P 650: Treating Addictive Behavior

Christian Theological Seminary
Fall 2011
Instructor: Jacqueline Braeger, Ph.D., LMFT
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Credit Hours: 3 (Tuesday evenings, 6pm – 8:45pm)

Learning Objectives

1. Explore different theories of addiction, recovery and relapse

2. Examine various cultural, historical, and religious attitudes toward addicts and addiction, and help students examine their familial, cultural and spiritual attitudes toward addiction and addicted clients

3. Provide basic knowledge about the development of addiction and basic information about addictive substances and processes

4. Learn about the medical complications resulting from chemical use and dependency and the interaction of chemical dependency with other mental health diagnoses (i.e., dual diagnosis)

5. Develop basic skills utilizing assessment, intervention and treatment techniques for the addicted and their families

6. Develop basic skill in counseling the addicted and their families/friends

7. Develop knowledge of and experience with Twelve Step and other recovery programs

8. Familiarize students with referral resources that are available for the treatment of addicts

Marriage & Family Therapy Clinical Core Competencies

- (2.1.3) Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression).

- (2.1.5) Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.

- (2.2.1) Assess each clients’ engagement in the change process.

- (2.3.1) Diagnose and assess client behavioral and relational problems systemically and contextually.
· (2.3.5) **Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, suicide potential, and dangerousness to self and others.**

· (2.3.6) **Assess family history and dynamics using a genogram or other assessment instruments.**

· (2.3.7) **Elicit a relevant and accurate biopsychosocial history to understand the context of the clients’ problems.**

· (2.3.8) **Identify clients’ strengths, resilience, and resources.**

· (3.1.1) **Know which models, modalities, and/or techniques are most effective for presenting problems.**

· (3.1.3) **Understand the effects that psychotropic and other medications have on clients and the treatment process.**

· (3.1.4) **Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).**

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**Course Requirements**

**Required Texts:**
**ISBN:** 978-0-8400-3390-1

**ISBN:** 0-415-95106-2

**ISBN:** 0-380-725-72-X

**ISBN:** 1-59385-374-2

**Recommended Texts:**

Description of Assignments

**Addiction Genogram Group Presentation:** 10 points
As therapists training in a mental health profession, we have an ethical and moral obligation to stay in touch with our own processes (particularly when entering into unfamiliar and sometimes uncomfortable areas). During this course, you are asked to participate in a process designed to focus on how you are feeling, thinking and reacting to the class material. Students will form small groups of four people per group. They will meet for the first half of class #3 and take turns presenting their family genogram as it relates to addiction within their small groups. Group members will act as supportive witnesses to each member’s addiction genogram presentation, and will facilitate discussion of material presented. (class #3, 13 September 2011).

**Twelve Step Meeting & Reaction Paper:** 25 points
Outside of class time, each student is asked to attend at least two open meetings of a Twelve Step Program (AA, NA, OA, CA, SAA, GA, PA, Al Anon etc.) and obtain two pieces of basic literature. You are then asked to write a minimum of three double-spaced pages discussing:
- what you heard and observed
- what this experience stirred up in you
- what spiritual resources people were using in their recovery
- your faith reflections on addiction and recovery as you witnessed it in the people present at the recovery meetings

*Read Doweiko, chapter 35 in preparing for this assignment.*

**Grading Rubric:**
- Does the paper reflect an ability to integrate course material?
- Does the paper reflect an ability to critically evaluate course material?
- Does this paper demonstrate an ability to be self-reflective?
- Does the paper integrate clinical practice and person/profession of the therapist?

This assignment is due by the start of class #10 (8 November 2011).

**Course Reading Worksheets:** 2 points each week for total of 20 points
Students will complete a reading worksheet on each assigned reading for class that week for a total of 10 classes (there are 13 classes in the course). The format involves listing chapter citation, and then listing 3 ideas from this reading that caught your attention and a brief explanation of why (so for example, if there are 4 required readings for a particular class, you cite each reading & then list 3 points under each along with a brief explanation of why this caught your attention...which in this example would then include 12 bullet points in total)

* (Late reading worksheets will receive credit up to 2 classes beyond the due date, and then no credit will be given for an assignment turned in more than 2 weeks late.)

* Reading Worksheets are due the beginning of each class meeting (starting with class #2 on 6 September 2011).
Class Attendance and Participation  
15 points
Students can earn up to 15 points based on regular class attendance and participation in class discussion, experiential exercises and role plays.

Final Evaluation: O.S.C.E.  (Objective Structured Clinical Exercise)  
30 points
This is an opportunity to integrate course learning with basic addiction counseling competencies. You will be given 15 minutes to demonstrate basic interviewing skills regarding addiction assessment and answer several oral questions regarding a specific clinical role play scenario. Then you will complete a written portion of the final evaluation that will be due one week from the date that you participated in the O.S.C.E. exercise. Further details regarding both the oral exercise and the written portion of the final evaluation will be provided separately.

