



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
Department of Counseling Psychology
Professional Mental Health Counseling-Addiction

MHCA 547: Addictions Treatment: Procedures, Skills, Case Management

Time & Day: 5:30-8:45 pm, Wednesdays from Sept. 5 to Dec. 12 (no class 11/21 for Thanksgiving week)

Class Room: TBA

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

Email: mdouglass@lclark.edu

Office Hours: Appointments scheduled as needed

Phone: 971-570-2118

CATALOG DESCRIPTION

This class provides an emphasis on developing a detailed understanding and foundation of skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of addictive disorders and co-occurring disorders.

COURSE PURPOSE & OBJECTIVES

1. To develop a deeper knowledge and experience in conducting assessments, treatment plans, and documentation of the treatment process, with particular attention to the American Society of Addiction Medicine (ASAM) Criteria, 3rd Edition
2. To learn more about conceptualizing treatment utilizing the Transtheoretical Model of change (TTM) and placement within the ASAM Levels of Care, with special attention to co-occurring disorders
3. To learn skills and treatment procedures specific to addiction treatment, particularly Motivational Interviewing (3rd Edition), as well as skills and practices to be applied in both individual and group contexts
4. To be well-versed in the safeguarding against infectious diseases encountered within the addiction treatment population (including HIV/AIDS)
5. To have a working knowledge of community resources for support, recovery, and aftercare of clients with addiction disorders

COURSE DETAILS

This is a practice-based class! You will have opportunities to hone your clinical, leadership, presentation, and feedback skills, as well as contribute to an effort to build a toolbox of practical intervention options that may be used with clients. This course will fulfill requirements for ASAM Criteria and Infectious Diseases needed to attain certification from the Addiction Counselor Certification Board of Oregon (ACCBO) in addition to providing you with clinical skills and information for use in the field.

REQUIRED TEXT

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

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.1.	Understands the history, philosophy, and trends in addiction counseling.
AC.A.7.	Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
AC.A.9 .	Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
AC.A.10.	Understands the operation of an emergency management system within addiction agencies and in the community.
AC.C.1.	Knows the principles of addiction education, prevention, intervention, and consultation.
AC.C.2.	Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.
AC.C.5.	Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
AC.C.7.	Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
AC.C.8.	Understands the principles of intervention for persons with addictions during times of crisis, disasters, and other trauma-causing events.
AC.D.4.	Demonstrates the ability to use procedures for assessing and managing suicide risk.
AC.G.1.	Understands various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.
AC.G.2.	Knows specific assessment approaches for determining the appropriate level of care for addictive disorders and related problems.
AC.G.3.	Understand the assessment of biopsychosocial and spiritual history.
AC.I.1.	Knows models of program evaluation for addiction counseling treatment and prevention programs.
AC.I.2.	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.
AC.K.1.	Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .
AC.K.3.	Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.

ATTENDANCE

Because you are expected to show up and be on time for your sessions with clients, you will also be held accountable for your attendance in class. This includes both being in class, but also being on time for class.

Please read the MHCA department attendance policy:

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.

GRADES

1. Five ASAM case studies – 25 points
2. Five Motivational Interviewing skills assessments – 25 points
3. Change Project - 25 points
4. Group Presentation - 25 points

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+

COURSE SCHEDULE

Date		Topic and Reading	Activities
1	9/5	ASAM 1 – Assessment	Class introductions, group sign-ups, lecture and discussion, ASAM Case Study #1 due (in-class activity)
2	9/12	ASAM 2 – Levels of Care	Lecture and discussion, group presentation planning, ASAM Case Study #2 due (in-class activity)
3	9/19	ASAM 3 – Treatment Planning	Lecture and discussion, group presentation planning, ASAM Case Study #3 due (in-class activity)
4	9/26	ASAM 4 – Special Topics	Lecture and discussion, group presentation planning, ASAM Case Studies #4-5 due (completed out of class)
5	10/3	Motivational Interviewing 1 – The Spirit of MI Miller & Rollnick, pp 1-36	Lecture and discussion, group presentation planning, Change Project setup, MI skills activity, MI Assessment #1 due (in-class activity)
6	10/10	Motivational Interviewing 2 – Engaging and Focusing Miller & Rollnick, pp 37-154	Lecture and discussion, group presentation planning, Change Project setup, MI skills activity, MI Assessment #2 due (in-class activity)
7	10/17	Motivational Interviewing 3 – Evoking Miller & Rollnick, pp 155-243	Lecture and discussion, group presentation planning, Change Project setup, MI skills activity, MI Assessment #3 due (in-class activity)
8	10/24	Motivational Interviewing 4 – Planning Miller & Rollnick, pp 255-302	Lecture and discussion, group presentation planning, Change Project setup, MI skills activity, MI Assessment #4 due (in-class activity)
9	10/31	Motivational Interviewing 5 – Further Practice and Application Miller & Rollnick, pp303-366	Lecture and discussion, group presentation planning, Change Project setup, MI skills activity, MI Assessment #5 due (in-class activity)
10	11/7	Infectious Diseases 1	Lecture and discussion, Group Presentation 1, Change Project due
11	11/14	Infectious Diseases 2	Lecture and discussion, Group Presentations 2 & 3
	11/21	NO CLASS	HAPPY THANKSGIVING!
12	11/28	Moderation, Harm Reduction, Abstinence	Lecture and discussion, Group Presentations 4 & 5
13	12/5	Relapse Prevention	Lecture and discussion, Group Presentations 6 & 7
14	12/12	Aftercare, Community Support, Spirituality Class Review	Lecture and discussion, Documentary: “The Anonymous People”

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 values, our beliefs, biases, and ourselves. 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.

