



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. 4 to Dec. 11 (no class 11/27 for Thanksgiving week)

Class Room: York Graduate Center Room # 101

Instructor: David Corse, LPC, ACS, CADC III, CGAC II

Email: davidcorse@lclark.edu

Office Hours: Appointments scheduled as needed

Phone: 503-906-0814

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 of addiction disorders and co-occurring disorders utilizing a variety of methods, theories and modalities.
3. To be well-versed in the risk, management and impact of infectious diseases encountered within the addiction treatment population (including HIV/AIDS)
4. To have a working knowledge of community resources needed 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 Mental Health & Addiction Certification Board of Oregon (MHACBO) in addition to providing you with clinical skills and information for use in the field.

REQUIRED TEXTS

Klott, Jack. *Integrated Treatment for Co-Occurring Disorders: Treating People, Not Behaviors* 1st Edition

Atkins, Charles. *Co-Occurring Disorders: Integrated Assessment and Treatment of Substance Use and Mental Disorders*. 1st Edition

Mueser, Kim. Noordsy, Douglas. Drake, R. Fox, Lindy. *Integrated Treatment for Dual Disorders: A Guide to Effective Practice* 1st Edition

OPTIONAL BUT RECOMMENDED TEXT

Mee-Lee, David. *The ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions* 3rd ed. Edition.

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders, DSM-5* 5th Edition

SAMHSA TIP 37: Substance Abuse Treatment for Persons With HIV/AIDS

SAMHSA TIP 53: Addressing Viral Hepatitis in People with Substance Use Disorders

OTHER READINGS WILL BE AVAILABLE THROUGH MOODLE

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.

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.

GRADES

1. ASAM Assessment in Six Parts – 30 points
2. Integrated Treatment Plan Project – 20 points
3. Co-Occurring Disorders Discussion Facilitation - 20 points
4. Group Presentation - 30 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+	

ASSIGNMENTS

1. ASAM Assessment snapshots in Six Parts

To demonstrate knowledge of, and facility with, the American Society of Addiction Medicine (ASAM) Criteria for assessment, students will complete six brief written “snapshots” of the six dimensions of the criteria. The subjects of the assessment snapshots can be a hypothetical client, OR (preferably) a client being seen on practicum/internship (identifying information removed, please). Structure and process will be discussed in the first class on 9/4/19. 5 points per dimension snapshot for a total of 30 points.

2. Integrated Treatment Plan Writeup

To demonstrate knowledge of assessment driven treatment planning, students will complete a treatment plan informed by the completed ASAM Assessment in Six Parts. Structure and process will be discussed in class. Total of 20 points.

3. Co-Occurring Disorders Discussion Facilitation

To demonstrate knowledge of co-occurring disorders, students will pick a co-occurring disorders topic (topic lists and details of assignment will be provided in class on 9/11) to facilitate class discussion. Special topic

discussions can be facilitated by an individual student or as a pair or larger group. Topics will be connected to class topics on 11/6, 11/13, 11/20 and 12/4. Total of 20 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 a manualized or evaluated treatment curriculum or approach/theory.
2. Create a 60-75-minute presentation covering the following:
 - Origins and history of the particular curriculum/theory/approach, 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(s) using class members as group participants, modeling the structure and content of an appropriate module or set of interventions for group or individual experience. Each student presenter must lead one aspect of the curriculum or approach for the class (i.e. teach a skill, lead a discussion, lead an activity, role play a series of interventions, etc).

Group presentations will be graded on the following (total of 30 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.

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.

COURSE SCHEDULE

Date		Topic(s)	Discussions, Assignments (Assignments in Bold) & Accompanying Readings (<i>Reading in Italics</i>)
1	9/4	Addictions Treatment, Co-Occurring Disorders Treatment. Professional Development. Housekeeping. ASAM 1	Introductions. Review Syllabus. Discussion: Addiction Assessment & Treatment, Co-Occurring Disorders Assessment and Treatment.
2	9/11	Assessment, ASAM 1 (substances, cont'd) and ASAM 2 – Biomedical Conditions & Complications	Discussion: ASAM Dimensions I & II. SUD's Diagnosis, SUD's inventories, SUD's Screening, Conceptualizations of addiction. <i>ASAM Criteria pp 43-60 & 105-163</i> . DUE: Assessment snapshot: Presenting Problems & Precipitating Factors
3	9/18	Infectious Diseases & Addiction Treatment, ASAM 2	DUE: ASAM Dimension I snapshot. Discussion: Infectious Diseases. <i>ASAM Criteria Pg.76. SAMHSA TIP 37 SAMHSA TIP 53, Moodle readings.</i>
4	9/25	Assessment, ASAM 3 – Cognitive/Behavioral/Emotional Conditions or Complications	DUE: ASAM Dimension II snapshot. Discussion: ASAM Dimension III. <i>ASAM Criteria pp 77-81. Klott Pg 1-56 & 125-150. Atkins pp 1-18. Mueser et al pp 3-64.</i>
5	10/2	Assessment, ASAM 4 – Readiness to Change	DUE: ASAM, Dimension III snapshot. Discussion ASAM Dimension IV <i>ASAM Criteria pp 82-84. Klott pp 85-106.</i>
6	10/9	Assessment, ASAM 5 – Relapse Potential	DUE: ASAM Dimension IV snapshot. Discussion ASAM Dimension V. <i>ASAM Criteria pp 85-87</i>
7	10/16	Assessment, ASAM 6 – Recovery/Living Environment	DUE: ASAM Dimension V snapshot. Discussion ASAM Dimension VI. <i>ASAM Criteria pp 88-89.</i>
8	10/23	ASAM and Adolescent Treatment. Co-Occurring Disorders Assessment – Further Considerations	DUE: ASAM Dimension VI snapshot. Discussion Co-Occurring Disorders Assessment. <i>ASAM Criteria pp 90-104 Klott 57-84 & 107-124. Atkins pp 19-58 & 103-118. Mueser et al pp 65-86</i>
9	10/30	Treatment, Treatment Planning & Levels of Care	Discussion: "Traditional" Addictions Treatment, Co-Occurring Treatment, Treatment Planning and Levels of Care. <i>ASAM Criteria pp 69-126, 174- 306. Klott pp151-176. Atkins 65-102. Treatment Plan Project discussed and assignment finalized.</i>
10	11/6	Co-Occurring Disorders Integrated Treatment – Addiction, Trauma, Grief	<i>Atkins pp 195-210. Mueser et al pp 86 -136</i>
11	11/13	Co-Occurring Disorders Integrated Treatment – Addiction, Mood, Anxiety, ADHD	Group Presentations 1&2 <i>Atkins pp 121-194. Mueser et al pp 137-194</i>
12	11/20	Co-Occurring Disorders Integrated Treatment – Addiction, Psychotic Disorders, Other SMI	Group Presentations 3&4 <i>Atkins pp 211-240. Mueser et al pp 195-238</i>
	11/27	NO CLASS	THANKSGIVING
13	12/4	Co-Occurring Disorders Integrated Treatment – Addiction & Personality Disorders	Group Presentations 5&6 <i>Atkins pp 241-254. Mueser et al pp 239-300</i>
14	12/11	Tying it all together	Treatment Plan Project Due