

LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION
AND COUNSELING

GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 564: Treating Addictions in MCFT (2 credits)
SUMMER 2014

Time & Day: Wednesdays, May 7, 2014 through July 9, 2014, 5:30 to 8:30

Instructor: Andria Miller, LPC, MAC

Place: Graduate Campus

Contact Information:

Office Hours: By Appointment

CATALOG DESCRIPTION: TREATING ADDICTIONS IN MCFT

Family Systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. This course will examine the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians; and will consider clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples and families.

COURSE OBJECTIVES

It is generally understood that Addiction, in its many forms is a destructive force in individuals, families, communities, societies and nations. Today, we cannot talk about the field of mental health without including a wide range of issues stemming from various types of addiction. Indeed, most of the clients with whom we come in contact have been affected by addiction in some way, and yet, many practitioners do not address Addiction directly. An air of mystery still surrounds this area of treatment, even as our understanding of the neurological, familial, social and societal dimensions of so-called "substance use disorders" increases. This course will prepare the participants to question assumptions and biases about the diagnosis, and treatment of addictions and the people who suffer with them, viewing addiction through a systemic lens. Although we will briefly discuss various types of addiction, our primary focus will be on substance addiction, which includes alcohol and other types of psychoactive drugs. Using a wide range of materials from interdisciplinary fields, the participants will be invited to look at the history of substance addiction treatment from its early days to the current practices, including the evidence-based approaches. The discussions will center on the use of self as clinician to invite the afflicted clients into a productive, collaborative engagement, aimed at eliminating clinician bias and distancing, providing opportunities for growth and healing for all parties.

By the end of this semester, students will be able to:

- 1) Have a general understanding on various types of addictive behaviors.
- 2) Know the historical development of a paradigm shift in addiction treatment, which is viewing addiction through a systemic lens (unlike understanding addiction as an intrapsychic process), which includes a broader understanding of the contribution of interpersonal and contextual factors of addictive behaviors.
- 3) Understand the historical development of substance addiction treatment programs, and how the current practices are shaped and influenced by the past.
- 4) Understand addictions from various predominant theoretical models including a bio-psycho-social spiritual systemic lens.
- 5) Understand various bio-psycho-social factors, including neurological and genetic processes as contributing factors in addictive behaviors.
- 6) Understand how substance addiction affects couple and family relationships and various roles and functions within those relational systems.
- 7) Know how to assess and develop interventions for individuals and families that are affected by substance addiction.
- 8) Understand the correlation that exists between substance addiction and various psychiatric disorders (co-occurring disorders).
- 9) Learn the historical antecedents and contributing factors supporting the development of evidence-based approaches to treating addiction in families.
- 10) Become aware of effective family-based treatment models for substance abuse and addiction.
- 11) Understand multicultural and social justice issues relative to successful treatment of addiction.

READINGS:

Miller, W.R, Forcehimes, A.A. and Sweben, A. (2011). Treating addiction: a guide for professionals. New York: Guildford Press

Yalom, Irving D. (2002) The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients. New York: HarperCollins Publishers

Mate, Gabor (2010) In the Realm of Hungry Ghosts: Close Encounters with Addiction

PARTICIPATION:

Participants are required to attend and be actively involved in all scheduled class meetings. This includes being on time, being prepared, and engaging with colleagues as fellow professionals. Becoming a couples and family 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 may encourage a collaborative milieu of care, in which we can all challenge ourselves and each other, and 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, and debate and apply the content of readings and actively engage in role-playing activities. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information related to substance addiction treatment. Therefore, if you must miss a class, the instructor will ask you to contribute to the learning community in another way.

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 10% of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class, 3 hours of a 30 hour class, or 1.5 hours for a 15 hour class. 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.

If you miss a class, you will be required to make a class presentation. This involves the following: Complete all the required readings assigned for the class missed. You will write a two page paper and make 10 minute oral presentation to the class about your findings from the readings. Be prepared to answer any questions the class may have. Failure to turn in your paper, or complete the presentation will negatively affect your final course grade.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor **as soon as possible**.

NON-DISCRIMINATION POLICY

Lewis and Clary 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.

CONFIDENTIALITY

Because of the nature of classroom work and group dynamics it is expected that “personal” information shared by students will be kept in confidence. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during classroom activities.

EVALUATING COURSE PARTICIPATION AND GRADING

Your successful course participation and completion will be evaluated based on the following modes of assessment:

- 1) Completion of all required readings and active participation in class discussions, group, and role-plays (20 points).** All assigned readings must be completed in advance of the class in which they are to be discussed. That is, every student is responsible for coming to class prepared to participate in a meaningful discussion. Classroom group, discussions and role-plays are opportunities to bring up questions about the assigned readings, further your understanding of the concepts under study, and integrate course material into your understanding of the concepts under study, and integrate material into your clinical practice. In addition to the textbook that is required there are additional readings that also are required. You can download them directly from the library

(Watzek Library) website. If you encounter any difficulty to access reading materials, please contact the librarian early on in the semester.

