

MHC 536 Introduction to Addiction Counseling and Psychopharmacology

Department of Counseling Psychology

Lewis & Clark College

MHC 536

Fall, 2014

Charles Dickerman, LPC, LMFT, LMHC, CADC I

Adjunct Professor of Counseling Psychology

Professional Mental Health Counseling Faculty

Phone: 503-567-8562

Email: charles@lclark.edu

Office Hours: By Appointment Only

COURSE INFORMATION

Time: Monday, 5:30 – 8:30pm

Dates: 09/08/2014 – 11/10/2014

Location: Rogers Hall, Room 220

Credits: 2 credit hours

Pre-requisites: MHC 503, CPSY 506, MHC 509, MHC 580, MHC 541, MHC 532, MHC 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, MHC 524, CPSY 530 or MHC 535, MHC 534, MHC 511 or CPSY 550.

COURSE DESCRIPTION

This course provides an overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling. The course will also provide a general overview and introduction to the psychopharmacology of alcohol, and major drugs and classes of abused substances as well as prescription drugs commonly used in treating mental health and addiction issues. Additional areas include prevention, intervention, and treatment strategies and relevant issues pertaining to social justice and diversity.

COURSE OBJECTIVES

1. To gain an understanding of the basic philosophical/scientific assumptions that underlie the various theoretical models of addiction and recovery.
2. To gain a basic understanding of the theoretical underpinnings, methodologies, and research findings employed in the addictions field through reading, discussion, and evaluation of empirical research.
3. To think critically about the key issues in the field of addiction, including consideration of multiple models that account for addiction and recovery, alternative courses of action, and the potential outcomes and impacts for the individuals, families, and communities.
4. To compare and evaluate selected theories of addiction.
5. The application and integration of various models of addiction and recovery into the counseling setting.
6. Development of a well-defined personal theory of addiction and recovery that has a practical and meaningful application in the counseling field.
7. To gain an understanding and sensitivity to the needs of differing groups impacted by addiction and the relevance of adopting a social justice and multicultural perspective.
8. Gain a basic working knowledge of the psychopharmacology of alcohol, and major drugs and classes of abused substances as well as prescription drugs commonly used in treating mental health and addiction issues.
9. Gain an understanding of the principles and application of prevention, intervention, and treatment strategies.

CACREP LEARNING OUTCOMES

The following objectives are based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards. The following objectives are taken from Section II.G.1. Students will complete studies and assignments that provide an understanding of the following aspects of professional functioning:

II.3.g: Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

III.CMHC.A.6: Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

II.CMHC.C.4: Knows the disease concept and etiology of addiction and co-occurring disorders.

III.CMHC.D.8: Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

III.CMHC.G.4: Identifies standard screening and assessment tools for substance use disorders and process addictions.

III. CMHC.H.3: Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

III.CMHC.H.4: Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

III. CMHC.K.3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

COURSE POLICIES

Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you receive an email from me during the weekend, it is the exception and not the rule. You are free to email me at any time and I will do my best to get back to you as my schedule allows. Please do me the courtesy of respecting my time and schedule and I will do the same with yours. If you have a question, by all means ask.

Participation and Attendance

Participation: You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates understanding of course readings and materials. Thirty (30) points of the grade is determined through instructor evaluation of class participation, contribution, and participation via Moodle. You will be required to login to Moodle on a weekly basis. For more information, please go to <https://moodle.lclark.edu/>. I am glad to provide basic assistance with Moodle but cannot help you troubleshoot issues with your computer or phone.

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 3.0 hours for a 30 hour class (2 credits). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented

appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

ASSIGNMENTS

Abstinence Experience/Wellness Plan (100 points): You will develop and implement a wellness plan to be used in your daily life around any behavior containing some compulsive or excessive engagement (e.g., smoking, shopping, drinking, caffeine, etc). This should be a behavior that you can “give up” for 4 weeks without causing undue harm to yourself or others. This project (in total) will consist of a 4-5 page paper. You may use more pages if necessary. You are free to keep a journal in the course of this project to help you track your day to day experiences but are not required to turn this in with any other portion of the project.

Part I: Plan developing a personal wellness plan addressing the following components:

- a. **Physical wellness**... physical activity, weight loss goals
- b. **Emotional/mental wellness**... addressing unresolved emotional issues from childhood or victimization, methods of identifying areas of insecurity and high-risk behaviors.
- c. **Social/relationship wellness**...methods of improving social relationships with significant others, siblings, parents or friends
- d. **Personal Spiritual growth/development**... developing a sense of spirituality to create purpose in life.
- e. **Personal/self care**... putting it all together with specific goals and objectives and how to achieve it.

Part II: A reflection about your experience; challenges/barriers you encountered and ways you worked to navigate them. It should also address how this experience has affected your perspectives on others who are attempting to take similar steps in their own lives. Try to think about it from a client perspective!

Group Project (100 points): Students will be required to participate in a group presentation reflecting current issues in Addictions. Topic ideas will be discussed during the first class meeting and groups and topics must be declared by 9/15 and approved by 9/22. *Topics may include, but are not limited to: opiate treatment approaches, methamphetamine use, family problems related to addictions, intervention programs that work, legalization and medical issues related to addiction, or other related topic approved by the instructor.*

Addiction Diagnosis and Treatment Plan (50 points): During the course of the term, students will individually create a multi-axial diagnosis and case conceptualization from one of several vignettes selected from a list provided during the second class. In addition, students provide a treatment plan which can follow several different formats or an established format from a current or past work or internship site. Specific requirements for this project will be provided with case vignettes on 9/15.

Final Exam (100 points)

Final exam will be administered at the end of the term. Format to be announced.

EVALUATION METHODS

Participation	30 points (3 points per class)
Abstinence Experience/Wellness Plan	100 points
Group Project	100 points
Addiction Diagnosis and Treatment Plan	50 points
Final Exam	100 points
Total	380 points

This document updated on 9-7-2014 and supersedes all previous syllabi.