

# The Assessment and Treatment of Chemical Dependency

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PC 243-3

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## Description

This course will provide clinical and theological foundations for the assessment and treatment of chemical dependency and related process addictions. It will explore chemical dependency in historical perspective, examine various assessment tools, describe the major treatment approaches and investigate the major issues in modern chemical dependency care. Readings, lectures and practical applications will be framed within a family systems context and grounded within reflective theological understanding of the human condition. Students will have the opportunity to experience a variety of assessment, treatment and intervention methods and begin the process of formulating a theological and clinically integrated model of chemical dependency and process addiction treatment.

## Objectives

<b><u>By the end of the semester, students will:</u></b>	<b><u>Student Learning Outcomes (SLO) &amp; MFT Competencies (MFTC:)</u></b>	<b><u>Assessment Signature Assignments</u></b>
Demonstrate a working knowledge and understanding of the varied substance-related disorders as they are described in the DSM-5.	SLO: 1... able to conduct multicultural, evidence-based therapy with individuals, couples and families MFTC: 2.1.2: Understand major behavioral health disorders...	Final Examination Class Participation
Show evidence of a basic knowledge and understanding of the various classes of drugs of abuse and their effects.	SLO: 1... able to conduct multicultural, evidence-based therapy with individuals, couples and families MFTC: 2.1.2: Understand major behavioral health disorders...	Final Examination Class Participation
Show evidence of a basic knowledge and understanding of the most common process addictions: gambling, food, sex & love, Internet, work and their effect on individual users, family processes, and community processes (school, workplace, church, correctional facilities).	SLO: 1... able to conduct multicultural, evidence-based therapy with individuals, couples and families MFTC: 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy 2.1.3-Understand the clinical needs and implications of persons with comorbid disorders 2.2.3: Develop hypotheses regarding relationship patterns and their bearing on the presenting problem... 2.2.5 Consider physical & organic	Position Paper Final Examination Personal Journal

	problems... 2.3.1... Diagnose and assess client behavioral and relational health problems systemically and contextually	
Demonstrate a practical understanding of major assessment processes and treatment modalities and their appropriate use for specific clients and/or family systems.	SLO: 1... able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO: 2... will demonstrate a broad knowledge of systemic theory and MFT treatment models and flexibly apply these in evidence-based practice MFTC: 1.2.1 Recognize contextual and systemic dynamics 2.1.4 Comprehend ...assessment... appropriate to presenting problem... 2.1.5...Understand current models of assessment... 3.1.1 Know which models...are most effective for presenting problems 4.3.1 Match treatment modalities...to client's needs, goals and values	Position Paper Final Examination
Exhibit multicultural awareness in substance abuse/dependence assessment and treatment approaches as it relates to race, gender, age, etc.	SLO: 4...able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems 1.4.1-Evaluate case for appropriateness... 2.4.3...Evaluate accuracy and cultural relevance of...diagnosis 4.3.1 Match treatment modalities...to client's needs, goals and values 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients	Personal Journal Position Paper
Discuss spirituality and its role in the treatment of chemically dependent families, with particular attention given to the theology inherent in Alcoholics/Narcotics Anonymous and AI-Anon	SLO: 5... able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of MFT MFTC: 4.3.1 Match treatment modalities...to client's needs, goals and values 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients 4.5.1 -Respect multiple perspectives	Position Paper Personal Journal
Articulate and discuss issues of chemical dependency treatment such as violence, sexual dysfunction, gender and cultural differences in the dynamics of chemical abuse and dependency and the impact of socio-economic factors on treatment.	SLO: 1... able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO: 4...able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems 2.3.5 Screen and develop adequate safety plans for substance abuse, child/elder maltreatment, domestic violence, physical violence, suicide... 3.4.3 Evaluate level of risks, management of risks, crises and emergencies 5.4.2...Monitor attitudes, personal well-being, personal issues, and personal problems...	Position Paper Final Examination
Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) "...can be		

defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)

Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

## Method

This class will be a combination of lecture, student discussion and participation, theological reflection, personal abstinence experience, case demonstration, in-class experiential practice, guest presentations, and visits to AA/Al-Anon meetings and local treatment programs.

