

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 2022

5:30-8:45

9/12/22-12/12/22

Rogers Hall 219

Instructor: Kayla Carrar, M.A.

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Office Hours: By appointment only

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

Required Text(s) and/or Readings:

Lassiter, P.S. & Culbreth, J.R. (2018). *Theory & Practice of Addiction Counseling*, 1st ed.

Szalavitz, M. (2021). *Undoing drugs: the untold story of harm reduction and the future of addiction* (First edition.). Hachette Go.

Suggested Readings:

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

Other readings may be available on **Moodle**, the Lewis & Clark online course management system. Log on to moodle.lclark.edu (note: there is no www), sign in using your LC login (same as email). If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, or consult@lclark.edu.

For Reference:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*, 5th Ed. Washington, D.C.

Office of Accessibility Services

The Office of Accessibility Services, 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 the Office of Accessibility Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me as soon as possible if you need accommodations in class; creating your optimal learning environment is important!

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/>

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 activities, 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.

CPSY Departmental Attendance Policy

Class attendance is expected and required. 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). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

Professional Guidelines

- A) *Instructional Process:*** This course will function in a seminar/collaborative learning format where participants will actively and knowledgeably contribute to discussions.

Students are responsible for leading discussions and participating in case studies and activities. My approach to teaching is to create an environment that fosters critical thinking, examination of cultural and historical influences, and a focus on real life applications to prepare students for work with clients. Experiential learning activities will be utilized to encourage out of the box thinking and flexibility when working with clients.

- B) *Attendance:*** Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One absence is allowed with notification. Two absences will result in a failing grade for the course, per departmental attendance policy (see below). Please be on time.
- C) *Professional Integrity:*** Students will maintain a continuing capacity for openness to points of view, theories, experiences, and perspectives different than their own.
- D) *Assignments*** are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar. Punctuation is also important and may alter the interpretation or meaning of your work if not used appropriately. Any sources used in presentations or written assignments should be cited in APA format, following the styles indicated in APA's *Publication Manual*, 7th Edition.

All personal 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 allowed to take notes and may be needed for some in class activities; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

Please be respectful when eating/drinking during lecture, conversations, role playing, and case studies and ensure that it is not a distraction to the class.

Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior.

Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and/or points of view.

Consideration of the merits of alternative viewpoints will be done in a thoughtful and respectful manner, and with an awareness of privilege and its impacts on participation in dialogue.

Task/Assignment Breakdown

Harm Reduction Video Reflection	20 points
Group Movie Presentation	30 points
Final CAT Assignment	30 points
Attendance & Participation	20 points
TOTAL	100 points

All assignments must be uploaded to Moodle by 11:59 pm on the due date unless advised otherwise by instructor.

Late assignments may be accepted with prior approval from instructor. Grade will be lowered at a rate of one letter per day for any late assignments that have not been pre-approved by the instructor (i.e., A to A-).

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Student Handbook (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).

GRADING SCALE

94-100 = A	90-93 = A-
87-89 = B+	84-86 = B
80-83 = B-	77-79 = C+
74-76 = C	70-73 = C-

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

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.

Assignments:

1) Harm Reduction Video Reflection (20 points)

Students will record and upload a short video (15-20 minutes in length) that demonstrates their understanding of the harm reduction model of addiction and recovery, including the following elements (a, b, c, & d need to be covered thoroughly to receive full points on the assignment).

Students will have plenty of time and resources to complete this assignment such as the harm reduction debate, readings of the text *Undoing Drugs*, and their own outside research and consultation with one another in preparation for the debate.

- a. **How I View Harm Reduction:** What are your general impressions of harm reduction? Where do you lean on a 1-10 scale (1 being abstinence only and 10 being harm reduction) currently? Have you always viewed harm reduction this way? How can physiological dimensions of addiction influence or direct a psychotherapeutic/counseling treatment of addiction through a harm reduction lens?
- b. **What Informs How I View Harm Reduction:** How are concerns about personal identity, first- hand, subjective experience, individual history, relevant in harm reduction treatment within the addiction's context? How are culture, subculture, experience of culture and cultural oppression related to access to harm reduction treatment?
- c. **How Does the Recovery Process and Harm Reduction Integrate:** How is harm reduction treatment different than traditional models of addiction and recovery? Or is it? If comfortable, please share any personal experience you or those close to you have or have had with harm reduction addiction and recovery?
- d. **Salient Learning Points/Takeaways:** Please briefly describe three key learning points as it relates to your understanding of harm reduction treatment. For example, if you want to use harm reduction treatment interventions in your practice what might that look like (be specific) and how would you implement harm reduction interventions in a session with a client who is committed to their abstinence?

