



**308**

# **Adult Psychopathology: Depression Disorder**

## **A Training Outline**

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**For the  
Pennsylvania Child Welfare  
Competency-Based Training  
And Certification Program**

**University of Pittsburgh  
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**July 2002**

# **308 - Adult Psychopathology: Depression Disorder**

## **An Overview of the Curriculum**

### **Rationale:**

Depression 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 depression so they can effectively assess, refer and support their adult clients.

### **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 resources, and the potential side effects of these medications.

### **Learning Objectives:**

Participants will be able to:

- Use the DSM IV to identify the signs and symptoms of Depression in the Major, Moderate, Mild and Dysthymic diagnosis.
- Use the DSM IV to identify the features that can accompany the diagnosis of Depression: Mild, Moderate, Severe, Psychotic, Chronic, Catatonic, Postpartum, Melancholic, Partial and full remission, Seasonal Pattern, Atypical and Interepisode Recovery.
- Identify how the parent's/caregiver's mental health diagnosis of Depression may impact the child's growth and development (physical, mental, emotional, social).
- Identify how culture impacts the diagnosis of Depression and it's treatment.

# **308 - Adult Psychopathology: Depression Disorder**

## **An Overview of the Curriculum (continued)**

### **Learning Objectives (continued):**

- Identify when parent/caregiver with the diagnosis of Depression may need mental health services.
- Identify community and medical treatment resources for individuals diagnosed with Depression and the family or children it impacts upon.

### **Length of Workshop:**

6 Hours

### **Materials Needed to Present the Workshop:**

The following materials are needed to present this workshop:

- Color Markers
- Name Tents
- Blank Sheets of Paper
- Index Cards
- Masking Tape
- Overhead Projector/Screen
- TV/VCR
- Easel Stand/Flip Chart
- Videos, *Understanding Depression* and *Women and Depression*
- Curriculum with Transparencies
- Handouts for Participants
- One copy of **Appendix 1 – Depression Note Cards**

### **Target Audience:**

Child Welfare Professionals

### **Summary:**

Depression 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. Caseworkers need to understand the etiology and latest treatments for adult depression so they can effectively assess, refer and support their adult clients.

## **308 - Adult Psychopathology: Depression Disorder**

### **An Overview of the Curriculum (continued)**

#### **Expectations of the Trainer:**

The trainer should have a strong knowledge base in Adult Depression, as well as the Social Work theories that are used to assess depression and its impact on others. Secondly, the trainer should have experience in working with persons diagnosed with Adult Depression in the mental health system. Finally, the trainer should have the ability to relate the depression and the mental health system to Child Welfare.

## **308 - Adult Psychopathology: Depression Disorder**

### **Agenda for a One-Day Curriculum on Adult Psychopathology: Depression Disorder**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
25 Minutes	Section I - Introductions and Workshop Overview	5
70 Minutes	Section II - Prevalence, Definitions, Symptoms and Features of Adult Depression	7
70 Minutes	Section III - Adult Depression Referral Considerations	10
70 Minutes	Section IV - Impact of Depression	13
85 Minutes	Section V - Treatment for Adult Depression	16
40 Minutes	Section VI - Review and Evaluation	19

# **308 - Adult Psychopathology: Depression Disorder**

## **Section I - Introductions and Workshop Overview**

### **Estimated Length of Time:**

25 Minutes

### **Learning Objectives:**

Participants will be able to:

- Relate own feelings (mild symptoms of depression) to broader context
- Understand the rationale, 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

Individual Activity

Large and small group discussions

### **Materials Needed:**

- Name tents, markers, flip chart paper
- Paper
- **Overhead 1 - Adult Depression Agenda**
- **Overhead 2 - Learning Objectives**
- **Handout 1 - Adult Depression Agenda/Learning Objectives**

### **Resources Used:**

None

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## **Section I - Introductions and Workshop Overview (continued)**

### **Outline of Presentation:**

Prior to training, the trainer should prepare the training room by placing markers and name tents on the tables. The trainer should then:

- Welcome participants and introduce self
- Facilitate small group discussions for participants to meet other workshop participants
- Review the agenda and learning objectives for the training

### **Step 1:**

The trainer welcomes the participants and introduces him/herself, specifically highlighting experience in working with persons diagnosed with Adult Depression. Trainer asks participants to think of a time of disappointment in their lives. Without needing to reveal the situation, each participant will introduce self to large group identifying his/her name and any symptoms of depression that accompanied the situation.

