

**Lewis & Clark College Professional Mental Health Counseling & Professional Mental  
Health Counseling – Specialization in Addictions MHCA 546-01 -Models of Addiction &  
Recovery PMHC-A Syllabus**

COURSE SYLLABUS  
MHCA 546-01 – Models of Addiction & Recovery (3 credits)  
Fall Semester 2022  
**5:30-8:45**  
**9/12/22-12/14/22**  
**In Person**  
**York 107**

**Instructor:** Alexia de León, Ph.D.  
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**Office Hours:** By appointment only

**Catalog Description:** This class provides an overview of the major theories and models 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, sociocultural factors, effects on the 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 goal for each student.

**Course Outline with Relevant Addiction CACREP Standards:**

Section 2: Professional Counseling Identity

- 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 3. d. Theories and etiology of addiction and addictive behaviors
- 3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 3. i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## **Methods of Instruction:**

**Sentipensante and Experiential Learning Theory:** The following methods of instruction may be used in order to facilitate learning of this class: Lecture, PowerPoint, discussion, experiential & reflective activities, contemplative practices and group presentations. This course will include different forms of learning, such as group work, discussions, experiential learning, etc. Students will be expected to fully engage in the learning process by integrating *mind, body and spirit* as outlined in the Lewis & Clark mission. We will have deep and meaningful *reflexive* journaling and discussions in this course, which allows for students to express themselves as *holistic* and *cultural beings*, and reflect meaningfully on themes that are important to them in their personal learning journey. I will be using *self-disclosure* and engaging with the material in the same manner that students do as a means for all of us to learn together. I will engage in *positive working relationships* with students, as my belief is that *encouragement* and *feedback* are key to student learning and development. It is my belief that ALL students can develop self-confidence by being given voice in the classroom context, and can be *liberated* from past invalidation through their *interactive* classroom engagement. I will engage in various roles throughout the course, such as, *artist, teacher/learner, activist/social change agent, healer/liberator* and *humanitarian* (Rendón, 2009). We will also engage in *contemplative* practices every class period, such as mindfulness meditation, mindful coloring, etc. Although this is not a multicultural course, we will be engaging in multicultural/social justice related topics often as a way to educate for *wholeness, social justice & liberation*. Students will *integrate* inner & outer learning (*sensing* and *thinking*). *Inner* learning includes working with *emotion, reflexive journaling, etc.*, and *outer* learning includes *rationalization, problem solving, academic concepts, etc.* I look forward to joining you in your counselor-in-training journey!

**Participation:** All graduate students are to actively participate in all class discussions and activities. Assignments are to be completed by the stated due date and turned in by 11:59 p.m. on the due date via email. Participation points are earned, not given. You will be expected to show up to class on time and prepared to discuss, create, etc. related to the readings and materials assigned. You will be responsible for attending every class and working on group work (both large and small groups) throughout the course to add rigor to the learning experience. You are expected to critically think and critique (from a *critical race* lens) throughout the course of the semester as it directly relates to models of addiction and recovery.

## **Required Text(s) and/or Readings:**

Lassiter, P.S. & Culbreth, J.R. (2018). *Theory & Practice of Addiction Counseling, 1<sup>st</sup> ed.*

Szalavitz, M. (2021). *The Untold Story of Harm Reduction and the Future of Addiction.*

## **Suggested Text**

DiClemente, C.C. (2018). *Addiction and Change, Second Edition: How Addictions Develop and Addicted People Recover, 2<sup>nd</sup> ed.*

## **Moodle:**

Other readings be posted on **Moodle**, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, [consult@lclark.edu](mailto:consult@lclark.edu) or Maia Penchansky [maiap@lclark.edu](mailto:maiap@lclark.edu) or 503 – 768- 6195

## **Student Evaluation:**

Group Movie Presentation (30 points)  
Harm Reduction Video Reflection (20 Points)  
CAT Assignment (30 points)  
Attendance & Participation (20 Points)

**Total=100 points**

**Class Participation:** All graduate students are to actively participate in all class discussions and activities. Participation includes asking questions, reading assignments prior to the class period, discussion of your experience or reaction to a particular topic, taking part in classroom activities, and being present for class on time. This may take the form of a structured exercise or sharing and discussing reflections from reading assignments. Assignments are to be completed by the stated due date, unless otherwise specified by the course instructor. Please contact the instructor by e-mail or phone if you will be absent from class. Participation points are not a “given,” one must earn them.

