



**308:
Adult Psychopathology:
Bipolar Disorder**

A Training Outline

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**For the
Pennsylvania Child Welfare
Training Program**

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308-Adult Psychopathology: Bipolar Disorder

An Overview of the Curriculum

Rationale:

Bipolar and Cyclothymic Disorders can have a devastating impact on a person's ability to effectively parent. With the change in mood from depression to mania, stability for the parent and the children may be lacking. When parents receive the needed intervention, they can fulfill their roles as parents and caregivers. Caseworkers need to understand the etiology and latest treatments for Bipolar and Cyclothymic Disorders, so they can effectively assess, refer and support the families they serve.

Length of Workshop:

6 Hours

Target Audience:

Child Welfare Professionals

Standards:

I-C Assessment-Make Investigative Decisions
I-C Assessment-Assess Interrelationships of Critical Issues
III-A Service Delivery-Connect Service Plan and Delivery
IV-B Monitoring and Evaluation-Evaluate Service Delivery

Competencies:

308-1 The Child Welfare Professional recognizes the primary indicators of adult psychopathology, including symptoms of schizophrenia, paranoia, psychosis, depression, anxiety, and personality disorders.

308-2 The Child Welfare Professional understands the effects of parents' mental illnesses or emotional problems on children's development and behavior, and can accurately assess the risk to the child remaining in the primary care of the emotionally disturbed/mentally ill parent.

308-3 The Child Welfare Professional understands the treatment of mental illness and emotional disorders, can recognize signs that hospitalization may be needed, is aware of community treatment resources, and can use these resources in developing the case plan.

308-4 The Child Welfare Professional knows the appropriate uses of medications in the treatment of mental illness and the potential side effects of these medications.

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An Overview of the Curriculum (continued)

Learning Objectives:

Participants will be able to:

- Identify the signs and symptoms of Bipolar Disorder in the Manic, Hypomanic, Mixed, Depressed, Depressive with Hypomanic episodes, Cyclothymic and Unspecified episodes
- Identify the features that can accompany the diagnosis of Bipolar Disorder: Mild, Moderate, Severe, Psychotic, Chronic, Catatonic, Postpartum, Melancholic, Partial and full remission, Rapid Cycling, Seasonal Pattern, Atypical, Interepisode Recovery, and Substance Induced
- Identify how the parent's/caregiver's mental health diagnosis of Bipolar Disorder may impact the child's growth and development (physical, mental, emotional, social)
- Identify how culture impacts the diagnosis of Bipolar Disorder and its treatment
- Identify when parent/caregiver with the diagnosis of Bipolar Disorder may need mental health services
- Identify community and medical treatment resources for individuals diagnosed with Bipolar Disorder and the family or children it impacts upon

Materials Needed to Present the Workshop:

The following materials are needed to present this workshop:

- Color Markers
- Name Tents
- Overhead Projector/Screen
- TV/VCR
- Easel Stand/Flip Chart
- Video, *Flight from Despair: Depression and Mania*
- Book, *Call me Anna*
- Curriculum with Transparencies
- Handouts for Participants
- Blank Sheets of Paper

Summary:

Bipolar Disorder can have a devastating impact on a person's ability to effectively parent. When parents receive the needed intervention, they can fulfill their roles as parents and caregivers. Child Welfare Professionals need to understand the etiology and latest treatments for adult Bipolar Disorder so they can effectively assess, refer and support their adult clients.

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An Overview of the Curriculum (continued)

Expectations of the Trainer:

The trainer should have a strong knowledge base in Bipolar Disorder, as well as the Social Work theories that are used to assess it and its impact on others. Secondly, the trainer should have experience in working with persons diagnosed with Bipolar Disorder in the mental health system and be able to relate the Bipolar Disorder and the mental health system to Child Welfare.

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Agenda for a One-Day Curriculum on Adult Psychopathology: Bipolar Disorder

| Estimated Time | Content | Page |
|-----------------------|---|-------------|
| 30 Minutes | Section I - Introductions and Workshop Overview | 5 |
| 90 Minutes | Section II - Prevalence, Definitions, Symptoms and Features of Bipolar Disorder | 7 |
| 60 Minutes | Section III - Bipolar Disorder Referral Considerations | 10 |
| 75 Minutes | Section IV - Impact of Bipolar Disorder | 13 |
| 75 Minutes | Section V - Treatment for Bipolar Disorder | 15 |
| 30 Minutes | Section VI - Review and Evaluation | 18 |

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Section I - Introductions and Workshop Overview

Estimated Length of Time:

