



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

MHCA 547-02: Addictions Treatment: Procedures, Skills, Case Management

Time & Day: 8:30-11:30 am, Wednesdays from Sept. 9 to Dec. 16 (no class 11/25 for Thanksgiving week)

Class Room: Online

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, creating treatment plans, and documenting 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.

ASSIGNMENTS:

1. Class Participation (20 points)
2. ASAM Assessment (20 points)
3. Change Project (20 points)
4. Motivational Interviewing Session (20 points)
5. Group Curriculum Review and Class Activity (20 points)

Total Points = 100

CLASS PARTICIPATION – This class will be taught as an online class, with both synchronous (“all together”) and asynchronous (“on your own”) learning activities provided. Synchronous activities will include lecture, discussion, and interactive exercises. Asynchronous learning activities will include individual and small-group online assignments to be completed on the Moodle website. Total time for these activities will approximate 3.25 hours a week, the amount of classroom time required by the graduate school. You will be expected to be present for all synchronous classes, and to complete all asynchronous activities within the given time frame (usually within the week prior to the next class date). Full attendance and completion of activities will meet the requirements for the class participation grade.

If illness or emergencies impact your ability to meet class participation requirements, please notify me as soon as possible so that we can work out alternatives for you. Your health and safety are paramount during the pandemic, and self-care is a priority for all of us. Let’s work together to help you learn during this difficult time!

ASAM ASSESSMENT - You may assess a client of your choice using the American Society of Addiction Medicine Assessment and Placement Criteria (“ASAM Criteria” for short). This “client” can be a real client you have assessed for practicum/internship (with identifying details removed), a composite drawn from prior clinical experiences, or a subject drawn from a recovery memoir or novel. In all cases, the “client” should manifest sufficient complexity for you to fill out all dimensions of the assessment. The assessment should be completed in a narrative style, with headings as indicated on the style sheet. (An assessment example as well as a style sheet will be provided on the Moodle website.)

Completed assessments may be uploaded to the appropriate assignment module on Moodle as a Word doc or PDF, and will be due no later than **Wednesday, Nov. 11, 11:59 pm**, for a total of 20 points. You are welcome to submit a draft for review anytime prior to **Wednesday, Nov. 4 (one week prior)**, for me to review – I am happy to suggest improvements for you to incorporate. As an incentive, I will provide **5 extra credit points** for draft reviews submitted.

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 – This should be a change that you feel you could, should, or ought to accomplish...but have not yet succeeded in making!
 - 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.

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2. Creating the change plan based on the style sheet and example in the assignment folder on Moodle. You are welcome to turn in a change plan draft by **Wednesday, Sept. 23, 11:59 pm for 5 extra-credit points if you would like feedback and suggestions.**
 3. Tracking the change. Students will fill out a weekly RCQ-TV measurement tool (provided on Moodle website) and compile the data in a chart that reflects change over time. Compiled data from the RCQ's and an accompanying graph/chart will be included as part of the reflection paper (see below).
 4. Engaging in discussion about change. Students will participate in small-group practice sessions acting as both “client” and “counselor.” During their role as “client” each student will have an opportunity to engage the goals of their change plan. These practice sessions will be included on Moodle as class participation assignments – you will be required to record these sessions, save them, and provide a link for the professor to review.
 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. 18, 11:59 pm** for a maximum of 20 points.

MOTIVATIONAL INTERVIEWING SESSION – We will be practicing a large number of skills from Motivational Interviewing. This assignment provides an opportunity to assimilate and reflect on use of these skills in a “live” session.

1. With a friend (in class or from your own circle), conduct a MI session of no less than ten minutes on a change topic of the friend’s choice. Record the session using a voice recorder.
2. Transcribe the session word-for-word, indicating exchanges between yourself as practitioner (P) and your friend as “client” (C). Format the document so that your session appears in a single column on the left side of the page.
3. In a second column on the right side of the page, indicate line-by-line an analysis of each exchange, indicating any of the following as they occur:
 - Observation – about the client or about oneself as practitioner
 - Specific skill used – as indicated in the list of MI skills
 - Response – by client or by oneself regarding use of a specific skill
4. Transcription and analysis should total no less than 5 pages (see example and style sheet included in Moodle). The session should be uploaded as a Word doc or PDF into the appropriate assignment module in Moodle by **Wednesday, Dec. 2 11:59 pm**, for a maximum of 20 points.

