

PC 655-Alcoholism and Other Addiction Counseling

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Office Hours by Appt.

Spring Semester 2016
Wednesday, 6:30-9:20
Gault Hall 133

Counseling theory and techniques for assessment, intervention and treatment in chemical dependency. The course is organized to cover the core functions in professional practice and the minimal counseling competencies, including a case demonstration. Students will learn treatment-planning skills, various counseling techniques and documentation procedures.

Objectives:

By the end of the course the student will be able to:

1. Conduct a professional self-assessment of counseling knowledge and skills utilizing the Role Delineation Study of the International Certification Reciprocity Consortium as presented in TAP 21 in order to increase awareness of own knowledge base and skill set.
2. Articulate the role responsibility and control play in the therapeutic relationship and the recovery process.
3. Demonstrate understanding of fundamental concepts involved in addiction, recovery and treatment including enabling, denial, control, powerlessness, surrender, defensive strategies.
4. Articulate the six stages of the process of change.
5. Identify and describe the categories of intervention associated with each stage of the process of change.
6. Articulate the difference Harry Tiebout describes between “compliance” and “surrender” in addictions recovery and the cathartic experience that is transformative.
7. Describe the differences between mutual-help groups and professional psychotherapy/treatment and articulate how to determine when they are used appropriately.
8. Describe the appropriate role and function of mutual-help programs in the overall recovery process.
9. Describe the most common responses and defensive strategies employed by those in intimate relationships with addicts.
10. Articulate the general systemic responses to addiction exhibited in families and other small systems.
11. Describe effective intervention strategies to be used with systems oriented around addiction and addictive processes.
12. Articulate the fundamental existential conflicts experienced by addicts and codependents.

13. Describe effective strategies for addressing the existential crises experienced in addiction.
14. Articulate Flores' conceptualization of addiction as an "Attachment Disorder" including a critical analysis of its strengths and weaknesses.
15. Identify and list the fundamental components of effective addiction treatment programs.
16. Describe how the various components of treatment programs are integrated to create a stable, therapeutic milieu.
17. Describe the fundamental structure and function of 12 step recovery programs based on both assessment of reading about the programs and personal experience of participating in the programs.
18. Articulate the process of abstaining from a significant relationship or activity to increase sensitivity to the experience of an addict.
19. Describe the process of assessing, evaluating and diagnosing addiction including the appropriate interviewing strategies and articulating the criteria used in diagnosis.
20. Demonstrate how to develop an appropriate treatment plan utilizing assessment data and results.
21. Describe the process of making a referral including articulating the criteria used to determine when a referral is appropriate and the necessary components of a referral.
22. Identify the areas of professional knowledge and skill requiring attention in order to function as an effective addictions counselor.

The above objectives are based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards. The following objectives are taken from Section II.G.1. Students will complete studies and assignments that provide an understanding of the following aspects of professional functioning:

- II.3.g: Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
- III.CMHC.A.6: Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
- II.CMHC.C.4: Knows the disease concept and etiology of addiction and co-occurring disorders.
- III.CMHC.D.8: Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- III.CMHC.G.4: Identifies standard screening and assessment tools for substance use disorders and process addictions.
- III. CMHC.H.3: Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
- III.CMHC.H.4: Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
- III. CMHC.K.3: Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

Reading Schedule:

February	3	[Knapp, <i>Drinking</i> ; Burns, <i>Lost No More</i>] SAMHSA, TAP 21 <i>review the first few weeks of class</i>
	10	Brown, <i>Treating the Alcoholic</i> , Ch. 1 Fish, <i>Is There a Text in this Class?</i> Fish, <i>How to Recognize a Poem When You See One</i> Fish, <i>What makes an interpretation acceptable?</i> 1ST PAPER DUE
	17	Khantzian, <i>How AA Works</i> Khantzian, <i>Alcoholics Anonymous: Cult or Corrective?</i> ASAM, <i>Definition of addiction</i>
	24	Kurtz, <i>Why AA Works</i>
March	2	Prochaska et al., <i>Changing for Good</i>
	9	Vannicelli, <i>Removing the roadblocks</i>
	16	Vannicelli, <i>Removing the roadblocks</i>
	23	NO CLASS
	30	NO CLASS
April	6	Yalom, <i>Existential Psychotherapy</i>
	13	Yalom, <i>Existential Psychotherapy</i>
	20	Yalom, <i>Existential Psychotherapy</i>
	27	Brown, <i>The Alcoholic Family in Recovery</i>
	29	Brown, <i>The Alcoholic Family in Recovery</i> <u>MUTUAL HELP PAPER DUE (MAY BE SUBMITTED AT ANY TIME DURING THE COURSE)</u>
May	4	Supplemental Book, <i>from list</i> EXPERIENTIAL JOURNAL DUE
	11	Supplemental Book, <i>from list</i> SUPPLEMENTAL BOOK RESPONSE DUE
	18	FINAL EXAM

1ST Assignment

Read the material assigned for **February 10th**. This material is intended to challenge you to increase your awareness of your approach to this class and its subject matter. Compose a paper presenting your engagement and integration of these pieces at this point in your life. Include how you integrate the fundamental questions/issues they raise, how you see them influencing or potentially influencing your perception of and practice professionally. What implications are there for your academic endeavors? Describe what challenges or intrigues (or not) you as you encounter these disparate ideas and perspectives. Additionally, what questions are you bringing to this class?

Due on February 10th.