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

**ALL ASSIGNMENTS MUST BE UPLOADED TO MOODLE IN A WORD DOC BY 11:59 PM ON THE RESPECTIVE DUE DATE UNLESS ADVISED OTHERWISE BY INSTRUCTOR. IF YOU DO NOT UPLOAD THE DOCUMENT IN A WORD DOC YOU WILL LOSE 10 POINTS!!**

Below 80%: As graduate students, you are expected to do the work as assigned and described. If

you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

### **Students with Disabilities:**

The Office of Accessibility Services, 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 **OAS** 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.

### **Standards for Professional Conduct and Academic Integrity**

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution.

Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. For the full Student Professional Conduct Policy, please follow this link:

<http://docs.lclark.edu/graduate/policyprocedures/academic/>

**All electronic devices are to be turned off or silenced.** You will have the opportunity on breaks to respond to texts or voice messages. Laptop computers are rarely necessary. The expectation is that students will be fully participating in discussions or group activities, or attending to presentations – particularly when other students are presenting.

## **Class Visitor Policy**

Due to the clinical nature of this course, visitors of any age are not allowed without prior permission of the instructor.

### **Assignments:**

#### **1) Harm Reduction Video Reflection (20 points)**

Students will record and upload a short video (15-20 minutes in length) that demonstrates their understanding of the harm reduction model of addiction and recovery, including the following elements (a, b, c, d) covered thoroughly in order to receive full points on the assignment. Students will have plenty of time and other resources to prepare to complete this assignment, such as the Harm Reduction Debate, readings of the text *Undoing Drugs*, and their own outside research and consultation with one another in preparation for the debate. The video will be uploaded to **Moodle** by 11:59 p.m. PST on **11/21/22**.

- a. How I View Harm Reduction:** What are your general impressions of harm reduction? On a scale of 1-10 (1 being abstinence only and 10 being harm reduction), where do you see yourself currently? Have you always viewed harm reduction this way? How can physiological dimensions of addiction influence or direct a psychotherapeutic/counseling treatment of addiction through a harm reduction lens?
- b. What Informs How I View Harm Reduction:** How are concerns about personal identity, first-hand, subjective experience, individual history, relevant in harm reduction treatment within the addiction context? How are culture, subculture, experience of culture and cultural oppression related to access to harm reduction treatment?
- c. How does the recovery process and harm reduction integrate?** How is harm reduction treatment different than traditional models of addiction and recovery? Or is it? If comfortable, please share any personal experience you or those close to you have or have had with harm reduction, addiction and recovery.
- d. Salient Learning Points/Takeaways:** Please briefly describe 3 key learning points as it relates to your understanding of harm reduction treatment. For example, if you want to use harm reduction treatment interventions in your practice, what might that look like (be specific)? How would you implement harm reduction interventions in a session with a client who is committed to their abstinence?

A grading rubric will be available on Moodle for this assignment.

2) Group Movie Presentation

**(30 points)**

Due **October 17<sup>th</sup>** in class. Your group (3 or 4 people) will choose a movie from the list provided, or another movie that must be approved by the instructor in advance and everyone in the group must watch the movie in order to be able to provide multiple perspectives to the case conceptualization. Each group must choose a different movie for this presentation. Your group will show a *maximum* of 10 minutes of the movie to the class during your presentation to give the class an idea of what the client is experiencing. Your presentation will be **45 minutes** in length. If you do not present for 45 minutes you will lose points on the assignment. If you go over 50 minutes for this assignment you will lose points. You will present the case as if the character from the movie is your client. You can be as creative as you wish with this assignment, which means you can add to the movie or put a spin on it ☺ Your presentation must be presented in a Prezi or PowerPoint format when presenting to the class and it must cover the following items:

- a. An overview of the model of addiction & recovery you are presenting on as if the class has never heard of this model before. You will want to cover the model *in-depth*
- b. How you are conceptualizing the client's addiction based on the model of addiction you are presenting on: What does this theory say about addiction in general, what about the specific addiction the character is experiencing?, convince the audience that this theoretical model is the best one for this character's case (rationale). What does your model say about recovery? Where do you think the client is at in terms of their addiction (stage of change) and recovery (if applicable)
- c. What theoretical orientation do you think will work best with this client for treatment purposes & what is your rationale for this? Does this theory/modality align with the model of addiction & recovery you have chosen? Why or why not?
- d. A list of resources about your model of addiction & recovery for the class. This can be provided in a handout or on a slide in your presentation
- e. DSM 5 diagnosis and rationale if your model suggests a diagnosis and if not please provide a rationale of why you are excluding this in your presentation
- f. A minimum of **3** interventions you will try with this client (psychoeducation, behavioral interventions, bibliotherapy, etc.)
- g. Interactive/Experiential Learning Activity (Optional)-Your group may choose to include this in your presentation but it is not required, just another option if you all want to be creative in this assignment

The following movies are acceptable for this assignment:

- 28 Days
- Hillbilly Elegy

- The United States vs. Billie Holiday
- The Basketball Diaries
- Trainspotting
- Clean and Sober
- When a Man Loves a Woman
- Gia
- Blow
- Thirteen
- Requiem for a Dream
- Flight
- Beautiful Boy
- Ben is Back
- Four Good Days

\*Your group may choose a different movie but it must be approved by the instructor **BEFORE** selection. A grading rubric will be available on **Moodle** for this assignment.

**3) Final CAT (Creative Art & Technology Assignment): Refined Theory of Addiction**  
**(30 points)**

Due **December 5<sup>th</sup>** at 11:59 p.m. via **Moodle**. This is your final assignment (after you have taken the entire course and have learned more about different models of addiction and recovery). Please reflect on your current working model holding in mind materials presented during the course by the instructor and your colleagues, delineate your refined theory of addiction as you move forward in your professional development. Answer some of the same questions you did in your harm reduction reflection video, citing theoretical and cultural approaches reviewed during the course that are of particular influence to you. The idea is to refine, condense and articulate your final working model with the new material you have learned throughout the course. Your video/presentation must be **30-45 minutes** in length. A grading rubric for this final assignment will be provided on **Moodle**.

For this assignment, you will cover your **current** model of addiction & recovery (including all elements listed below **(a, b, c)** through an artistic and/or technological method, such as a podcast, digital storytelling, Padlet, PowerPoint, Prezi or other means of technology of your choosing. You must inform the instructor of which method of technology you are using by **November 14<sup>th</sup> and whether or not you choose to present in class**. You will upload this to **Moodle** and present in class, OR submit it to the instructor only through a video platform on **Moodle**. You will be responsible for uploading your assignment to **Moodle BEFORE 12/5** and then you will **present** during the last 2 classes of the semester. You will want to include all elements listed below for this assignment to earn full points. Be as creative, artistic and tech-savvy as you want to be for

this assignment ☺

Due **December 5<sup>th</sup>** by 11:59 p.m via **Moodle**. You will create a podcast, digital storytelling, Padlet, PowerPoint, Prezi or other means of technology of your choosing outlining your **current** view/model of addiction that aligns with how you view addiction and recovery. The theories that will be covered in the Lassiter (2018) text are: Moral Theory, Developmental Theory, Cognitive Behavioral Theories, Attachment Theory and Sociological Theory. Other theories include: Addictive Disease Model, Behavioral/Environmental Model, Academic Model, Diathesis-Stress Theory of Addiction (covered in Uppers, Downers and All Arounders text); and the Biopsychosocial Model which is covered in the text, *A Contemporary Approach to Substance Use Disorders and Addictions Counseling*, and is available to read online through the **Watzek library**. You will need to choose **ONE** of these theories to help guide this assignment. You will need to cover the following elements in your assignment so please have a *heading* for each section as follows:

a. **How I View Addiction:** Do you think addiction is a disease? How can physiological dimensions of addiction influence or direct a psychotherapeutic/counseling treatment of addiction? Is addiction a “crisis of self?”

b. **What Informs How I View Addiction:** How are concerns about personal identity, first-hand, subjective experience, individual history, relevant in addiction treatment? Is addiction relational? How are relationships and interpersonal dynamics connected to addiction? Is addiction cultural? How are culture, sub culture, experience of culture and cultural oppression related to addiction? *Make sure to answer all of these questions in this section.*

c. **What is recovery?** How is recovery different than addiction? Or is it? If comfortable, please share any personal experience you or those close to you have or have had with addiction and recovery.

d. **Reference Page-**This assignment must include a reference page with 3-5 current resources outside of the required class texts, readings, activities, etc.

