

This package contains model syllabi for both the face-to-face (SWK-S) and online (SWK-D) versions of the course. Use the version applicable to your teaching assignment, and be sure to delete the unused version and this cover page before distributing. Please direct any questions to your program director or coordinator.

SWK-S 686 Social Work Practice: Addictions (3 cr.)

Course Information

Semester Year:	XXXXX	Instructor:	XXXXX XXXXXXXXXX
Section Number:	XXXXX	Office:	XXXX
Location:	XXXXX	Email:	XXXX
Day:	XXXXX	Phone:	XXXX
Time:	XXXXX	Office Hours:	XXXX

Course Description

The purpose of this course is to provide learners with knowledge and skills relevant to social work practice in prevention, intervention, and treatment of the coexistence of substance use disorders, mental health issues, and behavioral addictions through the lifespan. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the knowledge, and skills characteristic of social work practice in the treatment of substance use disorders. The course assists students to develop an evidence-based understanding of the prevention, assessment, and treatment needs associated with social work practice principles, human development theory, methods, skills, and psychopharmacology with diverse populations experiencing substance use and potential co-occurring mental health disorders. Students explore the relationships between and among substance use/mental disorders and socioeconomic status, developmental status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of an individual's neurochemistry, social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of substance use disorders as well as the co-occurrence of mental health issues.

Course Competencies

- 6: Engage in Practice-informed Research and Research-informed Practice in Mental Health and Addictions settings.
- 7: Engage with Individuals and Families in Mental Health and Addictions settings.
- 8: Assess Individuals and Families in Mental Health and Addictions settings.
- 9: Intervene with Individuals and Families in Mental Health and Addictions settings.

Course Objectives

1. Critically analyze one's own knowledge, beliefs, and attitudes concerning substance use, within the context of professional social work values and ethics and evaluate the impact on practice as well as evaluate and apply research literature related to social work practice.
2. Describe and apply an understanding of the complex interplay of human development, biological, psychopharmacological, genetic, psychological, social, ethnic, socioeconomic, and cultural forces involved in addiction processes and identify the unique characteristics and treatment needs of persons affected by substance use disorders.
3. Delineate and describe the variety of professional social work practice roles within the field of substance use treatment in keeping with professional social work values and ethics.

4. Discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in all aspects and processes of service delivery to and for persons affected by or at risk of the development of substance use disorders and mental health issues.
5. Employ evidence-based practices and human development theories to meet the needs and problems of those individuals and families through the lifespan, as well as groups and communities affected by substance use disorders and the co-occurrence of mental health issues.
6. Collaborate with clients in tracking progress and evaluating the effectiveness of services to and for persons affected by substance use disorders and the co-occurrence of mental health issues.

Required Texts

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford Press.

Hayes, S.C., Strosahl, K.D., & Wilson, K.G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). New York: Guilford Press.

Recommended:

Turner, N., Welches, P., & Conti, S. (2013). *Mindfulness-based sobriety: A clinician's treatment guide for addiction recovery using relapse prevention therapy, acceptance & commitment therapy, and motivational interviewing*. Oakland, CA: New Harbinger Publications, Inc.

Lustig, R. H. (2012). *Fat chance: Beating the odds against sugar, processed food, obesity, and disease*. New York: Penguin Group.

Kessler, D.G. (2009). *The end of overeating: Taking control of the insatiable American appetite*. New York: Random House Books.

Course Content

This course examines evidenced-based practices relevant to co-occurring disorders in the context of social work practice in a variety of settings. As a part of the course, students will examine values, ethics, and cultural/social diversity. A variety of teaching and learning activities will be used during class sessions. These include but are not limited to the following: lectures, class discussions and exercises, homework, and small group works.

The major evaluation of students' progress in accomplishing the learning objectives of this course is class attendance/participation, completion of all modules, and assignments.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources

- Canvas email will also be used as a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.

- All Class Modules begin on Tuesdays and related assignments typically are due the following Monday, 11 pm—no exceptions. Late assignments will result in reduction of points beginning with the first 30 minutes (5 % of grade for each 24-hour period late).
- All readings and assignments are detailed on Canvas. Students are expected to read the assignment details. Each assignment will have nuances of difference.
- Additional readings may be assigned throughout the semester and be posted on Canvas

Course Outline

Class 1: Intro to Co-occurring Mental Disorders with Addictions

(Face-to-face—Required)

Date: January 9

Overview

- A. Mindfulness Beginning (Please do not interrupt during this activity)
- B. Review course expectations
- C. Evidenced-based Practice
- D. Understanding Addiction—Neuroscience

Readings

1. Miller & Rollnick, Part I
2. Hayes, Strosahl, & Wilson (2012): Part 1
3. Miller, W.R., & Carroll, K.M. (2006). Defining and addressing the problem. In W. Miller & K. Carroll. *Rethinking substance abuse: What science shows and what we should do about it.* New York: Guilford.
4. Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. *Journal of Social Work Practice in the Addictions, 10*, 229-256.
5. Medications for Substance Use Disorders (see Canvas).

