

Syllabus Course 416

Mental Illness and Addiction

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Course Description

The content of this course is designed to address issues concerning the treatment of clients who have both chemical dependency and mental health issues. Counselors must recognize and address both conditions, otherwise the risk of relapse remains high. Learn the most significant predictor of treatment success, how to provide an empathic and continuous treatment relationship, how to distinguish between the criteria of substance abuse vs. substance dependency, and more.

Major changes have been made to the Diagnostic and Statistical Manual in its 5th revision, particularly on alcohol and other substance-related disorders. The DSM-5 was published in 2013 after a twelve year process of revision. This course will review key changes to this important diagnostic tool, changes which include: 1) combining the substance abuse and substance dependence disorders into one heading of *substance use disorder*; 2) requiring that at least 2 criteria be met for this diagnosis; 3) adding cannabis withdrawal and caffeine withdrawal as new disorders; and 4) the addition of a new *Substance-Related and Addictive Disorders* section.

Degree Program Outcomes

At the conclusion of this degree program, the student will be able to:

1. Understand the 12 core functions of addiction counselors to be academically prepared to become a certified addiction counselor.
2. Understand and demonstrate the essential practices of addiction treatment including screening, intake, assessment, treatment planning and aftercare. (Core Functions 1-5)
3. Understand and use basic counseling skills such as effective listening, assessment, crisis intervention, group therapy and working with other professionals (Core Functions 6, 8, 12)
4. Understand and apply basic counseling professional practices including ethics, working with various client groups, case management and record keeping skills. (Core Functions 7, 10, 11)
5. Understand and apply understanding of other issues related to addiction recovery such as a mental illness, family dynamics and sexual and spiritual issues. (Core Function 9)

Course Objectives

After completing this course, students will be able to:

1. Understand how to assess and treat clients who present with both a mental health and substance abuse disorder.
2. Learn about the various treatment models commonly used to treat the dually diagnosed.
3. Gain knowledge of simple principles and techniques for assessing chemical dependency.
4. Gain knowledge of some of the issues, principles, and procedures used to establish a psychiatric diagnosis.
5. Understand how to recognize the diagnostic features of the more common mental health disorders. Learn the key treatment issues of those mental health disorders.

6. Know how to implement general treatment strategies and tactics when working with the dually diagnosed client.
7. Gain knowledge of relapse prevention techniques.
8. Understand the shift from a multiaxial system to a non-axial system in DSM-5.
9. Be introduced to the dimensional approach to diagnosis.
10. Review the 20 classifications of disorders.
11. Review the new sections of DSM-5 relating to cultural formulation, and the alternative model for diagnosing personality disorders.

Required Texts

- Evans, E.K. & Sullian, J.M. (2001). *Dual Diagnosis: Counseling the Mentally Ill Substance Abuser*, (2nd ed.). New York: The Guilford Press.
- Reichenberg, L.W. (2014). *DSM-5 Essentials: The Savvy Clinician's Guide to the Changes in Criteria*. Hoboken, NJ: John Wiley and Sons, Inc.
- Other learning resources will be presented in the course in digital format

Course Outline

Week	Assessments
1	Objectives: <ul style="list-style-type: none"> • To introduce the student to the content and purpose of this course. • To give the student an opportunity to become acquainted with the instructor and other students who are involved in this course.
	Assignments: <ol style="list-style-type: none"> 1. Learn more about your professor. Complete the study guide for Chapter 1 Post and discuss "problems" with dual diagnosis Write a reflective paper based on a quote Complete the Chapter 2 Study Guide Post a personal introduction to the class Write a reflective paper about the difficulties faced by substance abuse counselors Post and discuss chemical dependency
2	Objectives: <ul style="list-style-type: none"> • Learn about some commonly used treatment approaches for substance dependence and mental health disorders • Understand issues that have an impact on decisions about dual diagnosis treatment • Examine interventions for clients with dual diagnosis • Look at available outcome data regarding those intervention • Look at the integrated model for working with dual diagnosis clients as developed by Evans and Sullivan • Discuss solutions to problems associated with treating dual diagnosis clients • Become aware of the 12-step recovery model • Discuss organizational issues that arise in implanting dual diagnosis programs
	Assignments: <ol style="list-style-type: none"> 1. Answer questions in the Chapter 3 Study Guide Post and discuss the bio-psycho-social model of addiction Write a paper based on the idea of Facilitator versus

