



Addictions Treatment: Procedures, Skills, Case Management
CPSY 547, Summer 2007
Mondays & Wednesdays 5:30-8:45

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Course Description

This class provides an emphasis on developing a detailed understanding and foundation of skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and co-occurring disorders. Prerequisite: CPSY 546 or by permission from course instructor.

Course objectives:

1. To gain an understanding a more in-depth understanding of the philosophical/scientific assumptions that underlies the various theoretical models of addiction and recovery.
2. To understand the risk factors of HIV/AIDs and the treatment process with these clients.
3. To think gain an understanding and experience in conducting assessments, treatment plans and documentation of the treatment process.
4. To learn more about conceptualizing treatment from a stages of change perspective and utilizes motivational enhancement.
5. To develop knowledge and skills about how to deal with difficult clients and clients who are not compliant.
6. To be well versed in the treatment of clients' with co-occurring disorders.

Required Texts:

Mueser, K.T., Noordsy, D.L., Drake, R.E., & Fox, L. (2003). Integrated treatment for dual disorder: A guide to effective treatment. New York: Guildford.

Siegal, H. A. (1998). Comprehensive case management for substance abuse treatment. Tip 27. SAMHSA: Rockville, MD.

Linehan, M.M. (1993). *Skills training manual for treating borderline personality disorder*. New York: Guildford ISBN: 0898620341

Miller, B & Rollnick, S. (2002). Motivational interviewing: Preparing people for change. New York: Guildford Press.

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.

Course Assignments:

Participation, attendance and readings (25 points):

This will be largest part of your grade. It is expected that you will actively participate in every class. This class has an experiential structure. For all of us to get the most out of the class it is necessary that we practice the knowledge and skills we are learning. We will be participating in role plays and discussions about treatment issues. Attendance and completing the readings is also an integral component of the class discussion. Therefore it will be expected that you will attend every class along with being prepared to discuss the readings for that week. Missing more than one class will result in a lower grade.

Complete Clinical Vignettes (25 points)

Each student will make receive a clinical vignette. These vignettes will ask students to integrate their knowledge and skills with ASAM PPC-II-R, Integrated dual diagnosis treatment and applying motivational interviewing techniques.

Teach a DBT Skill (15 points)

In small groups, you will be expected to select a DBT skill. Your group will teach this skill to the class in a 15-20 minute presentation. This will happen during March 9 or March 16 classes. Use the Skills Manual and other resources as your guide. Be creative, make it fun and interesting.

Site Reviews (15 points)

Each Student will visit a treatment agency in the community. The visit will look who the agency provides services to (number, age and diversity), breadth and depth of services, assessment procedures, typical wait list, crisis services, funding sources, treatment philosophy, staffing patterns, level of staff credentials and how to the clients contact the agency. Also please include any literature that the agency provides. You will be making a 10-15 minute presentation about the site that you reviewed. As a part of your presentation, you will provide a typed synopsis of the site, so that all students will have a resource guide at the end of the term.

Take Home Exam (20 points)

The take home exam will consist of 20-30 multiple-choice questions & three short essay questions based on the class lectures, readings, videos & class discussions. This will be due June 26.

Grading:

Participation, attendance & readings	25 points
Clinical Vignettes	25 points
Teach a DBT Skill	15 points
Site Review	15 points
Take Home Exam	20 points

100-95 points	=	Grade of A	Exemplary
94-90 points	=	Grade of A-	Excellent
89-85 points	=	Grade of B+	Very Good
84-75 points	=	Grade of B	Generally Good
74-70 points	=	Grade B-	Acceptable
69-65 points	=	Grade C+	Satisfactory
64-60 points	=	Grade C	Marginally satisfactory
59-55 points	=	Grade C-	Below acceptable
54-0 points	=	Grade F	Fail

Class Schedule

Class 1	May 7	HIV
<u>Activities</u> o Lecture: HIV		
Class 2	May 9	Introduction to Dual Diagnosis
<u>Activities</u> o Lecture: Integrated Dual Diagnosis Module #1		
Class 3	May 14	ASAM PPC-II-R
<u>Readings</u> 1. Integrated Treatment: Section I: Basics 2. Integrated Treatment: Assessment Process <u>Activities</u> - o Lecture: Integrated Dual Diagnosis Module #2: ASAM, Assessment & Treatment Planning - o PPC-II-R Quiz - o ASAM Vignettes		
Class 4	May 16	Case Management
<u>Readings:</u> Tip 27: Chapter 1: Substance Abuse Case Management Tip 27: Chapter 2: Applying Case Management Tip 27: Chapter 3: Case Management in the Community Context		
Class 5	May 21	Matrix Model
<u>Readings</u> 1. Integrated Treatment: Section 3: Individual Approaches <u>Activities:</u> - o Lecture: Integrated Dual Diagnosis Module #3: Clinical Documentation - o ASAM Vignettes		
Class 6	May 23	Engagement & Reflective Listening
<u>Readings</u> 1. Integrated Treatment: Section 4: Group Approaches 2. MI: Part I <u>In Class Activities:</u> - o Lecture: Integrated Dual Diagnosis Module #5: Engagement & Reflective Listening - o MI Video		

<u>May 28</u>	Memorial Day: No Class
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<u>Class 7</u>	<u>May 30</u>	SOC & MI
<u>Readings</u> MI: Chapters 4-6 <u>In Class Activities:</u> - o Lecture: Integrated Dual Diagnosis Module #6: SOC & MI Techniques - o MI Video & Vignettes		

<u>Class 8</u>	<u>June 4</u>	Eliciting Change Talk
<u>Readings</u> 1. MI: Chapters 7-9 <u>In Class Activities:</u> - o Lecture: Integrated Dual Diagnosis Module #7: Eliciting Change Talk - o MI Video & Vignettes		

<u>Class 9</u>	<u>June 6</u>	DBT: Mindfulness
<u>Readings:</u> 1. DBT: Chapters 1-4 & 7 <u>In Class Activities:</u> - o Lecture: Mindfulness & History & Philosophy - o DBT video & exercises - o Site Reviews		

<u>Class 10</u>	<u>June 11</u>	DBT: Distress Tolerance & Emotional Regulation
<u>Readings</u> DBT: Distress Tolerance Chapters (#8) & Emotional Regulations (#9) <u>In Class Activities:</u> - o Small Groups teaching Mindfulness skills - o Lecture: DBT Distress Tolerance & Emotional Regulations - o Site Reviews - o Take Home Exam passed out		

<u>Class 11</u>	<u>June 13</u>	DBT: Interpersonal Effectiveness
<u>Readings</u> DBT: Chapters 5 & 6 as well as Interpersonal Effectiveness Chapters (#10) <u>In Class Activities:</u> - o Small Groups teaching Distress Tolerance & Emotional Regulations - o Site Reviews		

<u>Class 12</u>	<u>June 18</u>	Putting It All Together
Practice MI & watch MI videos		