Assignments (see Classes 1 & 2 on Canvas)

6. Review Module Introduction and all presentations prior to class

Class 2: Nature and Biology of Addiction (Online)

Dates: Jan 16

Overview

- E. Mindfulness Beginning (Please do not interrupt during this activity)
- F. Understanding Addiction—Neuroscience

Readings

7. Miller & Rollnick, Part I
8. Hayes, Strosahl, & Wilson (2012): Part 1
9. Miller, W.R., & Carroll, K.M. (2006). Defining and addressing the problem. In W. Miller & K. Carroll. *Rethinking substance abuse: What science shows and what we should do about it.* New York: Guilford.

10. Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. *Journal of Social Work Practice in the Addictions*, 10, 229-256.
11. Medications for Substance Use Disorders (see Canvas).

Assignments (see Classes 1 & 2 on Canvas)

12. Review Module Introduction and all presentations
13. DEAL Experience Critical Reflection

Class 3: Screening, Assessment, & Recovery Planning for Co-occurring Disorders (Face-to-face—Required)

Date: Jan 23

Overview

- G. Mindfulness Beginning
- H. Understanding Screening Tools & Assessment Processes
- I. Stages of Change
- J. Treatment Planning

Readings

14. **SAMHSA, (2006). Screening, Assessment, and Treatment Planning for Persons With Co-Occurring Disorders**
15. **Substance Abuse Treatment of Co-Occurring Disorders**
16. **Trauma Informed Care (SAMHSA TIP 57). Read Chapter 4: Assessment pp. 91-111**
17. **Hayes, Strosahl, & Wilson-Part II**

Assignments

18. Review Module Introduction and all presentations
19. Quiz: Assessment Case Analysis

Class 4: Co-occurring Disorders, SMI, Nicotine Addiction (Online)

Date: Jan 30

Overview

- K. Mindfulness Beginning
- L. Understanding Screening Tools & Assessment Processes
- M. Stages of Change
- N. Treatment Planning

Readings

20. Priester, M.A., Browne, T., Lachini, A., Clone, S., DeHart, D., & Seay, K.D. (2016). Treatment access barriers and disparities among individuals with co-occurring mental health and substance use disorders: An integrative literature review. *Journal of Substance Abuse Treatment*, *61*, 47-59.

Assignments

21. Review Module Introduction and all presentations
22. Co-occurring Disorders Quiz

23. IPRC Nicotine Module

**Class 5-8: Co-occurring Disorders, Change, Motivational Interviewing, & ACT
(Face-to-face—Required)****Date: Jan 30, Feb 6, 13, 20, & 27***Overview*

- O. Mindfulness Beginning
- P. Stages of Change Revisited
- Q. MI: OARS, Focusing, Preparation for Change
- R. ACT Intro
- S. Real/Role Plays

Readings

- 24. **Miller & Rollnick, Parts II-V**
- 25. **Hayes, Strosahl, & Wilson-Part III**

Assignments

- 26. Describe Real/Role Plays, I-3

Class 9: Legal & Ethical Issues (Online)**Dates: March 6***Overview*

- T. Ethics, Legal Matters, & Ethical Dilemmas

Readings

- 27. **Kelly Ward LCSW and CADC (2002) Confidentiality in Substance Abuse Counseling, *Journal of Social Work Practice in the Addictions*, 2:2, 39-52, DOI: 10.1300/J160v02n02_05**
- 28. **Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1(1). Retrieved from: <https://journals.iupui.edu/index.php/advancesinsocialwork/article/viewFile/124/107>**

Assignments

- 29. Ethical Dilemmas Discussions Online

Class 10: Understanding Family Systems with Co-Occurring Disorders (Online)**Dates: March 20***Overview*

- U. Family Dynamics & Addiction

Readings

- 30. Steinglass, P. (2008). Family Systems and motivational interviewing: *A systemic-motivational model for treatment of alcohol and other drug problems. Alcoholism Treatment Quarterly*, 29,(1-2), 9-29.