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.

ASSIGNMENTS

1. Five ASAM case studies

To demonstrate knowledge of, and facility with, the American Society of Addiction Medicine (ASAM) Criteria for assessment, level of care, and treatment planning, students will complete five case studies utilizing different aspects of the criteria. Three will be completed in class on 9/5, 9/12, and 9/19. Two will be completed outside of class – the subjects of these assessments can be hypothetical clients, OR (preferably) clients being seen on practicum/internship (identifying information removed, please). **All case studies must be completed and turned in by Wednesday, Sept. 26** – 5 points per case study for a total of 25 points.

2. Five Motivational Interviewing skills assessments

Because Motivational Interviewing (MI) is an interactive, conversation-based set of skills, students will participate in “consultation groups” of three. Each will take a turn in the roles of “counselor,” “client,” and “observer.” Skill practice and facility will be scored within the group using a standardized skills assessment tool. One practice round will be provided in advance of assessment scoring; assessments will be graded on a pass/fail of 70% indicating proficiency. **Skills assessments will be completed in class 10/3, 10/10, 10/17, 10/24, and 10/31** – five points per skill assessment for a total of 25 points.

3. Change Project

In order to better understand the Motivational Interviewing skills presented in this course, will identify and work toward creating a targeted change in their own lives and habits. This process includes:

1. Identifying a behavior change target. The behavior can be a habit that is given up (e.g. consuming caffeine, sugar, etc.) or a habit to adopt (e.g. regular exercise, regular bedtime, etc.). The targeted behavior should:

- Elicit ambivalence - there should be a sense of things lost and things gained by making the change.
- Provide material for sharing, both in small and large groups. Do not choose a change target about which you would feel embarrassed or humiliated to discuss with classmates.
- Not be an addiction for which treatment is needed. Please seek professional help if you are struggling with drugs, alcohol, or a behavioral addiction.

2. Creating the change plan based on a worksheet template provided in class. Students will put together and submit a plan which identifies:

- The behavior targeted for change
- 1-3 specific goals for the change
- 3-5 supportive people outside of class who will provide encouragement toward the change target
- Specific outcome measurements for each goal
- A start and end date for the plan (start sometime after 10/3, conclude sometime after 10/31)

3. Tracking the change. Students will fill out a weekly RCQ-TV measurement tool in class and compile the data in a chart that reflects change over time. Compiled data from the RCQ's will be provided toward the end of session for the reflection paper (see below).

4. Engaging in discussion about change. Students will participate in three-person “consultation groups” (see skills assessment description above) – during their role as “client” each student will have an opportunity to engage the goals of their change plan.

5. Writing a concluding reflection paper of no less than 5 pages addressing the following questions:

- What was your overall experience of the change process?
- Did your change plan work as expected, or did you need to make modifications along the way?
- Reflecting on the different change categories from your RCQ data, what do you notice about the process of change that stands out for you? Did tracking your progress help or hinder your engagement in changing?
- Which interventions worked for you? Which didn't work?
- Did you find it easy or difficult to discuss your progress toward change with others, both in class and in your daily life?
- How will this experience affect your work with clients in the future?
- If you succeeded at making a stable change, do you intend to continue with it or will you return to your previous behavior at some point?
- If you did not succeed at making a stable change, do you think you will try again in the future?

Students will turn in the change plan, completed RCQ data/chart, and reflection paper by **Wednesday, Nov. 7**, for a total of 25 points.

4. **Group Presentation**

Being able to teach skills in a group setting is vital part of working in the addictions milieu. Students in MHCA 547 will do the following:

1. Sign up in groups of three to review and present material from an evidence-based, manualized treatment curriculum.
2. Create a 60-75-minute presentation covering the following:

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- Origins and history of the particular curriculum, including information about the developers
 - Specific client base(s) for whom the treatment was developed
 - Theoretical base for the treatment
 - Overview of the curriculum structure, including skills developed and expected outcomes for completion
 - A 30-45 minute “live” session using class members as group participants, modeling the structure and content of an appropriate module for group experience. Each student presenter must lead one aspect of the curriculum for the class (i.e. teach a skill, lead a discussion, lead an activity, etc).

Group presentations will be graded on the following (total of 25 points):

- Use of Time – Staying within the 60-75-minute total time
- Completeness of Presentation – Covering all the points under item #2 above
- Use of Multimedia – Appropriate use of powerpoint, video, audio, etc.
- Interactive Content – Opportunities for individual, dyad, small-group, large group learning.
- Feedback and Presentation Skills – Answering questions, providing additional information as needed.