30 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Relate own experiences with Bipolar Disorder (friends, clients, family, self)
- ✓ Understand the learning objectives and agenda of the one-day workshop
- ✓ Learn to know other workshop participants
- ✓ Recognize their own goals for learning

Method of Presentation:

Lecture
Large and small group discussions
Individual activity

Materials Needed:

- ✓ Name tents
- ✓ Markers
- ✓ Flip chart paper
- ✓ Paper
- ✓ **Overhead 1 - Training Agenda for Bipolar Disorder**
- ✓ **Overhead 2 - Learning Objectives**
- ✓ **Handout 1 - Agenda and Learning Objectives**

Resources Used:

None

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Section I - Introductions and Workshop Overview (continued)

Outline of Presentation:

The trainer will:

- ✓ Introduce self to participants
- ✓ Facilitate a discussion around experiences working with clients diagnosed with Bipolar Disorder
- ✓ Determine the learning needs of the participants
- ✓ Facilitate a small group discussion
- ✓ Discuss the agenda, rationale, and learning objectives for the workshop

Step 1:

The trainer introduces him/herself, specifically highlighting experience in working with persons diagnosed with Bipolar Disorder. Trainer asks participants about their experiences (personal or professional) with Bipolar Disorder. Without needing to reveal the situation, each participant will introduce self to large group identifying his/her name, and the experiences.

Step 2:

Hand out paper and ask participants to write down how many clients they have served/currently serve who are diagnosed with Bipolar Disorder, as well as their own personal learning objectives for the workshop that have emerged from working with these clients. Have participants work in small groups to discuss their answers. Ask each table to present this information to large group. List the learning objectives identified on the flip chart.

Step 3:

Distribute **Handout 1 (Agenda and Learning Objectives)**. Using **Overhead 1 (Training Agenda for Bipolar Disorder)** and **Overhead 2 (Learning Objectives)** the trainer reviews the agenda and learning objectives for the training.

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Section II - Prevalence, Definitions, Symptoms and Features of Bipolar Disorder

Estimated Length of Time:

90 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Understand the prevalence of Bipolar Disorder and factors impacting its rate (gender, race, ethnicity)
- ✓ Identify the signs and symptoms of Bipolar Disorder in the Major, Moderate, Mild and Cyclothymic diagnosis
- ✓ Identify the features that can accompany the diagnosis of Bipolar Disorder: Mild, Moderate, Severe, Psychotic, Catatonic, Postpartum, Melancholic, Partial and full remission, Rapid Cycling, Seasonal Pattern, Atypical, Interepisode Recovery and Substance Induced

Method of Presentation:

Reading
Individual activity
Large and small group discussions
Lecture
Video presentation

Materials Needed:

- ✓ Flip chart paper and markers for small groups
- ✓ **Video – Flight from Despair: Depression and Mania**
- ✓ **Overhead 3 - Signs and Symptoms of Bipolar Disorder**
- ✓ **Overhead 4 - Features of Bipolar Disorder**
- ✓ **Handout 2 - Prevalence of Bipolar Disorder Quiz**
- ✓ **Handout 3 - Prevalence of Bipolar Disorder**
- ✓ **Handout 4 - Signs and Symptoms of Bipolar Disorder**
- ✓ **Handout 5 - Features of Bipolar Disorder**
- ✓ **Handout 6 – Compare and Contrast Video Exercise**
- ✓ **Book, Call Me Anna**

Resources Used:

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders: Text revision. (4th ed.). Washington, D.C.

Austrian, S. (2000). Mental disorders, medication, and clinical social work (2nd ed.). New York: Columbia University Press.

Duke, P., & Turan, K. (1987). Call me Anna. New York: Bantam Books.

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Section II - Prevalence, Definitions, Symptoms and Features of Bipolar Disorder (continued)

Outline of Presentation:

The trainer will:

- ✓ Read excerpt from a book about a woman diagnosed with Bipolar Disorder
- ✓ Have participants do an individual activity to determine their prior knowledge about Bipolar Disorder
- ✓ Facilitate a discussion about the prevalence of Bipolar Disorder
- ✓ Discuss the signs and symptoms commonly associated with Bipolar Disorder
- ✓ Discuss the features associated with Bipolar Disorder

Step 1:

Ask participants to close their eyes, then read an excerpt from *Call me Anna*. Begin on page 196 with “One night after work...” and end on page 197 with “... running, running, all the time.” The passage gives a view of the life of a person diagnosed with Bipolar Disorder. Have participants write down their first thoughts/reactions as soon as you are done reading. Ask for volunteers to share their reactions. Point out that anyone can have Bipolar Disorder.