31. Chesla, C. (2005). *Nursing science and chronic illness: Articulating suffering and possibility in family life*, 11(4), 371-387.

Assignments

32. Family Quiz

Class 11: Prevention & Program Evaluation (Online)

Dates: March 27

Overview

- V. Program Evaluation
- W. Understanding Prevention

Readings

- 33. **SAMHSA: Practicing Effective Prevention**
- 34. **SAMHSA: Process & Outcomes Evaluation**

Assignments

- 35. Review Module Introduction and all presentations
- 36. Program Eval/Prevention Quiz

Classes 12-14: Integrating Practice Approaches

(Face-to-face—Required)

Dates: April 3, 10, & 17

Overview

- X. Mindfulness Beginning
- Y. ACT—Special Speaker, Real/Role Plays
- Z. EMDR & Trauma (Special Speaker)
- AA. Real/Role Plays

Readings

- 37. **Refer to Prior Readings**

Assignments

- 38. Essay Quiz: Integrating Practice Approaches
- 39. DEAL Practice Experience Critical Reflection

Class 15: Special Population Presentations

Face-to-face—Required

Date: April 24

Overview

- BB. Mindfulness Beginning
- CC. Group Presentations

Assignments and Grading

Assignments: All Guidelines and Due Dates Are Posted on Canvas. All assignments must be turned in at the designated time and date via the Canvas assignment. Late assignments will lose 10% for each 24-hour time period beginning with the first 30 minutes. Assignments will not be accepted 48 hours beyond the due date and time. If you are struggling with your academic work, please schedule an appointment to discuss, sooner than later.

Quizzes:

Quizzes may be in class or part of an online module. They will cover the readings, videos, or discussions. Most in class quizzes will be conducted during the first 10 minutes of class; others will be online. If a quiz is missed, 0 points are awarded; there are *no make-ups or extended due dates on quizzes*. There will be a total of 30 points allocated for quizzes.

Experience Critical Reflection Paper:

This reflection paper should be structurally/grammatically sound, inclusive of critical thinking and grounded in academic content (see www.criticalthinking.org & Canvas resources for handout). The assignment counts for a total of 10 points.

Assignment: DEAL Experience Critical Reflection Paper

DEAL is an acronym for describe, examine, and articulate learning (Ash & Clayton, 2009). This is not your typical academic paper. It is a critical self-reflection and examination and should be written in first person. **It is an academic scholarly paper in that you are expected to demonstrate critical thinking** (you may want to refer to Paul and Elder's (2006) intellectual standards for critical thinking), **self-awareness, and integration of academic content (provide citations)**. **Please note that this does not mean throwing in a citation here and there. This should be thoughtful and meaningful integration.**

Therefore, your reflection must be informed by personal/professional experience as well as academic content. There should be **three distinct sections of the paper (sub-headings)** and be written in APA format (current edition). The exception is that I prefer it be single-spaced and double-spaced between paragraphs—otherwise, APA format.

This paper may be reflected upon twice, later in the semester as part of an assignment. The second iteration will be informed by your learning experiences in this course.

DESCRIBE:

Think of a personal (self, family member, or friend) or professional experience with addiction. Write the narrative/story of the experience. This should be a thick description of the experience.

A thick description is defined as "...describing a phenomenon in sufficient detail so that one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people" (<http://www.qualres.org/HomeThic-3697.html>).

"One of the key terms in Clifford Geertz's anthropological theory is that of "Thick Description". Following Ryle, Geertz holds that anthropology's task is that of explaining cultures through thick description which specifies many details, conceptual structures and meanings, and which is opposed to "thin description" which is a factual account without any interpretation. Thin description for Geertz is not only an insufficient

account of an aspect of a culture; it is also a misleading one. According to Geertz an ethnographer must present a thick description, which is composed not only of facts but also of commentary, interpretation and interpretations of those comments and interpretations. His task is to extract meaning structures that make up a culture, and for this Geertz believes that a factual account will not suffice for these meaning structures are complexly layered one on top and into each other so that each fact might be subjected to intercrossing interpretations which ethnography should study.”

<http://culturalstudiesnow.blogspot.com/2012/05/clifford-geertz-thick-description.html>

Now give the experience a name. The name should reflect the experience.

Name of the experience _____.

For example, Jane might name the narrative of her mother’s addiction to benzodiazepines ; Mother Disappeared.

