

**S685 Section V367: Mental Health and Addictions:  
Practice with Individuals and Families (3hrs)**

**Summer Session I, 2003  
Tuesday 1:00 –3:45 P.M.  
SI204**

**Ed Pickett, Doctoral Cand.  
Office: ES4108  
Phone: 345-8690  
email: wpickett@iupui.edu**

**Course Description:**

Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence based, best practice approaches for service to and for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issues.

**Course Objectives:**

1. Develop effective therapeutic relationships with consumers of mental health and addictions services and their support systems.
2. Foster understanding of mental illness, addictions, and recovery among consumers and their support systems.
3. Engage clients' strengths and sense of agency in goal setting, service planning, and service delivery throughout an active recovery process.
4. Collaborate with consumers to ensure that all aspects of service delivery reflect sensitivity to gender, class, sexual orientation, race, culture, and ethnicity.
5. Promote resilience among families of consumers to sustain their capacity to aid the consumer in maximizing well-being and ability to function independently.
6. Help consumers build and sustain support systems that aid achieving and maintaining recovery.

7. Apply cognitive behavioral, solution-focused, and learning theories in service to and for children, youth, and adults affected by mental health and addictions issues.
8. Discover, analyze, synthesize, and evaluate evidence of practice effectiveness, apply that knowledge throughout the service delivery process, and help consumers of mental health and addictions services monitor progress.

**Required Textbook:**

Barlow, D. (2001) Clinical Handbook of Psychological Disorders (3<sup>rd</sup> ed.). New York: Guilford Publications.

See the following WebPages for descriptions and reviews of the required text:

<http://btobsearch.barnesandnoble.com/textbooks/booksearch/isbninquiry.asp?userid=3375E2DCR7&sourceid=00395996645644787198&btob=Y&isbn=1572306114>

[http://www.psych-books.com/Clinical\\_Handbook\\_of\\_Psychological\\_Disorders\\_Third\\_Edition\\_A\\_StepbyStep\\_Treatment\\_Manual\\_1572306114.html](http://www.psych-books.com/Clinical_Handbook_of_Psychological_Disorders_Third_Edition_A_StepbyStep_Treatment_Manual_1572306114.html)

<http://www.biblioreview.com/findbook.asp?BookPageID=9001>

**Outline of Content and Readings:**

DATE (Tuesdays)	CONTENT	READINGS
Aug 26	Introductions, overview of course, definitions of mental health/illness and addictions, social justice issues with mental health and addictions	
September 2	History mental illness and addictions: Concepts, social and professional responses, relationships between professionals and consumers, consumer perspectives. What are evidence based practices and best practice approaches and who decides? Panic Disorder and Agoraphobia.	Barlow: Chapters 1 & 2  Review the DSM IV in regard to diagnostic categories and assessment procedures
September 9	PTSD, SAD	Barlow: Chapters 3
September 16	GAD	Barlow: Chapters 4
September 23	O-CD	Barlow: Chapters 5

September 30	Cognitive Therapy for Depression	Barlow: Chapters 6
October 7	Interpersonal Psychotherapy for depression and other Disorders	Barlow: Chapters 7
October 14	Eating Disorders	Barlow: Chapters 8 (again)
October 21	Alcohol Use Disorders	Barlow: Chapters 9
October 28	Cocaine Dependence	Barlow: Chapters 10
November 4	Dialectic Behavior Therapy for Borderline Personality Disorder	Barlow: Chapters 11
November 11	Bipolar Disorder	Barlow: Chapters 12
November 18	Sexual Dysfunction	Barlow: Chapters 13
November 25	Couple Distress	Barlow: Chapters 14
December 2	Poster and Panel	See OnCourse
December 9-15: Final Exam Week	Poster and Panel	

### Conduct of Course and Assignments:

1. This course will include a variety of teaching methods including didactic lecture, role playing, and written reflection on materials. The course expects an interactive, skills building focus.
2. Course Assignments:
  - a. In class exercises: Eight times during the semester, students will participate in in-class exercises or discussion groups. Each group member is expected to contribute to the product/discussion. All group members receive the same number of points.
  - b. Area of focus paper: (Due September 16<sup>th</sup>) Students are expected to write a 4-6 page paper that includes the rationale for choosing their area of focus for the review. APA style only. (If you don't own the APA manual, I suggest you purchase it. Copies are available in the library. I will tutor students in APA style upon request.)
  - c. Literature review outline: (Due September 30<sup>th</sup>) Students are expected to write in outline form. Include all headings and some content from the literature.

