concentration, emotional regulation, and alertness you might determine that you will benefit from creating a new sleep routine that includes stretching, relaxation practice, and not having caffeine after a certain time). Papers must include clear assessment of yourself with direct reference to the three areas of the Biopsychosocial perspective. In addition, it must include specific actions that you can start to implement in your life or that you are implementing that you would like to continue or modify. Exploration of barriers to self-care is recommended but not required. Two

references are required for this paper, more are suggested. One reference can be an interview with a professional in the field about their self-care strategies.

2. **COD Treatment in Special Populations:** Research and discuss COD treatment tailored to a specific special minority population. Papers must include, information about the population and how this information impacts COD treatment for this population in particular. It is expected that this information will be compared to and contrasted with information from course texts and class lectures on general COD treatment. Populations you can choose including the following: individuals who identify as LGBTQI, BIPOC (Black, Indigenous, People of Color), or Spanish-Speaking individuals. If you have a minority population you would like to focus on that is not included in those listed, prior approval is required. Two references are required for this paper, more are suggested. One reference can be an interview with a professional in the field about their self-care strategies.
3. **Focused Exploration:** Research an area of COD disorder treatment that we did not have time to cover. Papers must include, information about the topic and how this information impacts COD treatment. It is expected that this information will be correlated with information from course texts and class lectures. Approved topics include: suicidality, harm reduction in COD treatment, eating disorders, personality disorders in COD (not including Borderline Personality Disorder), or sexual health and risk taking among people with COD's. If you would like to focus on an alternate topic, prior approval is required. Two references are required for this paper, more are suggested. One reference can be an interview with a professional in the field about their self-care strategies.

Grading Rubric

- 15 points: meeting length and basic grammar, and inclusion of references and proper citations (including full references on a separate final page - not included in page length)
- 40 points: depth of exploration and clarity of thought
- 20 points: clear application of the information learned to the practice of providing COD treatment

Quizzes

There will be six short quizzes covering assigned readings for the class period. Each quiz will be worth 10 points and students will be able to drop the lowest grade. Quizzes will be given at the beginning of class. Students who miss the quiz due to lateness or absence will not be able to make-up the quiz.

Exams (Midterm and Final)

There will be a midterm on 10/6 and a final on 12/15. Both exams will be comprised of multiple-choice, short answer, and essay exams. The material covered by the exams will include information from lectures, guest speakers, and assigned reading. There will be material on exams covered in one only venue (i.e. reading OR class presentations). The final will be comprehensive and cover material from the entire course.

Grading Structure

Assignment	Points
Attendance and participation	100 points
Class Presentation	100 points
Paper	75 points
Quizzes (10 points each)	50 points
Midterm	75 points
Final	100 points
Total Possible Points	500 points

450-500 points = A
400-449 points = B
350-399 points = C
300-349 points = D
<300 points = F

Student Conduct and Academic Integrity

Students will conduct themselves in a manner which reflects an awareness of common standards of decency and the rights of others. All students are expected to know the Student Conduct Code (<https://go.boarddocs.com/ca/santarosa/Board.nsf/goto?open&id=A8JTG775682>) and adhere to it in class. Students who violate the code may be removed from class for up to two (2) class periods and referred to the Sr. Dean of Students, for possible discipline sanctions.

All written work is to be original; any act of academic dishonesty of any kind will result in a failing grade ('F') on that assignment. Students could be dropped from all their classes for a second offense of cheating or plagiarism. All Academic Integrity cases are documented and reviewed by the Sr. Dean of Students for possible additional sanctions. Please read the college statement on Academic Integrity at: <https://rightsresponsibilities.santarosa.edu/academic-integrity>

