

## **MODELS AND THEORIES OF ADDICTION AND RECOVERY**

**CPSY 546, Spring 2009**

**Instructor: Dr. Rebecca Seifert**

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**Mondays 5:30-8:45pm \* Office Hours by appt**

### **COURSE DESCRIPTION AND GOALS**

The goal of this course is to familiarize you with the major theories and models that account for the etiology of addictive behaviors and recovery from those behaviors. We will explore and critically evaluate biological predispositions, psychological factors, socialization processes, and spiritual influences implicated in the development of addictive behavior and recovery. In addition, this course is meant to motivate you to think critically and reflect on your views of risk and resiliency factors, effects of psychosocial development, and the impact of culture and gender differences. The successful integration, adaptation, and application of a working model of addiction/recovery into the counseling setting are the ultimate goal for each student. As you investigate and challenge your thoughts and ideas, please respect other points of view expressed in the classroom. While differing opinions can lead to disagreement, through hearing other's ideas we learn far more than we would from a text. It is important that the classroom is a safe environment to generate discussion.

### **COURSE OBJECTIVES**

1. To gain an understanding of the basic philosophical/scientific assumptions that underlies the various theoretical models of addiction and recovery.
2. 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 effects of addiction for the individuals, families, and communities.
3. To compare and evaluate selected theories of addiction.
4. To understand the application and integration of various models of addiction and recovery into the counseling setting.
5. To develop a well defined personal theory of addiction and recovery that has a practical and meaningful application in the counseling field.

**PLEASE NOTE:** The course content and structure, assignments, and readings may be modified as needed during the semester by the course professor. It is your responsibility to attend class and be on time so you are aware of these changes.

### **REQUIRED TEXT**

DiClemente, C. C. (2006). *Addiction and change: How addictions develop and addicted people recover*. New York: Guilford Press Guilford ISBN 9781593853440

Perkinson, R. (2007). *Chemical Dependency Counseling: A Practical Guide*. (3<sup>rd</sup> ed.). Thousand Oaks, CA: SAGE Publications. 3rd 2008 Sage ISBN 9781412957007

Kaufman, E. & Yoshioka, M.R.M. (2006). *Substance Abuse Treatment and Family Therapy: TIP 39*. Rockville, MD.: SAMSHA.

Miller, B & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford Press. 2nd 2002 Guilford ISBN 9781572305632

Ries, Richard (2001). *Assessment and treatment with coexisting mental illness and alcohol and other drug abuse*. Tip 42. Rockville, MD: SAMSHA

## OPTIONAL TEXT

Velasquez, M. M, Maurer, G. G., Crouch, C., and DiClemente, C.C. (2001). Group treatment for substance abuse: A stages of change therapy manual. New York: Guilford Press

Anonymous. (1976). Alcoholics anonymous. New York: World Services, Inc.

Anonymous. (1981). Twelve steps and twelve traditions. New York: World Services, Inc.

Anonymous. (1988). Narcotics anonymous. (5<sup>th</sup> edition). Van Nuys, CA: World Service Office, Inc.

## ASSIGNMENTS

### **Twelve Step Meeting Review** – 15% of your grade

Over the course of the semester you will be required to attend five different twelve step oriented recover meetings and write a 2-page (double-spaced) reaction paper for each individual meeting. Due dates for the five meetings/reaction papers are as follows: **2/2, 2/23, 3/16, 4/13, 4/20**. The papers should include: a) assessments of behavioral, cognitive, social, and affective elements/activities observed and b) your own personal reactions and feelings.

### **Class attendance and participation** – 20% of your grade

You are expected to attend class and to participate in the small and large group discussions, volunteering relevant examples, sharing viewpoints from your life. We will be engaging in active learning that will be successful only if every student is responsible about attending class and being prepared. Each student will be responsible for reading the assigned readings prior to the class sessions and for being prepared to participate appropriately in class discussions. Missing more than 1 class will result in a grade of F.

### **Take Home Exam** – 20% of your grade

The take home exam will consist of 20-30 multiple-choice questions and three short essay questions based on the class lectures, readings, videos, and class discussions. This will be due April 27.

**Theory of Addiction and Recovery Paper** – 25% of your grade. *I expect these assignments to be typed, and free of spelling errors and grammatical errors.* For this assignment you will be required to write a paper that will reflect your own personal theory of addiction and recovery. Be sure to place special emphasis on integrating the personal model of addiction into a personal model of recovery that can further serve as the basis and underlying assumptions guiding your work in addiction counseling. The papers 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 guidelines. The paper is due at the beginning of class on April 13. The length of the paper should be 8-12 pages. In the last class, you will give an overview of your paper and what you learned.

