



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Department of Counseling Psychology

Professional Mental Health Counseling-Addiction

MHCA 546: Models of Addiction and Recovery

Time & Day: 5:30-8:45 pm, Monday, 1/12/15 to 4/27/15

Class Room: York Graduate Center, Room 101

Instructor: Mark Douglass, LPC, CADC I, CGAC II

Email: mdouglass@lclark.edu

Phone: (971) 570-2118

Office Hours: Since I am adjunct faculty, I do not have an office on campus. Therefore, if you need to talk to me between class sessions, please call me at (971) 570-2118 or email me at mdouglass@lclark.edu. I have a mailbox in the Counseling Psychology Office and will pick up mail weekly on Monday afternoons. I arrive for classes by 5:00 p.m. and am available at that time to meet with any student on a drop-in basis. I am also willing to stay after class on Monday evenings for consultation as needed.

CATALOG DESCRIPTION

This class provides an overview of the major theories and models for the etiology of addictive behaviors and recovery from those behaviors. Special emphasis is placed upon the critical evaluation of biological predispositions, psychological factors, socialization processes, and spiritual influences implicated in the development of addictive behaviors and recovery. Additionally, risk and resiliency factors that mediate and moderate the intergenerational transmission of addiction, sociocultural factors, effects on the psychosocial development, and the impact of culture and gender differences will be examined. The successful integration, adaptation, and application of a working model of addiction/recovery into the counseling setting are the ultimate goal for each student.

COURSE PURPOSE & OBJECTIVES

1. To gain an understanding of the basic assumptions that underlie the various theoretical models of addiction and recovery.
2. To appreciate the historical and cultural meanings of addiction for the understanding (and misunderstandings) of both counselors as well as clients.
3. To compare and evaluate select models of addiction and treatment through a structured critical analysis using discussion and focused readings.
4. To confront select current key topics in addictions, often controversial, and critically evaluate them.
5. To tease out one's own biases and long-standing assumptions about addictions and the addicted, and learn to appreciate how these color one's therapeutic strategies and relationships with clients.
6. To develop a well-defined personal theory of addiction and recovery that respects cultural diversities and has meaningful application in the counseling field.

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

AC.A.3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

AC.A.4. Knows the professional organizations, competencies, preparation standards, and state

credentials relevant to the practice of addiction counseling.

AC.E.3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.

AC.E.4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.

COURSE SCHEDULE

Date		Topic	Required Readings
1	1/12	Overview	None
	1/18	MLK Day: No class	
2	1/26	Conceptualization	<ul style="list-style-type: none"> • <i>Chapter 1 (AB)</i> • Self-Assessment Due • Case Conceptualizations
3	2/2	Disease Models	<ul style="list-style-type: none"> • <i>Chapter 2 (AB)</i> • Case Conceptualizations
4	2/9	Public Health & Prevention	<ul style="list-style-type: none"> • <i>Chapter 3 (AB)</i> • Case Conceptualizations • Guest Speaker: Andy Cartmill, CPS
5	2/16	Comorbidity	<ul style="list-style-type: none"> • <i>Chapter 4 (AB)</i> • Case Conceptualizations • <i>Test #1 (M)</i>
6	2/23	Psychoanalytic Formulations	<ul style="list-style-type: none"> • <i>Chapter 5 (AB)</i> • Case Conceptualizations
7	3/2	Contingency Management	<ul style="list-style-type: none"> • <i>Chapter 6 (AB)</i> • Case Conceptualizations • Midterm Formulation Exam
8	3/3	Cognitive and Behavioral Models	<ul style="list-style-type: none"> • <i>Chapter 7 (AB)</i> • Case Conceptualizations
9	3/16	Family System	<ul style="list-style-type: none"> • <i>Chapter 8 (AB)</i> • Case Conceptualizations • Guest Speaker: Tana Titus, LPCI, CGAC II
	3/23	Spring Break: No class	
10	3/30	Social and Cultural Foundations	<ul style="list-style-type: none"> • <i>Chapter 9 (AB)</i> • Case Conceptualizations • <i>Test #2 (M)</i>
11	4/6	Science of Behavioral Addiction	<ul style="list-style-type: none"> • <i>Chapter 10 (AB)</i> • Guest Speaker: Paul Billeci • Case Conceptualizations
12	4/13	Motivation for Change	<ul style="list-style-type: none"> • <i>Chapter 11 (AB)</i> • Case Conceptualizations
13	4/20	Linking Theory and EBPs	<ul style="list-style-type: none"> • <i>Chapter 12 (AB)</i> • Case Conceptualizations • <i>Test #3 (M)</i>
14	4/27	Summary	<ul style="list-style-type: none"> • Class Review • Final Formulation Exam

M = Moodle

AB = *Introduction to Addictive Behaviors* (4th ed.) by Dennis L. Thombs and Cynthia J. Osborn, 2013, New York: Guilford Press.