EXAMINE (to look closely for the purpose of learning) in fair detail the following questions:

Where you see a blank, insert the name you gave the experience. The purpose of this is to externalize the experience for examination purposes as well as deconstruct (critique dominant understandings of a particular topic—in this example we are looking at addiction). The answers are not to be quick one or two sentence answers, but thoughtful examinations of the question.

If _____ could talk to me what would it say to me? (Jane’s sentence would read: Example: If Mother Disappeared could talk to me, what would it say?)

What are the main themes related to _____ embedded in the narrative?

What does _____ have you thinking about addiction? About mental health?

What does _____ have you doing about or in relation to addiction?

Does _____ encourage particular ethics/values about addiction?

Now, reflect on your answers and write a reflective summary statement.

ARTICULATE LEARNING: Respond to the following questions:

- A. What did I learn? About myself? Addiction? What I thought, I thought? Etc...
- B. How did I learn it? (Be specific. It is not sufficient to merely state, I reflected or wrote. Think about what it is with regard to the assignment, afterwards conversation, reflection, etc... that prompted your learning.)
- C. Why does it matter? (Personally and professionally)
- D. What will I do in the future, in light of it? (Personally and professionally—Be specific)

Ash, S.L., & Clayton, P.H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*,1(Fall), 25-48

Paul, R. & Elder, L. (2005). *Critical thinking: Tools for taking charge of your learning and your life*, (2nd Ed.). Columbus: Pearson/Prentice Hall.

Discussions:

These are associated with online classes and will be specific content related to the module. Be sure to read the instructions on Canvas for the specific discussion. All posts must be grounded in academic content

(references) and critical thinking. (*Postings cannot be back-to-back*). Each discussion is worth 5 points. There will be 3 online discussions for a total of 15 points.

DEAL AA Reflection:

Attend at least one and preferably two AA self-help meetings (AA or NA open meeting) and write a reflection (see details of requirement for DEAL AA Reflection on Canvas). This assignment counts for 10 points.

Attend at least one and preferably two open AA/NA 12-Step meetings (Al-anon not acceptable). Write your reflection in accordance with the guidelines below using the sections as sub-headings. Critical thinking standards (Links to an external site.)Links to an external site. must be reflected in your writing. This assignment is designed to document, generate, and integrate learning associated with the assignment.

A brief paragraph to get the reader acquainted with the context is helpful.

Organize your reflection in accordance with the outline below addressing each section and question. Use sub-headings (Describe, Examine, Articulate Learning).

DESCRIBE:

(In fair detail, the who, what, where and when as objectively as possible)...of the experience/activity. Give a description of the meeting in such a way that the reader can fully get a picture of what it was like to be there. Be sure and discuss your feelings and reactions.

EXAMINE:

These questions should be addressed in detail. It is to be a thoughtful examination (analysis), not a report of what you merely observed, but a thoughtful discussion examples, meanings, and interpretations.

1. What seemed helpful to those attending? Be specific by providing examples.
2. What did not seem helpful? Think. Don't simply say, "the room was too hot." Watch and listen for possible disconnections. It may have seemed great for all that were there, but what about others.
3. What did you notice about race/ethnicity, gender, age and other relevant special populations? How did this influence the meeting? What might it be like for someone different than the dominant population that was represented?
4. When would you refer a client to a self-help meeting? When would you decline to refer a client? Think about this carefully. Consider possibilities.

Summarize your thoughts regarding your observations and feelings.

ARTICULATE LEARNING:

Answer all of the 4-part structure

What did I learn?

How did I learn it?

Why does it matter?

What will I do in the future, in light of it?

Development informed by Ash & Clayton, NC State

Describe Papers (see Canvas for details):

Describe in a fair amount of detail as objectively as possible your real/role play practice experience (3 @ 2 point each for a total of 6 points). Describe in a fair amount of detail, as objectively as possible, your real/role play. Be sure to include your thoughts and feelings experienced.

DEAL Practice Experience: (see Canvas for details)

You will be partnered with another student for several consecutive sessions. You will practice specific skills for 15-30 minutes each on the designated days. You will complete a DEAL paper integrating your experience (see below for details. (10 points).

Academic content, self-awareness, and critical thinking must be integrated into this assignment. Use sub-heading for each section and sub-sections. Use APA format (current edition) except please single-space the assignment and double space between paragraphs.

Paste your 3 Describes from the previous assignments.