- d. Literature review: (Due November 11<sup>th</sup>) Students are expected to write a literature review using their outline as a guide. The review is to include an introduction to the area of focus, some historical background information, a body that reviews the major article in the area, a summary, and a “relevance to social work practice” section. Evidence-based article from peer review journals should make up the bulk of the content. APA style only. (Guideline: 15-20 pages including the cover page but not the references.)
- e. Poster board presentation: (Due December 2<sup>nd</sup>) Students are expected to produce a poster board based on their literature review, and to briefly present the content to the class.
- f. Panel participation: (Due December 2<sup>nd</sup>\*) Students are expected to participate in a panel discussion and question and answer period. Panels will consist of students who share a general area of interest, (e.g. addictions treatment, personality disorders, co-occurring disorders) \* One half of the panels will also be held during finals week. However, be prepared to present and participate on the 2<sup>nd</sup>.

**POINTS POSSIBLE FOR COURSE:**

In class exercises (8 x 10 each):	80 points
Area of focus paper:	50 points
Literature review outline:	50 points
Literature review:	100 points
Poster board presentation:	70 points
Panel participation:	50 points
<b>TOTAL</b>	<b>400 points</b>

**GRADE RANGE:**

The grade scale using the IU system of plus and minus in grades is as follows:

GRADE	RANGE (%)
A+	96 TO 100
A	93 TO 95.99
A-	90 TO 92.99
B+	87 TO 89.99
B	83 TO 86.99
B-	80 TO 82.99
C+	77 TO 79.99
C	73 TO 76.99
C-	70 TO 72.99

NOTE: ALL DUE DATES ARE LISTED ON THE SYLLABUS. THERE WILL BE A REDUCTION OF 10% IN POINTS FOR EACH CALENDAR DAY AN ASSIGNMENT IS LATE. IF YOU MISS IN-CLASS EXERCISES, YOU MISS THE POINTS. IF YOU ARE NOT PREPARED TO PRESENT AND PARTICIPATE ON DECEMBER 2<sup>ND</sup> YOU FORFEIT YOU POINTS.

### **Course Policies:**

1. **INCOMPLETES:** An unauthorized incomplete will be deemed as a failure to complete the course work and a grade of "F" will be entered. Consult the instructor if you are having problems impacting on the likelihood of success in this course.
2. **EXTRA CREDIT:** There are no extra credit assignments or tasks unless listed in the syllabus. No rewrites of previously evaluated material are accepted. If you have done work in your chosen area of interest, bring your product and we will discuss the possibility of incorporating it into you course assignments.
3. **PLAGIARISM AND CHEATING:** Plagiarism is the presentation of another's work as your own. Plagiarism and other forms of cheating are not only illegal but unacceptable in this class. Verified plagiarism or other forms of cheating will result in a grade of "F" for the assignment.

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in materials distributed at student orientation meetings. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a literature citation in your list of reference is insufficient. Rather, you must specifically acknowledge a source each time you use the source, paragraph by paragraph, even sentence by sentence as necessary. See the Publication Manual of the American Psychological Association (5<sup>th</sup> Edition) for guidelines for in-text references.

4. **STUDENTS WITH SPECIAL NEEDS:** Any student who may need special arrangements or accommodation to meet the requirements of this course is encouraged to talk to the instructor and contact Pamela King, Director, Adaptive Educational Services, phone 274-3241, TDD 278-2050. Accommodations should be sought as quickly as possible in the course and are the responsibility of the student to pursue.
5. **STUDENT CONDUCT:** Students are expected to conduct themselves as professionals. Attendance is expected for all classes. Each class is essential to building your skill as a practitioner and covers some material not covered in other class periods. Students who are absent are responsible for material covered during missed classes and

should notify the instructor prior to the missed class if feasible. Please do not do have side conversations. It is very distracting. I consider it disrespectful.

6. STUDENT CONDUCT: Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own.

7. COURSE EVALUATION: Consistent with the School's academic policy, a *formal* evaluation of the course and its instructor will be completed at the end of the course. In addition, the instructor may periodically assess how the course is accomplishing the course goals during the semester.

8. APPOINTMENTS, OFFICE LOCATION, TELEPHONE NUMBER, E-MAIL ADDRESS:

My office hours are from 4 pm – 6 pm on Tuesdays. The best way to ensure that you will meet with me, even during office hours, is by making an appointment by telephone. My office is located in Room 4108. My phone number is 345-8690. Call me anytime with a question related to the course or our mutual profession. I will also make time available before class on Tuesdays and at other times upon request. My e-mail address is [wpickett@iupui.edu](mailto:wpickett@iupui.edu).