

Lewis & Clark College

Professional Mental Health Counseling Program

MHC 536

Introduction to Addiction Counseling and Psychopharmacology Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards):

3d. theories and etiology of addictions and addictive behaviors

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards):

C1d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

C2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

C2g. impact of biological and neurological mechanisms on mental health

C2h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

C2l. legal and ethical considerations specific to clinical mental health counseling

Methods of Instruction for this Course

| Instruction Method | Mark All That Apply |
|--------------------------------|----------------------------|
| Lecture | X |
| Small Group Discussion | X |
| Large Group Discussion | X |
| Course Readings | X |
| Group Presentation | X |
| Individual Presentation | |
| DVD/Video Presentation | X |
| Supervised Small Group Work | X |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | X |
| Debate | |
| Class Visitor / Guest Lecturer | X |
| Off-Campus / Field Visit | |
| Other: | |
| | |
| | |

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

| Clinical skill | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|--|--------------------------|-------------------------|-----------------------------|----------------------------|--------------------------------|--|
| Goal 4 of 5 | Practicum Year | | | | | |
| Students develop an understanding of addiction and co-occurring disorders and counseling skills with | Final exam grade 90-100% | Final exam grade 80-89% | Final exam grade 70-79% and | Final exam grade below 70% | MHC 536 final exam B or better | Assessment Chair Review/Referral to BRC or ARC |

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
Introduction to Addiction Counseling and Psychopharmacology

MHC 536

Tuesdays, 9:00am – 12:00pm
York Graduate Center, Room 107
January 17th, 2022 – March 28th, 2022

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Office Hours: By Appointment

Required Texts/Readings:

Brooks, Ford, et al. *A Contemporary Approach to Substance Use Disorders and Addiction Counseling : A Counselor's Guide to Application and Understanding*, American Counseling Association, 2014. *ProQuest Ebook Central*,
<https://ebookcentral.proquest.com/lib/lewisclark/detail.action?docID=1938274>.

Readings sent via email from Professor

Recommended texts:

Mate MD, Gabor, *In the Realm of Hungry Ghosts*, North Atlantic Books & The Ergos Institute, 2008.

Inaba, D., & Cohen, W. E. (2014). *Uppers, downers, all arounders: Physical and mental effects of psychoactive drugs*.

Course Description

This course provides an overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. This course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling. The course will also provide a general overview and introduction to the psychopharmacology of alcohol, and major drugs and classes of abused substances as well as prescription drugs commonly used in treating mental health and addiction issues. Additional areas include prevention, intervention, and treatment strategies and relevant issues pertaining to social justice and diversity.

Moodle:

Other readings are available 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

Ethical Guidelines:

ACA Ethical Guidelines will be posted on the course Moodle page for students to reference.

Catalog Description:

Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

Assignment Details and Grading:**1. Attendance**

Class attendance is expected and required. Completing extra assignments designed by the instructor 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 will be seen as an absence that requires make-up work.

2. Participation

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates, or you may need to be prepared to discuss your thoughts and reflections from the readings. Participation points are not given, rather **earned** based on your engagement with the material. Well-prepared students make for the best class discussions!

Total Points: 10 points

3. **Abstinence Project (20 points):** You will select one behavior from your life containing some compulsive or excessive engagement and give it up for 4 weeks without causing undue harm to yourself or others. What you give up needs to be approved by the instructor. Examples include caffeine, nicotine, sugar, app use, gaming, alcohol, shopping, etc. You will develop and implement a wellness plan to be used in your daily life to compensate for the absence of this behavior. This project (in total) will consist of a **4-5 page double spaced paper** (total, between both parts outlined below) comprising two separate components, though you may use more pages if deemed necessary (no more than 2). You are free to keep a journal in the course of this project to help you track your day to day experiences but are not required to turn that in.

Part I: Wellness Plan (Recommended to complete this early in your abstinence experience):

Removing any behavior from your life has positive and negative consequences, even during a limited duration. To better illustrate this, you will write a basic wellness plan that examines how the following components are addressed in your life (can be general or in reference to the project): a. Physical

Wellness b. Emotional/Mental Wellness c. Social/Relationship Wellness d. Personal Spiritual Growth/Development e. Personal/Self-Care (**No more than 2 pages**). This wellness plan is to help support your abstinence.

Part II: Reflection Paper: Write about your experience in engaging holistically in this project, such as feelings experienced, near relapses & lapses, coping used to keep from relapsing or bounce back from relapsing, urges/cravings experienced, how others around you responded to your abstinence (cultural reflection), salient learning points, how you can apply this experience to future work with clients within this population. It should also address how this experience has affected your perspectives on the process of change.

Due by 11:59pm on February 28th – Submit with **Word via email.**

Total Points: 25

4. Group Project (20 points): Students will be required to participate in a group presentation (powerpoint or prezi) on one of the following topics:

Topic 1: Uppers; Amphetamine, Methamphetamine, Cocaine, Crack Cocaine

Topic 2: Downers; Opioids, Opiates, Heroin, Fentanyl

Topic 3: Downers: Alcohol

Topic 4: Hallucinogens; LSD, Psilocybin, MDMA, PCP

Topic 5: Sedative-Hypnotics; Benzodiazepines

The presentation should be **30 minutes**. Each group should cover the following items: history of the drug, social context, effects of the drug (on the brain, emotionally, physically), common withdrawal symptoms, classification of the drug, common treatment (therapy/medication), important facts about the drug, and any relevant information that would impact counselors working in addictions treatment. You will be graded on sticking to the time frame, depth of information, tying the information to our work as counselors, and creativity in your presentation. Topic and group declared by the end of class on **January 17th**. Date of presentation will then be assigned.