Examine (looking closely for the purpose of learning):

Think critically about your practice experiences. Dig deep in your examination, reflecting on what the desired goal, did it happen, why or why not, what are your strengths, what are your challenges, how did you feel and why, and other relevant questions related to your experience. Be sure that you integrate academic content. An examination without academic content integrated will receive 0 points.

Answer all of the 4-part structure (use sub-headings).

What did I learn?

How did I learn it? (Be specific. It is not sufficient to merely state, I practiced. Think about what it was with regard to the practice, afterwards conversation, reflection, etc... that prompted your learning.)

Why does it matter?

What will I do in the future, in light of it?

Summary: Provide a brief summary of the assignment.

Special Population/Competency Power Point Presentation:

Each group will be responsible for brief power point presentation (no more than 10 slides excluding references) a special population (GBLTO, Women, Adolescents, SMI, Veterans, Older Adults and/or Ethnic Groups).

The presentation must address: Describe the population and at risk issues, special assessment/treatment issues/needs, competencies necessary to treat the population, treatment models, and ethical concerns/issues. Use APA format. 10 points

Scholarly and professional participation

Expected throughout the semester. Attendance and being on time is expected in this practice course. 100% attendance is required for all points associated with scholarly participation; however 100% attendance is not the only requirement for full points. Scholarly and professional participation is to include discussion that reflects the readings, critical thinking, and posing questions that reflect the same.

Participation is to be professional and inclusive of other colleagues. *Professionalism* demonstrated in class is evaluated as follows: Overall evaluation of class participation will take into account the manner and extent to which a learner: a) attends regularly and is on-time; b) is prepared for the class discussion; c) shares experiences, viewpoints, and reactions; d) raises relevant questions and issues; e) participates in analysis of practices under discussion; and f) gives and uses feedback constructively. Professional class participation is essential. You are to complete a self- evaluation of scholarly and professional participation using the guidelines above and including a summarizing your participation. You must award yourself points. 4 points

Final Exam

Details—Canvas, 5 points.

Point Distribution:

Quizzes	30 points
Experience Critical Reflection Paper	10 points
Discussions (3 @ 5 pts each).....	15 points
AA DEAL Critical Reflection	10 points
Special Pop/Presentation.....	10 points
Describe Practice Experience (3—2 pts each)	6 points
DEAL Practice Experience	10 points
Scholarly Participation	4 points
Final Exam	5 points
Total Points	100 points

NOTE: Rarely are changes made to the course assignments and requirements as stated in the syllabus. However, the instructor reserves the right to make changes in the service of learning in this course.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

SWK-D686 Social Work Practice: Addictions (3 cr.)

Course Information

Semester Year:	Term and year	Instructor:	XXXXX XXXXXXXXXX
Section Number:	XXXXXX	Office:	XXXX
Location:	XXXXXX	Email:	XXXX
Day:	XXXXXX	Phone:	XXXXX
Time:	XXXXXX	Office Hours:	XXXXXXXXXX

Course Description

The purpose of this course is to provide learners with knowledge and skills relevant to social work practice in prevention, intervention, and treatment of the coexistence of substance use disorders, mental health issues, and behavioral addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the knowledge and skills characteristic of social work practice in the treatment of substance use disorders. The course assists students to develop an evidence-based understanding of the prevention, assessment, and treatment needs associated with social work practice principles, methods, skills, and psychopharmacology with diverse populations experiencing substance use and potential co-occurring mental health disorders. Students explore the relationships between and among substance use/mental disorders and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of an individual's neurochemistry, social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of substance use disorders as well as the co-occurrence of mental health issues.

Course Objectives

1. Critically analyze one's own knowledge, beliefs, and attitudes concerning substance use, within the context of professional social work values and ethics and evaluate the impact on practice as well as evaluate and apply research literature related to social work practice.
2. Describe and apply an understanding of the complex interplay of biological, psychopharmacological, genetic, psychological, social, ethnic, socioeconomic, and cultural forces involved in the addiction processes and identify the unique characteristics and treatment needs of persons affected by substance use disorders.
3. Delineate and describe the variety of professional social work practice roles within the field of substance use treatment in keeping with professional social work values and ethics.
4. Discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in all aspects and processes of service delivery to and for persons affected by or at risk of the development of substance use disorders and mental health issues.

5. Employ evidence-based practices to meet the needs and problems of those individuals, families, groups, and communities affected by substance use disorders and the co-occurrence of mental health issues.
6. Collaborate with clients in tracking progress and evaluating the effectiveness of services to and for persons affected by substance use disorders and the co-occurrence of mental health issues.