REQUIRED READING

Introduction to Addictive Behaviors (4th ed.) by Dennis L. Thombs and Cynthia J. Osborn, 2013, New York: Guilford Press.

ASSIGNMENTS

Self-Assessment

At the beginning of the term, students will write a self-assessment based on the assessment model provided in the first class. The assessment will be written:

- in the first person,
- typed, double-spaced, utilizing the APA style guide,
- comprising a narrative no less than 5 full pages,

The paper will be graded on: 1) adherence to the assessment model incorporating categories of data, formulation, and treatment targets, 2) incorporation of a direct, succinct communication style appropriate to clinical documents, 3) adherence to APA style along with use of appropriate spelling and grammar.

The Self-Assessment will be worth 10 points and 10% of the student's grade.

Case Formulation Presentation

Each student will identify and read a memoir or biography of an individual's struggle with addiction. The memoir or biography can be written by or about anyone, contemporary or historical, living or deceased, but needs to be 1) someone they do not know personally, 2) someone whose addiction story is readily available to the public (i.e. no letters stuffed in a shoebox in someone's closet).

Based on the reading, each student will prepare and deliver a 30-minute case formulation to the class utilizing the assessment model, providing his/her conceptualization and possible treatment targets as though the subject of the memoir was to be his/her client in addiction treatment. A period of discussion/feedback with other students will follow – this should comprise up to 10 minutes of the presentation and be facilitated with questions by the presenter.

A detailed example of the Case Formulation Presentation will be provided during the first class. The student as teacher will be evaluated based on the following:

1. Use of time (staying as close to 30 minutes as possible)
2. Adequate research (thorough representation of the individual's personal history)
3. Use of multi-media (audio/video clips, presentation slide design, etc.)
4. Adherence to the assessment model (categories of data, formulation, treatment targets)
5. Facilitation of class discussion and feedback

The Case Formulation will be worth 30 points and 30% of your grade.

Quizzes

There will be three quizzes for this course, all taken on Moodle and opened sequentially. Each quiz will consist of 20-30 questions based on readings, presentations, and lectures. Students will be allowed to attempt the Moodle quizzes 2-times in a 7-day period. Any exam that it is not completed in the 7-day period may be taken late for 50% of the total points allowed with instructor permission. Each exam will be worth 10 points for a combined total of 30% of your grade.

Mid-Term and Final Case Formulation

On March 2 and April 27, guest actors will be brought into class to portray an addiction client. Students will interview the actor as a class, gathering subjective and objective data about the "client's" personal history and scope of their problem. Once the actor is dismissed, students will then write a complete assessment utilizing the

assessment model (categories of data, formulation, treatment targets), to be turned in or e-mailed to the instructor within 72 hours (3 full days) of the end of the class period. Each assessment will be written:

- typed, double-spaced utilizing the APA style guide,
- utilizing at least one of the addiction models studied in class,
- comprising a narrative no less than 5 full pages in length.

The paper will be graded on: 1) adherence to the assessment model incorporating categories of data, formulation, and treatment targets, 2) incorporation of a direct, succinct communication style appropriate to clinical documents, 3) adherence to APA style along with use of appropriate spelling and grammar.

The grade for each paper will be worth 15 points, with both papers comprising 30% of your grade.

Make-up Assignment for Missed Class Time

Per MHCA attendance policy, missing more than ten percent of class time or 4.5 hours over the course of the term may result in failure to complete the class. Any student who misses class time has the option of earning a one-time 3-hour attendance credit by completing the following make-up assignment for missed class time.

Make-up Assignment: Attend an Addiction & Recovery Related Event with Personal Response Paper

A student will attend an addiction and recovery related event and write a paper that will reflect their own personal response to how this event portrayed a theory or theories of addiction and recovery. The paper should be drawn from and supported by the theoretical and empirical literature regarding models/theories of addiction and recovery reviewed during the course of the semester. Your paper should be typed, double-spaced and prepared in accordance with the APA style guidelines. **The paper is due at the beginning of the final day of classes on 4/21/14.** The length of the paper should be 3-5 pages.

Grading Summary:

Self-Assessment:	10 points
Assessment Presentation:	20 points
3 Quizzes:	30 points
Mid-Term Assessment:	20 points
Final Assessment:	<u>20 points</u>

Total Points = 100

Grade Calculation (percentages of total points)

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate,

and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

MHCA DEPARTMENTAL ATTENDANCE POLICY

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 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) 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.

SPECIAL ASSISTANCE

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.