

Lewis & Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
Professional Mental Health Counseling Program, Specialization in Addictions

MHCA 546: Models of Addiction and Recovery
Monday 05:30-08:45PM, York Graduate Center, Room 115
01/09/2017-04/24/2017

COURSE INSTRUCTOR

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Office hours by appointment, typically Tues and Wed afternoons, Rogers 405

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.

Required Textbook:

Capuzzi, D., & Stauffer, M. D. (2016). *Foundations of addictions counseling* (3rd ed.). London, England: Pearson Education Inc.

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

Other readings are available on **Moodle**, the Lewis & Clark online course management system. Log on to moodle.lclark.edu (note: there is no www), sign in using your LC login (same as email). If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503-768-6195.

Optional Reading (Recommended):

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed.* Washington, DC: Author.

CACREP (2016) OBJECTIVES AND STUDENT LEARNING OUTCOMES

Section 5A. Entry-Level Specialty Areas – Addiction Counseling

1. FOUNDATIONS

- a. history and development of addiction counseling
- b. theories and models of addiction related to substance use as well as behavioral and process addictions
- c. principles and philosophies of addiction-related self-help
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of addiction counselors
- b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders

- c. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
 - e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
 - f. role of wellness and spirituality in the addiction recovery process
 - g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 - j. cultural factors relevant to addiction and addictive behavior
3. PRACTICE
- b. assessment of biopsychosocial and spiritual history relevant to addiction
 - d. techniques and interventions related to substance abuse and other addictions
 - e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
 - f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
 - g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
 - h. strategies for interfacing with the legal system and working with court referred clients

Professional Guidelines

A) Instructional Process: This course will function in a seminar/collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading discussions and participating in case studies.

B) Attendance: Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One absence is allowed with notification. Two absences will result in a failing grade for the course, per departmental attendance policy (see below). Please on time.

All electronic devices are to be turned off or silenced. You will have the opportunity on breaks to respond to texts or voice messages. Laptop computers are rarely necessary. The expectation is that students will be fully participating in discussions or group activities, or attending to presentations – particularly when other students are presenting.

Please keep eating/drinking during lecture, conversations, role playing, and case studies to a minimum, to reduce unnecessary distractions.

C) Professional Integrity: Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own.

Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior.

Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and/or points of view. Consideration of the merits of alternative viewpoints will be done in a thoughtful and respectful manner, and with an awareness of privilege and its impacts on participation in dialogue.

D) Assignments are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar. Punctuation is also important and may alter the interpretation or meaning of your work if not used appropriately.

Any sources used in presentations or written assignments should be cited in APA format, following the styles indicated in APA's *Publication Manual*, 6th Edition.

Late assignments are accepted with prior approval of instructor. Grade will be lowered at a rate of one letter per day for late assignments (i.e., A to A-).

STUDENT SUPPORT

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 as soon as possible if you need accommodations in class; creating your optimal learning environment is important!

CPSY Departmental Attendance Policy

Class attendance is expected and required. 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). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

Task/Assignment Breakdown

- a. Self Assessment – 10 points
- b. Initial Case Conceptualization – 10 points
- c. Group Presentation – 20 points
- d. Field Visit and Observation Report – 20 points
- e. Final Case Conceptualization – 20 points
- f. Active Participation – 20 points

Task/Assignment Descriptions

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** – Select 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. The subject must be someone you do not know personally. The subject of the memoir will function as your "client" in the consultation group.
- 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. These assignments will not be graded, but will cumulatively help each student complete their individual case conceptualizations.

a. 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 counselor 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. The self-assessment will be written in the first person; typed, double-spaced; 3-5 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 documentation, 3) organization, 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 approach to conducting an assessment with clients. **Due Week 2, January 23.**

b. Initial Case Conceptualization

Students will select a book from list provided that addresses the topic of addiction and/or recovery and will complete a case conceptualization based on the author or main character. Pretend the character is coming to you for substance abuse treatment and, perhaps, mental health treatment.

Describe the "client" in terms of: (1) demographic factors; (2) substance(s) of choice, and quantity, frequency and duration of use; (3) Stage of Change, and evidence for your assessment; (4) how they were referred to you; and (5) treatment setting (i.e., based on client, where might they be referred, and by whom?).

Students will include typical components of a case conceptualization, as well as a paragraph or two about your actions and process as an addictions counselor. Taking a biopsychosocial perspective, consider risk factors for substance use disorders as well as client's observed strengths and resiliencies. Detailed instructions and conceptualization outline posted on Moodle.

Case conceptualization report should be no fewer than 2 pages and no more than 5 pages, double-spaced, in APA format. **Due Week 6, February 20.**

c. Group Presentation

Students will sign up to present one of the models of addiction and recovery: psychodynamic, cognitive behavioral, co-occurring disorders, family systems, trauma-focused. Presentations will be no more than 45 minutes in length and include: a multimedia component (video or slides), an interactive activity &/or discussion questions, implications of the model for clients of various ages, gender identities, ability statuses, backgrounds and cultures, and critique of the model's cross-cultural applicability. Group presentations will be graded based on peer feedback as well as organization, clarity, audience engagement, use of recent research, proper citation of sources, and time management. **Due Weeks 8-11.**

d. Field Observation Report

Students will arrange to visit a substance abuse treatment center, and to interview a staff member about the types of treatment offered there, the clients served, and the steps required to complete the intake process, including eligibility requirements and payment arrangements.