Student complaints/grievances

Students who feel their rights as a student have been violated by an instructor or staff member should first attempt in good faith to resolve the matter with the source of the complaint. If the student is dissatisfied with the outcome of this meeting, they may take their complaint to a Department Chair or Administrator for further review by a third party. If a resolution is not reached at this level, the student may file a formal grievance with the appropriate Dean/Supervising Administrator. For support and advice on the complaint/grievance process, a student may consult a Grievance Officer in the Student Life Office on either the Santa Rosa or Petaluma Campus. For Santa Rosa, call (707) 527-4424; for Petaluma, (707) 778-4141. For the complete procedure, see <https://rightsresponsibilities.santarosa.edu/complaints-grievances>

The procedure is the same for complaints about academic matters including grades and curriculum. The student should begin by first talking to the instructor to attempt resolution. If this is unsuccessful, the student may then proceed with the steps as listed above. The appropriate path is faculty member, Department Chair, area Dean and finally, Vice President, Academic Affairs.

Complaints involving sexual harassment, race discrimination, sex discrimination and discrimination against those with disabilities, should contact the Vice President of Human Resources Office at (707) 527-4954. Reports of complaints of discrimination that proceed to investigation will be investigated by a person knowledgeable about discrimination matters and the investigation process will include, at a minimum, interviewing the complainant, other relevant witnesses, and gathering pertinent documentation.

Student appeals relating to Financial Aid decisions, rules and regulations should contact the Student Financial Services office in order to initiate the Financial Aid appeal process which follows established guidelines. The phone number is (707) 527-4471.

SPECIAL NEEDS: Any student who has special needs of which the instructor should be aware should inform the instructor at the first class session. Accommodations may be made for any aspect of class participation and assignments. Accommodations may require determination by Disability Resources.

Students Services

Disability Resources is located in Bertolini Student Center, 3rd Floor (East wing). If you feel you need assistance in any of your classes counselors are available to help you in the process. (707) 527-4278 or disabilityinfo@santarosa.edu. <https://drd.santarosa.edu/>

Tutorial Center is located in the Frank P. Doyle Library, First Floor, Rm 4251. Drop-In service available for Math, Chemistry, Physics, Biology, English, and ESL all hours that we are open. All subjects are offered by hourly appointments as well. <https://college-skills.santarosa.edu/srjc-tutorial-centers>

Financial Aid services are located in Plover Hall, staff are available to help you with applying for financial aid and understanding funding opportunities. <https://financialaid.santarosa.edu/>

Academic Counseling services are located in Bertolini Student Center, 2nd Floor. Counselors are available to see students on a drop-in basis, first come, first served or by scheduling a same day appointment. <https://counseling.santarosa.edu/>

Student Health Services is here to support you. Located in the Bertolini, 3rd Floor, West Wing. Health issues (physical and mental) can interfere with your academic success. <https://shs.santarosa.edu/>

Important Dates

FALL SEMESTER 2022

Monday, August 15, 2022	CLASSES BEGIN
Sunday, August 21, 2022	Last day to register/add semester length class without instructor's signature or add code
Sunday, August 28, 2022	Last day to drop semester length class and be eligible for a refund
Sunday, September 4, 2022	Last day to register/add semester length class with the instructor's signature or add code
Sunday, September 4, 2022	Last day to drop a semester length class without "W" symbol
Monday, September 5, 2022	Labor Day Holiday (No Classes, District Closed)
Tuesday, September 6, 2022	First Census Day
Saturday, September 17, 2022	Constitution Day and Citizenship Day (Classes will meet)
Monday, October 17 – Sunday, November 13, 2022	Midterm progress indicators posted in student portal
Thursday, November 10, 2022	Professional Development Flex Day (No Classes)
Friday, November 11, 2022	Veterans Day Holiday (No Classes, District Closed)
Sunday, November 13, 2022	Last day to drop a semester length class with "W" symbol
Friday, November 25, 2022	Professional Development 1/2 Flex Day (No Classes or Activities, District Closed)
Thursday, November 24 – Sunday, November 27, 2022	Thanksgiving Day Holidays (No Classes, District Closed)
Saturday, December 10 - Friday, December 16, 2022	Final Examinations
Friday, December 16, 2022	Last day to opt for P/NP for a semester length class (Board approved due to COVID-19 pandemic)