

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**  
**MHC 536**  
**Introduction to Addiction Counseling and Psychopharmacology**  
**Syllabus Cover Sheet**

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**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.

**C2i.** Legal and ethical considerations specific to clinical mental health counseling.

### Methods of Instruction for this Course

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

**Renee Fitzpatrick, LMHC, LPC, CST**

**Licensed Professional Counselor**

**Adjunct Professor of Counseling Psychology**

**Pronouns:** She/Her/Hers

**Phone:** 1 (503) 922-6651

**Email:** reneefitzpatrick@lclark.edu

**Office Hours:** By Appointment Only (Virtual)

#### **Course Information**

**Dates:** Mondays (05/08/2023 — 07/31/2023)

**Time:** 1:00 PM — 4:00 PM

**Location:** Rogers Hall (Rm 220)

**Credits:** 2

**Credit Hour Breakdown:** 30 Contact Hours

#### **Prerequisites for Students:**

- **Professional Mental Health Counseling (including Specialization in Addictions):** MHCA-502/503, MHC-506, MHC-509, MHC-513, MHC-522, and MHC-550.

#### **Course Reading (Required) | Books:**

- **A Contemporary Approach to Substance Use Disorders and Addiction Counseling.** Brooks, F., & McHenry, B. (2015). American Counseling Association. ISBN: 978-1556203398.  
**Note:** This book is available to read online through the Library.
- **Supplementary Weekly Readings (Uploaded to Moodle).**
- **Special Topics Reading List (Available on Moodle).**

#### **Course Catalog Description**

This course provides an overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The 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.

#### **Course Objectives**

1. Demonstrate ability to understand a wide array of theories and models of addiction related to substance use.
2. Demonstrate ability to consume, critique, and understand principles, models, and documentation formats of bio-psycho-social case conceptualization and treatment planning.
3. Demonstrate ability to understand and conceptualize the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and substance use disorders on clients and their loved ones.
4. Demonstrate ability to understand and assess the potential for addiction and substance use disorders to mimic and/or co-occur with a variety of medical and mental disorders.
5. Demonstrate ability to understand and assess the factors that increase the likelihood for a person, community, or group to be at risk for (or resilient to) psychoactive substance use disorders.

## Course Guidelines

### Email Policy

I try my best to respond to emails from students within one business day. I encourage you to reach out at any time, and I will respond as my schedule allows.

### 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.”

**Participation:** Your attendance and participation are essential for the structure and integrity of this course. I expect the students joining this course to fully participate throughout our time together. This will not only enrich your learning, but the learning of your classmates as well. Classroom participation helps you to complete your assignments, and demonstrates respect to classmates, the instructor, and classroom guests. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen your understanding of work with group counseling and integrate course material with your own personal and professional experience.

**Late Assignment Policy:** Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

### Classroom and Professional Values

Safety and respect are prioritized in our classroom space. All students will need to work together with me and with one another to uphold the inherent right of each student to feel safe and to be respected. Our interactions will challenge you to practice self-awareness, practice cultural humility, honor the diverse nature of the classroom community, and consider ethical principles. During our time together, we will examine the nature of both privilege and marginalization. These systems underline all clinical interactions. Students will have the opportunity to respectfully and earnestly learn how to recognize, name and begin to challenge systems of power and oppression that replicate themselves in the counseling field, within the therapeutic alliance, and within relationship-systems themselves. Please be aware that your classmates may have marginalized identities, and they are not enrolled in this course to experience further marginalization. If a classmate requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this.

### Confidentiality and Ethical Guidelines

“It is expected that students will follow the ethical guidelines as defined by the [American Counselors Associations \(ACA\)](#). Guidelines, parameters, and boundaries are implemented into assignments and class discussions, and it is expected that anything presented by students during class presentations, assignments and discussions will remain confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Your final course grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.”

## **Students with Disabilities Policy**

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the **Student Support Services Office**. After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Office of Student Accessibility  
Albany Quadrangle (Room 206)  
615 S Palatine Hill Rd, MSC 112  
Portland, OR 97219

Email: [access@lclark.edu](mailto:access@lclark.edu)  
Ph: (503) 768-7192 (Voice)  
Fax: (503) 768-7197

**Please see the Student Support Services website for more information:**

[lclark.edu/offices/student-accessibility/](http://lclark.edu/offices/student-accessibility/)

## **Lewis & Clark Graduate School Essential Policies**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination)
- Standards for Professional Student Conduct and Academic Integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct)
- Sexual Misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX)

If you have any questions regarding these policies, please speak to your instructor (myself) for clarification.

