



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 564: Treating Addictions in MCFT
SUMMER 2009**

Meets: Fridays 1:00-4:30 PM
Where: Rogers Hall, Room 219

Instructor: Sebastian A. Perumbilly, M.A. (Bioethics), M.A. - MFT., Ph.D. Candidate

Office Hours: Fridays: after class or by appointment

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(E-mail is the best way to contact me)

CATALOG DESCRIPTION: TREATING ADDICTIONS IN MCFT

Family Systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. This course will examine the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians; and will consider clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples and families.

COURSE OBJECTIVES

Addiction destroys individuals, families, communities, societies and nations. We cannot talk about mental health field without addressing a wide range of issues stemming from various types of addiction. This course will prepare the participants to understand addiction through a systemic lens (a new approach to view addiction as influenced by systemic factors rather than solely focusing on intra-psychic factors—a major *paradigm shift from psyche to systems*). Although we will discuss various types of addiction, our special focus will be on substance addiction, which includes alcohol and other types of psychoactive drugs. Using a wide range of literatures from interdisciplinary fields, the participants will be invited to look at the history of substance addiction treatment from its early days to the current practices, including the evidence-based approaches. The discussions will revolve around various components of addiction and addiction treatment.

By the end of this semester, the students will be able to:

1. Have a general understanding on various types of addictive behaviors
2. Know the historical development of a paradigm shift in addiction treatment, which is viewing addiction through a *systemic lens* (unlike understanding addiction as an intra-psychic process), which includes a broader understanding of the contribution of interpersonal and contextual factors to addictive behaviors.

3. Understand the historical development of substance addiction treatment programs, and how the current practices are shaped and influenced by the past
4. Understand addictions from various predominant theoretical models including a bio-psycho-social spiritual systemic lens
5. Understand various bio-psycho-social factors, including neurological and genetic processes as contributing factors in addictive behaviors
6. Understand how substance addiction affects couple and family relationships and various roles and functions within those relational systems
7. Know how to assess and develop interventions for individuals and families that are affected by substance addiction
8. Understand the correlation that exists between substance addiction and various psychiatric disorders (co-occurring disorders)
9. Learn the historical antecedents & contributing factors supporting the development of evidence-based approaches to treating addiction in families
10. Become aware of effective family-based treatment models for substance abuse & addiction
11. Understand multicultural & social justice issues relative to successful treatment of addiction.

REQUIRED GENERAL READINGS:

Book:

Levin, J.D. (1998). *Couple and family therapy of addiction*. Northvale, New Jersey: Jason Aronson Inc.

Journal articles:

Austin, A.M., Macgowan, M.J., & Wagner, E.F. (2005). Effective family-based interventions for adolescents with substance use problems: a systemic review. *Research on Social Work Practice, 15*, 67-83

Copello, A., Velleman, R. & Templeton L. (2005). Family interventions in the treatment of alcohol and drug problems. *Drug & Alcohol Review, 24*, 369-385.

Edenberg, H.J., & Foroud, T. (2006). The genetics of alcoholism: identifying specific genes through family studies. *Addiction Biology, 11*, 386-396.

Ford, J.D., Gelernter, J., DeVoe, J.S., Zhang, W., Weiss, R.D., Brady, K., Farrer, L., & Kranzler, H.R. (2009). Association of psychiatric and substance use disorder comorbidity with cocaine dependence severity and treatment utilization in cocaine-dependent individuals. *Drug and Alcohol Dependence, 99*, 193-203.

Leighton, T. (2007). How can we (and why should we) develop better models of recovery? *Addiction Research and Theory, 15*, 435-438.

O'Farrell, T., & Fals-Stewart, W. (2003). Alcohol abuse. *Journal of Marital and Family Therapy, 29*, 121-146.

Ripley, J.S., Cunion, A., & Noble, N. (2006). Alcohol abuse in marriage and family contexts: relational pathways to recovery. *Alcoholism Treatment Quarterly, 1*, 171-184.

Rotunda, R., & Dolan, K. (2001). Partner enabling of substance use disorders. Critical Review and future directions. *The American Journal of Family Therapy, 29*, 257-270.

Rowe, C.L., & Liddle, H.A. (2003). Substance abuse. *Journal of Marital and Family Therapy, 29*, 97-120.

