LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION & COUNSELING

SYLLABUS – CPSY 546
Models and Theories of Addiction and Recovery
Spring Semester 2010
Mondays 5:30 p.m. to 8:45 p.m. – Howard Hall, Room 116
January 11, 2010 to April 26, 2010

Class Instructor:
Thomas G. Ten Eyck (Adjunct Faculty)
Phone (voice mail and home office): (503) 668-9286 or (503) 720-0137
Campus Mailbox in Counseling Psychology Office
Email: teneyckt@dishmail.net

Course Description:
This class provides an overview of the major theories and models that account 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, socio-cultural factors, effects on 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 goals for each student.

Prerequisite: CPSY 545 or by permission of the instructor.

Course 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 understandings (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 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.

6) To develop a well defined personal theory of addiction and recovery that respects cultural diversities and has meaningful application in the counseling field.

**Required Texts:**


**Required Readings:**

*NOTE: The required readings are referred to in the course outline below. The source material will be presented either in class handouts or posted on the class Moodle page. They are required reading. Following is the bibliography of those readings.*

___ Institute of Medicine (1990). “A Brief History of Treatment” an excerpt from “Broadening the Base of Treatment for Alcohol Problems” (pp. 15-17). National Academy Press, Washington DC.


Homer (800 BCE), Excerpts from The Odyssey, (pp. 146-163) Translated by Robert Fitzgerald, Anchor Books, Doubleday & Company, Inc., Garden City, NY.


Americans with Disabilities Act:
Any student who because of a disability requires some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

Academic Integrity:
Students are expected to abide by all college rules concerning academic integrity. Any violations of these rules will be reported for appropriate disciplinary review.

Assignments:
Each student will write a paper that will reflect their own personal theory of addiction and recovery. Special emphasis should be placed 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 from the empirical literature regarding models and theories of addiction and recovery reviewed during the course this semester. The paper will be typed and double-spaced. It is due at the class session on April 19. The length of the paper should be no more than 7 – 8 pages. In the last class you will be asked to discuss your paper and what you learned.

2) Weekly Journal (DUE: April 12, 2010)
Each week you will journal the following about the required reading. Write only one sentence per following item:
   1) What impressed you most?
   2) How does the reading inform a “theory” of addiction?
   3) How does it inform ideas about recovery?
   4) Two personal assumptions or biases about addiction or its treatment or about addicts or alcoholics in general.

3) In Class Presentation:
In small groups of three, you will prepare a 15 to 20 minute presentation on a specific current controversial topic in the field of addictions. In it you will need to:
   1) Define the issue;
   2) Give the “pro” argument;
   3) Give the “con” argument;
   4) Summarize your current stance (in a sentence or two).

TOPICS (three students each)
A) Gateway theory: What is it? Is it true? (cf. West, pp. 64-65 (Box 3.10)
B) Should drugs be legalized?
C) Should needle exchange programs be expanded, eliminated?
D. Harm reduction: What does it mean? Should it drive public policy? Should total abstinence be the only goal for addiction treatment?
E. Should marijuana be legalized? Is “medical marijuana” a legitimate medical issue?
F. Are too many children receiving amphetamines (e.g., Ritalin)?
G. Are SSRIs overprescribed?
H. Does drug abuse treatment “work?” What does “work mean” in this context?

Class Requirements:
1) Attendance is required.
2) Readings must be done before each class.
3) Active participation in expected and will be reflected in a percentage of your grade.

Grading:

<table>
<thead>
<tr>
<th>Attendance &amp; Class Participation</th>
<th>30%</th>
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<tbody>
<tr>
<td>Journal of Assumptions</td>
<td>20% Due April 12, 2010</td>
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<tr>
<td>In-Class Presentation</td>
<td>25% Assigned Due Dates</td>
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<tr>
<td>Paper on Personal Theory of Addictions</td>
<td>25% Due April 19, 2010</td>
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</table>

| 100-92 points | A | Exemplary |
| 92-88 points  | A-| Excellent  |
| 88-84 points  | B+| Very Good  |
| 84-75 points  | B | Generally Good |
| 75-70 points  | B-| Acceptable  |
| Below 70 points| F | Not Acceptable |

**NOTE:**

This class is interactive, based on the seminar model. It requires the student to come prepared by having read the readings. That material will then serve as background for in class discussions about each topic.

The goal is NOT to accumulate knowledge, but to wrestle with ideas that challenge one’s own biases and begin to serve as a foundation for an in-depth personal understanding of addiction and recovery.
OUTLINE

NOTE: You are required to read before class all resource material that is NOT “West” (which is our required text). You are encouraged to read the referenced pages in “West” before class to familiarize yourself with specific ideas and models of addiction and recovery since the in-class discussions will utilize the reading to approach and analyze specific models of addictive theory and recovery. To do this we will read aloud in class each “Box” referenced as a basis for that class discussion.