Step 2:

Distribute **Handout 2 (Prevalence of Bipolar Disorder Quiz)**. Ask participants to individually answer questions, then turn it over when they have completed the quiz. Have participants work in small groups to discuss their answers, then go over questions and answers as a large group. (Answers: 1-c, 2-c, 3-b, 4-e, 5-F, 6-F, 7-T, 8-T) Distribute **Handout 3 (Prevalence of Bipolar Disorder)**. Discuss the information on the handout and answer any questions. Highlight the difference in the prevalence of depressive mood disorders and Bipolar Disorder.

Step 3:

Distribute **Handout 4 (Signs and Symptoms of Bipolar Disorder)**. Using **Overhead 3 (Signs and Symptoms of Bipolar Disorder)** discuss all of the symptoms and how they are generally experienced. Ask participants if they have ever felt very excited about something, only to find out it isn't going to work out - relate the mood swings that many people experience to Bipolar Disorder. Also relate the symptoms to the mood swings associated with adolescent years. Give examples from presenter's practice about the range of cases of Bipolar Disorder.

Step 4:

Distribute **Handout 5 (Features of Bipolar Disorder)**. Using **Overhead 4 (Features of Bipolar Disorder)** present the features of Bipolar Disorder. Ask participants to think about any clients they may have that have been diagnosed or have symptoms and/or features of Bipolar Disorder. Discuss as a large group (without using names or identifying information about clients).

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Section II - Prevalence, Definitions, Symptoms and Features of Bipolar Disorder (continued)

Step 5:

Trainer should distribute **Handout 6 (Compare and Contrast Video Exercise)** and instruct participants to use this as a checklist as they watch the video clip. Trainer then shows the **first video clip (Flight From Despair: Depression and Mania)** depicting two different individuals diagnosed with Bipolar Disorder. Following the video clip, discuss participant's reactions and responses, using **Handout 6**.

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Section III - Bipolar Disorder Referral Considerations

Estimated Length of Time:

60 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Articulate considerations involved in mental health referrals for Bipolar Disorder among adults
- ✓ Relate bio-psycho-social-cultural model to assessment of Bipolar Disorder
- ✓ Identify how culture impacts the diagnosis of Bipolar Disorder and it's treatment

Method of Presentation:

Lecture
Small and large group discussion
Individual activity

Materials Needed:

- ✓ Flip chart paper and markers
- ✓ **Overhead 5 - Bio-psycho-social-cultural Model**
- ✓ **Overhead 6 - Further Considerations**
- ✓ **Handout 7 - Bio-psycho-social-cultural Model**
- ✓ **Handout 8 - Eco-map**
- ✓ **Handout 9 - Bipolar Disorder: Questions to Consider When Referring**
- ✓ **Handout 10 - Further Considerations**

Resources Used:

Austrian, S. (2000). Mental disorders, medication, and clinical social work (2nd ed.). New York: Columbia University Press.

Williams, J. & Eil, K. (1998). Mental health research: Implications for practice. Silver Spring, MD: NASW Press.

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Section III - Bipolar Disorder Referral Considerations (continued)

Outline of Presentation:

Trainer will give an overview of assessments commonly used to diagnose persons with Bipolar Disorder. Trainer will:

- ✓ Facilitate a large group discussion followed by a small group activity
- ✓ Facilitate an activity with participants with filling out an eco-map
- ✓ Familiarize participants with various assessment lists
- ✓ Discuss the areas for assessment

Step 1:

Distribute **Handout 7 (Bio-psycho-social-cultural Model)** to participants. Using **Overhead 5 (Bio-psycho-social-cultural Model)** discuss the key elements in the model.

Step 2:

Divide participants into five groups. Assign each group one of the following: Biological, Psychological, Social, Cultural or Spiritual. Ask each group to write on flip chart as many ways as they can think of, to consider the area of a person's life to which their group has been assigned. Have each group share with large group. Relate these to considering symptoms of Bipolar Disorder.

Step 3:

Distribute **Handout 8 (Eco-map)** to participants and have them fill in one of the two eco-maps to make their own eco-map about their life and the systems with which they personally interact. Upon completion, trainer instructs participants to put that eco-map aside. Then have them think of a family situation in which one parent is diagnosed with Bipolar Disorder. In small groups, they should complete the second eco-map about the family and the systems with which the family would interact. Have the groups compare their personal maps to that of the family. Discuss the small group findings with the large group. Give examples from your own practice.

