

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
ADCS 3240 – CONCURRENT DISORDERS
Course Outline – Spring, 2017**

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Office Hours: By Appointment.
Class: Tuesdays, 9:25 a.m. – 12:05 p.m., Room AH175
TA: TBA

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

Technical Competencies	Behavioral Competencies
<ul style="list-style-type: none"> • Counselling • Diversity and Cultural Responsiveness • Mental Health • Pharmacology 	<ul style="list-style-type: none"> • Client-Centred Change • Creativity and Innovation • Diversity & Cultural Responsiveness • Self-Care • Self-Management

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 that 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 have 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.

Nussbaum, A. (2013). *Desk reference to the diagnostic criteria from DSM-5*. 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.

Tzu, G. (2014). *Awakening in the paradox of darkness*. Victoria, BC: Friesen Press

ADDITIONAL MAJOR REFERENCES:

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

- Almaas, A.H. (2011). *Diamond heart – book five: Inexhaustible mystery*. Boston, MA: 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, FL: Health Communications, Inc.
- Farber, S. (2012). *The spiritual gift of madness: The failure of psychiatry and the rising of the mad pride movement*. Rochester, VT: Inner Traditions.
- Feuerstein, G. (2006). *Holy madness: Spirituality, crazy-wise teachers, and enlightenment*. Prescott, AZ: Hohm Press.
- 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, MA: 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.
- Moore, T. (2004). *Dark nights of the soul: A guide to finding your way through life's ordeals*. New York: Gotham Books.
- 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, MA: Cambridge University Press.
- Whitfield, C. (2004). *The truth about mental illness: Choices for healing*. Deerfield, FL: Health Communications Inc.
- Wilber, K. (2000). *Integral psychology*. Boston, MA: Shambhala.
- Wilber, K., Engler, J., & Brown, D. (1986). *Transformations of consciousness: Conventional and contemplative perspectives on development*. Boston, MA: Shambhala.
- Williams, P. (2012). *Rethinking madness: Towards a paradigm shift in our understanding and treatment of psychosis*. San Rafael, CA: Sky's Edge Publishing.

ASSIGNMENTS AND EXAMS**MARKS**

Mid-term	30%
Class Presentation	25%
Research Paper	25%
Take-home Final	<u>20%</u>
Total	100%

DESCRIPTION OF ASSIGNMENTS AND EXAMS:

- 1) Mid-Term:** A mid-term exam will consist of multiple choice and fill in the blank questions geared toward evaluating a students' understanding of the assessment and treatment of concurrent disorders. The exam will be on **March 7**.
- 2) 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 (length to be determined) is due one week after the presentation which will be a compilation of the entire group's contributions. Please see the attached marking sheet for details. Because *Seniors* and *Eating Disorders* are the subjects of concurrent courses, they cannot be the central subjects of the presentations. Peer input will comprise a portion of the mark for presentations.
- 3) Take-Home Final:** A take-home final will be handed out on **March 21** and will be due on **April 7**.

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 Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning 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.

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- 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) for assistance with any copyright questions or issues.

CLASS SCHEDULE AND READINGS (tentative and subject to change):

Date	Lectures	Readings
Jan. 10	<ul style="list-style-type: none"> • Course Introduction 	Read: Daley, Chapter 1 Peruse: Nelson, Chapters 1, 4, 8
Jan. 17	<ul style="list-style-type: none"> • Schizophrenia 	Read: Daley, Chapter 11; Nelson, Chapters 2, 9, 10
Jan. 24	<ul style="list-style-type: none"> • Bipolar Disorder 	Read: Daley, Chapter 9; Nelson, Chapters 11, 17
Jan. 31	<ul style="list-style-type: none"> • Depression 	Read: Daley, Chapter 8; Nelson, Chapter 12
Feb. 7	<ul style="list-style-type: none"> • Anxiety Disorders 	Read: Daley, Chapter 10
Feb. 14	<ul style="list-style-type: none"> • Borderline, Narcissism, and Histrionic Personality Disorders • Narrative Assignment Due 	Read: Daley, Chapters 5, 7; Nelson, Chapters 3, 16
Feb. 21	NO CLASS – READING WEEK	
Feb. 28	<ul style="list-style-type: none"> • Antisocial and Other Personality Disorders 	Read: Daley, Chapter 6
Mar. 7	MIDTERM EXAM	
Mar. 14	<ul style="list-style-type: none"> • Holistic Perspectives • Dual Diagnosis Programs • Student Presentations (2) 	Read: Daley, Chapters 3, 15
Mar. 21	<ul style="list-style-type: none"> • Student Presentations 	
Mar. 28	<ul style="list-style-type: none"> • Student Presentations 	
Apr. 4	<ul style="list-style-type: none"> • Student Presentations 	
	Final Take-Home Paper Due April 7	

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Marking Form – Presentation**

Learners: _____

Elements for Evaluation	Scoring	Mark
Presentation – Introduction and description of dual disordered population	7	
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	4	
Total	25	

Comments:

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Marking Form – Research Paper

Learners: _____

Elements for Evaluation	Scoring	Mark
Research paper – introduction and description of problem	6	
Summary of research	7	
Review of effective counselling strategies as well as other strategies	7	
Discussion and Conclusion	5	
Total	25	

Comments:
