



**ADLER  
UNIVERSITY**

**Chicago Campus  
Department of Psychology  
PsyD Program  
Course Syllabus**

<b>Course Title:</b>	Advanced Issues in Co-Occurring Disorders
<b>Course Number and Section:</b>	PSY 811A
<b>Credit Hours:</b>	3 Credit Hours
<b>Course Section Schedule:</b>	Spring 2025, Thursday 9:15 – 12:00 PM Room 16-104
<b>Prerequisites:</b>	Diagnosis and treatment of addictive disorders - 709
<b>Co-requisites:</b>	None
<b>Instructor Name:</b>	Michael B. Madson, Ph.D.
<b>Office Hours:</b>	Thursday– noon – 1:00 pm and by appointment
<b>Contact Information:</b>	<a href="mailto:mmadson@adler.edu">mmadson@adler.edu</a>

### **Course Description:**

This advanced course builds on foundation knowledge from the Introduction to Addictive Disorders class (709) and Trauma-Focused Interventions (706). The course will explore selected theories and methods for engaging and retaining clients in substance use and trauma treatment. In addition, the course will review and discuss advanced issues resulting from co-occurring substance use and mental health problems and identify system interventions and support strategies for this population. The course will specifically focus on the intersection of traumatic experiences, substance misuse and mental illness.

### **PsyD Program Competencies**

#### **Intervention**

- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature
- Implement interventions informed by assessment findings
- Implement interventions informed by diversity characteristics, and contextual variables.
- Apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness
- Adapt intervention goals and methods consistent with ongoing evaluation

#### **Ethical and Legal Standards**

- Demonstrates knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct
- Demonstrates knowledge of the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels

- Demonstrates knowledge of the relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise
- Apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

**Individual and Cultural Differences**

- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity when providing psychological service
- Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

**Communication and Interpersonal Skills**

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated

**Course Learning Objectives:**

Upon completion of this course, the student should be able to do the following:

- Explain the nature of co-occurring disorders and describe the interplay of biological, psychological, and social factors that impact their development
- Describe the current state of research on treatment models and their effectiveness in treating co-occurring disorders.
- Examine and critique current evidence-based treatment models for co-occurring disorders.
- Identify and promote the best organizational practices in treating co-occurring disorders.
- Understand the role of stigma and marginalization as it relates to treatment of co-occurring disorders.

**REQUIRED TEXTBOOK (S)**

Atkins, C. (2021). *Co-Occurring Disorders: A Whole-Person Approach to the Assessment and Treatment of Substance Use and Mental Disorders (2<sup>nd</sup> ed)*. PESI Publishing.

Substance Abuse and Mental Health Services Administration. (2020). *Substance Use Disorder Treatment for People with Co-Occurring Disorders. Treatment Improvement Protocol #42*. SAMHSA Publication No. PEP20-02-01-004.

**REQUIRED READINGS**

Kelly, J. F., Saitz, R., & Wakeman, S. (2016). Language, substance use disorders, and policy: The need to reach consensus on an “addiction-ary.” *Alcoholism Treatment Quarterly*, 34(1), 116–123. <https://doi-org.lynx.lib.usm.edu/10.1080/07347324.2016.1113103>

Kelly, J. F., & Westerhoff, C. M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. *International Journal of Drug Policy*, 21(3), 202–207. <https://doi-org.lynx.lib.usm.edu/10.1016/j.drugpo.2009.10.010>

- DeRuysscher, C., Vandeveld, S., Vanderplasschen, W., De Maeyer, J., & Vanheule, S. (2017). The concept of recovery as experienced by persons with dual diagnosis: A systematic review of qualitative research from a first-person perspective. *Journal of Dual Diagnosis, 13*, 264-279.
- Gomez-Coronado, N. Sethi, R., Bortolasci C. C., Arancini, L., Berk, M., & Dodd, S. (2018). A review of the neurobiological underpinning of comorbid substance use and mood disorders. *Journal of Affective Disorders, 241*, 388-401.
- Shatterproof. (2024). State Advocacy Toolkit. Available at: <https://www.shatterproof.org/sites/default/files/2023-03/shatterproof-advocacy-toolkit-v012319-NEW.pdf>
- Turner, S., Mota, N., Bolton, J., & Sareen, J. (2018). Self-medication with alcohol or drugs for mood an anxiety disorders: A Narrative review of the epidemiological literature. *Depression and Anxiety, 35*, 851-860/

### **SUGGESTED READINGS:**

Langenland, W. (2024). Trauma and addiction. In Franken, I. H., Wiers, R., & Witkiewitz, K. (Eds). *The Sage Handbook of Addiction Psychology*.

