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### CAS 254.50: Co-Occurring Disorders-Assessment & Treatment Planning

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**MISSOULA COLLEGE SPRING 2022**  
**CAS 254**  
**Co-Occurring Disorders: Assessment and Treatment Planning**  
**COURSE SYLLABUS**  
**PROFESSOR: Katie Smith, MSW, LCSW, LAC**

**CONTACT INFORMATION**

- **Virtual Office Hours:** By appointment

**Email:** katie.smith@mso.umt.edu

- **Please** email from your **student account** (i.e. **umontana.edu**) **only**.
- **In the subject line of every email**, please indicate the current course and your purpose. **Ex:** CAS254, Exam 1 question.

If you do NOT follow the above format, there may be a delay in my response. However, my commitment is to respond to emails within 24 hours (no later than 36) when received Mon – Fri. **Please expect delays on weekends or holidays**

## **Textbooks and Readings**

### **Required Text:**

Atkins, C. (2014). *Co-occurring disorders: Integrated assessment and treatment of substance use and mental disorders*. PESI Publishing & Media.

You can order the text through the UM Bookstore, online through Amazon, or PESI Publishing.

**Additional Required Readings:** Journal articles and web-based reading assignments will also be required throughout the course of the semester posted in the Moodle shell.

### **Course Description:**

This course examines substance use disorder and co-occurring mental illness. We examine terminology, assessment, and treatment strategies and models. Ideally, this class will provide you with information in an accessible and usable manner. By the end of the course, students should be able to synthesize knowledge and ground it in the practical realities of clinical cases and real situations in working with clients with co-occurring disorders.

### **Course Objectives/Educational Outcomes:**

Successful completion of course objectives and educational outcomes are evidenced by demonstrated appropriate knowledge, skill and behaviors in class discussions and applied exercises, as well as homework/discussion board assignments and quizzes & exams. In successfully completing this course, students will be able to:

1. Obtain a broad overview of Treatment Improvement Protocols and the rationale for their use
2. Become knowledgeable in the definitions, terms, and classification systems. Understand the importance of and clinical limitations of screening and assessment. Be able to determine which screening tools are most appropriate in different situations
3. Become familiar with models of care in traditional settings
4. Know how treatment may vary in special settings or with specific populations
5. Discover strategies for working with clients with co-occurring disorders
6. Know counselor responsibilities and patient rights regarding confidentiality
7. Become familiar with specific co-occurring substance use and mental health disorders
8. Develop and awareness of common medications for disorders.
9. Examine emerging models of care and sources of training relative to continuing development.

## Assessment of Student Learning Goals & Objectives:

Your grade in this class is weighted on the following scale:

Assignment	Quantity	Points Each	Total Points
Written Communications Assignment	1	25	25
Introduction Forum	1	25	25
Goals & Objectives Forum	1	50	50
Quiz #1	1	50	50
Quiz #2	1	50	50
Quiz #3	1	30	30
Presentation	1	75	75
Presentation Forums	9	25	225
Applied Writing Assignment: Final Paper	1	100	100
<b>TOTAL POINTS:</b>			<b>630</b>

Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). If an assignment is deleted [which is my option], then the total will be adjusted accordingly. The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D +
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

### Applied Writing Assignment: Final Paper

Applied writing assignments are intended to have you think about the material we are covering as a professional counselor. All written assignments will be typed, 12 pt. font, one-inch margins, double spaced, and meeting specified length requirements, using APA

format for citation and reference page. All written material must meet college level writing, including discussion posts, and assignments. A successful assignment is submitted on time, written clearly, contains few or no grammatical or spelling errors, addresses all required components, utilizes assigned reading, discussions, and demonstrates independent thinking and effort on the part of the student. Questions regarding assignments must be addressed prior to the due date. It is the student's responsibility to obtain assignment details discussed in class. **Individual writing assignments and instructions will be provided within the course.**

### **Quizzes**

- All quizzes are administered online, through MOODLE.
- There are three quizzes; one for each Module. Each quiz is a total of 75 points, and may include multiple choice, short answer, or true/false. You have one chance to take the quiz; they are not timed. Please take careful note of when quizzes open and when they close.
- You must take the quiz independently. Taking the quiz with anyone else is a violation of the Student Conduct Code. See the "Student Conduct Code" section below for more information and an explanation of sanctions for violations.
- **NO LATE QUIZZES WILL BE ACCEPTED!** (Please see exceptions below, under the "Late and make-up Work Policy.") Also, I will not make alternative arrangements to give any quizzes early due to travel plans, work, school projects, or other courses' requirements. Remember this is an internet course, so you will be responsible to have adequate computer and internet service. Traveling to areas with lack of service does not qualify as excusable situations for late assignments. Please be aware of this policy.

