

**Lewis & Clark College Professional Mental Health Counseling & Professional Mental  
Health Counseling – Specialization in Addictions MHCA 546-01 -Models of Addiction &  
Recovery PMHC-A Syllabus**

**COURSE SYLLABUS**

MHCA 546-01 – Models of Addiction & Recovery (3 credits)  
(Fall Semester 2017)  
Monday: 5:30-8:45 pm  
York Graduate Center-Room 107

Instructors: Alexia DeLeon  
Phone: 503.768.6066 (Office) 325.277.4813 (Cell)  
Email: alexiadeleon@lclark.edu

Office: Rogers-328  
Office Hours: Tuesday & Thursday afternoons

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 Outline with Relevant Addiction CACREP Standards:

Section 2: Professional Counseling Identity

- 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 3. d. Theories and etiology of addiction and addictive behaviors
- 3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 3. i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 5. h. Developmentally relevant counseling treatment or intervention plans
- 5 j. Evidence-based counseling strategies and techniques for prevention and intervention.
- 5. k. Strategies to promote client understanding of and access to a variety of community-based resources

Methods of Instruction: The following methods of instruction may be used in order to facilitate learning of this class: Lecture, PowerPoint, Discussion, Experiential Activities, Contemplative Practices (*Sentipensante pedagogy*) and Group Presentations.

Participation: All graduate students are to actively participate in all class discussions and activities. Assignments are to be completed by the stated due date and turned in at the onset of class, unless otherwise specified by the course instructor.

Required Text(s) and/or Readings:

*A Contemporary Approach to Substance Use Disorders and Addictions Counseling/ Brooks & McHenry (2015) American Counseling Association*

*Motivational Interviewing – Helping People Change, 3rd ed. / Miller & Rollnick (2013)*

*Optional:*

*Building Motivational Interviewing Skills / Rosengren (2009)*

*Moodle:*

Other readings will be posted on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, [consult@lclark.edu](mailto:consult@lclark.edu) or Maia Penchansky [maiap@lclark.edu](mailto:maiap@lclark.edu) or 503 – 768- 6195.

Student Evaluation:

Self-Care Assessment & Plan **(20 Points)**

Movie Group Presentation **(30 points)**

Advocacy Plan **(30 points)**

Attendance & Participation **(20 Points)**

**Total-100 points**

Class Participation: All graduate students are to actively participate in all class discussions and activities. Participation includes asking questions, reading assignments prior to the class period, discussion of your experience or reaction to a particular topic, taking part in classroom activities, and being present for class on time. Assignments are to be completed by the stated due date, unless otherwise specified by the course instructor. Please contact the instructor by e-mail or phone if you will be absent from class. Participation points are not a “given,” one must earn them.

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook

([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](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).

Thus, grades for the course are determined by the following percentages: A = 94-100 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73

F = Below

**ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE**

**ALL ASSIGNMENTS MUST BE UPLOADED TO TASKSTREAM BY 11:00 PM ON THE RESPECTIVE DUE DATE UNLESS ADVISED OTHERWISE BY INSTRUCTOR.**

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

### **Students with Disabilities:**

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.

### **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/>

**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.

### **Class Visitor Policy**

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

### **Assignments:**

#### **1) Self-Care Assessment & Plan (20 Points)**

Students will take a self-care assessment that includes physical, psychological, emotional, spiritual and workplace/professional self-care. After completing the assessment you will choose **ONE** area under each category listed above that you would like to improve. You will write a (3-5 page) paper on what you will do to improve in these areas of your self-care with SMART (Specific, Measurable, Achievable, Results-focused and Time-bound) goals. Please be honest and consider your current self-care and where you would like to be by the end of the semester.

#### **2) Movie Group Presentation (Case Conceptualization) (30 Points)**

Your group (3-4 people) will choose a movie from the list provided, or another movie that must be approved by the instructor in advance and everyone in the group must watch the movie in order to be able to provide multiple perspectives to the case conceptualization. Each group must choose a different movie for this presentation. Your group will show a maximum of 10 minutes of the movie to the class during your presentation to give the class an idea of what the client is experiencing. Your presentation will be 45 minutes in length. You will present the case as if the character from the movie is your client. Your presentation

must be presented in a Prezi or PowerPoint format when presenting to the class and it must cover the following items:

- Brief synopsis of client (What substance/process addiction are they struggling with, how long have they been using, social and cultural considerations)
- The level of care you are recommending for the client (inpatient, intensive outpatient, outpatient, etc. p.141) & what stage of change client is in (p. 127)
- A brief description of the team of individuals you might work with (interdisciplinary approach) in working with client
- The treatment modality you will use to work with this client-must be evidence-based, such as CBT, ACT, MI or other modalities discussed in the book/class
- A treatment plan including 3 short-term goals and 3 long-term objectives/goals
- Culturally relevant interventions you plan to use in your work with the client based upon the evidence- based treatment modality that you choose that will help meet the long-term & short-term goals and objectives
- DSM 5 diagnosis and rationale to support the diagnosis, including any applicable z codes
- Any biological, neurological, and physiological factors that affect client's human development, functioning and behavior, including co-occurring issues
- Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- A list of community-based resources that will benefit your client upon discharge from treatment, which include relapse prevention related resources