Required Texts

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford Press.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

This course examines evidence-based practices relevant to co-occurring disorders in the context of social work practice in a variety of settings. As part of the course, students will examine values, ethics, and cultural/social diversity. A variety of teaching and learning activities will be used during class sessions. These include, but are not limited to, the following: discussions, assignments, small group work, and quizzes.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Nature & Biology of Addiction

Weeks 1, 2

Overview

This module introduces the basic concepts and epidemiology of addictions and addictive behaviors.

Assignments

Readings

- 1) Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. *Journal of Social Work Practice in the Addictions*, 10, 229-256. (Canvas)

- 2) Miller, W. R., & Carroll, K. M. (2006). Defining and addressing the problem. In W. Miller & K. Carroll. *Rethinking substance abuse: What science shows and what we should do about it*. New York, NY: Guilford. (Canvas)
- 3) National Institute on Drug Abuse (NIDA) Glossary-Prescription Drugs of Abuse (Canvas)
- 4) National Institute on Drug Abuse (NIDA) Commonly Used Terms in Addiction Science (Canvas)

Individual Assignments

- 5) Quick Check Activity: Understanding the Neurobiology of Addiction
- 6) Quick Check Activity: The Importance of Compassion
- 7) M1 Quiz: Commonly Used Terms in the Study of Addictions

Group Assignment

- 8) M1 Reflections Discussion: Neuroscience of Addiction

Module 2: Co-occurring Disorders

Weeks 3, 4

Overview

This module addresses co-occurring disorders with addictions, including barriers to treatment and the impact of co-occurring disorders on addiction treatment.

Assignments

Readings

- 1) Braude, L., & Miller, N. (2011). Residential Substance Abuse Treatment (RSAT) Training and Technical Assistance. RSAT Training Tool: Understanding Co-Occurring Disorders and Applying Integrated Treatment Strategies for Adult Correctional Populations. (Canvas)
- 2) Priester, M. A., Browne, T., Lachini, A., Clone, S., DeHart, D., & Seay, K. D. (2016). Treatment access barriers and disparities among individuals with co-occurring mental health and substance use disorders: An integrative literature review. *Journal of Substance Abuse Treatment, 61*, 47-59. (Canvas)
- 3) Steinberg, M. L., Williams, J. M., Stahl, N. F., Budsock, P. D., & Cooperman, N. A. (2016). An adaptation of motivational interviewing increases quit attempts in smokers with serious mental illness. *Nicotine & Tobacco Research, 18*(3), 243-250. (Canvas)
- 4) Pal, A., & Singh Balhara, Y. P. (2016). A review of impact of tobacco use on patients with co-occurring psychiatric disorders. *Tob Use Insights, 9*, 7-12. (Canvas)
- 5) Co-occurring Disorders (Canvas)
- 6) 18 Science-based Reasons to Try Loving-kindness Meditation (Canvas)

Individual Assignments

- 7) Quick Check Activity: Understanding Co-occurring Disorders
- 8) Quick Check Activity: Co-occurring Disorders & Nicotine Use

- 9) Quick Check Activity: Thought Record Technique

Group Assignment

- 10) M2 Small Group Discussion: Co-occurring Disorders Case Study

Module 3: Screening, Assessment, & Recovery Planning for Co-occurring Disorders

Week 5

Overview

This module offers an examination and application of the screening, assessment, and recovery planning for co-occurring disorders.

Assignments

Readings

- 1) U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. Substance Abuse Treatment of Co-occurring Disorders. A Treatment Improvement Protocol TIP 42, Chapters 4-7. (Canvas)
- 2) What is the ASAM Criteria? (Canvas)

Individual Assignments

- 3) Individual Application: Assessing Your Own “Mood-Altering” Behaviors Part 1, Data Gathering
- 4) M3 Readings Quiz

Module 4: Understanding Family Systems with Co-occurring Disorders

Weeks 6, 7

Overview

This module explores the impact family systems have on co-occurring disorders and the impact co-occurring disorders have on family systems.

Assignments

Readings

- 1) Steinglass, P. (2008). Family Systems and motivational interviewing: A systemic-motivational model for treatment of alcohol and other drug problems. *Alcoholism Treatment Quarterly*, 29(1-2), 9-29. (Canvas)
- 2) Center for Substance Abuse Treatment. Substance Abuse Treatment and Family Therapy. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2004. (Treatment Improvement Protocol (TIP) Series, No. 39. (Canvas)

Individual Assignments

- 3) M4 Quick Check Activity: Case Example: Integrated Strategic Family Therapy and Substance Use Treatment

- 4) M4 Readings Quiz

Module 5: Motivational Interviewing

Week 8

Overview

This module examines the use of motivational interviewing (MI) to work with clients with addictions and/or co-occurring disorders.