### **Goals & Objectives Forum**

- You are required to complete the Goals & Objectives Forum.
- The dates and times available in Moodle, and when they are due, are in the Course Calendar.
- You must submit (1) a direct response to the discussion question, and (2) thoughtful and expansive responses to at least **2 others** by the **deadline**. ***This means there are THREE posts required.***

**Presentations & Presentation Forums:** Each student will be assigned a topic and required to record and upload a presentation to Moodle. Topics and due dates will be communicated via Moodle and the course timeline. After presentations are uploaded to Moodle, classmates will participate in a Presentation Discussion Forum related to the presented topic. The presenting student will moderate the forum and answer questions from their peers.

## **Accommodations for Students with Disabilities**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and

you have not already registered with DSS, please contact DSS.

- **Missoula College students**: Contact (406) 243-7931
- **Mountain campus students**: Contact DSS at (406) 243-2243 or via email, [DSS](#).

I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, **the student must provide DSS documentation *before* the assignment is due** so reasonable accommodations can be made. For more information, please consult [DSS](#).

## Late and Make-Up Work Policy

I do not accept late assignments or make-up work. Students are expected to complete assignments by the due date, however, I understand that from time to time, unexpected circumstances and emergencies arise. Exceptions to this policy may be granted on a case-by-case basis; please be aware of the following:

- Requests for an extension/exception to the late assignment policy **must** include the following:
  - Email request with appropriate subject line must be sent PRIOR to the assignment due date and include:
    - Reason for request
    - A draft of your assignment in progress
    - Documentation if the request is related to an emergency
  - Requests that do not include this information will not be approved.
- If your request is approved, late assignments will incur an automatic 1-point deduction for each day following the due date. If you’re a minute late, you’re a day late...so don’t be late.
- If you have a documented emergency, there will not be a point deduction.
- Assignments later than one week will not be accepted.
- **IMPORTANT: Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment.** Moodle can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also use a colleague’s computer, go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time.** It is in your best interest to be organized, plan, and not procrastinate.

## Drop Policy

Beginning **the 46<sup>th</sup> instructional day** of the semester through the last regular class day (i.e. Friday) before Finals Week, “students may drop courses **only by petition**.” Note that not all petitions are approved and documented justification is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other

circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop. Generally, if you want to drop the course due to failing the course and are unhappy with your grade, I will not approve it as that is NOT a valid reason. See the UM's Academic Policies and Procedures for more information ( <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html> ).

## Incomplete Policy

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's [Academic Policies and Procedures](#)).

## Student Conduct Code (please read carefully)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, research credit papers, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments must be completed INDEPENDENTLY, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. Cheating or plagiarism will result in FAILURE (that is, a zero or an "F") on the assignment, at minimum, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion. If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College's [Academic Support Center](#) (243-7826).

## Online Privacy Policy

- **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
- **Email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

## Netiquette

Online classes offer a unique element to our interactions. For example, missing in this

written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language, voice tone, eye contact, appearance, etc. Everything that we would use to understand the “emotionality” of the words is simply not present either. Also, there are also cultural differences (due to age, ethnicity, gender, religion, etc.) in what people may think would be appropriate to share in online interactions. Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. “Netiquette” is the set of recommended good manners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

### **Be mindful of your language.**

- **Avoid all rude comments, threats, profanity, and disrespectful comments** (you will get an automatic zero on the assignment).
- **Avoid slang, sarcasm or humor.** What may seem funny to us may be not so funny to others. If you are not sure what sarcasm is, ask. If you think it might be but are not sure, do not post it.
- If you feel particularly strongly about a point, it may be best to write it first and at a later time, review it prior to posting it in order to remove any strong language.
- Keep your responses G-rated, so that you would not mind sharing them with your grandmother.
- **The bottom line:** This is an educational setting. Please write in a **technical** and **professional** format.

### **Do not use “netspeak.” (Be professional).**

“Netspeak” is a style of writing that is unique to social media. This is an **educational setting**, so accordingly, do not use language, grammar or punctuation that is typical in a social media setting. For example:

- do not use emoticons to express emotions, i.e. :-). Even writing something and adding “(ha ha)” is not appropriate.
- **DO NOT TYPE IN ALL CAPS.** It is often considered the same as yelling in person.
- do not use excessive exclamation points, e.g. “I disagree!!!!.”
- do not use acronyms, such as BRB (be right back), L8R (later), LMAO, etc...
- use language and grammar that is expected in a college level course, including appropriate sentence structure and punctuation.
- proofread and spell check before posting responses or turning in your assignments. I will take points away for poor grammar and spelling.

### **Be respectful and encouraging.**

- Please be respectful and encouraging to all members of the class and to the instructor.
- This is to be a positive, supportive environment so students can feel comfortable as they ask questions and make mistakes.
- It is OK to disagree, but please be courteous. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.

**IMPORTANT:** Any deviation from this policy will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, the Administration may become involved. Also, I reserve the right to remove any inappropriate posts and deduct points accordingly.