



**Addictions Treatment: Procedures, Skills, Case Management**  
**CPSY 547, Summer 2009**  
**Mondays: 5:30-9:30**

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**Course Description**

This class provides an emphasis on developing a detailed understanding and foundation of skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and co-occurring disorders. Prerequisite: CPSY 546 or by permission from course instructor.

**Course objectives:**

1. To gain an understanding a more in-depth understanding of the philosophical/scientific assumptions that underlies the various theoretical models of addiction and recovery.
2. To understand the risk factors of HIV/AIDs and the treatment process with these clients.
3. To think gain an understanding and experience in conducting assessments, treatment plans and documentation of the treatment process.
4. To learn more about conceptualizing treatment from a stages of change perspective and utilizes motivational enhancement.
5. To develop knowledge and skills about how to deal with difficult clients and clients who are not compliant.
6. To be well versed in the treatment of clients' with co-occurring disorders.

**Required Texts:**

Capuzzi, D & Stauffer (2008). *Foundations of addictions counseling*. Pearson: San Francisco.

Obert, J.L., Rawson, R.A., McCann, M.J., & Ling W. (2006). *Counselor's treatment manual: Matrix Intensive outpatient treatment for people with stimulant use disorders*. Rockville, MD: Substance Abuse and Mental Health Services Administration. Can be downloaded or ordered at <http://ncadi.samhsa.gov/>

Pinsky, D. & Gold T. (2003). *Cracked: Life on the edge in a rehab clinic*. Haper: New York.

**Americans with Disabilities Act**

Any student who because of a disability requires some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

## Academic integrity

Students are expected to abide by all college rules concerning academic integrity. Any violations of these rules will be reported for appropriate disciplinary review.

## Course Assignments:

### Participation, attendance and readings (20 points):

This will be largest part of your grade. It is expected that you will actively participate in every class. This class has an experiential structure. For all of us to get the most out of the class it is necessary that we practice the knowledge and skills we are learning. We will be participating in role plays and discussions about treatment issues. Attendance and completing the readings is also an integral component of the class discussion. Therefore it will be expected that you will attend every class along with being prepared to discuss the readings for that week. Missing more than one class will result in a lower grade.

### Complete Clinical Vignettes (20 points)

Each student will make receive a clinical vignette. These vignettes will ask students to integrate their knowledge and skills with ASAM PPC-II-R, Integrated dual diagnosis treatment and applying motivational interviewing techniques. Vignettes will be passed out during Class 8 and due back in two weeks at the beginning of Class 10.

### Take Home Exam (20 points)

The take home exam will consist of 25 multiple-choice questions based on the class lectures, readings, videos & class discussions. This will handed out in Class 7 and due the next week during Class 8.

### Teach a DBT Skill (20 points)

In small groups, you will be expected to select a DBT skill. Your group will teach this skill to the class. The time limit is 5 minutes for each person in the group. Presentations will happen during Class 9 & 10. Use the Skills Manual and other resources as your guide. Be creative, make it fun and interesting.

### Site Reviews (20 points)

In small groups of 2-3 students, will visit a treatment agency in the community. The visit will look who the agency provides services to (number, age and diversity), breadth and depth of services, assessment procedures, typical wait list, crisis services, funding sources, treatment philosophy, staffing patterns, level of staff credentials and how to the clients contact the agency. Also please include any literature that the agency provides. You will be making a 10-15 minute presentation about the site that you reviewed. As a part of your presentation, you will provide a typed synopsis of the site, so that all students will have a resource guide at the end of the term. Site review presentations will begin in Class 7. Start contacting your sites early. It can be challenge to schedule a visit. All sites must be approved by me so that we don't have the same site twice. You can't go to site that you already familiar with.

### Grading:

Participation, attendance & readings	20 points
Clinical Vignettes	20 points
Teach a DBT Skill	20 points
Site Review	20 points
Take Home Exam	20 points

100-95 points	=	Grade of A	Exemplary
94-90 points	=	Grade of A-	Excellent
89-85 points	=	Grade of B+	Very Good
84-75 points	=	Grade of B	Generally Good
74-70 points	=	Grade B-	Acceptable
69-0 points	=	Grade F	Fail

## Class Schedule

<b>Class 1</b>	<b>May 11</b>	<b>Clinical Documentation: Being SMART</b>

<b>Class 2</b>	<b>May 18</b>	<b>Intensive Outpatient Treatment</b>
<u>Readings</u> 1. Foundations: 2,4, & 5 2. Cracked: 1-3		

<b>May 24: Memorial Day No Class</b>
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<b>Class 3</b>	<b>June 1</b>	<b>Matrix Model</b>
<u>Readings</u> 1. Foundations: 7 & 11 2. Cracked: 4-6		

<b>Class 4</b>	<b>June 8</b>	<b>SOC &amp; MI</b>
<u>Readings</u> 1. Foundations: 6 & 7 2. Cracked: 7-9		

<b>Class 5</b>	<b>June 15</b>	<b>SOC &amp; MI</b>
<u>Readings</u> 1. Foundations: 9 & 10 2. Cracked:10-12		

<b>Class 6</b>	<b>June 22</b>	<b>Dual Diagnosis</b>
<u>Readings</u> 1. Foundations: 8 & 12 2. Cracked: 13-15		

<b>Class 7</b>	<b>June 29</b>	<b>DBT</b>
<u>Readings</u> 1. Foundations: 13 & 14 2. Cracked: 16-18		
Mid term passed out		

<b>Class 8</b>	<b>July 6</b>	<b>DBT</b>
<u>Readings</u>		
1. Foundations: 15 & 16		
2. Cracked: 19-21		
⌘ Mid-term due		
⌘ Clinical Vignettes passed out		

<b>Class 9</b>	<b>July 13</b>	<b>HIV/Infectious Disease &amp; Treatment</b>
<u>Readings</u>		
1. Foundations: 17 & 18		
2. Cracked: 22-24		

<b>Class 10</b>	<b>July 20</b>	<b>Gambling</b>
<u>Readings</u>		
1. Foundations: 19		
2. Cracked: 25-26		

<b>Class 11</b>	<b>July 27</b>	<b>Ethics</b>
<u>Readings</u>		
1. Foundations: 19		
2. Cracked: 25-26		
❖ Clinical Vignettes due		