

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**Addictions Counselling Program**  
**HLSC 3240 – Issues in Addiction and Mental Health**  
**Course Outline – Spring, 2013**  
**Tuesday, 9:25 – 12:05 p.m.**  
**Room AH 175**

**Instructor:** Gary Nixon, PhD  
Associate Professor  
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**Office Hours:** Tuesdays, 1:30 to 3:30 p.m.  
**TA:** Marie Damgaard

**COURSE DESCRIPTION:**

This course examines the interrelationship between addictions and mental health, with a general focus on working with concurrent (dual) disordered populations. Students will review the major mental illnesses and become familiar with mental health assessment. Assessment and effective counselling strategies for concurrent disordered populations will be reviewed as well as physiology and psychopharmacology considerations. Major meta-models of treatment and alternative conceptualizations for concurrent disordered populations will also be reviewed. Students will explore specific populations through research papers and student presentations, as well as develop an appreciation for the lived experience of people suffering from a major mental illness or concurrent disorder through a narrative analysis.

**COURSE OBJECTIVES:**

Upon successful completion of this course the participant will:

- Have the knowledge and skill specific to mental health that is required to work effectively with clients experiencing co-occurring substance and mental health problems.
- Be able to facilitate client-centred change and develop others to improve bio/psycho/social/spiritual health in concurrent populations.
- Have a basic understanding of psychopharmacology issues for concurrent disordered populations.
- Be knowledgeable of effective counselling strategies for concurrent disordered populations.
- Use evidence based practices in innovative and creative ways to work with concurrent disordered populations.
- Be able to interact effectively in the provision of respectful, equitable and effective services to diverse concurrent disordered populations.
- Practice ongoing self-care and self-management, self-awareness and self-reflection.

**Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course**

<b>Technical Competencies</b>	<b>Behavioral Competencies</b>
<ul style="list-style-type: none"><li>• Counselling</li><li>• Diversity and Cultural responsiveness</li><li>• Mental Health</li><li>• Pharmacology</li></ul>	<ul style="list-style-type: none"><li>• Client-centred change</li><li>• Creativity and innovation</li><li>• Diversity &amp; cultural responsiveness</li><li>• Self-care</li><li>• Self-management</li></ul>

## APPROACH TO LEARNING:

Initially, the major classifications of mental illness pertinent to concurrent disorders will be reviewed. Assessment approaches, psychopharmacological strategies, conventional and alternative counselling interventions, and treatment programs will be discussed. Throughout the class, a phenomenological approach will be taken to facilitate the understanding of the lived experience of people dealing with mental health and addiction issues.

Following this review of assessment and treatment strategies, a learner-centered collaborative approach will be used in this course. Learners will pick a concurrent disordered population to extensively research and then will make a class presentation on this population. In addition, learners will submit a research paper on their chosen population. The following are possible example topics for learner presentations and research (note PTSD is exempted as it is the topic of a concurrent course):

- Schizophrenia and substance abuse
- Attention deficit disorder and gambling addiction
- Bi-polar disorder and cocaine addiction
- Antisocial personality disorder and sex addiction
- Obsessive-compulsive disorder and eating disorders

Students are free to come up with their own topic but must get their topic approved by the instructor.

Students will also conduct a narrative analysis of a person who has suffered from a major mental illness or concurrent disorder for a significant length of time. The narrative analysis can be done by reading a biographical or autobiographical account of a person's journey in mental illness (e.g., Patty Duke), by viewing a movie depiction (e.g., Shine ), or by sharing a description of a family member or close friend who has experienced a mental illness. The narrative analysis includes a discussion of dominant discourses and is designed to facilitate student understanding of the lived experience of people dealing with severe mental health issues in their lives and the barriers they face.

## REQUIRED TEXTBOOKS: (available at Bookstore)

Daley, D.C. & Moss, H. (2002). *Dual disorders: Counselling clients with mental illness and chemical dependence*. Center City, MN: Hazelden.

Nelson, J. (1994). *Healing the split: Integrating spirit into our understanding of the mentally ill*. Albany, NY: State University of New York Press.

American Psychiatric Association (2000). *The quick reference to the diagnostic criteria from DSM-IV-TR*. Washington, D.C.: American Psychiatric Association.

## RECOMMENDED TEXTBOOKS:

Skinner, W. (2005). *Treating concurrent disorders: A guide for counsellors*. Toronto: Centre for Addiction & Mental Health.

O'Connell, D.F. (1998). *Dual disorders: Essentials for assessment and treatment*. New York: Haworth.

## ADDITIONAL MAJOR REFERENCES:

Almaas, A.H. (1996). *The point of existence: Transformation of narcissism in self-realization*. Boston: Shambhala.

Almaas, A.H. (2004). *The inner journey home: Soul's realization of the unity of reality*. Boston: Shambhala.

Adyashanti (2008). *The end of your world*. Boulder, CO: Sounds True.