### **Diversity Presentations** – 20% of your grade

You will sign up for your topic on a first come/first serve basis on the second day of class. At the third class, I will pass out a master list so you can connect with your group members. For this assignment, you will participate in developing and presenting a group project that will review and evaluate the relevant literature in the area working with diverse clients with addictions or dual diagnosis issues. The presentation should be 15-20 minutes in length and utilize audio/visual aids as appropriate. Presentations that go beyond 30 minutes will be penalized for being too long. SAMSHA publications may serve as a basis for your presentation. A formal outline of the presentation and complete reference list for the project will be due on the date of the presentation. The outline should be fully developed and elaborated, double-spaced, and prepared in accordance with the APA publication manual guidelines. Topic areas include but are limited to:

- ❖ Gender Specific Treatment
- ❖ Working with African Americans
- ❖ Working Asian Americans & Pacific Islanders
- ❖ Working with Latinos & Latinas
- ❖ Working with Native Americans
- ❖ Addictions Treatment with Individuals who have Disabilities
- ❖ Addictions Treatment with GLTB Individuals

## GRADES

The grading for this course is not based on a curve. Therefore every student has the potential to earn an A. The scale is as follows:

A	95-100 points	B+	85-89	B-	70-74
A-	90-94 points	B	75-84	F	0-69

## AMERICANS WITH DISABILITIES ACT

Any student who because of a disability requires some special arrangement in order to meet course requirements should contact the professor as soon as possible to make necessary accommodations.

## POLICIES

- 1) If you are a student with a documented disability, please contact me immediately to facilitate arranging academic accommodations.
- 2) Class attendance is periodically documented through activities you participate in and turn in.
- 2) I may make exceptions for late assignments and permit make-up quizzes if you have extenuating circumstance **AND** contact me prior to the start of the class you will miss. However, such exceptions will not be made without documentation of the circumstance.
- 3) Students are expected to abide by all college rules concerning academic integrity. Any violations of these rules will be reported for appropriate disciplinary review. All work must be your own, and in your own words. All citations from any other work must be fully credited.

<b>COURSE SCHEDULE &amp; READING ASSIGNMENTS</b>
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Assignments are subject to adjustment. It is your responsibility to be in class to learn of changes.

<b>DATE</b>	<b>TOPIC &amp; READING</b>	<b>ASSIGNMENT DUE</b>
<b>M 1/12</b>	<b>Introduction to Course, Addictions, and 12 Step</b> <b>*Guest Lecturer: 12 Step Programs</b>	
<b>M 1/19</b>	<i>No Class – MLK DAY!</i>	
<b>M 1/26</b>	<b>History of Addictions and Alcohol &amp; Drug Prevention</b> Perkinson ch. 1	
<b>M 2/2</b>	<b>Abstinence Based Treatment</b> DiClemente Part I	<b>12-step 1</b>
<b>M 2/9</b>	<b>Harm Reduction &amp; Abstinence</b> DiClemente Part II; Perkinson ch. 3	
<b>M 2/16</b>	<b>Cognitive Behavioral Therapy</b> DiClemente Part III; Perkinson ch.6	<b>Group 2</b>
<b>M 2/23</b>	<b>Dialectical Behavioral Therapy</b> Miller & Rollnick Part I; Kaufman & Yoshioka ch. 1-3	<b>12-step 2</b>
<b>M 3/2</b>	<b>Stages of Change &amp; Motivational Interviewing</b> Miller & Rollnick ch. 4-6	<b>Group 3</b>
<b>M 3/9</b>	<b>Motivational Interviewing</b> Miller & Rollnick ch. 7-9	<b>Group 1 &amp; 4</b>
<b>M 3/16</b>	<b>Adolescent Treatment w/ a Focus on Family</b> Kaufman & Yoshioka ch. 4 & 5; Perkinson ch. 12 & 13	<b>12-step 3</b>
<b>M 3/23</b>	<i>No Class – Spring Break!</i>	
<b>M 3/30</b>	<b>Dual Diagnosis</b> Ries ch. 2-9	<b>Group 5</b>
<b>M 4/6</b>	<b>ASAM: Patient Placement</b>	<b>Group 6; Group 7</b>
<b>M 4/13</b>	<b>Working with Diverse Clients</b> Perkinson ch. 5 <b>*Guest Leturer: Brandie Fazal, MSW</b>	<b>12-step 4;</b> <b>Theory Paper</b>
<b>M 4/20</b>	<b>Relapse Prevention</b> Perkinson ch. 16	<b>12-step 5</b>
<b>M 4/27</b>	<b>Putting it all together</b>	<b>Final Exam Due</b>