Vetere, A. & Henley, M. (2001). Integrating couples and family therapy into a community alcohol service: A pantheoretical approach. *Journal of Family Therapy, 23*, 85-101.

ADDITIONAL READINGS:

Weekly readings will be posted online (MOODLE) in preparation for each class. These WEEKLY READINGS ARE TO BE COMPLETED FOR THE DAY INDICATED. Be prepared to discuss the ideas/concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

Final grade and course assignments:

In order to facilitate optimal learning process, the course evaluation will be done through the following measures:

1. Reaction papers (5) - Total: 25 points

Every participant will complete five reaction papers based on any five topics covered in five weeks during the entire semester. These assignments are designed to help you think about the topics covered in class and their relationship to readings, and to personalize the materials with a critical view.

Each reaction paper (double spaced) will be 2-3 pages in length, and should be e-mailed to the instructor (sebpmt@yahoo.com or perumbil@lclark.edu) before the next topic is discussed in the subsequent week.

Each reaction paper will contain the following:

- An introductory paragraph summarizing the salient points covered in class related to that topic
- A personal reflection on at least two areas/ themes covered and discussed in class
- A critique that includes your personal assessment which includes what you do and do not agree with. Your specific perspectives are expected to be backed by a rationale supported by journal articles from related fields.

These reaction papers can be in your own words. Unlike the final paper, it does not require APA 5 formatting, but should be a thoughtful reflection that includes some references to the substance addiction treatment literature. Each reaction paper is worth 5 points.

2. Class presentation (30 points):

On a selected topic, given in the class and approved by the instructor, the course participants are expected to give a class presentation for up to a total of thirty minutes (20 minutes for the content of the presentation and 5 minutes for addressing questions from the participants, and 5 minutes of gap between the switch over to the next presenter). Any presentation that goes beyond the allotted time will receive lower grade points. Therefore, please make sure that your presentation is done in a timely manner.

Your topic needs to emphasize a SYSTEMIC perspective. Some of these topics in the literature may not have a family or systems focus as they are developed mostly by individual psychology approaches. It is your scholarly responsibility to suggest *Systems Perspective* to these models. Your presentation and final paper will be based on this topic. In other words, this presentation and final paper will be your major scholarly contribution during this semester.

The themes and the dates of the class presentations will be assigned on the first day of the class. Those who are absent or are late in the first class may choose from the remaining topics left by the class.

Each presentation is to be based on a solid literature review from professional journals relevant to the topic. Although it is not necessary, usually the use of multi-stimuli (media and audio-video visual aids) may enhance the presentation. It will be the presenters' responsibility to get equipments ready for the presentation.

Before the presentation, each presenter is expected to give the instructor an outline of the content, and bibliography from which the presentation originated. This will facilitate the evaluation process of the presentation. In the course of the presentation, the presenter may choose to distribute relevant materials to the class in order to enhance the effectiveness of the delivery of the assigned topic.

3. Class participation (5 points):

Your presence in the class makes a difference both to the group dynamic and to your ability to do well in this course. Also, some of the material presented in class will not be covered in the readings. Therefore, **you are required to attend all classes**. *In keeping with the Lewis & Clark attendance policy, missing two classes may result in failing the course. Make-up work is required for an absence and will be assigned on a case to case basis by the instructor.*

You are expected to be on time for each class, to be well prepared, and to participate in class discussions. You are responsible for knowing information announced in class, whether or not you were in class on a particular day. It is your responsibility to obtain handouts,

assignments, and information you miss if absent. Cell phones are to be turned off and put away during class.

4. Final paper (40 points)

You will complete a 12-14 page final paper on the topic assigned to you at the beginning of the semester. The final paper needs to have a SYSTEMIC FOCUS. Include in your answer why we should include the family in the treatment process. Use at least one (or more) model of your choice of the Family Therapy (e.g., Structural, Experiential, Strategic, Solution-Focused, etc) in the paper.

You are expected to use theoretical literature and research in support of your ideas and opinions. At least 5 peer-reviewed articles or book chapters should be cited. The final paper should be double spaced, 12 pt font, and in APA 5 format. The paper should be submitted via e-mail (perumbil@lclark.edu or sebpmft@yahoo.com) by **August 7, 2009**. Late papers will receive lower grades.