- 2) **Group presentations – Presenting the model, case description, clinical assessment and treatment (30 points).** The course participants will form a group of two to three during the first class, and will start working together on a given evidence-based model (see list below) of substance abuse and addiction treatment based on an assessment of a real client:

- Brief Strategic Family Therapy
- Behavioral Couples Therapy
- Cognitive Behavioral Therapy
- Contingency Management Interventions
- Dialectical Behavioral Therapy
- Functional Family Therapy
- Minnesota Model
- Motivational Enhancement Therapy
- Multidimensional Family Therapy
- Multisystemic Therapy

Any change in topic will need to be authorized by the instructor. Presentations will be given during the last two classes, July 2 and 9, and presentation topics and dates will be assigned during the first class. Presentations are expected to last 30 minutes, with about 10 minutes additional to answer questions at the end, and will have the following components: *A comprehensive description about the treatment model; proponents of the model; major theoretical orientations used in the model; key ideas in the model; a constructive critique of the model (strengths and limitations) and critical reflection of the chosen model's fit with Family System's Theory; your thoughts/suggestions to improve the model to work with a systemic perspective**, and a brief 3 to 5 minute role-play demonstrating the model.* For example, CBT is traditionally designed to work with individuals. Can you think of and propose a way to expand certain components of this to work with families and couples?

Each presentation needs to be based on a solid literature review from professional journals relevant to this topic.

Although it is not necessary, usually the use of multi-stimuli (media and audio-visual aids) may enhance research presentations. If you are using visuals, it will be the presenters' responsibility to get equipment ready for the presentation and start the presentation at the designated time.

Before the group presentation of the assigned day, each group is expected to give the instructor an outline of the content and bibliography from which the presentation originated. This will facilitate the evaluation of the presentation. Please complete this outline as soon as possible for early feedback from the instructor.

- 3) **Final Paper (30 points)**

Your final group project paper will have all those components described above (#2**); as well as a double spaced, two page reflection on your individual experience and the lessons learned through this exercise in the course of the semester. Your final paper should be professionally written, double spaced, 12 point font, organized into sections with appropriate headings, and referenced according to APA 6 guidelines. This group paper will be graded for thorough consideration of all areas of the paper. Clarity and

organization of ideas, use of extensive literature, critical thinking, and writing an referencing according to APA 6. Final paper is due the last day of class (July 9). The final paper will be evaluated on the following criteria:

Content 70%

Clarity and organization 10%

Use of pertinent literature 10%

Writing and referencing according to APA 6 style 10%

Late papers will receive lower grades.

4) An exercise in refraining (30 points)

On the first day of class each student will be asked to choose some aspect of his or her life that will be given up for the duration of the class. Students will keep a journal of the experiences that arise from the decision to refrain from something, such as a type of food or drink, or some behavior, such as watching TV. Journal entries will be compiled in a 3 to 4 double spaced, 12 point font reflection paper. Experiences, discoveries, difficulties, thoughts and ideas from the experiment will be presented and discussed throughout the class on June 18 (day 42).

FINAL GRADING

A = 93-100

A- = 90-92

B + = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

WEEK'S TOPICS AND READINGS

Week 1, May 7

Course goals, syllabus, expectations, assignments and exams. Books. Structure of class
Group experience, lecture, discussion.

Types of addiction: Behavioral addiction vs. substance addiction.

A discussion of the stigma of addictive disorders, and a setting of intention to bring humanity to our interactions with those who struggle with addiction.

Week 2, May 14

Group... Check-in = Name, feeling, what you chose to refrain from, hopes, expectations, fears about this process. Group Norms.

Historical development of substance abuse and addiction treatment programs

1. Conceptualization of the problem
2. Historical development of treatment
3. Theoretical development and clinical interventions
4. Treatment paradigm shift from psyche to systems

Readings:

Miller, Forcehimes and Sweben: Chapters 1-4
Mate, Chapters 1, 2, 11

Week 3, May 21

Group... Check-in = Name, feeling, how is the refraining going? Challenges? Successes?
Need time to process with group?

Addiction treatment: predominant theories

Stages of Change

ASAM levels of care

Factors contributing to addictive behaviors, including neurological and genetic processes

A word about trauma and neglect

Readings:

Miller, Forcehimes and Sweben: Chapters 5-8
Mate: Chapters 3, 17, 18, 19, APPENDIX II
Yalom: Chapters 14-19 and 28

Week 4, May 28

Group: Check in. Any thoughts, ideas, ah-hahs? Using the here and now process

Issues that Arise in Addiction Treatment: Treatment resistance, co-occurring disorders (dual diagnosis), Promoting maintenance, working with groups, 12-Step programs and spirituality, professional ethics, promoting programs. Guest Speaker...

Readings:

Miller, Forcehimes and Zweben: Chapters 16-23

Week 5, June 4

Group: Family sculpting role play in group.

Substance addiction and family systems

Family roles and rules (leader, rescuer, clown, scapegoat, etc...)

Discussion: How do these roles support addiction?

Readings:

Mate, Chapter 33, Al-anon literature

Week 6, June 11

Group. Check-in. Process.

Addiction treatment... What to do.

The basics: Enhancing Motivation for Change

Role play day! Groups of 3. Counselor, client, observer. 20 min role play + 10 min feedback
3 "sessions."

Readings:

Miller, Forcehimes and Zweben: Chapters 9-15
Mate, Chapters 29, 30, 32,

Week 7, June 18

Group. Check-in. Process.

Multicultural and social justice issues relative to successful treatment of addiction.

Documentary: Cocaine Unwrapped.
Discussion
Mate, Chapters 23-28

Week 8, June 25

Group Presentations: Addiction Treatment Models

Week 9, July 2

Group Presentations: Addiction Treatment Models

Week 10, July 9

Refraining

Final group process addressing experiences from the refraining exercise.

All coursework due today.