### Content Summary

This module explores dual diagnosis in the context of child protection and considers how dual diagnosis can impact on a parent’s ability to meet the care and protection needs of their child/ren. The module also covers how substance misuse can impact on different mental health conditions and looks at tips for talking with families about parental dual diagnosis.

### Purpose

To highlight the relationship between substance misuse and mental health conditions and the challenges families face when parenting within this context.

### Learning Outcomes

- Identify the relationship between mental health conditions and substance misuse
- Identify potential impacts for children when cared for by a parent with a dual diagnosis

### Additional Comments

Information in the Services and Information section in the resource for caseworkers may not be applicable in the Queensland context.

### Materials

1. Welcome the participants and introduce the topic of the module. Outline housekeeping issues such as break times etc. Next outline the purpose and learning outcomes of this
| **Handout 1: Dual diagnosis quick quiz** | session. |
| **Facilitator answers: Dual diagnosis quick quiz** | 2. To start of the session have a brief discussion with the group about what dual diagnosis is. |
| **Handout pages 4-9 of the Dual Diagnosis support kit** | 3. **Handout the dual diagnosis quick quiz** and ask the group to complete the quiz individually. |
| | 4. When the quiz is completed, talk through peoples answers in the large group. The facilitator can refer to the Facilitator answers: Dual diagnosis quick quiz. |
| | 6. Allow the group time to read through this material. |
| | 7. When the group has finished reading, generate a group discussion and ask: |
| | • What behaviours or symptoms might a parent with dual diagnosis experience? |
| | • In what ways could a parent's dual diagnosis affect the interactions with their child/ren? |
| | • What strategies can use in your work to assist families with dual diagnosis? |
| | • What are the risks of dual diagnosis on unborn babies? |
| | • What are some possible impacts for children whose care has a dual diagnosis? |
| | • What strategies can use in your role to assist children in families with dual diagnosis? |
| | • How do people feel about talking to children/young people about a parent’s mental health and substance use problems? Discuss |
| | • What are some tips or strategies mentioned in the reading that you can use when communicating with children whose carer has a dual diagnosis? |
| | 8. Advise the group that they will now be looking at specific mental health problems and the impacts that substance misuse can produce. |
| | 9. Divide the large group into 4 smaller groups. |
10. **Handout** one of the following short readings to each small group:
   - Anxiety and substance misuse
   - Depression and substance misuse
   - Psychosis and substance misuse
   - Personality disorders and substance misuse
   (N.B These readings are found in pages 10-17 of the Dual diagnosis support kit).

11. Ask each small group to read and discuss the information in their reading. Advise each group that they will need to take notes of the key messages as they will be providing a summary of the information to another group member.

12. When each small group has completed their reading and discussion, ask for people to form new groups with people who did a different reading (each member of the new groups should have a different reading).

13. Advise that each person in the small group now needs to summarise their reading (key points and main message) to the rest of their small group. Allow each person 3-4 minutes to summarise the information and then move on to the next person. This is all done in small groups rather than the large group.

14. Allow the group some reflection time and ask them to consider what they have heard/read today and whether anything has stood out for them.

15. To close up the module, have a brief discussion using the following questions:
   - Does the information they have covered today have any impact for how they view and work with parents?
   - How will the learning from today impact of people’s assessments when working with families where a carer has a dual diagnosis?
   - How will people incorporate any learning’s from this module into their child protection framework for practice?
   - Any other comments or questions?

1. Advise the group that they can access the entire paper if they
16. Review the purpose and learning outcomes and then close the session.
Dual Diagnosis - Quick Quiz

Q1  What percentage of people with a mental illness, also has substance misuse problems?

(a)  80%
(b)  20%
(c)  55%
(d)  40%

Q2  What is the most common drug used by people with a mental illness?

(a)  Tobacco and alcohol
(b)  Cannabis
(c)  Benzodiazepine
(d)  all of the above

Q3  What percentage of people with drug and alcohol problems, what percentage also experience mental health problems?

(a)  25%
(b)  45%
(c)  75%
(d)  55%
Q4 What is the most common mental health problem experienced by people who misuse drugs and alcohol?

(a) Anxiety

(b) Mood disorder

(c) Depression

(d) All of the above

Q5 Why do people with a mental illness use substance?

(a) To self medicate

(b) To ease the side effects of prescription medication

(c) To relieve symptoms of the mental illness

(d) All of the above

Q5 People with a dual diagnosis are more likely to:

(a) Behave normally as the drugs hide the symptoms of the mental illness

(b) Relapse and require hospitalisation

(c) To show insight into the impact their illness has on their children

(d) All of the above
Dual Diagnosis - Quick Quiz - Answers

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Specialist Skills Module Completion Form

Directions:
1. When a training module has been completed, fill in this form with the details of the training conducted and the participants.
2. The Team Leader or Senior Practitioner then signs the form to confirm that the listed participants completed the training module.
3. Fax to the Training and Specialist Support Branch (3861-1823).
4. Provide the original completed form to the Business Support Officer in your CSSC.
5. The BSO will then file the form and keep a record of training completed by the CSSC staff.
6. The Team Leader or Senior Practitioner can then print out and sign a completion certificate for each participant who attended the training.

Training and Specialist Support Branch
84 Kedron Park Rd, Wooloowin, 4030
Ph : 3861 1610        Fax : 3861 1823

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Date completed:  

Team Leader or Senior Practitioner signature:  

Specialist Skills Training
“Dual diagnosis”

Presented to

This is to certify the above staff member has completed the online Specialist Skills Training on Drugs and Alcohol titled “Dual diagnosis”

______ 20____

Team leader / Senior Practitioner / Manager
Child Safety Service Centre
Department of Child Safety