The final paper will be evaluated based on the following criteria:

Content	70%
Clarity and organization of ideas	10%
Use of pertinent literature	10%
Writing and referencing according to APA 5 style	10%
Total = 40 points	

FINAL GRADING

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

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.

Special needs/ accommodations:

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

CLASS SCHEDULE

Date	Topic & Readings
5/15	<p>Introduction & course overview</p> <ul style="list-style-type: none"> • Goals • Expectations • Assignments & Exams • Class presentations and Final Exams <p>Addiction treatment & Family/ Relational System</p> <ul style="list-style-type: none"> • Treating addiction: looking beyond the <i>intra-psychic</i> factors to <i>Systems</i> <ul style="list-style-type: none"> ○ Shifting focus beyond the client to the relational/ family systems ○ Systemic factors of influence & addictive behaviors
5/22	<p>Types of addiction</p> <ul style="list-style-type: none"> • Sex, internet, alcohol, drugs, gambling, food, etc <p>Addiction: processes, similarities, dissimilarities, and interconnections.</p>
5/29	<p>Substance addiction:</p> <ul style="list-style-type: none"> • Understanding addiction as a <i>multidimensional</i> problem • Genetics of addiction • Major theories of addiction • Addiction & co-existing factors • Addiction as a disruption to the relational/ family system
6/5	<p>Treating addiction:</p> <ul style="list-style-type: none"> • History of treatment <ul style="list-style-type: none"> ○ Pre-modern phase of treatment ○ Modern phase ○ Contemporary phase • Stages of treatment: <ul style="list-style-type: none"> ○ Diagnosis <ul style="list-style-type: none"> ▪ Definitions ▪ Addiction & co-occurring mental disorders ▪ Diagnostic tools: ICD-10 & DSM-IV TR ○ Detoxification phase ○ Pharmacotherapy ○ Psychotherapy (individual, group, couple & family therapy) ○ Continuing care (aftercare) programs & sobriety
6/12	<p>Treatment Approaches:</p> <ul style="list-style-type: none"> • Multi-systemic treatment approach • Assessing & treating addictions in individuals, couples and family systems • Triggers & Relapse • Relapse prevention (new trends) • Evidence-based Practices (EBP)

6/19	<p>Class presentations on Evidence-Based Approaches:</p> <ul style="list-style-type: none"> • Cognitive Behavioral Therapy (CBT)—(Presenter Name) • Contingency Management Interventions—(Presenter Name) • Minnesota Model (MM)—(Presenter Name) • Motivational Interviewing (MI)—(Presenter Name) ○ Motivational Enhancement Therapy (MET)—(Presenter Name)
6/26	<p>Class presentations: <i>Evidence-Based Approaches</i> (contd):</p> <ul style="list-style-type: none"> • Multisystemic Therapy (MST)—(Presenter Name) • Multidimensional Family Therapy (MDFT)—(Presenter Name) • Brief Strategic Family Therapy (BSFT)—(Presenter Name) ○ Functional Family Therapy (FFT)—(Presenter Name)
7/3	<p>Independence Day observed – Campus closed</p>
7/10	<p>Recovery, continuing care (aftercare) and maintaining sobriety through:</p> <ul style="list-style-type: none"> • Psychotherapy • Self-help and anonymous groups (AA) • Twelve-step philosophy • Spirituality and addiction treatment • AA, NA, etc ○ Support systems and recovery
7/17	<p>Class presentations: Special issues and special populations in addiction treatment</p> <ul style="list-style-type: none"> • Adolescents and substance abuse—(presenter name) • Assessment and intervention with women addicts—(presenter name) • Substance abuse & veterans ○ Substance abuse problems among older adults—(presenter name)
7/24	<p>Roles of family therapists/ counselors in addiction treatment:</p> <ul style="list-style-type: none"> • Substance abuse and prevention programs (schools, communities, etc): <ul style="list-style-type: none"> ○ Primary, secondary and tertiary preventions ○ Preparing the families for early detection of the problems • Family based assessment/ progression models • Family intervention • Referral for in-patient treatment • Working with families while members in treatment • Family aftercare • Case studies
7/31	<p>Substance abuse treatment & Self-of-the therapist</p> <ul style="list-style-type: none"> • Personal sharing on self-care by the class • Course review & Course evaluation
8/7	<p>Final Exam Due. Exam to be sent by an e-mail attachment to: sebpmft@yahoo.com and perumbil@lclark.edu</p>