- Breggin, P. (1991). *Toxic psychiatry: When therapy, empathy, and love must replace the drugs, electroshock, and biochemical theories of the new psychiatry*. New York: St. Martin's Press.
- Dayton, T. (2000). *Trauma and addiction: Ending the cycle of pain through emotional literacy*. Deerfield Beach, Florida: Health Communications, Inc.
- Evans, K., & Sullivan, J.M. (1990). *Dual diagnosis: Counselling the mentally ill substance abuser*. New York: Guilford.
- Glasser, W. (2003). *Warning: Psychiatry can be hazardous to your mental health*. New York: Harper Collins.
- Greenspan, M. (2004). *Healing through the dark emotions: The wisdom of grief, fear, and despair*. Boston: Shambhala.
- Grof, S. (1988). *The adventure of self-discovery: Dimensions of consciousness and new perspectives in psychotherapy and inner exploration*. Albany, NY: State University of New York Press.
- Grof, S., & Grof, C. (1989). *Spiritual emergency: When personal transformation becomes a crisis*. New York: Jeremy P. Tarcher.
- Levine, P. (1997). *Walking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.
- Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. Berkeley, CA: North Atlantic Books.
- Miller, N. (Ed.) (1994). *Treating coexisting psychiatric and addictive disorders: A practical guide*. Center City, MN: Hazelden.
- Mueser, K., Drake, R., & Wallach, M. (1998). Dual diagnosis: A review of etiological theories. *Addictive Behaviors*, 23(6), 714-734.
- Mueser, K., Noordsy, D., Drake, R., & Fox, L. (2003). *Integrated treatment for dual disorders: A guide to effective practice*. New York: Guilford Press.
- Ogden, P., Minton, K. & Pain, C. (2006). *Trauma and the body: A sensorimotor approach to psychotherapy*. New York: Norton.
- Perry, J.W. (2005). *The far side of madness*. Putnam, CT: Spring Publications.
- Stahl, S. (2006). *Essential psychopharmacology: The prescriber's guide*. Cambridge, NY: Cambridge University Press.
- Stevens, A., & Price, J. (1996). *Evolutionary psychiatry*. London: Routledge.
- Whitfield, C. (2004). *The truth about mental illness: Choices for healing*. Deerfield, Florida: Health Communications Inc.
- Wilber, K. (2000). *Integral psychology*. Boston: Shambhala.
- Wilber, K., Engler, J., & Brown, D. (1986). *Transformations of consciousness: Conventional and contemplative perspectives on development*. Boston: Shambhala.

**ASSIGNMENTS AND EXAMS****MARKS**

Narrative Analysis	15%
Mid-term	25%
Class Presentation	20%
Research Paper	20%
Take-home Final	<u>20%</u>
Total	100%

**DESCRIPTION OF ASSIGNMENTS AND EXAMS:**

- 1) Narrative Analysis:** Students will become familiar with the narrative of a person who has suffered from a major mental illness or concurrent disorder for a significant length of time. Students will summarize the person's story, and discuss the major themes from the person's life. In addition, students will analyze the dominant discourses the person has encountered in his or her life, and alternately explore alternate discourses which might lead to a re-authoring of the person's story. The paper is due on **February 26**.
- 2) Mid-Term:** A mid-term exam will consist of short-answer questions and case studies and will assess students' understanding of assessment and treatment issues. The exam will be on **March 12**.
- 3) Class Presentation and Research Paper:** Students in groups will present on an approved concurrent disordered population during the second half of the course for approximately 60 minutes. An accompanying research paper is due one week after the presentation. Please see marking sheet for details. Because trauma is the subject of a concurrent course, trauma and PTSD cannot be the central subject of the presentation.
- 4) Take-Home Final:** A take-home final will be handed out on **March 26** and will be due on **April 16**.

**GRADING BREAKDOWN:**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

**PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

**ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the

Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

### **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

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- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**COURSE SCHEDULE AND READINGS: Tentative and subject to change  
(additional short handouts will be provided in class as well)**

DATE AND TOPIC	READINGS
Jan. 15 – Course Introduction	Read: Daley Ch. 1 Peruse: Nelson Ch. 1, 4, 8
Jan. 22 – Schizophrenia	Read: Daley Ch. 11, Nelson Ch. 2, 9-10
Jan. 29 – Bi-Polar	Read: Daley Ch. 9, Nelson, Ch. 11, 17
Feb 5 – Depression	Read: Daley Ch. 8, Nelson Ch. 12
Feb. 12 – Anxiety disorders	Read: Daley Ch. 10
Feb. 26 – Borderline, Narcissism, & Histrionic Personality Disorders <b>Narrative assignment due</b>	Read: Daley Ch. 5 & 7, Nelson Ch. 3, 16
March 5 – Antisocial & other personality disorders	Read: Daley Ch. 6
<b>March 12 – Mid-term</b>	
March 19 – Holistic perspectives Dual diagnosis programs First student presentation	Read: Daley Ch. 3 & 15
March 26 – Presentations	Take-home final distributed
April 2 – Presentations	
April 9 – Presentations	
April 16 – Presentations Take-home final due <b>April 16</b>	

**HLSC 3240**  
**Spring, 2013**  
**Marking Form – Narrative Analysis**

Learner: \_\_\_\_\_

Elements For Evaluation	Scoring	Mark
Narrative of person dealing with major mental illness.	5	
Themes of lived experience and dominant discourse interpretation- i.e., DSMIV-TR medical model.	5	
Possible alternate discourses to help facilitate possible re-authoring from a counselling perspective.	5	
<b>Total</b>	<b>15</b>	

**Comments:**

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**HLSC 3240  
Spring, 2013  
Marking Form – Presentation**

**Learners:** \_\_\_\_\_

<b>Elements for Evaluation</b>	<b>Scoring</b>	<b>Mark</b>
Presentation – Introduction and description of dual disordered population	3	
Summary of research & effective counselling strategies	7	
Use of case examples, class exercises, role plays, debates, demonstrations, experiential exercises to illustrate major points	7	
Audience rating	3	
<b>Total</b>	<b>20</b>	

**Comments:**

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**HLSC 3240**  
**Spring, 2013**  
**Marking Form – Research Paper**

**Learners:** \_\_\_\_\_

<b>Elements for Evaluation</b>	<b>Scoring</b>	<b>Mark</b>
Research paper – Introduction and description of problem	3	
Summary of research	7	
Review of effective counselling strategies as well as other strategies	7	
Discussion and Conclusion	3	
<b>Total</b>	<b>20</b>	

**Comments:**

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