

**CPSY 536 Addiction Counseling and Pharmacology**  
Winter 2013  
Graduate School of Education and Counseling  
Lewis and Clark College

Time: **Wednesdays, 5:30pm –8:30pm: 1/7/13-3/18/13**  
Location: Lewis & Clark Graduate School of Counseling, Rogers Hall 219  
Instructor: Teal Bohrer, M.A., CADC II, Doctoral Candidate  
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Office hours: By appointment

**Instructor Biography:** I received my M.A. in Addiction Counseling from Lewis and Clark and am currently pursuing my PhD in Counseling Education through Oregon State University. I have worked with a forensic population for most of my career and have enjoyed working with clients in prison, jail and on parole. My professional time is now spent teaching, working on my doctoral degree, and seeing clients at both Multnomah County jails and also in my private practice. My self care routine consists of a great deal of yoga and laughter with family and friends. I have a strong social justice orientation and believe that therapists can bring about a great deal of change through advocating *for* their clients and *with* their clients. I have passion for this work and hope to bring my education and experience into the classroom.

“Everything that irritates us about others can lead us to an understanding of ourselves.”  
~Carl Jung

“When I look at the world I am pessimistic, but when I look at people I am optimistic.”  
~Carl Rogers

“Be the change you wish to see in the world”  
~Mahatma Gandhi

**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.

Prerequisite: 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.  
Credit: 2 credit hours

**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.

**Required Text:**

Inaba, Darryl S., Cohen, William E. (2011). *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs 7<sup>th</sup> Edition*. Medford, OR: CNS Productions, Inc.

**COURSE GUIDELINES**

**1. CPSY 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.

**2. Student 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/)

**3. 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. Please explore any concerns you have about confidentiality during class time, after class or during a training group.

**4. 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 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

### Reading Probes

Reading probes will be given to evaluate your comprehension of the assigned readings. Be prepared to complete a reading probe at the beginning of class.

### Abstinence Experience/Wellness Plan

You will develop and implement a wellness plan or 12-step plan to be used in your 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 February 25th**

**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 four 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. **Students should not go together to these meetings, this is an individual assignment. Due February 11th**

### **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 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. **Due March 11th**

### **EVALUATION METHODS**

Participation 55 points (5 points per class)

Reading Probes 100 points (10 points each)

Self-help group attendance and reviews 100 points (25 points each)

Group Diagnosis and Treatment Plan 100 points

Abstinence Experience/Wellness Plan 100 points

Total 455

A: 455-445.5

A-:445-435.5

B+:435-425.5

B:425-415.5

B- :415-405.5

C+: 405-395.5

C: 395-385

**\*Please see Moodle for detailed course schedule, activities, assignments and articles\***