Assignments

Readings

- 5) Miller, W. R., & Rollnick, S. (2013). Parts I, II, and IV from required text.

Individual Assignment

- 6) Individual Application: Assessing Your Own “Mood-Altering” Behaviors Part 2, Abstinence
- 7) M5 Readings Quiz

Module 6: Maintenance & Relapse Prevention

Weeks 9, 10

Overview

This module focuses on strategies and practices in the maintenance stage and relapse prevention.

Assignments

Readings

- 8) Miller, W. R., & Rollnick, S. (2013). Part V from required text.
- 9) Larimer, M. E., Palmer, R. S., & Marlatt, A. (1999). Relapse prevention: An overview of Marlatt’s cognitive-behavioral model. *Alcohol Research & Health*, 23(2), 151-160. (Canvas)

Individual Assignment

- 10) Quick Check Activity: Understanding the Relapse Prevention Model
- 11) Quick Check Activity: Part V Text Review: Planning

Group Assignment

- 12) M6 Class Discussion: Applying the Relapse Prevention (RP) Model

Module 7: Other Empirically Supported Practice Approaches

Week 11

Overview

This module addresses the importance of considering different types of practice approaches for treatment of addictions and co-occurring disorders.

Assignments

Readings

- 13) Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25-37. (Canvas)
- 14) Rooij, A., Zinn, M., Schoenmakers, T., & Mheen, D. (2012). Treating internet addiction with cognitive-behavioral therapy: A thematic analysis of the experiences of therapists. *International Journal of Mental Health & Addiction*, 10(1), 69-82. (Canvas)
- 15) Vidrine, J. I., Heppner, W. L., Marcus, M. T., Waters, A. J., Cao, Y., Fine, M., &...Wetter, D. W. (2016). Efficacy of mindfulness-based addiction treatment (MBAT) for smoking cessation and lapse recovery: A randomized clinical trial. *Journal of Consulting & Clinical Psychology*, 84(9), 824-838. (Canvas)

Individual Assignment

- 16) Individual Application: Assessing Your Own "Mood-Altering" Behaviors Part 3, Reflection/Summary
- 17) M7 Readings Quiz

Module 8: The 12-Steps Program & the Role of Support Groups

Week 12

Overview

This module considers AA and its role for supporting sobriety and relapse prevention.

Assignments

Readings

- 18) Alcoholics Anonymous (Canvas)
- 19) Narcotics Anonymous (Canvas)
- 20) The Irrationality of Alcoholics Anonymous (Canvas)
- 21) Cutler, R. B., & Fishbain, D. A. (2005). Are alcoholism treatments effective? The Project Match data. *BMC Public Health*, 5:75. (Canvas)

Individual Assignment

- 22) Quick Check Activity: The Role of Social Support
- 23) Individual Application: AA/NA Critical Reflection

Group Assignment

- 24) Class Discussion: AA philosophy, terminology, and cognitive intervention

Module 9: Special Populations and Addictions

Weeks 13 and 14

Overview

This module examines practice considerations and the impact of addictions on special populations, with particular focus on cultural competence.

Assignments

Readings

- 25) Bahorik, A. L., Newhill, C. E., & Eack, S. M. (2013). Characterizing the longitudinal patterns of substance use among individuals diagnosed with serious mental illness after psychiatric hospitalization. *Addiction, 108*: 1259-1269. (Canvas)
- 26) Drapalski, A., Bennett, M., & Bellack, A. (2011). Gender differences in substance use, consequences, motivation to change, and treatment seeking in people with serious mental illness. *Substance Use and Misuse, 46*:808-818. (Canvas)
- 27) Duprey, E. B., Oshri, A., & Caughy, M. O. (2017). Childhood neglect, internalizing symptoms and adolescent substance use: does the neighborhood context matter? *J Youth Adolescence, 46*:1582-1597. (Canvas)
- 28) Gainsbury, S. M. (2017). Cultural competence in the treatment of addictions: Theory, practice, and evidence. *Clin Psychol Psychother, 24*:987-1001. (Canvas)
- 29) Guerrero, E. G. (2013). Examination of treatment episodes among women and racial and ethnic minorities in addiction treatment. *Journal of Social Work Practice in the Addictions, 13*:227-243. (Canvas)
- 30) Matthews, C., Lorah, P., & Fenton, J. (2006). Treatment of gays and lesbians in recovery from addiction: A qualitative inquiry. *Journal of Mental Health Counseling, 28*(2), 111-132. (Canvas)
- 31) Prince, J. D. (2015). Opioid analgesic use disorders among adolescents in the United States. *Journal of Child & Adolescent Substance Abuse, 24*:28-36. (Canvas)
- 32) Substance Abuse and Mental Health Services Administration. Improving Cultural Competence. Treatment Improvement Protocol (TIP) Series No. 59. HSS Publication No. (SMA) 14-4849. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. Chapters 1-6. (Canvas)
- 33) Eliacin, J., Matthias, M. S., Cunningham, B., & Burgess, D. J. (2020). Veteran's perceptions of racial bias in VA mental healthcare and their impacts on patient engagement and patient-provider communications. *Patient Education and Counseling, 103*, 1798-1804.