## **Lewis & Clark COVID-19 Response**

“Lewis & Clark is committed to providing in-person education and support to students in a close-knit campus community. We are also committed to the health of our community, and will take necessary steps to promote public health and protect members of our community whenever possible. Although no college campus can guarantee a COVID-free environment, we can greatly minimize the risks of COVID with appropriate mitigation measures, such as widespread vaccination. Our approach to COVID is based on [Centers for Disease Control \(CDC\)](http://Centers for Disease Control (CDC)) guidance to colleges and universities, as well as guidance from the Oregon Health Authority and county public health officials. As the pandemic continues to evolve, and relevant guidance changes, we will update these policies and provide necessary information to the campus community.”

**Lewis & Clark guidelines up-to-date details about our COVID-19 response:**

[lclark.edu/news/covid-19-response](http://lclark.edu/news/covid-19-response)

**Course COVID-19 Policy:** To better protect both the instructor (myself) and the students in the classroom during class time, the students, instructors and guests present in the classroom will be required to wear masks. Due to this protective guideline, students are free to take a brief break from the room if they wish to remove their mask temporarily. If you are exempt from wearing a mask, please discuss this with the instructor (myself) further before the course begins.

## Course Assignments (300 Points)

### Point Breakdown

Class Attendance & Participation	<b>100</b>
Abstinence Experience Assignment	<b>75</b>
Recovery-Based Meeting Attendance	<b>50</b>
Conceptualization Assignment	<b>75</b>
<b>Total</b>	<b>300</b>

### Grade Distribution

279 — 300	<b>A</b>
270 — 278	<b>A-</b>
261 — 269	<b>B+</b>
249 — 260	<b>B</b>
240 — 248	<b>B-</b>
228 — 239	<b>C+</b>
< 228	<b>C</b>

**Assignment Format:** All written assignments must be: **Double-Spaced** and in **Size 12 Times New Roman** font. Assignments including citations should be formatted to **APA Standards**.

**Assignment Submission:** All presentations and written assignments must be submitted through **Moodle**.

**Late Assignment Policy:** Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

## Course Assignment Descriptions

### Attendance & Participation (100 Points)

Your attendance and participation is essential for the structure and integrity of this course. This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. It is also expected that students have done the assigned readings prior to that class meeting.

**Special Topics Reading Assignment:** Part of your participation grade in this course will include reading the special topics book assigned to you during the first lecture. You will be expected to completely read the book you were assigned by the Special Topics lecture (toward the end of the course), and then earnestly engage in a discussion about what you learned from the book you read with your fellow classmates.

**Make-Up Paper (Optional):** If circumstances arise that stop you from attending more than 3 hours of class, please let me know by phone or email as soon as possible. In order to make up any missed class time past the permitted 3 hours, you will be asked to interview two classmates on what happened during class and write a 1-page reflection paper.

**Due Date:** To Be Determined with Instructor.

### Abstinence Experience Assignment (75 Points)

You will select one behavior routinely used in your life and give it up for 4 weeks without causing undue harm to yourself or others. You will develop and implement a wellness plan to be used in your daily life to compensate for the absence of this behavior. 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.

**Wellness Plan (35 Points):** 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):

- Physical Wellness
- Emotional/Mental Wellness
- Social/Relationship Wellness
- Spiritual Development
- Personal/Self-Care

**Reflection Paper (40 Points):** Write about your experience; challenges/barriers you encountered and ways you worked to navigate them. It should also address how this experience has affected your perspectives on the process of change.