*CACREP standards: Section 2: 1.c.,3.d., 3.e., 3.i., 5.h.,5.j., & 5.k.*

The following movies are acceptable for this assignment:

- 28 Days
- The Basketball Diaries
- Trainspotting
- Clean and Sober
- When a Man Loves a Woman
- Gia
- Blow
- Thirteen
- Requiem for a Dream
- Flight

### **3) MSJCC Assignment (30 points)- Learning Objectives:**

- (1) To reflect on and explore further the power and privilege you bring to the counseling relationship
- (2) To become more familiar with the Multicultural and Social Justice Counseling Competencies (MSJCC)
- (3) To focus on the intersectionality of addiction and special populations, such as communities of color, LGBTQ+ populations, homeless populations, etc.
- (4) To research resources that will help you in working with a special population that intersects with substance and/or process addiction
- (5) To think about ways you will take ACTION in working with underserved clients who are not

only struggling with addiction, but who also identify within a marginalized population

\*The idea is to choose a client that would be difficult for you to work with, whether that be because you don't have much experience with the population, you have not had much exposure with how the client identifies, or something similar (be honest in this self-reflection). Social justice advocacy requires action and vulnerability. When advocating for a marginalized group, we may have to step outside of our comfort zones, so I would like you to be honest in which client you decide to write about for this assignment. The client should be struggling with some sort of addiction (process or substance), AND identify within a marginalized group (special population). This can be a client you have worked with in the past or hope to work with one day. You will need to write a 6-8 page paper (APA style, including title page and references), that addresses the following items in your paper. If you fail to write about any of these items you will lose points on the assignment.

- Using Figure 1 (framework) of the MSJCC you will need to write about yourself as the privileged or marginalized counselor working with the marginalized client. This written account should include your multiple identities (which identities carry privilege and which identities are marginalized and/or oppressed), along with your client's multiple identities (which identities carry privilege and which identities are marginalized and/or oppressed)
- Your paper must include the 4 headings from Figure 1: *Counselor Self-Awareness, Client Worldview, Counseling Relationship, and Counseling and Advocacy Interventions*
- Under each of these headings you will reflect on and explore these areas. For some of the areas you will have to go beyond self-exploration and do some research about the special population your client identifies with
- You will need to find and cite a minimum of 3 recent (within the past 5-10 years) scholarly articles or books in this paper that will help you in working with the client, preferably related to their identities that differ from your own (action/knowledge), as well as how you conceptualize their identities impacting their addiction/addictive behaviors
- You can expand on any areas underneath these headings that interest you (Attitudes/Beliefs, Knowledge, Skills and Action). Think/write about how you may evidence that you have done your research in this area and are competent in providing services to your client to best meet their unique treatment need

#### **4) Attendance & Class Participation (20 points)**

Class attendance is expected and required. Completing extra assignments designed by the instructor will make up any missed class time. 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.

Class Participation:

Participation in class discussions and in the skills practice segments of this course is essential for your learning and the learning of other students. Your participation during discussion and groups will be evaluated based on its frequency and quality.

## TENTATIVE SCHEDULE

Date	Topic	Chapter Reading Assignments for Following Week	CACREP Standard(s)
9/11	<ul style="list-style-type: none"> <li>-Introductions</li> <li>-Syllabus</li> <li>-Form Groups for Presentation</li> <li>-Discussion-Past education/experience/expectations for the course</li> </ul>	Brooks & McHenry- <b>Ch.1-Drug &amp; Alcohol Counseling: An Intro &amp; Ch. 2-Diversity Issues in Substance Abuse Treatment</b>	Section 2: 3.d, 3.e.
9/18	<ul style="list-style-type: none"> <li>-Lecture/Discussion on Chapter readings (Drug &amp; Alcohol Counseling &amp; Diversity Issues in Substance Abuse Treatment)</li> <li>-Experiential activity</li> <li>-Special Populations</li> </ul>	<b>Ch.3-Types of Drugs &amp; Their Effects</b> <b>Ch. 4-Assessment, Interview &amp; Diagnosis Technique</b>	Section 2: 3.d., 3.e.
9/25	<ul style="list-style-type: none"> <li>-Activity related to Types of Drugs and Their Effects</li> <li>-Mental Status Exam</li> <li>-Assessment, Interview &amp; Diagnosis-Deconstructing Assessments/Cultural Considerations</li> </ul>	<b>Ch.5-Continuum of Non-use to Addiction-*Stages of Change</b> <b>Ch.6-Treatment &amp; Treatment Settings</b> <b>Ch. 7-Developmental Approaches in Treating Addiction</b>	Section 2: 1.c.,3.d., 3.e., 3.i., 5.h. 5.j.
10/2	<ul style="list-style-type: none"> <li>-Continuum of Non-Use (Ch.5)</li> <li>-<i>Pleasure Unwoven</i></li> <li>-Special Populations</li> </ul>	<i>Miller &amp; Rollnick-Ch.1-3</i>  <b>*Self-Care Assessment Assignment Due Today!!</b>	Section 2: 3.d., 3.e.
10/9	<ul style="list-style-type: none"> <li>-<i>Pleasure Unwoven</i></li> <li>-Pleasure Unwoven Discussion/Questions</li> </ul>	<i>Miller &amp; Rollnick-Ch.4-7</i> <b>*Email me about Advocacy Plan by today!!</b>	Section 2: 3.d., 3.e.
10/16	<ul style="list-style-type: none"> <li>-Process Addictions</li> <li>-Special Populations</li> </ul>	<b>Ch.8-Family &amp; Addiction</b> <i>Miller &amp; Rollnick-Ch.8-11</i> <b>ACT Readings posted on Moodle!!</b>	Section 2: 3.d., 3.e.
10/23	<ul style="list-style-type: none"> <li>-Treatment &amp; Treatment Settings</li> <li>-Developmental Approaches in Treating Addictions</li> <li>-Family &amp; Addiction (Case Study or Experiential Activity)</li> <li>-Special Populations</li> </ul>	<i>Miller &amp; Rollnick-Ch.12-15</i>	Section 2: 3.d., 3.e., 3.i., 5.h.,5.j.