Step 4:

Ask participants to think back to the indicators previously discussed and, in small groups, to discuss some of the questions that they should consider when deciding whether to refer clients for mental health evaluation – e.g. Has the client been in an unusually "high," giddy, euphoric, or expansive mood? Distribute **Handout 9 (Bipolar Disorder: Questions to Consider When Referring)** and ensure that participants captured the points on the handout in their discussion. Also, ensure that participants understand that these questions serve only as a basis of concepts to consider when referring clients for Bipolar Disorder assessment by a qualified Mental Health

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Section III - Bipolar Disorder Referral Considerations (continued)

Professional and do not qualify them to make Bipolar Disorder or related assessments.

Step 5:

Distribute **Handout 10 (Further Considerations)**. Using **Overhead 6 (Further Considerations)** discuss the other observations/information that Child Welfare Professionals should document to engage the client better, connect the client with the appropriate services, and support the collaborative relationship with Mental Health Professionals and their efforts to work with the client.

Step 6:

Summarize this section by reminding participants that a great deal of information comes into play when considering whether to refer a client to a qualified Mental Health Professional. The information offered serves only as a foundational means to support the collaborative child welfare/mental health effort and to assist Child Welfare Professionals in considering whether a mental health referral for Bipolar Disorder is needed. The information presented does not qualify participants to diagnose Bipolar Disorder, as only qualified Mental Health Professionals are legally able to diagnose the disorder.

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Section IV - Impact of Bipolar Disorder

Estimated Length of Time:

75 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify the impact that Bipolar Disorder may have on the parent
- ✓ Identify how the parent's/caregiver's mental health diagnosis of Bipolar Disorder may impact the child's growth and development (physical, mental, emotional, social)

Method of Presentation:

Lecture
Small and large group discussion
Small group activity

Materials Needed:

- ✓ Flip Chart paper and markers
- ✓ **Overhead 7 - Impact of Bipolar Disorder on the Individual/Family**
- ✓ **Handout 11 - Impact of Bipolar Disorder on the Individual/Family**
- ✓ **Handout 12 - Family Impact Activity**

Resources Used:

- Austrian, S. (2000). Mental disorders, medication, and clinical social work (2nd ed.). New York: Columbia University Press.
- Walsh, J. (2000). Clinical case management with persons having mental illness. Belmont, CA: Brooks/Cole.
- Williams, J. & Eil, K. (1998). Mental health research: Implications for practice. Silver Spring, MD: NASW Press.

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Section IV - Impact of Bipolar Disorder (continued)

Outline of Presentation:

Trainer will:

- ✓ Facilitates a discussion about the impact of Bipolar Disorder on the individual and their family
- ✓ Facilitates a small group activity

Step 1:

Distribute **Handout 11 (Impact of Bipolar Disorder on the Individual/Family)**. Using **Overhead 7 (Impact of Bipolar Disorder on the Individual/Family)** trainer presents and discusses the overall impact of Bipolar Disorder on individuals and their families. Trainer provides additional examples from practice and/or seeks examples from participants.

Step 2:

Trainer asks participants to form groups of four people. Distribute **Handout 12 (Family Impact Activity)**. Assign one of the four families to each group. Each participant will assume one of the four roles within their assigned family. After each participant is assigned a role, the trainer instructs individuals to write down how they think their family member will be impacted by the situation discussed in the handout. Participants then discuss this with the other group members to imagine the impact on the family. When all groups have completed this discussion, return to large group to share each situation and reactions.

Step 3:

Summarize this section by giving a few key concepts of how a parent diagnosed with Bipolar Disorder will impact the whole family. Discuss how this might impact on the safety of children in the home.

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Section V - Treatment for Bipolar Disorder

Estimated Length of Time:

75 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Identify how culture impacts the diagnosis of Bipolar Disorder and its treatment
- ✓ Identify when parent/caregiver with the diagnosis of Bipolar Disorder may need mental health services
- ✓ Identify community and medical treatment resources for individuals diagnosed with Bipolar Disorder and the family or children it impacts upon
- ✓ Understand barriers to services for adults diagnosed with Bipolar Disorder

Method of Presentation:

Video
Lecture
Small and large group discussion

Materials Needed:

- ✓ Flip chart paper and markers
- ✓ **Video, Flight from Despair: Depression and Mania**
- ✓ TV/VCR
- ✓ **Overhead 8 - Medication for the Treatment of Bipolar Disorder**
- ✓ **Overhead 9 - Treatments for Bipolar Disorder**
- ✓ **Handout 13 - Medication for the Treatment of Bipolar Disorder**
- ✓ **Handout 14 - Treatments for Bipolar Disorder**

Resources Used:

Austrian, S. (2000). Mental disorders, medication, and clinical social work (2nd ed.). New York: Columbia University Press.

