



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDHS 4310 Co-Occurring Disorders
Fall 2026

Instructor: Dr. Denetria Brooks-James, DSW, LCSW-S

Meeting Day & Time: Mondays and Wednesdays 12:30-1:45 p.m. CST

Location: Classroom Hall 305

Contact Information: djames@tamusa.edu

Student Hours: By appointment; I am usually on campus Monday-Thursday

Office Location: Classroom Hall Building Office 2140

Required Textbooks:

Counseling Individuals with Co-Occurring Addictive and Mental Disorders

Reginald W. Holt and Regina R. Moro

ISBN 978-0-8261-5841-3

Recommended Reading:

DSM-V-TR (DSM-V is ok if it is much less expensive/easier to find)

Course Description:

This 3-hour course will explore the various disorders that often co-occur with respect to substance use/misuse and behavioral disorders. The course will also cover the history of co-occurrence (or dual diagnosis) and treatment. In addition, the challenges with addressing each both dependent and independent of one another.

Student Learning Outcomes:

At the successful completion of this course:

- Students will demonstrate general knowledge of co-occurring disorders and dual diagnoses in minors and adults.
- Students will be able to identify evidence-based screening and assessment instruments to use with dual diagnoses, specifically in reference to substance use disorders
- Students will demonstrate knowledge about the characteristics and utility of various approaches and interventions related to the treatment complex diagnostic presentations
- Students will demonstrate knowledge related to various environments of encounter and support with cultural competencies related to the treatment of individuals with co-occurring disorders, such as hospital systems, criminal justice systems.

Attendance

Since this is a Human Services course, your attendance is measured by engagement with each other, and the course material. Blackboard analytics provides a generous monitor of clicks, session duration and other insights to help faculty determine student interaction with the learning material. While attendance does not serve as a grade in this course, it is taken to meet University reporting standards.

COURSE ASSIGNMENTS

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your BlackBoard learning environment.

Overview of Assignments	Related Points (%)
Discussion Board Assignments (4)	15%
Case Study Assignment	15%
Screening and Assessment Tool Assignment	20%
In Class Activities	10%
Midterm Examination	20%
Final Examination	20%
TOTAL	100 (100%)

FINAL GRADE ALLOCATION CRITERIA

Total Points Earned	Related Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Description of Course Assignments

All assignments are due on Sundays by midnight central standard time and submitted online via Blackboard, unless otherwise noted. Questions should be asked ahead of the due date either during class, office hours, or via email.

Discussion Board Activities:

You will have 4 discussion board assignments for this course via Blackboard. You will post your initial thoughts/responses to the discussion prompts and respond to at least one fellow learners' post.

Case Study Assignment

You will be individually assigned a case synopsis from which to formulate a thorough case conceptualization, that will be created in an engaging, impactful PowerPoint or similar presentation format and presented during class. This should include:

- Slide 1: History & Biopsychosocial evaluation
- Slide 2: Presenting Concerns and identification of dual-diagnoses/disorders
- Slide 3: Screening & Assessment(s). **You must include the Columbia Suicide Severity Rating Scale (C-SSRS) that is most applicable to your client.**
- Slide 4: Suggested Interventions and available resources for support
- Slide 5: Summary of Care

Slides will be due via blackboard assignment submission. You will then present your case study in class on a separate day. Your assignment is worth 20 (20%) points toward your overall course grade. While you may work together/collaborate, you must attribute any unoriginal work to its appropriate source or author, and attend to your individual's synopsis.

Screening and Assessment Tool Presentation

Purpose

Behavioral health professionals rely on standardized screening and assessment instruments to identify mental health disorders, substance use disorders, suicide risk, trauma exposure, and other behavioral health concerns. Selecting the appropriate instrument requires an understanding of its purpose, psychometric properties, administration procedures, and clinical application.

The purpose of this assignment is for each student to become the class expert on one evidence-based screening instrument commonly used in behavioral health practice. Students will research, evaluate, and teach the class about their assigned instrument while demonstrating how it is used in a clinical setting. By the end of this assignment, the class will have developed a collective understanding of a wide range of screening and assessment tools used in the treatment of individuals with co-occurring disorders.

Assignment Linked to SLO #2 : Students will be able to identify evidence-based screening and assessment instruments to use with dual diagnoses, specifically in reference to substance use disorders.

Additional Assignment Learning Outcomes

Upon successful completion of this assignment, students will be able to:

- Demonstrate knowledge of evidence-based screening instruments used in behavioral health.
- Evaluate the reliability and validity of standardized assessment tools.
- Explain the strengths and limitations of various screening instruments.
- Identify appropriate clinical populations for assessment tools.
- Apply evidence-based screening instruments within clinical practice.
- Demonstrate culturally responsive assessment practices.

You will be provided with detailed instructions in class.

In-Class Activities

We will engage in several graded in-class activities and assignments. These in-class activities can't be made up, thus try your best to attend every class.