Imagine you are client who is mandated to treatment there, or a client who enters treatment voluntarily. How comfortable would you feel, and what contributed to that impression? Students will relay the knowledge they gathered and complete a reflection on their experience that is thoughtful, honest and authentic.

Please include the following information, at a minimum: (1) the name and location of the treatment center, (2) the type(s) of treatment offered, (3) your assessment of what model(s) of addiction and recovery are supported, with evidence for your assertion, and (4) the name, credentials, title and role of the person you interviewed. Questions to consider, for top scores, will be posted on Moodle. Field observation report should be no fewer than 2 pages and no more than 5 pages, double-spaced. **Due Week 13, April 10.**

e. Final Case Conceptualization

Using your previous conceptualization as a foundation, integrate elements of what we've discussed in class, namely:

1. Evaluate at least two models of addiction that you think best explain the etiology of client's problematic substance use.
2. Consistent with those models, how would you/your client define recovery?
3. If you had to provide a diagnosis code, what diagnostic criteria best fit your client?
4. What treatment approaches might you use with this client, consistent with the models you've selected?
5. What client strengths would contribute to positive treatment outcomes and what ecological, environmental, or internal challenges might become barriers to recovery?

6. How well does the model you've chosen align with client's cultural identities and social location? What challenges might the client face maintaining longer-term recovery?

Case conceptualization report should be no fewer than 3 pages and no more than 6 pages, double-spaced, in APA format. Hard copy drafts **due in class, Week 13, April 10**, in order to receive peer feedback from consultation group members. Final version **due Week 14, April 17**.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

Grading Scale:

94-100 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-

"A" grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

Use of Research Data (i.e., CACREP (2016) Standards, Section 2: 8a, 8b, and 8e) Instructor will disseminate and students will discuss current published research regarding substance use disorders and other process addictions as part of class activities.

Standards for Professional Conduct and Academic Integrity

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution.

Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. For the full Student Professional Conduct Policy, please follow this link:

<http://docs.lclark.edu/graduate/policyprocedures/academic/>

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed without prior permission of the instructor.

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

Weekly Schedule

Week	Date	In class	On your own
1	1/9	Introductions, "Curiosity" review of syllabus, class objectives, assignments and class structure. Explore client assessment model. Implications of models of addictions and definitions of recovery. Group assignments.	Draft your self-assessment. Select and read an addiction memoir. Due by Week 3.
	1/16	HOLIDAY: MLK Jr Day	Chapters 5-6, Assessment and Diagnosis Readings on Moodle
2	1/23	Review of self-assessments. Contrasting models of addiction. Medical / disease model.	Chapter 1, History and Etiology of Addiction Readings on Moodle
3	1/30	Moral model. Case conceptualization outline. Consultation group assignment.	Chapter 7, Motivational Interviewing Reading on Moodle
4	2/6	Transtheoretical model / Stages of Change. Consultation group assignment.	Chapter 13, Maintenance and Relapse Prevention Reading on Moodle
5	2/13	Relapse Prevention model and the abstinence violation effect; MBRP. Consultation group assignment.	Chapter 11, Addiction Pharmacotherapy Readings on Moodle
6	2/20	Pharmacological models, medication-assisted treatment, and harm reduction. Case conceptualization due.	Chapter 16, Substance Abuse Prevention Models Across the Lifespan
7	2/27	Public health and prevention models. Harm reduction model.	Chapter 8, Psychotherapeutic Approaches
8	3/6	Psychodynamic model. Cognitive behavioral model. Group presentations.	Chapter 9, Treatment of Comorbid Disorders Chapter 14, Alcohol Addiction and Families
9	3/13	Co-occurring disorder models. Family systems models. Group presentations.	Reading on Moodle, <i>TIP 57: Trauma Informed Care in Behavioral Health Services</i> (pp. 3-90)
10	3/20	Trauma informed models. Group presentation.	Chapter 10, Group Therapy for Treatment of Addictions. Work on field report & case conceptualization.
	3/27	SPRING BREAK: March 25-Apr 2	
12	4/3	Class cancelled. Alternate assignment: field observation and report.	Chapter 12, 12-Step Facilitation of Treatment Finish field report & case conceptualization.
13	4/10	Group support and 12-Step models. Field observation brief report due. Peer critique of case conceptualizations.	Chapter 17, Cross-Cultural Counseling, and pp. 461-470 Readings on Moodle
14	4/17	Racism and the moral model. "Criminal" addiction and mandated recovery. <i>The House I Live In</i> screening, reactions. Final case conceptualization due.	Readings on Moodle
15	4/24	Peer recovery models. Reflection on final case conceptualizations. Complete course evaluations.	