Walsh, J. (2000). Clinical case management with persons having mental illness. Belmont, CA: Brooks/Cole.

Williams, J. & Eil, K. (1998). Mental health research: Implications for practice. Silver Spring, MD: NASW Press.

Video -. *Flight from Despair: Depression and Mania*. Princeton, NJ: Films for the Humanities and Science.

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Section V - Treatment for Bipolar Disorder (continued)

Outline of Presentation:

The trainer will:

- ✓ Facilitate a small group activity to discuss cultural impact of treatment
- ✓ Show a video clip regarding treatment
- ✓ Facilitate a large group discussion about treatment options for Bipolar Disorder
- ✓ Facilitate a large group discussion about barriers that impede services for treating Bipolar Disorder

Step 1:

Show the **second video clip (Flight from Despair: Depression and Mania)**. Ask participants to write down all of the types of treatment for Bipolar Disorder that are discussed in the video. After the video, discuss these with the group.

Step 2:

Distribute **Handout 13 (Medication for the Treatment of Bipolar Disorder)** while displaying **Overhead 8 (Medication for the Treatment of Bipolar Disorder)**. Discuss the different medications and side effects. Discuss the common concerns about taking medication that will help participants to be prepared to address this with clients. Be certain that participants understand the need for ongoing medication compliance as well as the importance of blood tests if taking Lithium.

Step 3:

Distribute **Handout 14 (Treatments for Bipolar Disorder)**. While displaying **Overhead 9 (Treatments for Bipolar Disorder)** discuss the different types of therapy and treatments that have been shown to be most effective for persons diagnosed with Bipolar Disorder. Highlight the collaborative community support models of intervention.

Step 4:

Divide participants into groups with 3 or 4 participants each. Assign a cultural/racial group to each small group: African American, Asian American, Latino, Native American, Muslim, Amish, etc. Ask each group to write down ways that people in that cultural group might be impacted by treatment options for Bipolar Disorder. Allow 5 minutes. Have each group report back to the large group. Discuss how certain racial and ethnic group's response to formal treatment may be impacted.

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Section V - Treatment for Bipolar Disorder (continued)

Step 5:

Trainer asks participants to identify various barriers to services and lists them on the flip chart. Ask participants how they creatively have helped families to overcome barriers to other services and relate to mental health services.

Step 6:

Summarize this section by asking participants which medications or treatments they have found to be the most effective with their clients.

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Section VI - Review and Evaluation

Estimated Length of Time:

30 Minutes

Learning Objectives:

Participants will be able to:

- ✓ Apply principles learned to a case situation
- ✓ Identify how training will be used to improve practice

Method of Presentation:

Case Study
Small and large group discussion

Materials Needed:

- ✓ **Handout 15 - Case Study and Questions**
- ✓ **Handout 16 - Self Review of Competencies**
- ✓ **Handout 17 - References**

Resources Used:

- Austrian, S. (2000). Mental disorders, medication, and clinical social work (2nd ed.). New York: Columbia University Press.
- Walsh, J. (2000). Clinical case management with persons having mental illness. Belmont, CA: Brooks/Cole.
- Williams, J. & Eil, K. (1998). Mental health research: Implications for practice. Silver Spring, MD: NASW Press.

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Section VI - Review and Evaluation (continued)

Outline of Presentation:

The trainer will:

- ✓ Facilitate a small group activity to interpret a case study
- ✓ Facilitate an individual activity to assess Transfer of Learning
- ✓ Facilitate an individual activity to fill out evaluation forms

Step 1:

Trainer will have participants work in 4 different groups and give each group **Handout 15 (Case Study and Questions)**. Allow each group approximately 10 minutes to read the case study and answer the questions. Ask participants to report their case study to large group and address questions.

Step 2:

After reviewing key concepts covered in training, distribute **Handout 16 (Self Review of Competencies)**. Ask participants if they have any questions about the training, then instruct them to evaluate themselves. Upon completion, seek feedback about their self-review.

Step 3:

Distribute **Handout 17 (References)** to participants.

Step 4:

Hand out the formal evaluation forms for the participants to complete. Then dismiss the participants.

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References

- American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders: Text revision. (4th ed.). Washington, D.C.
- Austrian, S. (2000). Mental disorders, medication, and clinical social work (2nd ed.). New York: Columbia University Press.
- Duke, P. & Turan, K. (1987) Call me Anna. New York: Bantam Books.
- Walsh, J. (2000). Clinical case management with persons having mental illness. Belmont, CA: Brooks/Cole.
- Williams, J. & Eil, K. (1998). Mental health research: Implications for practice. Silver Spring, MD: NASW Press.
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