From Miller, P. M. (2013). Principles of Addiction: Comprehensive Addictive Behaviors and Disorders. Elsevier Publishing (available through Adler Library)

Deady, M., Teesson, M., & Brady, K. T. (2013). Impact of substance use and the course of serious mental illness (pp 525-531).

Kay-Lambkin, F., & Baker, A. (2013). Substance use and mood disorders (pp. 497-505).

Robinson, J. A., & Bolton, J. M. (2013). Substance use in response to anxiety disorders (pp. 508-515).

### **Valuable Addiction Related Websites**

American Board of Professional Psychology Addiction Psych: <https://abpp.org/application-information/learn-about-specialty-boards/addiction-psychology/>

National Institute on Alcohol Abuse and Alcoholism: <https://www.niaaa.nih.gov/>

National Institute on Drug Abuse: <https://nida.nih.gov/>

Recovery Research Institute Addictionary: <https://www.recoveryanswers.org/addiction-ary/>

SMART Recovery: <https://smartrecovery.org/>

Shatterproof: <https://www.shatterproof.org/>

Substance Abuse and Mental Health Services Administration: <https://www.samhsa.gov/>

**Instructional Methods:**

Class sessions will include lectures, group discussion, guest lecturers, video presentations and research presentations.

**Delivery Method:**

On-the ground/on campus

**Attendance**

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of “F” (Fail) and may be required to repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the faculty instructor.

**Grading and Evaluation:**

Course Points	Letter Grade
95-100	A
90-94	A-
85-89	B+
80-84	B
77-79	B-
70-76	C
60-69	D
< 60	F

1. To pass successfully each PsyD course students are required to meet the minimal level of achievement, which is a grade of B. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of “Credit” (CR).
2. Students who receive a grade of C or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Students who receive a grade of No Credit (NC) are required to retake the course or seminar.
3. None of the courses with a grade of B- or below, or NC will meet the requirements for the completion of the PsyD degree.
4. Students can appeal their grade by following the Grade Appeal Policy.
5. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee.

It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, up to **10 points from the total** can be deducted if a student does not actively participate in class and does not contribute to class. This also includes being routinely late for class or returning from breaks.

**Student performance will be evaluated based upon the following criteria.**

	<b>Assignment point value</b>
Co-occurring disorder Presentation	40
Case Conceptualization presentation	50
<u>Engagement in weekly discussions</u>	<u>10</u>
<b>Total:</b>	<b>100 points</b>

**Assignments:**

**Group Presentation & Class Discussion Facilitation on Co-Occurring Disorders** You will be randomly assigned (see Canvas groups) to a pair or small group who will be responsible for presenting and facilitating class discussion on substance use and co-occurring mental health disorder. The purpose of this assignment is to help you demonstrate your ability to research, conceptualize, communicate with others and facilitate discussion about the important biopsychosocial-spiritual aspects of co-occurring mental health and substance use disorders. These presentations should be based information in your readings combined with your research. Presentations should be 60-75 minutes each. Your group should plan to present some information and plan discussion questions or activities to facilitate class engagement/discussion. **See pages 11-12 for requirements and grading rubric.**

**Group 1: Depressive Disorders**

**Group 2: Bipolar disorders**

**Group 3: Anxiety Disorders**

**Group 4: PTSD**

**Group 5: Schizophrenia and other Psychotic Disorders**

**Group 6: Personality Disorders**

**Case Conceptualization & Treatment Plan:** You will identify a client from your practicum site with a co-occurring disorder and prepare a 30-minute presentation. Your presentation should demonstrate your ability to use relevant client information, conceptualize the development and maintenance of the problems using your theoretical orientation, and create a behaviorally defined evidence-based treatment plan. Your presentation should identify

- Relevant background/assessment information to support a diagnosis for each co-occurring substance use and mental health disorder
- Your theoretical conceptualization of the development and maintenance of substance use and mental health disorders.
- A behaviorally defined and measurable treatment plan that focuses on the application of an integrated evidence-based treatment approach for the co-occurring disorders.

