



## **LEWIS & CLARK COLLEGE**

### **GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

#### **Department of Counseling Psychology Professional Mental Health Counseling-Addiction**

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#### **MHCA 546: Models of Addiction and Recovery**

Time & Day: 5:30-8:45 pm, Monday, 1/11/16 to 4/25/16  
Class Room: York Graduate Center, Room 101  
Instructor: Mark Douglass, LPC, CADC I, CGAC II  
Email: [mdouglass@lclark.edu](mailto: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](mailto: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 understandings (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	1/11	Introductions, Syllabus, Conducting an Assessment, Case Conceptualization	Begin reading addiction memoir/biography – complete by 1/25
	<b>1/18</b>	<b>MLK Day: No class</b>	
2	1/25	Models of Addiction and Change – Introduction to the Transtheoretical Model	<ul style="list-style-type: none"> <li>• <i>DiClemente Chapters 1-3 (pp. 3-61) + Addiction memoir</i></li> <li>• Self-Assessment Due</li> <li>• Consultation Group Assignment</li> </ul>
3	2/1	Addiction and the Stages of Change	<ul style="list-style-type: none"> <li>• <i>DiClemente Chapters 4-5 (pp. 65-109)</i></li> <li>• Consultation Group Assignment</li> </ul>
4	2/8	Recovery and the Stages of Change (Part 1)	<ul style="list-style-type: none"> <li>• <i>DiClemente Chapters 6-7 (pp. 113-153)</i></li> <li>• Consultation Group Assignment</li> </ul>
5	2/15	Recovery and the Stages of Change (Part 2)	<ul style="list-style-type: none"> <li>• <i>DiClemente Chapters 8-10 (pp. 154-208)</i></li> <li>• Consultation Group Assignment</li> </ul>
6	2/22	Moral and Medical Models of Addiction	<ul style="list-style-type: none"> <li>• <i>A Moral View of Addiction: How People’s Values Determine Whether They Become and Remain Addicts (Moodle)</i></li> <li>• <i>Drugs, Brains, and Behavior: The Science of Addiction (Moodle)</i></li> <li>• Consultation Group Assignment</li> </ul>
7	2/29	Prevention Models of Addiction	<ul style="list-style-type: none"> <li>• <i>Preventing Drug Use Among Children and Adolescents (In Brief) (Moodle)</i></li> <li>• Andy Cartmill, CPS – Guest Speaker</li> <li>• Midterm Formulation Exam</li> </ul>
8	3/7	Trauma-Informed/Co-Occurring Models	<ul style="list-style-type: none"> <li>• <i>TIP 57: Trauma Informed Care in Behavioral Health Services (Moodle) Chapters 1-3 (pp. 3-90)</i></li> <li>• Treatment Models Presentations</li> </ul>
9	3/14	Psychodynamic and Existential Models	<ul style="list-style-type: none"> <li>• <i>TIP 34: Brief Interventions and Brief Therapies for Substance Abuse (Moodle), Chapters 6-7 (pp. 105-142)</i></li> <li>• Treatment Models Presentations</li> </ul>
	<b>3/21</b>	<b>Spring Break: No class</b>	
10	3/28	Cognitive and Behavioral Models	<ul style="list-style-type: none"> <li>• <i>TIP 34: Brief Interventions and Brief Therapies for Substance Abuse (Moodle), Chapters 4-5 (pp. 51-99)</i></li> <li>• Treatment Models Presentations</li> </ul>
11	4/4	Family System Models	<ul style="list-style-type: none"> <li>• <i>TIP 39: Substance Abuse Treatment and Family Therapy (Moodle), Chapters 1-3 (pp. 2-72)</i></li> <li>• Treatment Models Presentations</li> </ul>

12	4/11	Social/Cultural Models	<ul style="list-style-type: none"> <li>• <i>TIP 59: Improving Cultural Competence (Moodle), Chapters 1-3 (pp. 2-72)</i></li> <li>• Relational meeting reflection papers due</li> </ul>
13	4/18	Motivational Models	<ul style="list-style-type: none"> <li>• <i>Miller &amp; Rollnick Chapter 1 (pp. 1-35)</i></li> </ul>
14	4/25	Summary and Review, Final Case Study	<ul style="list-style-type: none"> <li>• Class Review</li> <li>• Final Formulation Exam</li> </ul>

## REQUIRED READING

Addiction and Change: How Addictions Develop and Addicted People Recover, Carlo C. DiClemente (© 2003, Guilford Press)