### **Step 2:**

Hand out paper and ask participants to write their reason for attending the workshop on Adult Depression Disorder, as well as their own personal learning objectives. 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 during the discussion on the flip chart. Distribute **Handout 1 (Adult Depression Agenda/Learning Objectives)**. Using **Overhead 1 (Adult Depression Agenda)** and **Overhead 2 (Learning Objectives)**, the trainer reviews the agenda, rationale and learning objectives for the workshop.

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## **Section II - Prevalence, Definitions, Symptoms and Features of Adult Depression**

### **Estimated Length of Time:**

70 Minutes

### **Learning Objectives:**

Participants will be able to:

- Understand the prevalence of Depression and factors impacting it's rate (gender, race, ethnicity)
- Use the DSM IV to identify the signs and symptoms of Depression in the Major, Moderate, Mild and Dysthymic diagnosis
- Use the DSM IV to identify the features that can accompany the diagnosis of Depression: Mild, Moderate, Severe, Psychotic, Chronic, Catatonic, Postpartum, Melancholic, Partial and full remission, Seasonal Pattern, Atypical and Interepisode Recovery

### **Method of Presentation:**

Lecture  
Individual activity  
Large and small group discussions

### **Materials Needed:**

- Chart paper and markers for small groups
- **Overhead 3 - Signs and Symptoms of Adult Depression**
- **Overhead 4 - Features of Adult Depression**
- **Handout 2 - Prevalence of Adult Depression Quiz**
- **Handout 3 - Prevalence of Adult Depression**
- **Handout 4 - Signs and Symptoms of Adult Depression**
- **Handout 5 - Features of Adult Depression**

### **Resources Used:**

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

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

# **308 - Adult Psychopathology: Depression Disorder**

## **Section II - Prevalence, Definitions, Symptoms and Features of Adult Depression (continued)**

### **Outline of Presentation:**

Trainer should communicate the prevalence of adult depression as well as the various signs and symptoms typically associated with the disorder. Trainer should then:

- Give a pretest to determine participants' background knowledge about adult depression
- Disseminate information to the group about the prevalence of adult depression
- Facilitate large group discussion about the signs and symptoms of adult depression
- Facilitate small group activity to uncover the prevalence of symptoms of adult depression
- Facilitate large group discussion about the range of features of adult depression

### **Step 1:**

Distribute **Handout 2 (Prevalence of Adult Depression Quiz)**. Ask participants to individually answer the questions and turn the paper over when they have completed the quiz. Have participants work in small groups to discuss their answers. Then go over the questions and answers as a large group. (Answers to quiz: 1-T, 2-F, 3-F, 4-F, 5-T, 6-T, 7-F, 8-F, 9-T, 10-F)

### **Step 2:**

Distribute **Handout 3 (Prevalence of Adult Depression)**. Discuss the information on the handout and answer any questions.

### **Step 3:**

Divide the participants into small groups. Distribute chart paper to each group. Ask participants to write down on the chart paper (with markers) any symptoms they associate with depression. Put a check mark next to any they have personally experienced at some point in their life. To show the prevalence of depression, ask each group to count the number of symptoms they have experienced as a group and compare the total number of symptoms associated with depression. Hang chart paper on the wall. Relate this information to how common signs and symptoms of depression can be. Relate symptoms of depression to that of other physical illnesses (i.e. the flu). Trainer should give examples from own practice about the range of cases of depression.

### **Step 4:**

Distribute **Handout 4 (Signs and Symptoms of Adult Depression)**. Using **Overhead 3 (Signs and Symptoms of Adult Depression)**, discuss all of the symptoms of depression and how they are generally experienced by adults.

