



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Department of Counseling Psychology

Professional Mental Health Counseling-Addiction

CPSY 546: Models of Addiction and Recovery

Time & Day: 5:30-8:30, Monday, 1/6/13 to 4/21/13

Class Room: York Graduate Center, Room 107

Instructor: Keith Mackie, LPC, CADCI

Email: keithm@lclark.edu

Phone: (971) 207-5010

Office Hours: Since I am adjunct faculty, I do not have an office on campus. Therefore, if you need to talk to me between class sessions, please call me at (971) 207-5010 or email me at keithm@lclark.edu. I have a mailbox in the Counseling Psychology Office and will pick up mail weekly on Monday afternoons. I arrive for classes by 5:00 p.m. and am available at that time to meet with any student on a drop-in basis. I am also willing to stay after class on Monday evenings for consultation as needed.

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 PURPOSE & OBJECTIVES

1. To gain an understanding of the basic assumptions that underlie the various theoretical models of addiction and recovery.
2. To appreciate the historical and cultural meanings of addiction for the understanding (and misunderstandings) of both counselors as well as clients.
3. To compare and evaluate select models of addiction and treatment through a structured critical analysis using discussion and focused readings.
4. To confront select current key topics in addictions, often controversial, and critically evaluate them.
5. To develop strategies to implement specific assessment approaches for determining HIV/AIDS Risk Assessment & Risk Reduction
6. To tease out one's own biases and long-standing assumptions about addictions and the addicted, and learn to appreciate how these color one's therapeutic strategies and relationships with clients.
7. To develop a well-defined personal theory of addiction and recovery that respects cultural diversities and has meaningful application in the counseling field.

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.1.	Understands the history, philosophy, and trends in addiction counseling.
AC.A.5.	Understands a variety of models and theories of addiction related to substance use and other addictions.
AC.A.6.	Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
AC.A.8.	Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
AC.A.9.	Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
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.3.	Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.
AC.C.4.	Understands the role of spirituality in the addiction recovery process.
AC.C.6.	Understands the principles and philosophies of addiction-related self-help programs.
AC.C.8.	Understands the principles of intervention for persons with addictions during times of crisis, disasters, and other trauma-causing events.
AC.E.2.	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions.
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.G.4.	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
AC.I.1.	Knows models of program evaluation for addiction counseling treatment and prevention programs.
AC.I.1.	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.2.	Knows the impact of co-occurring addictive disorders on medical and psychological disorders.
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.
AC.L.2.	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

COURSE SCHEDULE

Date	Topic	Required Readings
1	1/6	Overview None
2	1/13	Conceptualization • <i>Chapter 1 (AB)</i>
	1/20	MLK Day: No class
3	1/27	Disease Models • <i>Chapter 2 (AB)</i> • Mini-lesson
4	2/3	Public Health & Prevention • Andy Cartmill Presentation • Mini-Lesson • <i>Chapter 3 (AB)</i>
5	2/10	Comorbidity • <i>Chapter 4 (AB)</i> • Mini-lesson • <i>Test #1 (M)</i>
6	2/17	Psychoanalytic Formulations • Mini-lesson • <i>Chapter 5 (AB)</i>
7	2/24	Conditioning and Contingency Management • Mini-lesson • <i>Chapter 6 (AB)</i>
8	3/3	Cognitive Models • Mini-lesson • <i>Chapter 7 (AB)</i>
9	3/10	Family System • Mini-lesson • <i>Chapter 8 (AB)</i>
10	3/17	Social and Cultural Foundations • Guest speakers panel discussion • Mini-lesson • <i>Chapter 9 (AB)</i> • <i>Test #2 (M)</i>
	3/24	Spring Break: No class
11	3/31	Science of Behavioral Addiction • Mini-lesson • <i>Chapter 10 (AB)</i>
12	4/7	Motivation for Change • Mini-lesson • <i>Chapter 11 (AB)</i>
13	4/14	Linking Theory and EBPs • Mini-lesson • <i>Chapter 12 (AB)</i>
14	4/21	Summary • <i>Test #3 in class</i>

M = Moodle

AB = *Introduction to Addictive Behaviors* (4th ed.) by Dennis L. Thombs and Cynthia J. Osborn, 2013, New York: Guilford Press.

REQUIRED READINGS

Introduction to Addictive Behaviors (4th ed.) by Dennis L. Thombs and Cynthia J. Osborn, 2013, New York: Guilford Press.

Throughout the term, the instructor may assign required readings. Any readings required will be available on Moodle.

RECOMMENDED READING

Slaying the Dragon: The History of Addiction Treatment and Recovery in America by William White, 1998, Bloomington IL., The Chestnut Health Systems/Lighthouse Institute.



ASSIGNMENTS

Reflection Papers

At the beginning and end of the term, students will write a 2-3 page reflection paper discussing addiction and recovery, and their personal understanding of why addiction and recovery happen. Examples from personal experience may be used as long as names or identifying characteristics are omitted. Students are free to incorporate any theories and class material that they deem appropriate.

Each reflection paper will be worth 5 points for a total of 10 points possible and 10% of your grade.

Mini-Lesson

Each student will assume the role of teacher (student as teacher) to prepare and deliver a 30-minute lesson to the class on a designated date that introduces a theory or model of addiction and recovery (a topic). Upon identification of a topic, the student as teacher will develop an objective for their lesson, a means of assessing student's understanding of the topic, and a script that outlines and plans what information will be delivered and how it is presented. A detailed explanation of the Mini-Lesson assignment will be provided on Moodle. The student as teacher will be evaluated based on the following criteria to be typed and submitted prior to delivery of the lesson along with any readings or materials, assessment tools, exercises or assignments:

- Objectives are clearly stated and demonstrated in the lesson
- Assessment tools address the topic and are appropriately administered
- The script correlates to the lesson provided

The mini-lesson will be worth 30 points and 30% of your grade.

Exams

There will be three exams for this course. Two of these exams will be taken on Moodle and the third will be taken in class. Each exam will consist of 20-30 questions based on readings, presentations, and lectures. Students will be allowed to attempt the Moodle exams 2-times in a 7-day period. Any exam that it is not completed in the 7-day period may be taken late for 50% of the total points allowed with instructor permission. The exam taken in class can only be attempted once. Each exam will be worth 20 points for a combined total of 60% of your grade.

Make-up Assignment for Missed Class Time

Per CPSY attendance policy, missing more than ten percent of class time or 4.5 hours over the course of the term may result in failure to complete the class. Any student who misses class time has the option of earning a one-time 3-hour attendance credit by completing the following make-up assignment for missed class time.

Make-up Assignment: Attend an Addiction & Recovery Related Event with Personal Response Paper

A student will attend an addiction and recovery related event and write a paper that will reflect their own personal response to how this event portrayed a theory or theories of addiction and recovery. The paper should be drawn from and supported by the theoretical and empirical literature regarding models/theories of addiction and recovery reviewed during the course of the semester. Your paper should be typed, double-spaced and prepared in accordance with the APA publication manual (4th ed.) guidelines. **The paper is due at the beginning of the final day of classes on 4/21/14.** The length of the paper should be 3-5 pages.

Grading Summary

Total Points = 100

Grade Calculation (percentages of total points)

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

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 ourselves, our values, beliefs, and biases. 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. If you must be absent or late, please email the instructor at least several hours prior to class.

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.

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.