Motivational Interviewing: Helping People Change (3<sup>rd</sup> Edition), William R. Miller and Stephen Rollnick (© 2013, Guilford Press)

An addiction memoir or biography of your choice (see below)

## ASSIGNMENTS

### Self-Assessment

The process of conducting an assessment can involve sensitive questions regarding the client's background and struggles with addiction. Identification with the client's process is helped when the therapist has experience understanding their own struggles and successes with creating change and overcoming obstacles in their lives. At the beginning of the term, students will write a self-assessment based on the assessment model provided in the first class. A guide with questions will be provided for students to use in completing the self-assessment. The self-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 documentation, 3) adherence to APA style along with use of appropriate spelling and grammar. This assignment is confidential and won't be shared in class, nor will specific content be subject to the grading process; however, students should be prepared to discuss how their experience in completing the self-assessment may inform their own approach to conducting an assessment with clients.

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

### Consultation Groups

At the beginning of the term, students will assign themselves into consultation groups of four. Groups will be responsible for the following:

- 1) **Case Studies** – 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). The subject of the memoir will function as the student's "client" in the consultation group.

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- 2) **In-Class Assignments** – Students will work with their consultation groups in completing in-class analyses of their respective clients. Time will be provided in class to work on each assignment. Each of the five in-class assignments may be completed during class or immediately following class within 48 hours; each is worth two points, for a total of 10 points and 10% of the student’s grade.

### **Presentation: Models/Theories of Addiction**

Students will sign up to present on a model of addiction connected to a weekly theme (Trauma/Co-Occurring Disorders, Psychodynamic/Existential Models, Cognitive and Behavioral Models, Family System Models). Presentations will be graded on the following criteria:

1. Time: Presentations should last 15-25 minutes
2. Multimedia: Presentations should incorporate appropriate use of multimedia (powerpoint, videos, etc.)
3. Research: Appropriate to a thorough overview of the given model
4. Presentation Skills: Posture, vocal projection, use of note cards/script, etc.
5. Interaction and Feedback Skills: Engaging students with the material using discussion questions, activities, etc.

The presentation will be worth 15 points and 15% of your grade.

### **Individual Meetings and Reflections**

Understanding addiction requires understanding the client’s point of view across boundaries of race, gender, culture, sexual orientation, and other categories of difference. Students will conduct an individual relational meeting with a minimum of 3 people within their existing social networks. The individual relational meeting will address two questions: 1) How has addiction impacted your life and the lives of people you care for? 2) What do you think needs to change in our society that would help promote recovery? Subjects for the individual relational meeting should not be drawn from the student population at the Lewis and Clark Graduate School or its affiliate campuses, and should differ from the student in at least two of the categories listed below:

1. Race and/or ethnicity
2. Gender, gender identity, sexual orientation
3. Religious and/or political belief system
4. Age and/or generational association (+/- 15 years difference)

Students will write a one-page reaction paper for each interview describing: 1) the demographics and background of the person interviewed, 2) the student’s reactions and impressions of the conversation, 3) an evaluation of the person’s innate skills, passions, and experience in creating change. Students will bring these papers to class on Monday, April 11 for an in-class activity. Reaction papers may be turned in at the end of class – papers and participation in the class project will be combined for a total of 15 points and 15% of your grade.

### **Mid-Term and Final Case Formulation**

On February 29 and April 25, “live” case studies will be provided for the class to assess using the assessment model presented in class. Students will write a complete assessment utilizing the assessment model (categories of data, formulation, treatment targets), to be turned in during class or 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,
- adherence to the assessment model,
- 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 plan for care, 2) incorporation of a direct, succinct communication style appropriate to clinical documentation, 3) identification of the subject’s stage of motivation for change, 4) integration of any relevant theories or models

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studied in class as part of the formulation, 5) plan for care that accurately identifies and addresses the subject's main obstacles to recovery.

The grade for each assessment will be worth 20 points, with both papers comprising 40% of your grade.

### **Participation**

Each class will involve a great deal of interaction, both with other students and with the material. Students are expected to come prepared, having read the assigned material and completed any necessary prerequisites, and to thoroughly engage in class activities. Students will be graded according to the instructor's observation of their participation in small group and large group discussions, interaction with student presentations, and engagement in class projects. Participation will be worth 10 points or 10% 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
In-Class Assignments:	10 points
Models Presentation:	15 points
Reaction Papers:	15 points
Mid-Term Assessment:	20 points
Final Assessment:	20 points
Class Participation:	<u>10 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

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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.