

**Lewis & Clark College Professional Mental Health Counseling & Professional Mental  
Health Counseling – Specialization in Addictions MHCA 546-02 -Models of Addiction &  
Recovery PMHC-A Syllabus**

COURSE SYLLABUS  
MHCA 546-02 – Models of Addiction & Recovery (3 credits)  
(Fall Semester 2018)  
Friday: 9:00am-12:15pm

Instructor: David Corse  
Phone: 503.906.0814 (Cell)  
Email: davidcorse@lclark.edu

Office Hours: Friday's by appointment

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 & Reflective Activities, 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:

*Theory & Practice of Addiction Counseling, 1<sup>st</sup> ed./ Lassiter & Culbreth (2018)*

*Addiction and Change, Second Edition: How Addictions Develop and Addicted People Recover, 2<sup>nd</sup> ed./ DiClemente (2018)*

**Students are also required to purchase or rent a copy of their assigned book for the book project described below.**

Optional:

*Power, Powerlessness and Addiction, Orford (2013)*

*Slaying the Dragon: The History of Addiction Treatment and Recovery in America 2nd ed. /White (2014)*

*Cultural Addiction: The Greenspirit Guide to Recovery. LaChance (2006)*

*Selections of the above optional texts, as well as other readings, will be assigned through Moodle.*

Moodle:

Other readings will be posted on Moodle, the Lewis & Clark online course program. Log on to [moodle.lclark.edu](http://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:

Personal Reflection Paper: Your Current Model of Addiction (**20 Points**)

Book Presentation (**35 points**)

Thematic Paper: Your Refined Theory (**30 points**)

## Attendance & Participation (15 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. This may take the form of a structured exercise or sharing and discussing reflections from reading assignments.

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**

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) Personal Reflection Paper: *Your Current Working Model of Addiction & Recovery* (20 points)**

Due September 14<sup>th</sup> during class. Please write a 3-5 page double spaced reflection paper outlining your current model of addiction. Is addiction a disease? How can physiological dimensions of addiction influence or direct a psychotherapeutic/counseling treatment of addiction? Is addiction a “crisis of self”? How are concerns about personal identity, first-hand, subjective experience, individual history, relevant in addiction treatment? Is addiction relational? How are relationships and interpersonal dynamics connected to addiction? Is addiction cultural? How are culture, sub culture, experience of culture and cultural oppression related to addiction? What is recovery? How is recovery different than addiction? Or is it? If comfortable, please share any personal experience you or those close to you have or have had with addiction and recovery.

### **2) Book Presentation (35 points)**

The book presentation offers each student the opportunity to lead discussion, create learning materials and exercises and report to colleagues around a specific model of addiction and/or recovery. Each student will pick a book from the course book presentation list (presented in class on September 14<sup>th</sup>), read the book, and create a 45 minute didactic learning experience/presentation for colleagues. More information will be shared and discussed on September 14<sup>th</sup>.

### **3) Thematic Paper: *Your Refined Theory of Addiction* (30 points)**

The refined paper! Please reflect on your current working model as stated at the beginning of the term and, holding in mind materials presented during the course by the instructor and your colleagues, delineate your refined theory of addiction as you move forward in your professional development. Answer some of the same questions you did in your initial reflection paper... citing theoretical and cultural approaches reviewed during the course that are of particular influence to you. The idea is to refine, condense and articulate your new working model.

Papers should be double spaced, between 5 and 10 pages. Papers are due at the beginning of class on December 7th.

### **4) Attendance & Class Participation (15 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**

<b>Date</b>	<b>Topic</b>	<b>Chapter Reading Assignments for Following Week</b>	<b>Notes</b>
9/7	-Introductions - Approaches and perspectives to learning, addiction, and counseling. -Syllabus Review and Review of Assignments -Discussion: Our Working Model of Addiction (and Recovery) -Clarification of Concerns Regarding Working Model Reflection Paper		
9/14	<b><i>History and societal dimensions of Addiction, Recovery and Treatment. Stages of Change and applications to treatment of addiction.</i></b>	- Lassiter/Culbreth, chapters 1&2 - DiClemente, chapters 1-5	