* O.S.C.E.s will be scheduled for classes 12, 13 and finals week (29 November, 6 December and 13 December 2011). The written portion of the final evaluation will be due one week from the date of your participation in the O.S.C.E. exercise.

Grading and Attendance
Grades will be determined by the number of points accumulated out of a total of 100 possible points.

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<tr>
<td>A</td>
<td>95 - 100 points</td>
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<td>73 –76 points</td>
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<td>A-</td>
<td>90 - 94 points</td>
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<td>B+</td>
<td>87 - 89 points</td>
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<td>83 –86 points</td>
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<td>B-</td>
<td>80 –82 points</td>
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<td>C+</td>
<td>77 –79 points</td>
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According to Seminary policy, students are required to notify the course instructor of any absences. No student may receive credit for a course if they miss more than ¼ of the class sessions.

Course Schedule

30 August (Session 1): Orientation and Organization: Syllabus Overview  
Trans-theory: Readiness for Change

Readings:

*Introduction: A Scientific Revolution
*Chapter 1: How you change: The transtheoretical Approach
*Chapter 2: When you change: The stages of change
*Chapter 3: Making Changes: Learning from self-changers
*Chapter 4: Precontemplation: Resisting change
*Chapter 5: Contemplation: Change on the horizon
6 September (Session 2): Client(s) Readiness for Change (cont’d)

Readings:
*Chapter 6: Preparation: Getting Ready
*Chapter 7: Action: Time to move
*Chapter 8: Maintenance: Staying there
*Chapter 9: Recycling: Learning from relapse
*Chapter 10: A changer’s manual
*Chapter 11: Termination: Exiting the cycle of change

13 September (Session 3): What is Addiction?

Addiction Genogram Presentations

Readings:
*Chapter 2: The nature of the beast

*Chapter 1: The definition & prevalence of Addiction: Impacts on the family and the nation
*Chapter 2: Helping clients and families understand addictions: Etiological theories and models

20 September (Session 4): Common Addictive Substance Behavior Addictions (food, sex, gambling, etc.)

Readings:
*Chapter 4: An introduction to alcohol: Man’s oldest recreational chemical
*Chapter 7: Abuse of and addiction to the benzodiazepines & similar agents
*Chapter 9: Cocaine abuse & dependence
*Chapter 10: Marijuana abuse & addiction
*Chapter 11: Opioid use, abuse, & addiction
27 September  (Session 5):  Pharmacological & Medical Aspects of Addiction

Readings:
  *Chapter 3:  A brief introduction to the science of pharmacology
  *Chapter 25:  The medical model of substance use disorders
  *Chapter 33:  Pharmacological interventions for substance use disorders


4 October  (Session 6):  Impact of Gender and Culture
Special Populations

Readings:
  *Chapter 18:  Gender and substance use disorders
  *Chapter 19:  Hidden faces of substance use disorders
  *Chapter 20:  Substance use and abuse by children & adolescents

11 October  No Class!  (Reading Week)

18 October  (Session 7)  Family Therapy and Addiction

Readings:


  *Chapter 22:  Codependency and enabling
  *Chapter 23:  Addiction and the family
25 October (Session 8)  Assessment

Readings:
*Chapter 3: Family addictions assessment

*Chapter 24: The dual-diagnosis client: Substance use disorders and mental illness
*Chapter 28: The assessment of suspected substance use disorders

1 November (Session 9)  Treating Addictions / Accessing Resources

Readings:
*Chapter 30: Treatment settings
*Chapter 31: The treatment of substance use disorders
*Chapter 32: The process of treatment

8 November (Session 10):  The 12 Step Movement

12 Step Reaction Paper due

Readings:


*Chapter 26: The psychosocial models of substance use disorders
*Chapter 27: The substance use disorders as a disease of the human spirit
*Chapter 35: Support groups to promote and sustain recovery
15 November  (Session 11): Motivational Interviewing
Family Addiction Models

Readings:


*Chapter 4: The sequential family addictions counseling model

22 November No Class!!! (Thanksgiving Recess)

29 November (Session 12): O.S.C.E. (Objective Structured Clinical Exercise)

6 December (Session 13): O.S.C.E.

Final Paper Due from those participating in 11/29/11 O.S.C.E.

13 December (Finals Week): O.S.K.I.E.S.

Final Paper Due from those participating in 12/6/11 O.S.C.E.

20 December

Final Paper Due from those participating in 12/13/11 O.S.C.E.