**See pages 13-14 for requirements and grading rubric.**

**Weekly Class discussions and activities:** In addition to brief lecture each week the class will engage in small group or full class discussion and activities based on the topic for the week. These discussions will focus on the application of class topics material. The focus of these discussions will be to help you apply the information to the practice of clinical psychology. To effectively participate in these discussions, it will require you to be prepared for class by reading and critically thinking about the assigned materials prior to class. Class discussions will revolve around these main points:

1. What are important assessment considerations?
2. How might we assess this (gather information) as a psychologist?
3. How might this aspect of the model help inform treatment planning and selection of interventions?
4. How might this aspect of the model inform work with specific populations?
5. What critical thinking/research questions might advance our understanding of the model with specific populations?

## **COURSE POLICIES**

### Use of Laptops & Cell Phones

**The use of personal computers in class is limited to course-related material. Students who use computers for other purposes, such as Facebook or Twitter, will be asked to cease such behavior. Subsequent infractions will result in points being deducted from the student's total number of points. Inappropriate use of cell phones for texting in class will also result in points being deducted from the student's grade.**

It is my goal to promote and maintain a comfortable, collaborative, and respectful learning environment. In this course, all students are expected to:

- Communicate respectfully and professionally with all students & Dr. M.
- Review materials (e.g., syllabus) before asking questions that may have already been answered.
- Prepare for class each week and be ready to use what you've learned to contribute to an active learning environment.
- Submit all assignments on time.
- Ask questions and actively participate in class.

As I have high expectations for all my students, it is only fair you should have high expectations for me! In this course, I commit to:

- Communicating respectfully and professionally with all students.
- Putting my best effort into explaining topics and answering questions.
- Providing thoughtful, timely feedback on your assignments.
- Responding to all email messages within 48 business hours (not including weekends or university holidays ☺).

**INSTITUTIONAL AND DEPARTMENT/ PROGRAM POLICIES:**

PsyD Program Policies can be found in the PsyD Program Policies Handbook  
<https://connect.adler.edu/academiclife/academics/clinicalpsyc/Pages/default.aspx>

Program information can be found in the PsyD Program Student Handbook  
<https://connect.adler.edu/academiclife/academics/clinicalpsyc/Pages/default.aspx>

University Policies can be found in the Catalog & Student Handbook  
<http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

**ACADEMIC HONESTY**

Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student *must* be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.

Student Handbook: <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

**STUDENTS WITH DISABILITIES (ADA Compliance)**

It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. **If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting [disabilityoffice@adler.edu](mailto:disabilityoffice@adler.edu) or Student Affairs [studentaffairs@adler.edu](mailto:studentaffairs@adler.edu).** The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

Catalog & Student Handbook: <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

**SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY:**

**Disclosure and Mandated Reporting**

The Adler University Sexual Harassment and Sexual Violence Policy is available at [[adler.edu/title9](http://adler.edu/title9)]. **This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Julie Proscia ([jproscia@adler.edu](mailto:jproscia@adler.edu)).**

## RELIGIOUS HOLIDAYS POLICY

### Purpose

Adler University values its diverse community and wishes to formalize its practices on accommodation for religious observances by students.

These guidelines do not include similar flexibility for secular, moral or ethical beliefs or political convictions.

These Guidelines outline a process for addressing religious observances that conflict with the scheduling of a student's academic or course-specific requirements. It is intended to assist in responding to students' religious observances while ensuring that the integrity of the course or program of study is not compromised. The term "reasonable/suitable accommodation" or "flexibility" used in these Guidelines will depend on the facts and the circumstances present in each individual case.

### Religious Obligations Conflicts with Class Attendance, Assignments, or Scheduled Exams

Students who experience a conflict between a religious obligation and scheduled assignments, tests, mid-term examinations, final examinations, or requirements to attend classes should be accommodated. Students requiring academic accommodation are directed to contact the instructor in charge of the course within the first week of classes to identify conflicts and make alternative arrangements. (In the absence of a simple and dignified way to determine the validity of individual claims, the claim of religious conflict should be accepted at face value.) When a request for accommodation cannot be resolved between the student and the faculty member, the Program Director is identified as a mediator.