Mid-Term Examination

Your midterm examination will consist of multiple-choice and true/false (2 points each) items from chapters 1-10 of your textbook, in-class lecture material, and slides. This exam will be open for one (1) week, via Blackboard. The exam is worth 20 (20%) points toward your overall course grade.

Final Examination

Your final examination will consist of multiple-choice, and true/false (2 points each) items from chapters 9-17 of your textbook, in-class lecture material, and slides and is worth 25 (25%) points toward your overall course grade.

BONUS POINTS: Students who complete the [TAMUSA Library's Modules and Quiz](#), "What is a Literature Review" will earn two bonus points on their submitted paper. This may not sound like a lot, but on a 15-point assignment, it can change a letter grade. Submit a screenshot of your quiz completion along with your paper.

LATE WORK PENALTY (EXAMS NOT INCLUDED):

1 DAY = 11 POINTS DEDUCTED; MAX = B

2 DAYS= 30 POINTS DEDUCTED; MAX = PASSING

AFTER 2 DAYS = WORK WILL NOT BE ACCEPTED, ZERO POINTS

Course Schedule

Chapter assignments correspond to the dates below.

Week	Date(s)	Topics and Assignments
1	8/24–8/30	Introduction to Course; Review Objectives, Materials, & Schedule Chapter 1: Considerations for Treating Co-Occurring Mental and Substance Use Disorders Assignments: Chapter Book Self-Introductions 8/24/26 in-class
2	8/31 – 9/6	Chapter 2: Understanding Drugs of Abuse and Addiction Assignments: Discussion Post #1 – Initial Post Due 9/4/26 by 11:59 PM Reply Post Due 9/6/26 by 11:5PM
3	9/7–9/13	Chapter 3: Neuroscience of Co-Occurring Mental and Substance Use Disorders Assignments: Discussion Post #2 – Initial Post Due 9/11/26 by 11:59 PM Reply Post Due 9/13/26 by 11:5PM
4	9/14–9/20	Chapter 4: The Comprehensive Assessment of Co-Occurring Disorders Assignment: Fictional Character Assessment and Diagnosis- In-class activity
5	9/21–9/27	Chapter 5: Managed Care and the Use of Level of Care Guidelines for Co-Occurring

Week	Date(s)	Topics and Assignments
		Disorders Assignment: Case Study Assignment Due: 9/27/26 by 11:59PM
6	9/28–10/4	Chapter 6: Treatment Engagement, Therapeutic Strategies, and Recovery Models for Co-Occurring Disorders Assignment: Discussion Post #3 – Initial Post Due 10/2/26 by 11:59 PM Reply Post Due 10/4/26 by 11:5PM
7	10/5–10/11	Chapter 7: Psychopharmacological Interventions for Co-Occurring Disorders Assignment: Study for Midterm Exam Chapters 1-8
8	10/12 – 10/18	Chapter 8: Integrating Mindfulness-Based Practices in the Treatment of Co-Occurring Disorders Assignment: Mindfulness In-class activity
9	10/19 -10/25	Chapter 9: Co-Occurring Depressive and Substance Use Disorders Assignment: Midterm Examination due 10/25/26 (via Blackboard; opens 10/4/26)
10	10/26 – 11/1	Chapter 10: Co-Occurring Bipolar and Substance Use Disorders Assignment: Understanding Bipolar Disorder through Poetry- In-class activity
11	11/2 – 11/8	Chapter 11: Co-Occurring Anxiety and Obsessive-Compulsive Disorders and Substance Use Disorders Assignment: Discussion Post #4 – Initial Post Due 11/6/26 by 11:59 PM Reply Post Due 11/8/26 by 11:5PM
12	11/9 – 11/15	Chapter 12: Co-Occurring Schizophrenia and Other Psychotic Disorders and Substance Use Disorders Assignment: To Medicate or Not?- In-class activity
13	11/16 – 11/22	Chapter 13: Co-Occurring Trauma- and Stressor-Related and Substance Use Disorders & Chapter 14: Co-Occurring Personality and Substance Use Disorders Assignment: Understanding Drug Courts- In-class activity Screening Assessment Tool Presentation Due this week
14	11/23 – 11/29	Chapter 15: Lifespan Development and Co-Occurring Disorders Assignment: Study for Final Exam
15	11/30 – 12/6	Chapter 16: Gender and Co-Occurring Disorders
16	12/7 – 12/12	Final Exam Due: 12/12/26 in Blackboard

UNIVERSITY POLICIES & RESOURCES

Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a

disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the Student Counseling Center at 210-784-1331. Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com>

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>
Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911.
Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not

attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e. courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the students GPA. However, course drops that exceed the

maximum allowed by SB 1231 will be treated as grades and will impact the student's GPA.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis. Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio

employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars: can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression,

and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.

4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.

2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-andresponsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academicintegrity.html>).

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism

are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

Research on Human Subjects

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who

wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that

informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Important Dates: Fall 2026 Regular 16-Week Session

Dates	Event
August 24	First Day of Class
September 7	Labor Day Holiday – No Classes
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26 - 28	Thanksgiving Holiday – No classes
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5–11	Final exams

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/current-year/Fall-2026.html>