Individual Assignment

- 34) M9 Individual Application: My Principles for Culturally Competent Practice

Module 10: Legal & Ethical Issues

Week 15

Overview

This module provides opportunity for critical reflection and consideration of the legal and ethical issues in practicing with clients facing addictions and co-occurring disorders.

Assignments

Readings

- 1) Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work, 1*(1), 1-26. (Canvas)
- 2) Ward, K. (2002). Confidentiality in substance abuse counseling. *Journal of Social Work Practice in the Addictions, 2*(2), 39-52. (Canvas)

Group Assignment

- 3) M10 Small Group Discussion: Ethical Dilemmas

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Quick Check Activity: Understanding the Neurobiology of Addiction (Individual Assignment)
 - a. DUE:TBD
 - b. Points:4 points
2. Quick Check Activity: The Importance of Compassion (Individual Assignment)
 - a. DUE:TBD
 - b. Points:3 points
3. Small Group Discussion: Neuroscience of Addiction (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 points
4. M1 Quiz: Commonly Used Terms in the Study of Addictions (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 points
5. Quick Check Activity: Understanding Co-occurring Disorders (Individual Assignment)
 - a. DUE:TBD
 - b. Points:7 points
6. Quick Check Activity: Co-occurring Disorders & Nicotine Use (Individual Assignment)
 - a. DUE:TBD
 - b. Points: 4 points

- 7. M2 Small Group Discussion: Co-occurring Disorders Case Study (Group Assignment)
 - a. DUE:TBD
 - b. Points: 40 points
- 8. Individual Application: Assessing Your Own “Mood-Altering” Behaviors Part 1, Data Gathering (Individual Assignment)
 - a. DUE:TBD
 - b. Points:45 points
- 9. M3 Readings Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 points
- 10. M4 Quick Check Quiz: Case Example: Integrated Strategic Family Therapy and Substance Use Treatment (Individual Assignment)
 - a. DUE:TBD
 - b. Points:8 points
- 11. M4 Readings Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:15 points
- 12. Individual Application: Assessing Your Own “Mood-Altering” Behaviors Part 2, Abstinence (Individual Assessment)
 - a. DUE:TBD
 - b. Points:50 points
- 13. M5 Readings Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:15 points
- 14. Quick Check Review Quiz: Understanding the Relapse Prevention Model (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 points
- 15. Quick Check Review Quiz: Part V Text Review: Planning (Individual Assignment)
 - a. DUE:TBD
 - b. Points:4 points
- 16. Class Discussion: Applying the Relapse Prevention (RP) Model (Group Assignment)
 - a. DUE:TBD
 - b. Points:40 points
- 17. Individual Application: Assessing Your Own “Mood-Altering” Behaviors Part 3, Reflection/Summary (Individual Assignment)
 - a. DUE:TBD
 - b. Points:30 points
- 18. Quick Check Activity: The Role of Social Support (Individual Assignment)

- a. DUE:TBD
- b. Points:5 points
- 19. Class Discussion: AA philosophy, terminology, and cognitive intervention (Group Assignment)
 - a. DUE:TBD
 - b. Points:30 points
- 20. Individual Application: AA/NA Critical Reflection (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 points
- 21. Individual Application: My Principles for Culturally Competent Practice (Individual Assignment)
 - a. DUE:TBD
 - b. Points:60 points
- 22. Small Group Discussion: Ethical Dilemmas (Group Assignment)
 - a. DUE:TBD
 - b. Points:40 points

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW

students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

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