Faculty members are encouraged to include precise instructions regarding their own policies for these circumstances in their syllabus and call attention to the requirement for early, timely arrangements. If an exam is scheduled on a religious holiday, the faculty member is encouraged to provide a suitable option for the affected students. Other reasonable and appropriate adjustments to the course meeting and assignment schedule may be made by the course instructor. Classes missed to observe a religious holiday should be counted as an excused absence. The specific accommodations employed may vary from course to course depending upon factors such as the size of the class, nature of the course content, and mode of instruction. All faculty in all courses are expected to create a class-specific accommodation policy which strives to maintain a climate of essential fairness to all members of the class. It is also expected that faculty work with students to be flexible on an individual basis.

In the event that students are somewhat tardy in informing faculty of their religious observance obligations, faculty may accommodate them where practical. Faculty are encouraged to announce the specifics of class policies to students and include it as part of the course syllabus so that they can notify you of any conflicts as soon as possible. If accommodations cannot be resolved between a student and a faculty member, the chief academic officer of that campus shall make a decision.



## Course Calendar

Date	Topic/ Activity	Reading/Class Prep	Assignment/Activity
Week 1 1/9	Introductions, course overview & success in this course; addiction stigma	Kelly et al., (2016); Kelly et al., 2021; Kelly & Westerhoff (2010) Review Addictionary webpage	
Week 2 1/16	Co-occurring disorders: prevalence, basics and ethics	Atkins Ch 1 Gomez-Coronado et al., (2018) Turner et al., (2018)	
Week 3 1/23	Assessment	Atkins Ch 2-4	
Week 4 1/30	Planning treatment and level of care	Atkins Ch 5-9	
Week 5 2/6	Depressive Disorders	Atkins Ch. 11	
Week 6 2/13	Bipolar Disorder	Atkins Ch. 12	
Week 7 2/20	Anxiety Disorders	Atkins Ch. 13	
Week 8 2/27	Posttraumatic Disorder	Atkins Ch. 14	
Week 9 3/6	Schizophrenia and other psychotic disorders	Atkins Ch. 15	
Week 10 3/13	Personality disorders	Atkins Ch. 16	
Week 11 3/20	Careers in Addiction Psychology	Review of the ABPP Addiction Psychologist website; the SAMHSA Career ladder website and the Illinois CADC website	
Week 12 3/27	Case Conceptualization Presentations		<b>Class presentations</b>
Week 13 4/3	Case Conceptualization Presentations		<b>Class presentations</b>
Week 14 4/10	Case Conceptualization Presentations		<b>Class presentations</b>
Week 15 4/17	Case Conference Presentations if needed		

# Co-Occurring Disorder Presentation/Class Facilitation Guidelines & Rubric

## General Guidelines

1. Employ various methods in presenting/facilitating discussion (remember to make this presentation/discussion as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, PowerPoint, etc. to capture information in a succinct manner is encouraged. You are also encouraged to develop discussion questions or activities to facilitate discussion among the class.
2. Create a handout for your audience. A copy of your slides is sufficient.
3. Each presentation should be 60 -75 minutes in length. Each group member should contribute to the group's presentation and be prepared to address questions about the entire presentation as opposed to one section. This will require that each group member understands the entire presentation and promotes true collaboration.
4. Include a reference section that is consistent with the American Psychological Association Guidelines that includes at least 10 references from the past 10 years (2015-2025).

## Presentation Guidelines (adapt these so they are relevant to your presentation topic)

1. Review of the co-occurring mental health disorder and substance use – **15 points**
  - a. Outline the prevalence of the mental health disorder and substance use.
    - i. Identify substances used more/less often.
    - ii. What sociodemographic differences exist?
  - b. What are the key biopsychosocial concerns related to the co-occurring mental health and substance use?
    - i. What are the important risk/protective factors in relation to
      1. Individual
      2. Parental/family
      3. Peers/friends
      4. Contextual/environmental
2. Assessment and treatment – **20 points**
  - a. Outline the key concerns in assessment and diagnosis related to the co-occurring mental health disorder and substance use disorders.
    - i. Identify key questions a psychologist wants to answer during an assessment.
      1. To what extent does exposure to trauma inform these questions?
    - ii. Review evidence-based screening and assessment tools that can inform assessment and treatment outcome evaluation.
    - iii. What are the differential diagnosis questions to consider in relation to mental health disorder and substance use disorders.
      1. What symptoms may mimic intoxication?
      2. Address substance induced mental health symptoms!
  - b. Discuss relevant evidence-based methods for treating both mental health and substance use disorders.

- i. What are the specific targets (behaviors, cognitions, relationships, etc) addressed by the intervention.
  - ii. Review the evidence base for using/integrating the approaches for co-occurring disorders.
  - iii. What is the evidence and/or modifications for this approach with diverse populations?
3. Presentation/facilitation Style – **5 points**
- a. To what extent is the presentation organized?
  - b. Was the presentation interactive?
    - i. To what extent did the group facilitate discussion among the class?
  - c. Were all group members prepared?
  - d. Behaved professionally during presentation.

TTM Presentation/Facilitation Grading Rubric			
Criteria	Exemplary	Accomplished	Developing
Review of co-occurring disorders	15 pts Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.	7.5 pts Information was unclear. Important elements were missing. Not presented concisely.	0 pts Limited information was presented and superficial fashion. Missed key information.
Assessment & intervention	20 pts Provided a thorough and comprehensive description. Covers the required information.	10 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Presentation style	5 pts Well organized and presented in logical sequence. Information was presented concisely and was easy to understand. All group members were prepared. Facilitated good discussion among class. Met time requirements. All members behaved professionally. Avoids Stigmatizing language	2.5 pts Hard to follow and sequence seemed disjointed. Hard to follow and understand at times. Some group members did not seem prepared. Some unprofessional behavior. Slightly above or below time requirements.	0 pts Could not follow presentation and there appeared to me no logical sequence. One group member provided most of the presentation. Unprofessional behavior throughout. Significantly above or below time requirements. Uses stigmatizing language.

# Case Conceptualization Presentation Guidelines & Rubric

## General Guidelines

1. Employ various methods in presenting/facilitating discussion (remember to make this presentation/discussion as interesting as possible). Be creative, but realistic. The use of charts, tables, figures, PowerPoint, etc. to capture information in a succinct manner is encouraged. You are also encouraged to develop discussion questions to facilitate discussion among the class.
2. Each presentation should be 30 minutes in length.
3. Include a reference section that is consistent with the American Psychological Association Guidelines.

## Presentation Guidelines (adapt these so they are relevant to your presentation topic)

1. Background/assessment information – **15 points**.
  - a. Specific biopsychosocial-spiritual background information on the client.
  - b. Review of assessment and relevant symptoms to support diagnosis for each disorder.
2. Theoretical conceptualization of disorders development and maintenance – **10 points**.
3. Treatment plan – **20 points**.
  - a. Outline short, intermediate and long-term behaviorally defined goals for each co-occurring disorder.
  - b. Indicate two evidence-based interventions for each goal.
  - c. Identify a tool for each disorder that can be used to evaluate treatment progress.
4. Presentation Style – **5 points**
  - a. To what extent is the presentation organized?
  - b. Was the presentation interactive?
  - c. Behaved professionally during presentation.

**Case Conceptualization Presentation Grading Rubric**

<b>Criteria</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>
Background & assessment information	15 pts Provided a thorough and comprehensive description. Covers the required information. This information is presented concisely.	7.5 pts Information was unclear. Important elements were missing. Not presented concisely.	0 pts Limited information was presented and superficial fashion. Missed key information.
Theoretical conceptualization	10 pts Provided a thorough and comprehensive description. Covers the required information.	5 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Treatment plan	20 pts Provided a thorough and comprehensive description. Covers the required information.	10 pts Information was unclear. Important elements were missing.	0 pts Limited information was presented and superficial fashion. Missed key information.
Presentation style	5 pts Well organized and presented in logical sequence. The information was presented concisely and was easy to understand. Was prepared. Met time requirements. Presented professionally. Avoided stigmatizing language.	2.5 pts Hard to follow and the sequence seemed disjointed. Did not seem prepared. Slightly above or below time requirements. Limited professionalism in presentation.	0 pts Could not follow presentation and there appeared to me no logical sequence. Unprepared. Unprofessional presentation style. Significantly above or below time requirements. Uses stigmatizing language.