



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING **Department of Counseling Psychology** **Professional Mental Health Counseling-Addiction**

MHCA 547: Addictions Treatment: Procedures, Skills, Case Management

Time & Day: 5:30-9:00, Monday
Class Room: Corbett Annex, Room 100
Instructor: Mark Douglass, LPC, CADC I, CGAC II
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Office Hours: Available on Request
Phone: 971-570-2118

CATALOG 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 addictive disorders and co-occurring disorders.

COURSE PURPOSE & OBJECTIVES

1. To gain 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 of these clients.
3. To develop a deeper knowledge and experience in conducting assessments, treatment plans, and documentation of the treatment process.
4. To learn more about conceptualizing treatment
5. To be well versed in the treatment of clients' with co-occurring disorders.

COURSE DETAILS

This is a practice-based class! You will have opportunities to hone your clinical, leadership, presentation, and feedback skills, as well as contribute to an effort to build a toolbox of practical intervention options that may be used with clients.

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.1.	Understands the history, philosophy, and trends in addiction counseling.
AC.A.7.	Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
AC.A.9 .	Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
AC.A.10.	Understands the operation of an emergency management system within addiction agencies and in the community.
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.5.	Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
AC.C.7.	Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
AC.C.8.	Understands the principles of intervention for persons with addictions during times of crisis, disasters, and other trauma-causing events.
AC.D.4.	Demonstrates the ability to use procedures for assessing and managing suicide risk.
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.I.1.	Knows models of program evaluation for addiction counseling treatment and prevention programs.
AC.I.2.	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.3.	Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.

ASSIGNMENTS

1. *Presentation – Intervention Tool*: Each of you will research, develop, and present to the class an *intervention tool*. The tool you choose to present is up to you, but should be applicable to a broad clinical population. For example, you may choose to present on: nutrition, self-help meetings, yoga, meditation, exercise, spending time in nature, clinical use of pets, volunteer work, life mission and goal setting, journaling, or anything else that you believe would be useful for clients and contribute to our group tool box. Your presentation should last 25-30 minutes. You are free to incorporate video, music, group exercises...but remember, develop your presentation *as if you were going to present it to a group of clients*. Please have a useful handout to accompany your presentation so that by the end of the term we will have a multiple resources in our toolbox! Your grade will be determined via a confidential scoring of the elements by peers.
2. *Change Project*: (See Appendix 1)
3. *Informational Interview*: (See Appendix 2)

ATTENDANCE

Because you are expected to show up and be on time for your sessions with clients, you will also be held accountable for your attendance in class. This includes both being in class, but also being on time for class.

Please read the CPSY department attendance policy:

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.

GRADES

1. Intervention Tool Presentation - 30 points
2. Change Project - 40 points
3. Informational Interview - 40 points

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+	

COURSE SCHEDULE

Date	Topic	Activities	
1	5/5	Overview, Assessment and ASAM	Assignment explanations / Change project set-up / Signups
2	5/12	Diagnosis and Initial Treatment	Change project check-in
3	5/19	Treatment Planning and Reviews	Change project check-in
	5/26	NO CLASS	MEMORIAL DAY
4	6/2	MI/SOC Foundations	Intervention tool presentation / Change project check-in
5	6/9	Change Talk	Intervention tool presentation / Change project check-in
6	6/16	Managing Resistance	Intervention tool presentation / Change project check-in
7	6/23	Ambivalence and Feedback	Intervention tool presentation / Change project check-in
8	6/30	Consultation and Crisis Management	Intervention tool presentation / Change project check-in
9	7/7	Medical and Case Management	Intervention tool presentation / Change project check-in
10	7/14	Referral process and standards	Intervention tool presentation / Change project check-in
11	7/21	Moderation versus abstinence	Intervention tool presentation / Change project check-in
12	7/28	Relapse prevention	Actors role-play / Interviews Due
13	8/4	Aftercare and Community Support, Course summary	Accessing resources / Debrief assignments / Video: Anonymous People

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 values, our beliefs, biases, and ourselves. 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.

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.

Appendix 1

CHANGE PROJECT

In order to better understand the skills presented in this course, students in CPSY 547 will identify and work toward creating a targeted change in their own lives and habits. This process includes:

1. Identifying a behavior change target. The behavior can be a habit that is given up (e.g. consuming caffeine, sugar, etc.) or a habit to adopt (e.g. regular exercise, regular bedtime, etc.). The targeted behavior should:

- Elicit ambivalence - there should be a sense of things lost and things gained by making the change.
- Provide material for sharing, both in small and large groups. Do not choose a change target about which you would feel embarrassed or humiliated to discuss with classmates.
- Not be an addiction for which treatment is needed. Please seek professional help if you are struggling with drugs, alcohol, or a behavioral addiction.

2. Creating the change plan. Students will put together and submit a "change plan" which identifies:

- The behavior targeted for change
- Specific goals for the change
- Specific outcome measurements for each goal
- A start and end date for the plan

3. Tracking the change. Students will keep a daily journal in which they will record:

- Overall mood in the past 24 hours
- Motivation for change in the past 24 hours (1-10 scale)
- Any interventions used that day and their effect on the target behavior
- Students will also fill out a weekly ACORN measurement tool in class. Compiled data from the ACORN's will be provided toward the end of session for the reflection paper (see below).

4. Engaging in discussion about change. Students will participate in weekly 30-minute small groups discussing progress toward the change, and obstacles encountered along the way. A large group check-in will follow each week.