Mutual-Help Meetings

Attend a minimum of ten mutual-help meetings based on the twelve-step program of recovery and prepare a paper presenting your experience of these visits. These meetings must be 12-step groups, *Alcoholics Anonymous*, *Narcotics Anonymous*, *Cocaine Anonymous*, *Al-Anon*, *Families Anonymous*, *Overeaters Anonymous*. **As part of the experience, secure a copy of what is regarded as the “Big Book” or “Basic Text” for the particular 12 step program you have attended and read the portion describing the 12 step program.** For example, if you attend *Alcoholics Anonymous* meetings, get a copy of the book, *Alcoholics Anonymous*, aka the “Big Book” and read chapters 5-7. If you attend *Narcotics Anonymous* meetings, get a copy of the book, *Narcotics Anonymous*, aka the “Basic Text” and read chapters 4-6. Ask the instructor about the “texts” of other 12 step groups or supplemental reading. *(A word of caution, there are a number of organizations and groups claiming to be “12-step” groups that simply are not. ASK the instructor if you are uncertain about whether the meetings you wish to attend qualify for this assignment)*

The paper will consist of two discrete sections. In the first section, present a considered, personal reflection of your thoughts and feelings as you experienced the meetings. This journal should reflect your experience as you attend meetings through the term. In the second section, consider the dynamics and therapeutic utility of twelve-step programs and how this might be integrated into your counseling. References to lectures and readings are expected. This response should be typed double space and is **due April 27th**. *If the first portion of the paper is done as a journal across the term, you may submit it in the form you wrote it as long as it is legible. In other words, you don’t need to waste time retyping this piece.*

Experiential Exercise

Participate in an experiential exercise and maintain a journal reflecting your response to and processing of the experience. The exercise is to commit to abstaining from the use of

all mood-altering chemicals (MAC) for the duration of the semester and maintain a journal of this experience. **The journal shall include reports of occasions in which you were offered MACs, usually use MACs, have a desire to use MACs or *simply think about use or abstention.*** Your thoughts and feelings regarding these incidents and their attendant processes should be included also.

This journal is due May 4th.

Supplemental Book Response

Select one book from the *Supplemental Book List* and read it for specific application to the material considered during the course. Upon completion of the reading, write a paper that will present the following:

1. A critical analysis of how the book relates to the overall material of the course or a particular aspect of the course. Bring your best thinking and creativity.
2. A description of how your knowledge base and repertoire of therapy skills is expanding and refining as a result of a critical read of the book. Focus on your awareness of your developing professional identity and skill set.
3. Present a summary of how you engaged the book personally and the challenges it presents as you reflect on your overall participation in the course.

This paper is due May 11th.

Required Books:

- American Society of Addiction Medicine (ASAM). (2011). *Defintition of addiction*. Chevy Chase, MD: American Society of Addiction Medicine.
- Brown, S. & Lewis, V. (2002). *The alcoholic family in recovery: A developmental model*. NY: Guilford.
- Brown, S. (1985). Chapter 1 in *Treating the alcoholic*. NY: Wiley.
- Burns, M. (2010). *Lost no more: A Mother's Spiritual Journey Through Her Son's Addiction*. Charleston, SC: Create Space.
- Fish, Stanley (1980). "Is there a text in this class?", "How to recognize a poem when you see one" and "What makes an interpretation acceptable?". In *Is there a text in this class?*. Cambridge: Harvard.
- Khantzian, Edward. (1999). "How AA Works" and "Alcoholics Anonymous- Cult or Corrective". In *Treating addiction as a human process*. London: Aronson. "
- Knapp, Caroline. (1996). *Drinking: A love story*. NY: Delta.
- Kurtz, E. (1982). *Why AA works*. Pp. 38-80 in *Journal of Studies on Alcohol (43-1)*
- Prochaska, J., J. Norcross & C. DiClementi. (1994). *Changing for good* NY: Avon.
- SAMHSA. (2008). *Addiction counseling competencies*. Technical Assistance Publication (TAP) 21, Washington, DC: SAMHSA. ***pdf download from SAMHSA site available***
- Vannicelli, M. (1992). *Removing the Roadblocks: Group Psychotherapy with Substance Abusers and Family Members*. NY: Guilford.
- Yalom, Irvin. (1980). *Existential psychotherapy*. NY: Basic Books.

Selected Readings

Supplementary Book:

Each student will select one of the following supplementary books to read in addition to the books on the common reading list. Select one of the following:

Bepko, C. (2002). *The responsibility trap*. NY: Free Press.

Finley, R. (2004). *Integrating the 12 steps into addiction therapy*. NY: Wiley.

Miller, W.R. & S. Rollnick. (2012). *Motivational interviewing*. 3rd ed. NY: Guilford.

Wegscheider-Cruse, S. (1989). *Another chance: Hope and help for the alcoholic family*. Palo Alto: Science and Behavior Books.

Recommended Readings:

Kurtz, E. (1979). *Not-God: A history of Alcoholics Anonymous*. Center City, MN: Hazelden.

Schuckit, M. (2010). *Drug and alcohol abuse*. 6th edition NY: Plenum.

Taxman, F. S. & S. Belenko. (2012). *Implementing evidence-based practices in community corrections and addictions treatment*. Springer Series on Evidence-Based Crime Policy. NY: Springer.

White, W. (1998). *Slaying the dragon*. Bloomington, IL: Chestnut Health Systems.

Evaluation:

Participation	10%
<i>(Reviewing what is engaged and presented throughout the class.)</i>	
First Assignment	15%
Supplemental Book Response	15%
Midterm Exam	15%
Final Exam	15%
Experiential Exercise	15%
Meeting Assignment	15%

METHESCO Policies

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the

semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of “pass” the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.