Developing and Delivering a Co-Occurring Course in Higher Education

Presentation by Drs. Vicki Michels and Margaret A. Smith
Special Recognition: INCASE/NASAC
Agenda

This workshop will focus on developing and delivering a Co-Occurring course in colleges and universities. Active engagement will involve participants writing their course objectives, developing a skeleton syllabus and discussing course materials.

1. Identify your course objectives.
2. Initiate the development of a Co-Occurring Course (syllabi, assignments, discussion topics).
3. Networking with other faculty who teach or will teach Co-Occurring courses.
Meeting US!

• Dr. Vicki Michels

• Dr. Margaret A Smith
Meeting YOU!!

• Tell us about you!
  – Your college/university
  – Brief overview of your Co-Occurring course or ideas about such a course
Preparation.....What will they get out of participating in your course and completing the assignments?

• **What are the objectives of the course?**
  - Objectives are the exact steps your course must take to reach its **goals**
  - **What, then is the goal of your course?**
    - For students to learn about co occurring disorders in terms of definition(s), diagnosis, intervention, and treatment.
    - To prepare students with the **TAP 21 Counseling Competencies** related to Co-Occurring Disorders
What is TAP 21?
TAP 21 Co Occurring Related items

• **COMPETENCY 4**: Recognize the potential for substance use disorders to mimic a variety of medical and mental health conditions and the potential for medical and mental health conditions to coexist with addiction and substance abuse.

• **COMPETENCY 26**: Screen for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental disorders.

• **COMPETENCY 84**: Adapt counseling strategies to the individual characteristics of the client, including but not limited to disability, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status.
TAP 21 Co Occurring Related items

• **COMPETENCY 33**: Select and use a comprehensive assessment process that is sensitive to age, gender, racial and ethnic culture, and disabilities that includes but is not limited to:
  – History of alcohol and drug use
  – Physical health, mental health, and addiction treatment histories
  – Family issues
  – Work history and career issues
  – History of criminality
TAP 21 Co Occurring Related items

Continue COMPETENCY 33

- Psychological, emotional, and worldview concerns
- Current status of physical health, mental health, and substance use
- Spiritual concerns of the client
- Education and basic life skills
- Socioeconomic characteristics, lifestyle, and current legal status
- Use of community resources
- Treatment readiness
- Level of cognitive and behavioral functioning.
Course Objectives:

Upon completion of this course, the student will be able to:

1. Recognize and identify personal prejudices, misperceptions, and/or misinformation regarding persons with psychiatric illnesses, substance use disorders and co-occurring disorders for the purpose of developing professional development plan

2. Define co-occurring disorders and related concepts which include, but are not limited to, psychiatric/mental illness, substance use disorders, dual diagnosis

3. Explain the development of mental illness, substance use disorders, and co-occurring disorders

4. Explain the purpose of using the American Psychiatric Association’s Diagnostic Statistical Manual 5 in working with persons with substance use disorders and psychiatric issues

5. Differentiate the clinical symptoms of substance use disorders and psychiatric disorders

6. List some of the prevalent screening and assessment tools used in examining substance use disorders and psychiatric illnesses

7. Explain the difference between (the old) Axis I and Axis II disorders
8. Understand the interrelationship between substance use disorders and mental health disorders
9. Identify and explain the physical, psychological, behavioral, social, interpersonal, family and spiritual issues in treatment and recovery
10. Identify and describe the strategies for working with clients with co-occurring disorders
11. Explain treatment and the continuum of care for persons with co-occurring disorders
12. Apply treatment and recovery knowledge to a case study
13. Explain the reasons for effective treatment planning for co-occurring disorders
14. Define relapse, lapse, and relapse prevention
15. Name the categories of risk factors that lead to relapse and identify relapse warning signs
16. Develop a professional development plan
What are the Goal(s) and Objectives of your course?

Draft out a few ideas!

GOAL:

OBJECTIVES: (action verbs via Bloom’s taxonomy)
Textbooks Ideas for INTRODUCTORY class

- TIP 42: Co Occurring Disorders (free through SAMHSA, dated with old DSM IV material)
- Co Occurring handouts via SAMHSA (some dated but still useful)
- Daley and Moss’s Dual Diagnosis (dated, but useful if you explain the dated part to students)
- **not yet reviewed:** Co-Occurring Disorders by Klott (Wilson publishers)
The Syllabus!!

- Title, semester, year
- Your information
- Course Description
- Required materials (textbooks, internet access to SAMHSA (TIP 42 and Co Occurring website, etc.)
- Course Objectives
- Grades and Assignments
- Expectations (no cell phones visible, ..etc.)
- Academic Honesty
- Course Schedule (week, topic, videos and websites, readings and assignments due)
Example- Course Schedule - 1 week

Week 1 - May 23-May 29th* (see Module 1 for Week 1 on canvas)

**Topic this week:** Introduction, Terms, Prevalence and More!
- Short Lecturette: PPT available on canvas

**Readings required this week:**
- Daley and Moss's Chapter 1
- CSAT manual: Chapt 1 to p. 15; Chap 2 entire chapter

• **Links:**
  - See:http://www2.nami.org/ContentManagement/ContentDisplay.cfm?ContentFileID=5148
Example- Course Schedule - 1 week

Recommended Sites:
- http://www.samhsa.gov/co-occurring (excellent site!)
- https://www.nami.org/Learn-More/Mental-Health-Conditions/Related-Conditions/Dual-Diagnosis

Videos/Movies due this week:
- Watch (short):
  https://www.hbo.com/addiction/understanding_addiction/142_co-occurring_disorders.html

• In class we will view: Benny and Joon (with Johnny Depp) by Sunday night.
Your syllabus

- How do you organize it?
- What topics?
  - Title, semester, year
  - Your information
  - Course Description
  - Required materials (textbooks, internet access to SAMHSA (TIP 42 and Co Occurring website, etc.)
  - Course Objectives
  - Grades and Assignments
  - Expectations (no cell phones visible, ..etc.)
  - Academic Honesty
  - Course Schedule (week, topic, videos and websites, readings and assignments due)
Weekly Topics

• Introduction, Terms and Statistics; Your experiences (with friends, clients, family as deemed appropriate)

• An Overview of Substance Use Disorders
  – Time discussing all SUDs in DSM 5 (1 to 2 weeks)

• An Overview of Mental Health/Psychiatric Disorders
  – Time (weeks) up with major mental health disorders in DSM 5 (3-4 weeks)

• Assessment (1 week)

• Diagnosis (1 week) relates back to presentations on SUDS and MH disorders

• Treatment (2 weeks)

• Recovery (1 week)

• Case Management (1 week)

• Ethics (1 week)
Assignment Ideas

• Co Occurring PowerPoint (in teams or by individuals)
• Take-Home midterm and final
• Weekly reading assignments (2 interesting aspects of the reading and one question/concern/issue)
• Exams
• Case studies (application of learned material)
• Group work on presenting diagnoses (SUDs or MH); best treatment practices, etc.
Resources

• SAMHSA’s TIPs 42; Co Occurring website
• Textbooks (see slide 14)
• Videos via HBO’s ADDICTION series and SAMHSA
• Movies (Benny and Joon -about impact of MH on person, family; Brilliant Mind- Schizophrenia and impact on family; One Flew Over A Cuckoo’s Nest- about how people with mental health disorders have been treated (hopefully) in the past)
• NASAC (https://nasacaccreditation.org/)
• INCASE (www.incase.org)
• What are/were your resources?