2) Group Movie Presentation (30 points)

Due **October 17th** in class. Your group (3-4 people) will choose a movie from the list

provided, or another movie that must be approved by the instructor in advance and everyone in the group must watch the movie in order to be able to provide multiple perspectives to the case conceptualization. Each group must choose a different movie for this presentation. Your group will show a *maximum* of 10 minutes of the movie to the class during your presentation to give the class an idea of what the client is experiencing. Your presentation will be **45 minutes** in length. If you do not present for 45 minutes you will lose points on the assignment. If you go over 50 minutes for this assignment you will lose points. You will present the case as if the character from the movie is your client. You can be as creative as you wish with this assignment, which means you can add to the movie or put a spin on it ☺ Your presentation must be presented in a Prezi or PowerPoint format when presenting to the class and it must cover the following items:

- a. An overview of the model of addiction & recovery you are presenting on as if the class has never heard of this model before. You will want to cover the model *in-depth*
- b. How you are conceptualizing the client's addiction based on the model of addiction you are presenting on: What does this theory say about addiction in general, what about the specific addiction the character is experiencing?, convince the audience that this theoretical model is the best one for this character's case (rationale). What does your model say about recovery? Where do you think the client is at in terms of their addiction (stage of change) and recovery (if applicable)
- c. What theoretical orientation do you think will work best with this client for treatment purposes & what is your rationale for this? Does this theory/modality align with the model of addiction & recovery you have chosen? Why or why not?
- d. A list of resources about your model of addiction & recovery for the class. This can be provided in a handout or on a slide in your presentation
- e. DSM 5 diagnosis and rationale if your model suggests a diagnosis and if not please provide a rationale of why you are excluding this in your presentation
- f. A minimum of **3** interventions you will try with this client (psychoeducation, behavioral interventions, bibliotherapy, etc.)
- g. Interactive/Experiential Learning Activity (Optional)-Your group may choose to include this in your presentation but it is not required, just another option if you all want to be creative in this assignment

The following movies are acceptable for this assignment:

- 28 Days
- Hillbilly Elegy

- The United States vs. Billie Holiday
- The Basketball Diaries
- Trainspotting
- Clean and Sober
- When a Man Loves a Woman
- Gia
- Blow
- Thirteen
- Requiem for a Dream
- Flight
- Beautiful Boy
- Ben is Back
- Four Good Days

*Your group may choose a different movie but it must be approved by the instructor **BEFORE** selection. A grading rubric will be available on Moodle for this assignment.

3) Final CAT (Creative, Artistic, Technology) Assignment: Refined Theory of Addiction **(30 points)**

Due **December 5th** at 11:59 pm via Moodle. This is your final assignment (after you have taken the entire course and have learned more about difference models of addiction and recovery). Please reflect on your current working model holding in mind materials presented during the course by the instructor and your colleagues, delineate your refine theory of addiction as you move forward in your professional development. Answer some of the same questions you did in your harm reduction reflection video, 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 final working model with the new material you have learned throughout the course. A grading rubric will be provided for this final assignment. For this assignment, you will cover your **current** model of addiction & recovery (including all elements listed below **(a, b, c)** through an artistic and/or technological method, such as a podcast, digital storytelling, Padlet, PowerPoint, Prezi or other means of technology of your choosing. You will upload this to Moodle **and** present in class, **OR** submit your video presentation to the instructor only through a video platform on Moodle. You must inform instructor of which method of technology/creative medium you are using by **November 14th** and whether you will be presenting your assignment in class. ***If you choose to present for the***

class you must let me know by 11/14 so that I can plan accordingly. You will be responsible for uploading your assignment to moodle **BEFORE 12/5** and then you will **present** during the last two classes of the semester. You will want to include all elements listed below for this assignment to earn full points. Be as creative, artistic and tech-savvy as you want to be for this assignment 😊

