

**Lewis & Clark College
Professional Mental Health Counseling
MHC 536**

Introduction to Addiction Counseling and Psychopharmacology

Instructor: Katelyn Bessette, LPC, CADCI, RYT

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Office hours: By appointment

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

3d. theories and etiology of addictions and addictive behaviors

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C1d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

C2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

C2g. impact of biological and neurological mechanisms on mental health

C2h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

C2i. legal and ethical considerations specific to clinical mental health counseling

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of addiction and co-occurring disorders and counseling skills with clients with addiction and co-occurring disorders.	Practicum Year	Course Grade 90-100%	Course grade 80-89%	Course grade 70-79% and	Course grade below 70%	MHC 536 final exam B or better	Assessment Chair Review/ Referral to BRC or ARC

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	

DVD/Video Presentation	x
Supervised Small Group Work	
Individual/Triadic Supervision	

COURSE INFORMATION:

Time: Tuesdays: 9am-12pm; 1/8/19-3/12/19

Location: Lewis & Clark College

Credits: 2 credit hours

Pre-requisites: MHC 503, CPSY 506, MHC 509, MHC 513, CPSY 522, and CPSY 550. MHC-580 and MHC-541 Co-Requisites: MHC 524, MHC 534.

This course provides an overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling. The course will also provide a general overview and introduction to the psychopharmacology of alcohol, and major drugs and classes of abused substances as well as prescription drugs commonly used in treating mental health and addiction issues. Additional areas include prevention, intervention, and treatment strategies and relevant issues pertaining to social justice and diversity.

REQUIRED TEXT:

Uppers, Downers, and All Arounders 8thEd 8th Edition

by Darryl S Inaba, William E Cohen

INSTRUCTOR BIO:

I am a Licensed Professional Counselor and Certified Alcohol and Drug Counselor III. The majority of my career has been dedicated to working with people struggling with a combination of addictions and mental health issues. I am formally trained in Dialectical Behavioral Therapy, and worked for a short period of time at Providence St Vincent's DBT program. Currently, I am the

director of an intensive outpatient treatment program that also provides recovery housing. I integrate mindfulness and yoga into my work when I can. I have experience facilitating a variety of groups including process, psycho-educational and evidenced based curriculums, some examples include: Relapse Prevention, DBT, MRT, Healthy Relationships, Early Recovery and Seeking Safety.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course. 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 WITH DISABILITIES POLICY

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

CONFIDENTIALITY POLICY

Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting

environment throughout the course including the experiential groups, activities and conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical.

ADDITIONAL SUPPORT: Should you have emotional difficulty throughout the course, the following measures are available to support you:

- Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- You may also work on these concerns in the context of outside private therapy.

POTENTIAL RISKS OF ENGAGING IN THIS COURSE

- Confidentiality cannot be guaranteed by the instructor.
- While not intended to be a therapy group or process, you may stumble upon personal material that may warrant further exploration.
- While your instructor is taking on a dual role of both training and grading your performance in this course, you will not be graded on the content of your participation but on the intention you put forth to understand group process. If you have concerns about this at any point throughout the course, please discuss them with the instructor.
- Please discuss any questions or concerns that come up during the course with the instructor in class time or through a scheduled appointment. Your communication and feedback are important to the integrity of this course.

OTHER CLASSROOM EXPECTATIONS

- As a therapist in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but please take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.

- Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me and I'd be glad to mediate as needed.
- Please be respectful about the use of technology in the classroom. Laptops should be used for note taking purposes only during lecture time. If this becomes problematic, the use of laptops will no longer be acceptable during class time for all students. Please keep your cell phones put away during class time. For special considerations please talk with professor.
- Late assignment policy: Late assignments will result in a loss of 3 points deduction per day following the assignment due date.

COURSE POLICIES

PARTICIPATION

You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates understanding of course readings and materials. One Hundred (100) points of the grade is determined through instructor evaluation of class participation, contribution, and participation via Moodle. You will be required to login to Moodle on a regular basis and keep up with class discussion. For more information, please go to <https://moodle.lclark.edu/>. I am glad to provide basic assistance with Moodle but cannot help you troubleshoot issues with your computer or phone. You will be required to post a response to instructor lead topics, generally at the rate of one per class. There may be additional activities or in class requirements, based on project or assignment planning, to facilitate coordination between classes.

ASSIGNMENTS (EMAIL PREFERRED)

Abstinence Experience (100 points): You will select one behavior from your life containing some compulsive or excessive engagement and give it up for 4 weeks without causing undue harm to yourself or others. You will develop and implement a wellness plan to be used in

your daily life to compensate for the absence of this behavior. This project (in total) will consist of a 4-5 page paper (total, between both parts outlined below) comprised of two separate components, though you may use more pages if deemed necessary. You are free to keep a journal in the course of this project to help you track your day to day experiences but are not required to turn that in.

Part I: Wellness Plan: Removing any behavior from your life has positive and negative consequences, even during a limited duration. To better illustrate this, you will write a basic wellness plan that examines how the following components are addressed in your life (can be general or in reference to the project):

- a. Physical Wellness
- b. Emotional/Mental Wellness
- c. Social/Relationship Wellness
- d. Personal Spiritual Growth/Development
- e. Personal/Self-Care

Part II: Reflection Paper: Write about your experience; challenges/barriers you encountered and ways you worked to navigate them. It should also address how this experience has affected your perspectives on the process of change.

Addiction Diagnosis and Treatment Plan (75 points): During the course of the term, students will individually diagnose, with justification and create a case conceptualization from one client of several vignettes selected. In addition, students will create a hypothetical a treatment plan in an established format obtained from the class's Moodle page. Early drafts of the diagnosis and treatment plan sections can receive feedback prior to due date.

Final Exam (100 points)

Final exam will be administered via take-home test at the end of the term.

Item	Value	Due Date
Participation / Moodle Engagement	100 points	Calculated throughout term and at end
Abstinence Experience/Wellness Plan (C2l)	100 points	Chosen by 1/15/19, due 2/28/19
Addiction Diagnosis and Treatment Plan (C1d, C2e, C2g, C2h, C2l)	75 points	In class work, final due 3/5/19
Final Exam (3d, C1d, C2e, C2g, C2h, C2l)	100 points	Due 3/12/19
Total	375 points	

This is a proposed schedule, the instructor reserves the right to change the content based on classroom need.

Week	Date	Content	Assignment Due
Week 1	January 8	Introductions, Expectations Stages of Change - Abstinence Experiment	None
Week 2	January 15	History of Drugs/ Neurochemistry and Addiction The War on Drugs Small groups Abstinence Experiment	Chapter 1 & 2 Moodle reading
Week 3	January 22	Uppers Smoking Cessation Case Study	Chapter 3 Moodle reading
Week 4	January 29	Downers - Opiates The Rise of an Epidemic Case Study	Chapter 4 Moodle reading

Week	Date	Content	Assignment Due
Week 5	February 5	Downers - Alcohol Alcoholics Anonymous and 12 steps Case Study	Chapter 5 Moodle reading
Week 6	February 12	All Arounders/Drugs and Other Addictions Gambling Case Study	Chapter 6 & 7 Moodle reading
Week 7	February 19	Prevention/Treatment Treatment Planning Small groups	Chapter 8 & 9 Moodle reading
Week 8	February 26	Mental Health and Drugs Treatment Planning Small groups	Chapter 10 Moodle reading Abstinence Paper Due
Week 9	March 5	ASAM SAMHSA	Treatment Plan Due Distribute Final
Week 10	March 12	Impact of Decriminalizing Substances Intersection of AD/MH/homelessness/ poverty	Final Exam Due