GROUP CURRICULUM REVIEW AND CLASS ACTIVITY – Students will assign themselves to cohort groups of 3-4 at the start of the term to accomplish online Moodle assignments together. This group will also

select and review an evidence-based treatment curriculum of their choice. The professor will provide the following curricula for your group to choose, or you may identify one of your choice with the instructor's approval:

Integrated Treatment for Dual Disorders , Kim T. Mueser et al, © 2003	DBT Skills Training Manual, Second Edition , Marsha M. Linehan, © 2015	Seeking Safety: Treatment for PTSD and Substance Abuse , Lisa M. Najavits, © 2002
Mindfulness-Based Relapse Prevention for Addictive Behaviors , Sarah Bowen et al, © 2011	Matrix Intensive Outpatient Treatment for People With Stimulant Use Disorders , SAMHSA, © 2014	Anger Management for Substance Abuse and Mental Health Clients , SAMHSA, © 2008
Sexual Health in Drug and Alcohol Treatment , Douglas Braun-Harvey, © 2009	How To Escape Your Prison: Moral Reconciliation Therapy , Gregory L. Little, © 2006	Group Treatment for Substance Abuse, A Stages-of-Change Therapy Manual (2nd Edition) , Carlo DiClemente et al, © 2015

1. Create and record a 15-20 minute video presentation providing the following information about your chosen curriculum, indicating the following:
 - 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
2. Upload the video presentation (into Google drive, dropbox, etc).
3. Create a 15-30 minute small group learning activity based on how the curriculum might be used in a treatment situation. This can take many forms, including (but not limited to) teaching and practicing a skill, discussing a concept, debating an idea, conducting a role-play....
4. Include some element of feedback for students as a group to reflect on both the presentation and learning activity. This can include feedback/reflection questions, a quiz to evaluate learning, a video or photo montage of the activity....(be as creative as you want to be here!).
5. Submit the following by e-mail to the professor:
 - A link to your video presentation, with permissions set for professor and students to view.
 - A link or a document outlining your learning activity and feedback activity.

Presentation and materials are due by **Wednesday, Nov. 4, 11:59 pm**. The professor will construct assignment modules using these materials, which will be available for students to complete as learning activities between Nov. 11 and Dec. 9. Groups will be given a group grade for the assignment for a maximum of 20 points.

GRADE CALCULATION (percentages of total points)

- 93-100 = A
- 90-92 = A-
- 88-89 = B+
- 83-87 = B
- 80-82 = B-
- 78-79 = C+
- 73-77 = C
- 70-72 = C-

COURSE SCHEDULE

Date		Large Group Presentation/Readings and Assignments Due	Small Group Moodle Assignment
1	9/9	Motivational Interviewing 1 – The Spirit of MI <ul style="list-style-type: none"> • Read Miller & Rollnick, pp 1-36 	Video – The Suspicious Smoker
2	9/16	Treatment Planning for Substance Use	MI Practice - Engaging
3	9/23	Motivational Interviewing 2 – Engaging and Focusing <ul style="list-style-type: none"> • Read Miller & Rollnick, pp 37-154 • Optional Change Plan Draft Due 	Video – The Silent Man
4	9/30	ASAM 1 – Assessment	MI Practice - Focusing
5	10/7	Motivational Interviewing 3 – Evoking <ul style="list-style-type: none"> • Read Miller & Rollnick, pp 155-243 	Video – The Confirmed Smoker
6	10/14	ASAM 2 – Levels of Care	MI Practice - Evoking
7	10/21	Motivational Interviewing 4 – Planning <ul style="list-style-type: none"> • Read Miller & Rollnick, pp 255-302 	Video – The Rounder
8	10/28	ASAM 3 – Treatment Planning and Special Topics	MI Practice - Planning
9	11/4	Motivational Interviewing 5 – Further Practice and Application <ul style="list-style-type: none"> • Read Miller & Rollnick, pp 303-366 • Curriculum Review and Assignment Due • Optional ASAM Assessment Draft Due 	Video – Working with a Mandated Client
10	11/11	Infectious Diseases 1 – Common Diseases for Clients with Substance Use Disorders <ul style="list-style-type: none"> • ASAM Assessment Due 	Curriculum Review and Assignment
11	11/18	Infectious Diseases 2 – Educating Clients <ul style="list-style-type: none"> • Change Project Due 	Curriculum Review and Assignment
	11/25	NO CLASS	HAPPY THANKSGIVING!
12	12/2	Consultation and Crisis Management Treatment Referrals and Standards <ul style="list-style-type: none"> • Motivational Interviewing Session Due 	Curriculum Review and Assignment
13	12/9	Medical and Case Management Moderation, Harm Reduction, Abstinence <ul style="list-style-type: none"> • Group 5 Curriculum Review Due 	Curriculum Review and Assignment
14	12/16	Class Review Relapse Planning and Aftercare/Support	Video and Reflection – <i>The Anonymous People</i>

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. If you must be absent or late, please email the instructor as soon as possible prior to class.

I realize that we are all living in a unique, and uniquely stressful, global situation at this time. **Take care of yourselves this fall** – get rest and exercise, mind your diet, connect with others socially as you are able. If at any point you feel that your ability to complete the class may be impacted, please contact me right away and we can discuss options.

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.