I. Introduction
   A. Subject: How to construct & deconstruct a theory
   B. Subject: The myth of addiction
      Resource: West: pp. 31-32 (Box 3.1)

II. Global views and quick summaries
   A. Subject: “Once upon a Time”
      Resource: Kinney, excerpt from Loosening the Grip
   B. Subject: Alcohol and Western culture of drinking and eating
      Resource: Visser, excerpt from The Rituals of Dinner
   C. Resource: Mandelbaum, “Alcohol and Culture”

III. Ancient history of alcohol and drinking
   A. Subject: Egyptian wine, beer and drinking – cultural divisions
      Resource: Egyptian Wines
   B. Subject: mythology and alcohol – powerful associations with alcohol
      Resource: Barbara Walker on Dionysius
   C. Subject: Importance of drinking and festivities – social bonding
      Resource: Homer – The Odyssey
   D. Subject: Early drunkenness and compulsion – Plato
      Resource: Plato’s Symposium
   E. Subject: Romans and drinking – two kinds of “drunkards”
      Resource: Seneca’s Epistle LXXXIII: On Drunkenness

IV. Women and alcohol – an historical perspective
   A. Drinking and women
      Resource: excerpt from The Invisible Alcoholics (Ch. 2)

V. 19th Century America – problem drinking and ways to address it
   A. Drinking in America in the 1800s
      Resource: “A Nation of Drunkards” etc.
   B. Changing conceptions of habitual drunkenness in America
Resource: Levine, “The Discovery of Addiction”

C. Rise of Addiction Medicine and Personal Recovery Movements
Resource: White: pp. 1-21
Resource: excerpts from The New American Speaker, Elocutionist and Orator, 1910

VI. Birth of addiction treatment in America
A. Inebriate homes and asylums
Resource: Am Journal of Insanity (1860)
Resource: White: pp. 21-62
B. Miracle cures
Resource: White: pp. 64-70
C. Religious conversions
Resource: White: 71-78
D. Backlash
Resource: JAMA editorial -1894

VII. Alcoholics Anonymous and peer 12-Step movements
A. Overview
Resource: Zweben, pp.255-256
Resource: White: pp. 127-143
Resource: The Big Book, intro to chapter 5 – “How It Works”
B. Structure of the program and how it works
Resource: White: pp. 143-155

VIII. Models of addiction
A. Disease model
Resource: Thombs: pp. 29-80
Resource: West: pp. 76-78 (Box 4.1)
Resource: West pp. 85-87 (Box 4.5)
Resource: West pp. 95-99 (Boxes 5.2 and 5.3)
Resource: West pp. 105-106 (Box 5.7)
1. Biochemical
2. Adoption studies
3. Twin studies
4. Animal studies
5. Sons of alcoholic fathers
6. Conclusions
7. Impulse control (OCD and addictions)
B. Learning theory
Resource: Zweben: pp. 55-64
Resource: Thombs: pp. 109-144
1. Classical conditioning
2. Operant conditioning
3. Modeling behaviors
4. CBT
5. Conclusion

C. Cognitive models:
   
   Resource: Thombs: pp. 144-183
   Resource: West: pp. 40-45 (Box 3.4)
   Resource: West: pp. 89-90 (Box 4.7)

D. Psychoanalytic and personality/identity models
   Resource: Zweben: 64-69
   Resource: Thombs: pp. 81-108
   Resource: West: pp. 36-38 (Box 3.3)
   Resource: West: pp. 72-73 (Box 3.12)
   Resource: West: pp. 78-79 (Box 4.2)

E. Behavioral economic theories
   Resource: West: pp. 59-63 (Box 3.9)

F. Transtheoretical model (Stages of Change)
   Resource: West: pp. 66-71 (Box 3.11)
   Resource: West: pp. 80-82 (Box 4.3)

G. Absence violation effect (effects of relapse)
   Resource: West: pp. 82-85 (Box 4.4)

H. Family theory:
   Resource: Zweben: 69-76
   Resource: Thombs: pp. 184-235
   1. Systems
   2. Behavioral

I. Bio-psycho-social model
   Resource: Zweben: 76-87
The weekly class schedule below gives due dates for projects, papers, etc. The class readings and daily subjects will follow the outline and are not listed here since we may spend more or less time on a specific topic in the outline as per our in-class discussions.

<table>
<thead>
<tr>
<th>DATE</th>
<th>OUTLINE REFERENCE</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Week I:</td>
<td>I.A.B.</td>
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<td>1/11</td>
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<td>1/18</td>
<td>HOLIDAY— NO CLASS</td>
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<td>Week II:</td>
<td>II.A. B.C.</td>
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<td>1/25</td>
<td>III. A.B.C.D.E.</td>
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<td>Week III:</td>
<td>IV. A</td>
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<td>V. A.B.</td>
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<td>Week IV:</td>
<td>V. C.D.E.</td>
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<td>2/8</td>
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<td>Week V:</td>
<td>VI. A.B.C.D</td>
<td>Topic A: Gateway theory.</td>
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<td>Week VI:</td>
<td>VII. A.B.</td>
<td>Topic B: Legalization of drugs.</td>
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<td>Week VII:</td>
<td>VIII. A.</td>
<td>Topic C: Needle exchange programs.</td>
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<td>Week VIII:</td>
<td>VIII. B</td>
<td>Topic D: Harm reduction.</td>
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<td>Week IX:</td>
<td>VIII.C.</td>
<td>Topic E: Legalization of marijuana.</td>
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<td>3/22</td>
<td>SPRING BREAK</td>
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<td>Week XII:</td>
<td>VIII.H</td>
<td>Topic H: Efficacy of drug treatments Journal of assumptions</td>
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<td>4/12</td>
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<td>Week XIII:</td>
<td>VIII.I</td>
<td>Topic I: Benefits of alcohol Final Paper</td>
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<td>4/19</td>
<td>Summary</td>
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<td>Week XIV:</td>
<td>Discussion of papers.</td>
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<tr>
<td>4/26</td>
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