Writing a concluding 5-7 page reflection paper addressing the following questions:

- What was your overall experience of the change process?
- Did your change plan work as expected, or did you need to make modifications along the way?
- Reviewing your journal and ACORN data, what do you notice about the process that stands out for you? Did tracking your progress help or hinder your engagement in changing?
- Which interventions worked for you? Which didn't work?
- Did you find it easy or difficult to discuss your progress toward change with others, both in class and in your daily life?
- How will this experience affect your work with clients in the future?
- If you succeeded at making a stable change, do you intend to continue with it or will you return to your previous behavior at some point?
- If you did not succeed at making a stable change, do you think you will try again in the future?

Students will turn in the change plan, journal, completed ACORN data, and paper for a total of 40 points.

Appendix 2

INFORMATIONAL INTERVIEW

Conducting an informational interview allows you to learn about the work you hope to pursue before committing to a certain position. It shows you how life and career intersect and intertwine, and fills in gaps of information. Not only does it develop interviewing skills but also helps you obtain valuable information for your career planning

Guidelines:

The interview will be with a professional counselor who has been certified and/or licensed and working in the counseling field for at least three years post certification/licensure. Choose a counselor who works with a clientele similar to those you hope to work with once you enter the field. Please no family members. The length of the interview should be no longer than 60-minutes and no shorter than 30-minutes.

Spend time before you go to the interview finding out about the organization/agency. This can be helpful in developing your questions and writing your introduction.

Objectives of Assignment:

- Practice and improve interviewing techniques such as using oral and visual cues, and keeping an interview on track
- Improve listening skills
- Deliver clear, focused questions
- Practice note taking and summarizing the content of an interactive
- Gain information about your profession from a practitioner in your field

Due Date: **JULY 28, 2014 by end of class** [May be submitted electronically in MS Word format]

Grading criteria will include:

- Followed writing format and guideline instructions
- Quality of the introduction
- Quality of reflection/conclusion
- Correct grammar, spelling, and punctuation

Proofread: Edit your writing before submission. Please provide accurate paraphrasing and quotes when writing your interviewee's responses. This is not a transcription but recording the interview is suggested. You don't have to write what he or she said word for word.

Pages: Although lengths may vary, attempt to limit the writing to 4-7 typed pages, excluding cover sheet. Text should be single space, one blank line after each interviewee answer (example provided below).

Students will complete the interview as described and turn in the associated written assignment for a total of 40 points.

Interview Questions

Required questions:

What assessment tools do you use? Describe how you use them?

What treatment interventions do you practice (i.e. MI, CBT, ACT, etc.)?

Do you use any manuals?
Do you follow a curriculum?

Recommended questions:

The questions below are recommended but not required. If you choose to add/delete or create your own questions, attend to asking about the job, working conditions, and training needed. Select a minimum of 20 questions, excluding the required questions.

Questions about the job

- Please tell me your exact job title and provide a general description of your job duties?
- Tell me how you got started in this field and what is your education?
- What kinds of tasks do you do on a typical day or in a typical week?
- What types of tasks do you spend most of your time doing?
- What do you like best about this job?
- What excites you most about this job?
- What are some of the more difficult or frustrating parts of this career?
- I really like doing _____. Do you have an opportunity to do that type of work in this career?
- What characteristics do a person in this job need to have?
- Do you usually work independently or as part of a team?
- What types of decisions do you make?
- How does your work fit into the mission of the organization/agency?
- What types of advancement opportunities are available for an entry-level worker in this career?
- I read that _____ is an issue in this occupation. Have you found that to be true?
- Is this career changing? How?

Questions about working conditions

- What kind of hours do you work?
- Is your schedule flexible or set?
- Are those hours typical for most jobs in this occupation, or do some types of jobs have different hours?
- Do you have any health concerns associated with your career? How does this career affect your lifestyle?

Questions about training

- How did you prepare for this career?
- How did you find this job?
- Do you have any advice on how people interested in this career should prepare?
- What type of entry-level job offers the most learning opportunities?

[Several questions reproduced courtesy of the Bureau of Labor Statistics – see resources]

Format:

- Provide a cover page 1-inch margins, 12 point font
- The introduction will “set the stage” by explaining the Who? Why? Where? When? What? Purpose?
- Use a Question/Answer format for the body of the interview (perhaps use last names)
- End with a reflection/conclusion in your own words
- Number pages

Example Format:

Introduction (single spaced)

Student (Q): Please tell me your exact job title and provide a general description of your job duties.

Mackie (A): I am a mental health and substance abuse counselor for Western Psychological and Counseling Services (WPCS) [note: WPCS has twelve offices in Oregon and Washington] and I provide...

Student (Q): Tell me how you got started in this field and what is your education?

Mackie (A):

Student (Q): What kinds of tasks do you do on a typical day or in a typical week?

Mackie (A):

Conclusion (single spaced)

Hints

In your introduction explain the Who? Why? Where? When? What? Purpose? Tell your reader who the interviewee is and a little about his or her organization/agency. What is the purpose of the interview? Why did you select this person? How did you meet him or her? Where did you conduct the interview, and how long did it take? You don't have to provide the information in this order, but try to be complete as you "set the stage."

Blend "required questions" in appropriately with other questions.

In the conclusion, sum up the main points of the interview and reflect on what you learned. Indicate what was surprising and what was valuable about the process. Discuss insight gained into the career you didn't have before and whether the interview increased or decreased your desire to pursue work in this area.

Resources

Conducting an Information Interview Modules (2010) Retrieved March 20, 2014 from the Rogue Communication web site: <http://www.roguecom.com/interview/modules.html>.

Informational interviewing: Get the inside scoop on careers (2010) Retrieved March 20, 2014 from the Bureau of Labor Statistics web site: <http://www.bls.gov/ooq/2010/summer/art03.pdf>