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### **Section II - Prevalence, Definitions, Symptoms and Features of Adult Depression (continued)**

#### **Step 5:**

Distribute **Handout 5 (Features of Adult Depression)**. Using **Overhead 4 (Features of Adult Depression)**, discuss the features of depression. Ask participants to think about any clients they may have who have been diagnosed or have symptoms and/or features of depression. Discuss as a large group (without using names or identifying information about clients) the range of features of depression their clients have exhibited.

#### **Step 6:**

Summarize this section by reminding participants that:

- Adults display a wide range of signs and symptoms of depression
- Adult Depression is quite prevalent
- Everyone displays some signs and symptoms of depression at times

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## **Section III - Adult Depression Referral Considerations**

### **Estimated Length of Time:**

70 Minutes

### **Learning Objectives:**

Participants will be able to:

- Articulate considerations involved in mental health referrals for depression among adults
- Relate Bio-psycho-social-cultural Model to assessment of adult depression
- Identify how culture impacts the diagnosis of depression and its treatment

### **Method of Presentation:**

Lecture  
Small and large group discussions  
Individual activity  
Small group activity  
Video

### **Materials Needed:**

- Newsprint and markers
- **Video, *Women and Depression***
- **Overhead 5 - Bio-psycho-social-cultural Model**
- **Overhead 6 - Adult Depression Considerations**
- **Handout 6 - Bio-psycho-social-cultural Model**
- **Handout 7 - Eco-map**
- **Handout 8 - Adult Depression Considerations**

### **Resources Used:**

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

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

Video: *Women and Depression* (2000). Princeton, NJ: Films for the Humanities and Sciences.

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## **Section III - Adult Depression Referral Considerations (continued)**

### **Outline of Presentation:**

The trainer presents information that participants might utilize in identifying depression in their clients including the Bio-psycho-social-cultural Model, eco-maps, and other information Child Welfare Professionals should gather from clients. The trainer then:

- Disseminates information about using the Bio-psycho-social-cultural Model
- Facilitates a small group activity
- Models the use of an Eco-map
- Assists participants in filling out individual Eco-maps
- Facilitates small group discussions on considerations involved in mental health referrals
- Disseminates information about assessing adult depression
- Shows a video to depict assessing adult depression

### **Step 1:**

Distribute **Handout 6 (Bio-psycho-social-cultural Model)** to participants. Using **Overhead 5 (Bio-psycho-social-cultural Model)** discuss the key elements in the model. Answer any questions the participants might have.

### **Step 2:**

Divide participants into four groups. Assign each group one of the following: Biological, Psychological, Social, or Cultural. Ask each group to write on chart paper as many ways as they can think of that would help assess that particular area of a person's life. Then have each group share with large group.

### **Step 3:**

Modeling an eco-map to visually depict the use of this model - draw an example on a flip chart of a family's situation where situational depression would be likely. Then draw an example of another family that is not dealing with excess stress, but a parent is diagnosed with depression. Distribute **Handout 7 (Eco-map)** to participants and have them fill it in to make their own eco-map about their life and the systems with which they interact. Upon completion, trainer instructs participants to put the eco-map aside.

### **Step 4:**

Ask participants to think back to the symptoms 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 for depression. Answers might include, but are not limited to:

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### **Section III - Adult Depression Referral Considerations (continued)**

- Has the client:
  - Appeared to be extremely sad for long periods?
  - Expressed finding it difficult to do tasks they once found easy?
  - Expressed having long bouts of restlessness?
  - Expressed losing interest in things they once found interesting?
  - Articulated being more irritable than usual?

Based on your expertise, offer other questions in addition to those that participants discussed.

Ensure that participants understand that the questions stemming from this discussion serve only as a basis of concepts to consider when thinking about referring clients for depression assessment by a qualified Mental Health Professional. Neither the questions nor the discussion qualify them to make assessments. Only licensed personnel such as psychologists are legally able to diagnose depression based on these or similar questions.

#### **Step 5:**

Distribute **Handout 8 (Adult Depression Considerations)**. Using **Overhead 6 (Adult Depression Considerations)**, discuss the other observations/information that Child Welfare Professionals should gather and 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:**

Explain to participants that they will be viewing a video depicting adult depression. Ask them to write down any examples of assessing adult depression they see in the video as well as any questions they may develop. Show first clip from the **video (Women and Depression)**. Following the video, discuss the types of signs and symptoms viewed to summarize this section. Address questions raised by participants.