	<ul style="list-style-type: none"> <li>-Discussion of Reading</li> <li>-Facilitated Discussion/Didactic Learning</li> <li>- Book Project Discussion</li> </ul> <p><b>REFLECTION PAPER DUE 9AM</b></p>		
9/21	<p><b><i>Stages of Change &amp; Motivational Interviewing</i></b></p> <ul style="list-style-type: none"> <li>-Discussion of Reading</li> <li>-Facilitated Discussion/Didactic Learning</li> </ul> <p>-- <b>Book Presentations Determined and Scheduled</b></p>	<ul style="list-style-type: none"> <li>-DiClemente, chapters 6-11</li> <li>- Lassiter/Culbreth, chapter 11</li> </ul>	
9/28	<ul style="list-style-type: none"> <li>- <b><i>Culture &amp; Addiction</i></b></li> <li>- <b><i>Cognitive Behavioral Approaches.</i></b></li> <li>- <b><i>Harm Reduction</i></b></li> </ul> <ul style="list-style-type: none"> <li>Discussion of Reading</li> <li>-Facilitated Discussion/Didactic Learning</li> </ul>	<ul style="list-style-type: none"> <li>- Lassiter/Culbreth, chapters 12&amp;13</li> <li>-- Moodle Readings TBA</li> </ul>	
10/5	<ul style="list-style-type: none"> <li>-<b><i>Societal dimensions of addiction.</i></b></li> <li>-<b><i>Constructivist approaches to addiction.</i></b></li> </ul> <ul style="list-style-type: none"> <li>-Discussion of Reading</li> <li>-Facilitated Discussion/Didactic Learning</li> </ul>	<ul style="list-style-type: none"> <li>--Lassiter/Culbreth, chapters 8&amp;15</li> <li>-- Moodle Readings TBA</li> </ul>	
10/12	<ul style="list-style-type: none"> <li>- <b><i>Biological dimensions of addiction and the disease model.</i></b></li> </ul> <ul style="list-style-type: none"> <li>-Discussion of Reading</li> <li>- Book Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Lassiter/Culbreth, chapter 3</li> <li>Moodle Readings TBA</li> </ul>	
10/19	<ul style="list-style-type: none"> <li>- <b><i>Developmental Models.</i></b></li> <li>-<b><i>Family systems and addiction.</i></b></li> </ul> <ul style="list-style-type: none"> <li>-Discussion of Reading</li> <li>- Book Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Lassiter/Culbreth, chapters 6 &amp; 9</li> <li>Moodle Readings TBA</li> </ul>	
10/26	<ul style="list-style-type: none"> <li>-- <b><i>Attachment, Self Psychology and Psychodynamic approaches.</i></b></li> </ul> <ul style="list-style-type: none"> <li>- Book Presentations</li> </ul> <ul style="list-style-type: none"> <li>-Discussion of Reading</li> <li>- Book Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Lassiter/Culbreth, Chapters 4,5,7</li> <li>Moodle Readings TBA</li> </ul>	
11/2	<ul style="list-style-type: none"> <li>-- <b><i>Twelve Step approaches and the anonymous movement.</i></b></li> </ul> <ul style="list-style-type: none"> <li>-Discussion of Reading</li> </ul>	<ul style="list-style-type: none"> <li>-Lassiter/Culbreth, Chapter14</li> </ul>	

		Moodle Readings TBA	
11/9	-- <i>Recovery Models, conceptualizations of relapse.</i> - Book Presentations Discussion of Reading	Moodle Readings TBA --Lassiter/Culbreth Chapter 18	
11/16	-- <i>Dimensions of power in addiction and recovery.</i> - Book Presentations Discussion of Reading	Moodle Readings TBA	
11/30	-- <i>Models of addiction and recovery; implications for treatment and psychotherapy</i> -Discussion of Reading -Facilitated Discussion/Didactic Learning	-DiClemente, Chapters 12 & 13	
12/7	-Discussion of Reading -Facilitated Discussion/Didactic Learning Discussion of papers <b>THEORY PAPER DUE 9AM</b>	Moodle Readings TBA	
12/14	Discussion of papers, review of theories and models		

### ***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/>