**Length of Assignment:** 2—3 Pages

**Due Date:** Monday, June 26th, 2023 at 11:59PM

### **Recovery-Based Meetings/Support Groups Attendance and Reflection Journal (50 Points)**

This assignment is designed to help you explore the field of addiction treatment and support outside the classroom. Students will attend a minimum of three (3) different recovery-based and/or support group meetings. Students are to complete one journal reflection that covers all three (3) meetings, in which you share your insights gained, feelings, thoughts, reactions, and comfort level. **Please make sure that the meetings you attend are open meetings and do not plan to attend with another classmate.**

**Length of Assignment:** 2—3 Pages

**Due Date:** Monday, July 17th, 2023 at 11:59PM

### **Case Conceptualization, Addiction Diagnosis, and Plan of Care (75 Points)**

You will choose to watch one of the addiction-related movies or series from both columns below:

#### **Direct Substance Abuse:**

- Down in the Delta
- Sharp Objects
- Wild: From Lost to Found on the Pacific Crest Trail
- Mo (Season 1)
- Euphoria (Seasons 1 or 2)

#### **Adjacent Substance Abuse:**

- Mare of Easttown (Season 1)
- Fences
- Unorthodox (Season 1)
- Smoke Signals
- Sex Education (Season 2)

Then you will identify your “client” from a character in the movie/series, diagnose the individual, show justification for the diagnosis using DSM-V criteria, and create a case conceptualization of the character impacted by addiction. The case conceptualization should include the elements of a bio-psycho-social assessment (to be discussed further in class). You should write the case conceptualization as if the character was coming to you for treatment in the midst of their active addiction and/or distress. Diagnoses should indicate symptoms, severity, remission specification as indicated in the DSM-V. Your paper should be written in APA format, with at least two (2) peer-reviewed sources when outlining rationale for diagnosis and treatment.

**Length of Assignment:** 5 Pages

**Due Date:** Monday, July 31st, 2023 at 11:59PM

## Grading Rubric

<b>Attendance &amp; Participation</b>	<b>Possible Points</b>
Demonstrates prompt and dependable presence in the class.	20
Prepares for class through completing assigned readings and reflecting on their application to personal practice.	20
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in clinical practice.	20
Contributes to the development of other class members and the group as a whole. Helps to create an atmosphere of safety and mutual respect among all class members.	20
Completes the assigned reading for the Special Topics lecture, as outlined in the course assignment section of the syllabus.	20
<b>Total</b>	<b>100</b>
<b>Abstinence Assignment</b>	
Completes the wellness plan as outlined in the course assignment section of the syllabus.	35
Completes the reflection paper as outlined in the course assignment section of the syllabus.	40
<b>Total</b>	<b>75</b>
<b>Recovery-Based Meeting Attendance and Journal Assignment</b>	<b>Possible Points</b>
Attends at least three (3) recovery-based meetings as outlined in the course assignment section of the syllabus.	25
Completes the reflection journal entry as outlined in the course assignment section of the syllabus.	25
<b>Total</b>	<b>50</b>
<b>Conceptualization Assignment</b>	<b>Possible Points</b>
Completes the paper as outlined in the course assignment section of the syllabus.	50
Writes the paper in APA format and includes at least two (2) sources.	25
<b>Total</b>	<b>75</b>



## Course Schedule

Week	Topic	Readings Due	Assignments Due
May 8th	Introductions Course Overview Syllabus Review	Syllabus	
May 15th	Re-Thinking Addiction: Exploring Stigma	<b>Addiction Counseling:</b> Chapter 1 <b>Moodle Readings</b>	
May 22th	Diversity of Addiction	<b>Addiction Counseling:</b> Chapter 2 <b>Moodle Readings</b>	
June 5th	Models of Addiction	<b>Addiction Counseling:</b> Chapters 8 and 9	
June 12th	The Neuroscience of Addiction	<b>Addiction Counseling:</b> Chapter 3	
June 26th	Assessing Addiction	<b>Addiction Counseling:</b> Chapters 4 and 5	Abstinence Assignment
July 10th	Treatment Approaches (Part I)	<b>Addiction Counseling:</b> Chapters 6 and 7	
July 17th	Treatment Approaches (Part II)	<b>Addiction Counseling:</b> Chapters 10, 11 and 12	Recovery Attendance & Reflection Journal
July 24th	Special Topics in Addiction	Assigned Book	
July 31st	Ethics in Addiction Counseling Becoming an Addiction Counselor	<b>Addiction Counseling:</b> Chapter 13 and 14	Conceptualization Assignment