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## **Section IV - Impact of Depression**

### **Estimated Length of Time:**

70 Minutes

### **Learning Objectives:**

Participants will be able to:

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

### **Method of Presentation:**

Lecture  
Small and large group discussions  
Individual activity  
Video

### **Materials Needed:**

- Chart paper and markers
- Index cards
- **Video, *Understanding Depression***
- TV/VCR
- **Appendix 1 - Depression Note Cards**
- **Overhead 7 - Impact of Depression on the Individual**
- **Overhead 8 - Impact of Depression on the Family**
- **Handout 7 - Eco-map**
- **Handout 9 - Impact of Depression on the Individual**
- **Handout 10 - Impact of Depression on the Family**

### **Resources Used:**

Austrian, S. (2000). Mental disorders, medication, and clinical social work (2<sup>nd</sup> 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 – *Understanding Depression* (1996). SmithKline Beecham.

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## **Section IV - Impact of Depression (continued)**

### **Outline of Presentation:**

Note: Prior to the training, the trainer should make the note cards for the game listed in Step 3.

The trainer presents information on the impact that an adult diagnosed with Depression Disorder might have on the entire family. The trainer:

- Facilitates small group discussions about personal impact of major life situations
- Disseminates information about the overall impact of adult depression on individuals and their families
- Facilitates an individual activity
- Shows a video depicting the effects of depression on women

### **Step 1:**

Trainer asks participants to work in small groups to discuss ways in which the impact their own (or a friend's) illnesses or other major life changes may have had on them personally. Have them write these on paper. Trainer then gives the papers to another table of participants and asks the participants at that table to predict the potential impact on the entire family (specifically children) of a person who exhibits similar symptoms.

### **Step 2:**

Distribute **Handout 9 (Impact of Depression on the Individual)** and **Handout 10 (Impact of Depression on the Family)**. Using **Overhead 7 (Impact of Depression on the Individual)** and **Overhead 8 (Impact of Depression on the Family)** the trainer presents and discusses the overall impact of depression on individuals and their families.

### **Step 3:**

Trainer distributes note cards with a diagnosis and list of symptoms of depression that were made in advance from **Appendix 1 (Depression Note Cards)** to each table. Then instruct participants to take five minutes to write down how they and their family would be impacted right now if they were facing these symptoms (i.e. if they are parents, how might this impact their ability to parent? Job? Relationships? Etc). At the end of the allotted time, ask for volunteers to share their ideas with the rest of the group.

### **Step 4:**

Trainer distributes the second copy of **Handout 7 (Eco-map)** and asks participants to think about and complete another eco-map about their life and the systems with which they interact, keeping in mind the new information they have learned about depression since filling out the first Eco-map.

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### **Section IV - Impact of Depression (continued)**

#### **Step 4 (continued):**

Have the participants then compare both eco-maps and share their differences with the group.

#### **Step 5:**

Show the **video (*Understanding Depression*)**. Prior to showing the video, tell participants to look for the effects of depression on woman that they see depicted in the video and jot them down. To summarize this section, participants are asked to discuss the effects of depression on parents and their families that they saw depicted in the video.

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## **Section V - Treatment for Adult Depression**

### **Estimated Length of Time:**

85 Minutes

### **Learning Objectives:**

Participants will be able to:

- Identify how culture impacts the diagnosis of Depression and it's treatment
- Identify when parent/caregiver with the diagnosis of Depression may need mental health services
- Identify community and medical treatment resources for individuals diagnosed with Depression and the family or children it impacts upon.
- Understand barriers to services for adults diagnosed with depression

### **Method of Presentation:**

Lecture

Individual activity

Small and large group discussions

Video

### **Materials Needed:**

- Chart paper and markers
- **Video, *Women and Depression***
- TV/VCR
- **Overhead 9- Culture and Depression**
- **Overhead 10 - Medications for Adult Depression**
- **Overhead 11 - Psychotherapy Options for Adult Depression**
- **Handout 11 - Culture and Depression**
- **Handout 12 - Medications for Adult Depression**
- **Handout 13 - Psychotherapy Quiz**
- **Handout 14 – Psychotherapy Options for Adult Depression**

### **Resources Used:**

Austrian, S. (2000). Mental disorders, medication, and clinical social work (2<sup>nd</sup> 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 - *Women and Depression* (2000). Princeton, NJ: Films for the Humanities and Science.