4) Attendance & Class Participation  
(20 points)

Class attendance is expected and required. Completing extra assignments designed by the instructor (10 page extensive research paper) will make up any missed class time. 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.

**Class Participation:**

Participation in class discussions and in the skills practice segments of this course is essential for your learning and the learning of other students. Your participation during discussion and groups will be evaluated based on its frequency and quality. You will be given ongoing feedback if needed based on your participation. I will be joining breakout rooms for smaller discussions as well throughout the semester. A grading rubric for classroom participation will be available on Moodle.

**Course Evaluations:**

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

## TENTATIVE SCHEDULE

Date	Topic	Chapter Reading Assignments for Class Day	Notes
9/12	-Introductions -Syllabus Review -Course Expectations - <i>Sentipensante</i> Pedagogy	<i>Undoing Drugs</i> -Ch. 1-3	
9/19	<b><i>Stages of Change and applications to treatment of addiction.</i></b> -Discussion of Reading -Facilitated Discussion/Didactic Learning -Experiential Learning Activity	- <i>Lassiter/Culbreth</i> , Chapters 1-3 - <i>Undoing Drugs</i> Ch. 4 & 5	<b>Pick Group Movies by Today!</b>
9/26	<b><i>Moral Model &amp; Biological Theory</i></b> -Discussion of Reading -Facilitated Discussion/Experiential Learning Activity	- <i>Lassiter/Culbreth</i> - Chapters 4 & 5 <i>Undoing Drugs</i> - Ch. 6 & 7	<b>In class Mock Trial</b>
10/3	<b><i>-Psychoanalytic &amp; Self-Psychology</i></b> Discussion of Reading -Facilitated Discussion/Experiential Learning Activity	- <i>Lassiter/Culbreth</i> , Chapters 6 & 7 <i>Undoing Drugs</i> - Ch. 8 & 9	<b>Instructor Demo with Volunteer</b>
10/10	<b><i>Developmental Approach</i></b> -Discussion of Reading -Facilitated Discussion/Experiential Learning Activity	- <i>Lassiter/Culbreth</i> - Chapter 8 - <i>Undoing Drugs</i> - Ch. 10-12	

10/17	<i>Finish Memo to Self film in York 107, Sociological Theory &amp; Attachment Theory</i>	-Lassiter/Culbreth- Chapter 9  -Undoing Drugs- Ch. 13-15	
10/24	<i>Family Systems Theory</i>  -Discussion of Reading	-Lassiter/Culbreth- Chapters 10  -Undoing Drugs- Ch. 16-18	<b>Group Movie Presentations</b>
10/31	<i>Transtheoretical Model</i>	-Lassiter/Culbreth- Chapter 11  -Undoing Drugs Ch. 19-21	<b>Group Movie Presentations</b>
11/7	<i>Motivational Interviewing</i> Discussion of Reading	-Lassiter/Culbreth- Chapters 12 & 13  Undoing Drugs- Ch. 22	
11/14	<i>Harm Reduction &amp; Cognitive Behavioral Approaches</i>	-Lassiter/Culbreth – Chapter 14	<b>Harm Reduction Debate In Class</b>
11/21	<i>Twelve Step Facilitation</i> Discussion of Reading/Activity	-Lassiter/Culbreth- Chapter 15	<b>Harm Reduction Video Reflection DUE today on Moodle!!</b>

11/28	<b><i>Constructivist Approaches &amp; ACT</i></b> -Discussion of Reading -Facilitated Discussion/Experiential Learning Activity	<i>-Lassiter/Culbreth- Chapter 16 &amp; 17</i>	
12/5	<b><i>Behavioral Addictions &amp; Group Work</i></b> -Facilitated Discussion/Experiential Learning Activity Discussion of papers	<i>-Lassiter/Culbreth- Chapter 18</i>	<b>Final CAT Assignment due on Moodle!!</b>
12/12	<b><i>Approaches to Relapse Prevention &amp; Mindfulness-Based Sobriety</i></b> Course Wrap-Up & Evals		