Due **December 5th** by 11:59 p.m via **Moodle**. You will create a podcast, digital storytelling, Padlet, PowerPoint, Prezi or other means of technology of your choosing outlining your **current** view/model of addiction that aligns with how you view addiction and recovery. The theories that will be covered in the Lassiter (2018) text are: Moral Theory, Developmental Theory, Cognitive Behavioral Theories, Attachment Theory and Sociological Theory. Other theories include: Addictive Disease Model, Behavioral/Environmental Model, Academic Model, Diathesis-Stress Theory of Addiction (covered in Uppers, Downers and All Arounders text); and the Biopsychosocial Model which is covered in the text, *A Contemporary Approach to Substance Use Disorders and Addictions Counseling*, and is available to read online through the **Watzek library**. You will need to choose **ONE** of these theories to help guide this assignment for your main theory. You may incorporate one additional theory as well. You will need to cover the following elements in your assignment so please have a *heading* for each section as follows:

- a. **How I View Addiction:** Do you think addiction is a disease? How can physiological dimensions of addiction influence or direct a psychotherapeutic/counseling treatment of addiction? Is addiction a “crisis of self?”
- b. **What Informs How I View Addiction:** 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?
- c. **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.

Reference Page: This assignment must include a reference page with 3-5 current resources outside of the required class texts, readings, activities, etc

4) Attendance & Class Participation
(20 points)

Class attendance is expected and required. Completing extra assignments designed by the instructor (10-page extensive research paper) 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.

All students are expected to actively participate in all class discussions, activities, and role plays. 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. 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.

Course Evaluations:

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

TENTATIVE SCHEDULE

Date	Topic	REQUIRED READINGS TO HAVE DONE BEFORE CLASS	Notes
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9/12	<p>Introductions</p> <p>Syllabus Review</p> <p>Course Expectations</p>	Undoing Drugs: chapters 1-3	
9/19	<p>Stages of Change and applications to treatment of addiction.</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	Undoing Drugs: chapters 1-3 if you have not finished reading them yet	Pick Group Movie by Today
9/26	<p>Moral Model & Biological Theory & DiClemente Chapter 3</p> <p>Mock Trial</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> chapters 1-3</p> <p><i>- Undoing Drugs:</i> chapters 4 & 5</p>	Meet in York 107 for Mock Trial
10/3	<p>Psychoanalytic & Self-Psychology & DiClemente Chapters 4 & 5</p>	<p><i>-Lassiter/Culbreth:</i> chapters 4 & 5</p> <p><i>-Undoing Drugs:</i> chapters 6 & 7</p>	

	Facilitated Discussion/Experiential Learning Activity		
10/10	Developmental Approach & Attachment Theory & DiClemente Chapter 6 Facilitated Discussion/Experiential Learning Activity	-Lassiter/Culbreth: chapters 6 & 7 -Undoing Drugs: chapters 8 & 9	
10/17	Sociological Theory/DiClemente Chapter 7 Group Presentations Facilitated Discussion/Experiential Learning Activity	-Lassiter/Culbreth: chapter 8 -Undoing Drugs: chapters 10-12	Group Presentations All Group Presentations Due to Moodle by 11:59 pm
10/24	Family Systems Theory & DiClemente Chapters 8 & 9 Group Presentations Facilitated Discussion/Experiential Learning Activity	-Lassiter/Culbreth: chapter 9 -Undoing Drugs: chapters 13-15	Group Presentations

10/31	<p>Transtheoretical Model & DiClemente Chapters 10 & 11</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> chapter 10</p> <p><i>-Undoing Drugs:</i> chapters 16-18</p>	
11/7	<p>Motivational Interviewing & DiClemente Chapters 12 & 13</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> chapter 11</p> <p><i>-Undoing Drugs:</i> chapters 19-21</p>	
11/14	<p>Harm Reduction & Cognitive Behavioral Approaches</p> <p>Harm Reduction Debate</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> chapters 12 & 13</p> <p><i>Undoing Drugs:</i> chapter 22</p>	<p>Harm Reduction Debate</p> <p>(Big debate against the other class, we will be arguing FOR harm reduction)</p>
11/21	<p>Twelve Step Facilitation</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> Chapter 14</p>	<p>Harm Reduction Video Reflection Due</p>

11/28	<p>Constructivist Approaches</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> Chapter 15</p>	
12/5	<p>Behavioral Addictions & Group Work</p> <p>Facilitated Discussion/Experiential Learning Activity</p>	<p><i>-Lassiter/Culbreth:</i> Chapters 16 & 17</p>	<p>CAT Presentations</p> <p>Final CAT Assignment due on Moodle!!</p>
12/12	<p>Approaches to Relapse Prevention</p> <p>Course Wrap-Up & Evals</p>	<p><i>-Lassiter/Culbreth:</i> Chapter 18</p>	<p>CAT Presentations</p>