10/30	-ACT Intro (Acceptance & Commitment Therapy) -ACT & Mindfulness-Based Sobriety -Special Populations	<i>Miller &amp; Rollnick-Ch.16-18</i>	Section 2: 3.d., 3.e., 3.i., 5.h.,5.j
11/6	-Motivational Interviewing-Lecture/Discussion/Experiential -Special Populations	<b>Ch.9-Grief &amp; Loss in Addiction</b> <b>Ch.10-Group Counseling &amp; Addiction</b>	Section 2: 5.h., 5.k.
11/13	-Motivational Interviewing-Lecture/Discussion/Experiential -Case Studies using MI -Special Populations	<b>Ch.11-Relapse Prevention &amp; Recovery</b> <i>Miller &amp; Rollnick-Ch.19-20</i>	Section 2: 5.h., 5.k.
11/20	<b>Movie Group Presentations</b> <b>3 Groups</b>	<b>Ch. 12-Spirituality &amp; Support Groups in Recovery</b>	Section 2: 1.c., 3.d., 3.e., 3.i., 5.h.,5.j, 5.k.
11/27	<b>Movie Group Presentations</b> <b>3 Groups</b>	<b>Ch. 13-Addictions Training, Certification &amp; Ethics</b> <i>Miller &amp; Rollnick-Ch.21-24</i>	Section 2: 1.c., 3.d., 3.e., 3.i., 5.h.,5.j, 5.k.
12/4	-Grief & Loss in Addiction -Group Counseling & Addiction -Importance of Counselor Self-Care	<b>Ch.14-The Importance of Counselor Self-Care</b> <i>Miller &amp; Rollnick-Ch.25-28</i>	Section 2: 5.h., 5.k.
12/11	-Spirituality & Support Groups in Recovery -Addictions Training, Certification & Ethics -Course Wrap-Up	<i>Miller &amp; Rollnick-Ch. 27-28</i> <b>Advocacy Plan due today!!</b>	Section 2: 5.h., 5.k.

### ***Other Helpful Resources***

National Institute of Drug Abuse <http://www.nida.nih.gov/NIDAHome1.html>

National Institute of Alcohol Abuse and Alcoholism <http://www.niaaa.nih.gov/>

Center for Substance Abuse Treatment (CSAT) <http://www.samhsa.gov/csat/csat.htm>

National Clearinghouse for Alcohol and Drug Information (NCADI) <http://www.health.org/>

Web of Addictions <http://www.well.com/user/woa/>

The ATTC Drug and alcohol <http://www.nattc.org/getCertified.asp>

Institute of Behavioral Research  
Texas Christian University <http://www.ibr.tcu.edu/intro/other.html>

Center for AIDS Intervention Research <http://www.cair.mcw.edu/index.asp>

Center for Substance Abuse Research  
(CESAR) at the  
University of Maryland <http://www.cesar.umd.edu/>

American Society of  
Addiction Medicine <http://www.asam.org/Frames.htm>

Project Cork <http://www.projectcork.org/>

Wisconsin Clearinghouse for  
Prevention Resources <http://www.uhs.wisc.edu/wch/>

Alcoholics Anonymous <http://www.alcoholics-anonymous.org>

Narcotics Anonymous <http://www.na.org/>

Rational Recovery <http://www.rational.org/recovery/>

Women for Sobriety  
<http://www.womenforsobriety.org/body.html>

LifeRing Recovery (Formerly)  
Save Our Sobriety (SOS) <http://www.unhooked.com/>