

**ADDICTION COUNSELING**  
*Department of Counseling Psychology*  
*Lewis & Clark College*

**CPSY 536**

**Fall, 2012**

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**COURSE INFORMATION**

Time: Monday, 5:30 – 8:45pm

Location: Howard Hall 114

Credits: 2 credit hours

Pre-requisites: CPSY 503, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 534, CPSY 550.

**COURSE DESCRIPTION**

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.

**COURSE OBJECTIVES:**

1. To gain an understanding of the basic philosophical/scientific assumptions that underlie the various theoretical models of addiction and recovery
2. To gain a basic understanding of the theoretical underpinnings, methodologies, and research findings employed in the addictions field through reading, discussion, and evaluation of empirical research.

3. To think critically about the key issues in the field of addiction, including consideration of multiple models that account for addiction and recovery, alternative courses of action, and the potential outcomes and impacts for the individuals, families, and communities.
4. To compare and evaluate selected theories of addiction.
5. The application and integration of various models of addiction and recovery into the counseling setting.
6. Development of a well defined personal theory of addiction and recovery that has a practical and meaningful application in the counseling field.
7. To gain an understanding and sensitivity to the needs of differing groups impacted by addiction and the relevance of adopting a social justice and multicultural perspective.
8. Gain a basic working knowledge of 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
9. Gain an understanding of the principles and application of prevention, intervention, and treatment strategies

### **LEARNING OUTCOMES:**

The following objectives are based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards. The following objectives are taken from Section II.G.1. Students will complete studies and assignments that provide an understanding of the following aspects of professional functioning:

II.3.g: Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

III.CMHC.A.6: Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

II.CMHC.C.4: Knows the disease concept and etiology of addiction and co-occurring disorders.

III.CMHC.D.8: Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

III.CMHC.G.4: Identifies standard screening and assessment tools for substance use disorders and process addictions.

III. CMHC.H.3: Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

III. CMHC.H.4: Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

III. CMHC.K.3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

## **COURSE POLICIES**

### Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you do not receive an email response within 48 hours of your email being sent, assume that I did not receive your email unless I respond noting otherwise. **In very rare circumstances (i.e., emergencies) will an email receive a response between 5pm Friday and 8am Monday.** Note: Questions regarding exam content or assignments are not considered emergencies.

### Attendance and Participation

*Absences and Tardiness:* You are expected to attend every class. Because this course only meets once a week, missing one class can be significantly detrimental to your success in the course as a whole. Frequent absences (more than 2) will result in the reduction of your course grade by 1 letter grade. Further, it is important that you be on time for class. Failure to attend class on the date of an exam/activity without prior arrangement will result in a zero for the exam/activity. Verification (e.g., from a health care provider) must be provided to support requests for absences for illnesses. Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis.

*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. When you do not participate, other students are forced to pick up your slack. Thirty (30) points of the grade is determined through instructor evaluation of class participation, contribution, and attendance. **You can't participate if you are not present.**

*Excellent* - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little.

*Satisfactory* - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

*Minimal acceptability* - Passive participation including being present, awake, alert, attentive, but not actively involved.

*Unsatisfactory* - Uninvolved including being absent, late, present but not attentive, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion.

## **ASSIGNMENTS**

### **Abstinence Experience/Wellness Plan**

You will develop and implement a wellness plan or 12-step plan to be used in their daily lives around any behavior that you could identify some compulsive or excessive engagement around (e.g., smoking, shopping, drinking, caffeine, etc). This should be a behavior that you can “give up” for 4 weeks without causing undue harm to self or others. Plan should be an 8-10 page paper developing a personal wellness plan addressing the following components: **Due November 5**

- a. Physical wellness**... physical activity, weight loss goals
- b. Emotional/mental wellness**... addressing unresolved emotional issues from childhood or victimization, methods of identifying areas of insecurity and high-risk behaviors.
- c. Social/relationship wellness**... methods of improving social relationships with significant others, siblings, parents or friends
- d. Personal Spiritual growth/development**... developing a sense of spirituality to create purpose in life.
- e. Personal/self care**... putting it all together with specific goals and objectives including methods to achieve each component.

### **Self-help group attendance and Reviews**

Each student will attend five open meetings of either AA, NA, Al-Anon, GA, overeaters anonymous or other instructor approved group self help meeting. No more than 2 of the same meeting can count toward the requirements of this assignment. Each student will submit a 5-page written narrative reflecting on your reactions to the meeting. You should reflect on both your understanding thus far of the recovery and treatment processes, and your beliefs concerning the relevance of self-help groups for clients with addiction issues. **Due November 12**

### **Group Project- Diagnosis and Treatment Plan**

During the course of the term, student's will chose a movie as a group, and create a multiaxial diagnosis of one of the characters in the movie. In addition, students will be required to provide a treatment plan. The group presentation should (1) include a detailed background on the client and should be evident that a mental status exam was completed,

(2) reflect a thorough understanding of the client's biopsychosocial profile, (3) reflect any culturally relevant information that may impact the course of treatment and/or addiction, (4) provide some psychoeducation for the client's drug of choice, and (5) the development of a treatment plan. Your chosen intervention should be reflective of best practice and be empirically supported.

**Final Exam**

Final exam will be administered at the end of the term. Format to be decided.

**EVALUATION METHODS**

Participation	30 points (3 points per class)
Self-help group attendance and reviews	125 points (25 points each)
Group Diagnosis and Treatment Plan	100 points
Abstinence Experience/Wellness Plan	100 points
Final Exam	100 points
Total	455 points