Total Points: 20

5. Conceptualization, Addiction Diagnosis, and Plan of Care (25 points): Students will choose to watch one of the addiction related movies listed by the Professor in class. Then the students will individually diagnose the individual, show justification for the diagnosis using DSM 5 criteria, and create a case conceptualization of the character impacted by addiction. The case conceptualization should include the elements of a bio-psych-social assessment (this will be discussed in class and an example template will be sent via email). You should write the case conceptualization as if the character was coming to you for treatment in the midst of their active addiction. A substance use diagnosis should indicate symptoms, severity, remission specification as indicated in the Diagnostic and Statistical Manual, Fifth Edition (DSM 5). **This should be between 4-5 pages.**

In addition, students will create a Plan of Care indicating the following:

- Type of Treatment (level of care, i.e. outpatient, inpatient, etc.)
- Frequency and duration of treatment
- Treatment modality (individual, family, group, medically assisted treatment, etc.)

- Co-occurring mental health symptoms to be addressed (if applicable)
- Notate any case management needs (housing, employment, spiritual, legal, etc.)
- What would be the first 2-4 goals you would create and want to address with this client?
- What would be your approach with this client (i.e. interventions, models, etc).
- How do you envision the trajectory of treatment with this client?

Due by 11:59pm on March 14th – Submit with **Word via email.**

Total Points: 25

6. Final Exam (20 points): Students will take a final exam based off of the readings and class materials. Final exam will be multiple choice and will take place on **March 28th.**

Grading Summary:

| | |
|------------------------------|------------|
| Class Participation | 10 |
| Abstinence Project | 25 |
| Group Project | 20 |
| Case Conceptualization | 25 |
| Final Exam | 20 |
| Total Possible Points | 100 |

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) 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

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE.

ALL PAPERS MUST BE PROPERLY FORMATTED IN A WORD DOC! GOOGLE DOCS, PDF AND ANY OTHERS ARE UNACCEPTABLE. IF YOU TURN IN SOMETHING THAT IS NOT IN A WORD DOC YOU WILL LOSE 10 POINTS!

Students with Disabilities: 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

TENTATIVE Weekly Course Schedule (this schedule is subject to change based off the needs of the class)

| Week | Date | Class Discussion/Topic | Readings | Assignments Due/Activity |
|------|---------------------------|---|--|---|
| 1 | January 17 th | <ul style="list-style-type: none"> • Introductions • Stigma/Shame/Language in addiction treatment • Syllabus Review • Discuss Abstinence Project & Declare Group Project | Short Article sent via email | Declare Group/Topic for presentation on substances |
| 2 | January 24 th | <ul style="list-style-type: none"> • Class of Substances • War on Drugs • Addiction & The Brain • DSM 5 criteria of Substance Use Disorders • Case Study: small group • Time to work in Groups for Presentation | Ch. 1- Drug & Alcohol Counseling: An Intro & Ch. 2- Diversity Issues in Substance Abuse Treatment Ch. 3- Types of Drugs & Their Effects & | Declare Abstinence |
| 3 | January 31 st | <ul style="list-style-type: none"> • Stages of Change • Abstinence/Harm Reduction models: small group discussions • Co-occurring Disorders | Ch. 4- Assessment, Diagnosis & Interview Technique Ch.5- Continuum of Non-use to Addiction & Ch. 6- Treatment & Treatment Settings | None |
| 4 | February 7 th | <ul style="list-style-type: none"> • Process Addictions: Gambling • Small group exercise • How addiction impacts the family – large group discussion | Ch. 7- Developmental Approaches in Treating Addiction & Ch. 8- Family & Addiction | None |
| 5 | February 14 th | <ul style="list-style-type: none"> • Motivational Interviewing • Small group exercise | Moodle readings: Motivational Interviewing | Group 1 Presents |

| | | | | |
|----|------------------------|---|---|---|
| | | <ul style="list-style-type: none"> ● Group 1 Presents | | |
| 6 | February 21st | <ul style="list-style-type: none"> ● ASAM Assessment/Level of Care ● Bio-psych-social assessment ● Group 2 Presents | Ch.9-Grief & Loss in Addiction & Ch. 10-Group Counseling & Addiction | Group 2 Presents |
| 7 | February 28th | <ul style="list-style-type: none"> ● Relapse/lapse and the addiction cycle ● Community Support Groups – small group discussion ● War on Drugs ● Group 3 Presents | Ch.11-Relapse Prevention & Recovery & Ch. 12-Spirituality & Support Groups in Recovery | Abstinence Paper Due Group 3 Presents |
| 8 | March 7 th | <ul style="list-style-type: none"> ● Certification/Training in Addictions Counseling ● Discussion on Self Care & Workplace Wellness ● Group 4 Presents | Ch. 13-Addictions Training, Certification & Ethics & Ch.14-The Importance of Counselor Self-Care | Group 4 Presents |
| 9 | March 14 th | <ul style="list-style-type: none"> ● Watch <i>Pleasure Unwoven</i> then large group discussion ● Group 5 Presents | No Readings | Clinical Case Study Due Group 5 Presents |
| 10 | March 21 st | <i>Spring Break</i> | <i>No Class</i> | |
| 11 | March 28 th | <ul style="list-style-type: none"> ● Course wrap-up ● “Group Goodbye” ● Evals | No Readings | Final Exam |