# **308 - Adult Psychopathology: Depression Disorder**

## **Section V - Treatment for Adult Depression (continued)**

### **Outline of Presentation:**

The trainer presents information about the impact culture might have on the treatment for adult depression, medications that might be prescribed for adult depression, psychotherapy options for adults diagnosed with depression, and barriers clients may encounter to receive proper help for depression. The trainer:

- Facilitates a small group activity to discuss the impact of culture on treatment
- Disseminates information on the impact culture might have on treatment for depression
- Disseminates information about medications that are often prescribed for adult depression.
- Administers a “pretest” to determine participants’ prior knowledge about psychotherapy options used in the treatment of adult depression
- Disseminates information about psychotherapy options used in the treatment of adult depression
- Shows a video for a visual summary of treatment for adult depression
- Facilitates a discussion about barriers clients may encounter that inhibit treatment for adult depression

### **Step 1:**

Divide participants into groups with 3 or 4 participants each. Ask each group to write down as many ways that culture might impact treatment that they can think of in 5 minutes. Have each group report back to the large group. Distribute **Handout 11 (Culture and Depression)**. Discuss the impact that culture might have on treatment of depression while displaying **Overhead 9 (Culture and Depression)**.

### **Step 2:**

Show second clip from the **video (Women and Depression)**. Prior to viewing the video ask participants to jot down any evidence of cultural impact on depression that they see while watching the video. After the video, discuss the impact of culture that was pointed out in the video.

### **Step 3:**

Distribute **Handout 12 (Medications for Adult Depression)** while displaying **Overhead 10 (Medications for Adult Depression)**. Discuss the different medications that are often prescribed for Depression and side effects each might have. Discuss common concerns about taking medication so participants can be prepared to address these with clients.

## **308 - Adult Psychopathology: Depression Disorder**

### **Section V - Treatment for Adult Depression (continued)**

#### **Step 4:**

Distribute **Handout 13 (Psychotherapy Quiz)**. Ask participants to match the therapy names to the definitions. After participants have finished, distribute **Handout 14 (Psychotherapy Options for Adult Depression)**. While displaying **Overhead 11 (Psychotherapy Options for Adult Depression)** discuss the answers to the quiz (Answers to quiz: 1-d, 2-c, 3-f, 4-i, 5-h, 6-g, 7-b, 8-e, 9-a). Trainer should give a practical example of each type of therapy from their own or participants' experiences. Ask participants which therapies are most familiar to them, and which ones they believe to be most successful.

#### **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:**

Ask participants to write down all of the types of treatment for depression that they see while they watch the video. Show third clip from the **video (*Women and Depression*)** about treatment for adult depression. To summarize this section, discuss the types of treatment that were viewed in the video.

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## **Section VI - Review and Evaluation**

### **Estimated Length of Time:**

40 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  
Individual activities

### **Materials Needed:**

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

### **Resources Used:**

Austrian, S. (2000). Mental disorders, medication, and clinical social work (2<sup>nd</sup> 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 reviews and summarizes the information covered throughout the training.

The trainer:

- Facilitates an individual activity to review a case study and suggest a treatment plan for the woman in the case study
- Has participants complete a self-review of what they learned in the workshop
- Has participants complete evaluation forms

### **Step 1:**

Trainer will have participants form four 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 on the second page. Ask participants to report their findings about the case study to the large group.

### **Step 2:**

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

### **Step 3:**

Hand out the formal CBT evaluation. Dismiss the participants when they have completed the evaluations.

## **308 - Adult Psychopathology: Depression Disorder**

### **References**

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

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

*Understanding Depression* (1996) (video). SmithKline Beecham.

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.

*Women and Depression* (video). (2000). Princeton, NJ: Films for the Humanities and Science.