	Mentor Post and discuss a quote Write a paper based on internet research Post and discuss the biopsychosocial framework Forum
3	Objectives: <ul style="list-style-type: none"> • Elaborate on principles and techniques for assessing chemical dependency. • Learn to identify symptoms of chemical dependency • Examine the application of these principles and techniques to dually diagnosed clients.
	Assignments: <ol style="list-style-type: none"> 1. Answer questions in the Chapter 4 Study Guide 2. Post and discuss presentations about the negative consequences of drinking and drugging Write a reflective paper about abstinence 3. Write a reflective paper about "loss of control" 4. Write a paper about thinking errors Post and discuss family problems in relation to drug and alcohol use
4	Objectives: <ul style="list-style-type: none"> • the issues, principles, and procedures pertinent to establishing the psychiatric symptoms and problems with dually diagnosed clients • Learn about the special issues that arise in achieving differential diagnoses for dually diagnosed clients • Gain knowledge for determining the appropriate level of care for a client who is dually diagnosed
	Assignments: <ol style="list-style-type: none"> 1. Read Chapter 5: Assessing the Psychiatric Disorder and Planning the Appropriate Level of Care (pages 66 – 80). Using the 10 Headings of the Mental Status Exam, make your own assessment tool. Assessing the risk of harm to self or others is central during the psychiatric assessment. Post your thoughts and opinions on the course Class Forum . 2. It is important for the counselor to take all these threats seriously. Post your thoughts and opinions on the course Class Forum. 3. Take the midterm exam Assignment
5	Objectives: <ul style="list-style-type: none"> • Learn about treating psychotic disorders or cognitive disorder with coexisting chemical dependency • Be introduced to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision • Explore issues related to early stages of recovery • Learn about treating affective disorders or anxiety disorder with coexisting chemical dependency. • Learn about treating attention deficit/hyperactivity disorder and bi-polar disorder with coexisting chemical dependency. • Continue learning about the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision • Explore issues related to step work for each set of diagnoses
	Assignments:

	<ol style="list-style-type: none"> 1. Before you begin this section about schizophrenia, write down your understanding of schizophrenia. For example, answer the assigned questions. Psychotic and Cognitive Disorders: Reading, Study Guide, Video Assessing the risk of harm to self or others is central during the psychiatric assessment. Post your thoughts and opinions on the course Class Forum . 2. “Negative life events not only can trigger a major depression, but a major depression can create negative life events in a vicious cycle.” Discuss your answers to the assigned questions in a page paper. 3. Affective and Anxiety Disorders: Reading, Study Guide, Video
6	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn about treating antisocial or borderline personality disorders with coexisting chemical dependency
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Antisocial & Borderline Personality Disorders: Reading Study Guide, Video Do an Internet search using the phrase “antisocial personality disorder and society.” Post your thoughts and opinions on the course Class Forum. 2. Your text states that the antisocial personality feels little guilt over the trail of wreckage left in his/her wake. Discuss your answers to the above questions in a paper. The personality disorder clients have an intense preoccupation with self, and sharing the worldview that “it’s all about me.” Discuss your answers to the above questions in a paper. How could you provide hope for your client? Post your thoughts and opinions on the course Class Forum .
7	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn about working effectively with the families of dual diagnosis individuals • Understand the necessity of motivating clients to change • Learn to be mindful of the potential for counselor burnout.
	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read Chapter 10: Working with Families (pages 175 – 192) What can you do if the family member is unwilling to do anything about their own problems? Post your thoughts and opinions on the Class Forum. Read the list of 15 strategies counselors and case managers could use to make it more likely to obtain family cooperation on pages 190 and 191. Write a paper in response to th discussion questions for the reading. Read Chapter 11: Enhancing the Motivation of Clients (and Counselors, Too!) (pages 193 – 208). Answer the questions in your Key Study Guide. Select four principles and discuss on the Class Forum how you could utilize them in a counseling session
8	<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the shift from a multiaxial system to a non-axial system • Be introduced to the dimensional approach to diagnosis. • Review the 20 classifications of disorders. • Review the new sections on cultural formulation, and the alternative model for diagnosing personality disorders.
	<p>Assignments:</p>

	<ol style="list-style-type: none"> 1. Complete the Study Guide for "DSM-5 Essentials" Why do you believe it is important for you to maintain your own motivation while treating dually diagnosed clients? Post your thoughts and opinions on the Class Forum. 2. Take the final exam for this course Complete the Course 416 online Course Evaluation Form. (REQUIRED to complete this course and receive a grade)
Overall	Total estimated hours based upon 17 hours per week for 8 weeks

Forum Expectations

We expect that students will spend an estimated one-two hours to post one initial message, one hour to read posts from 5+ students (presumes that a student doesn't read every post), and an estimated 1 hour to post two reply messages. Forum grading will be based on the following items:

- Forum posts should be 200-400 words although these are not strict limits.
- Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum. Be sure to read the learning objectives.
- Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
- The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings
- Students are not required to use APA format for references in forum posts, but instead students are encouraged to hyperlink relevant information when possible.
- Grading rubric: forums use the same high level grading rubric as for the final project including
 - Content Knowledge (25%)
 - Critical Thinking (25%). Note that critical thinking is very different from criticism.
 - Communication (25%)
 - Application (25%)

Written Work

Except for Class Forum posts, all written assignments should be double-spaced using 11-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the Course Dropbox within Moodle. Every assignment should carry a filename that MUST include your name (Student Name) and the assignment number, e.g. Jan_Smith_Minor1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Deep familiarity with the biblical text will be appreciated as will the ability to showcase extensive theological reading and reflection and to critically examine an issue from many points of view.

Very informal or highly opinionated writing styles will be severely penalized. *Do not preach.*

Late Policy

Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.

- Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
- Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")

- All assignments and quizzes must be submitted by the week after the term ends or they will receive a failing grade
- Extensions: professors may grant an extension if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor's discretion.
- Applications for an extension should be sent to the professor at least 2 or more days before the due actual date. Extensions must be after a course ends submitted via the online extension request form. If an extension is granted, no other courses may be taken until that course is completed.

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by Friday of the tenth week of the course. No credit will be given for work submitted after this date.

This syllabus is subject to change without notice up until the first day of the semester. For more academic policies, please visit: <http://www.cityvision.edu/academic-policies>