## Requirements

1. *Reading.* Assigned reading from the required texts listed below.
2. *Participation.* Class attendance is required and will be monitored daily. The student is expected to come to class prepared (by reading and personal investigation) to take part in open discussion of the topic of the day. Each student is invited to select something (substance or activity) in their life from which they will abstain during the duration of the class. Students are also required to attend one AA (Alcoholics Anonymous) and one Al-Anon or Co-Dependents Anonymous (CODA) meeting along with two field trips to local treatment settings. *Class attendance and participation, abstinence experience, AA and Al-Anon meeting attendance and field trip participation will account for 25% of the class grade.*
3. *Personal journal:* Each student will keep a *confidential* daily journal in which he/she reflects on the day's class, along with other pertinent experiences related to the class focus. The journal is to include personal reflection on: 1) experience of three weeks abstinence from something of the student's choice, 2) experience in attending one Twelve Step Meeting and one Al-Anon or Co-Dependents Anonymous (CODA) meeting, 3) experience visiting local treatment programs, and/or 4) reaction to class activities and invited speakers. The student will verify in his/her journal, their attendance at a Twelve Step Meeting (AA or NA) and an

Al-Anon or CODA meeting along with their reflection on the strengths and weaknesses of each of the programs. The journal will also document the student's abstinence experience and insights gained regarding the abstinence and recovery process. The journal will be reviewed weekly for relevance and for the student's direct engagement with the topic of the day. *The personal journal will account for 20% of the class grade.*

4. *Position Paper:* Each student will write a 10 page position paper describing: (1) her or his understanding of addiction processes, (2) the effects of addiction processes on individual, family and community dynamics, (3) the role of spirituality in chemically dependent individual and family process, and (4) a description of the student's developing multicultural approach to assessing and treating chemical dependency. Use case examples to illustrate your points. *The position paper will account for 30% of the class grade.*
5. *Final Exam:* The final exam will be distributed in the first week of class and is an open-book, take-home exam due at the end of the final session. The exam will be evaluated on accuracy of information, interaction with the texts and class content, integration of theoretical and theological material, usefulness to clinical/pastoral practice, quality of thought, and clarity of expression. *The final exam will account for 30% of the class grade.*

## Required Texts

Fisher, Gary L., and Harrison, Thomas C. *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors*, Fifth Edition. Boston, MA: Pearson, 2013. (e-campus)

\_\_\_\_\_. *Alcoholics Anonymous: The Story of How Many Thousands of Men and Women Have Recovered from Alcoholism*, Fourth Edition. New York: Alcoholics Anonymous World Services, Inc., 2002. (e-campus)

SAMHSA, *Enhancing Motivation For Change in Substance Abuse Treatment, Treatment Improvement Protocol (TIP) Series 35*, Rockville, MD: US Dept. of Health & Human Services, Substance Abuse and Mental Health Services Administration, 2013 (provided by instructor)

## Additional Texts ... (on Reserve at Ernest White Library)

\_\_\_\_\_. Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Revised (DSM-IV-TR). Washington, D.C.: American Psychiatric Association, 2000.

Miller, William R., and Rollnick, Stephen. Motivational Interviewing: Preparing People for Change, Second Edition. New York: The Guilford Press, 2002.

\_\_\_\_\_. Twelve Steps and Twelve Traditions. New York: Alcoholics Anonymous World Services Office, Inc., 1981.

Roberts, Linda J., and McCrady, Barbara S. Alcohol Problems in Intimate Relationships: Identification and Intervention, A Guide for Marriage and Family Therapists. Washington, D.C.: National Institute on Alcohol Abuse and Alcoholism, 2003. (Downloaded free from NIAAA website, or read online)

Edwards, J.T. Treating Chemically Dependent Families. Minneapolis, MN: Johnson Institute, 1990.

Ott, P.J., Tarter, R.E. and Ammerman, R.T. Sourcebook on Substance Abuse: Etiology, Epidemiology, Assessment and Treatment. Missouri: Allyn and Bacon, 1999, 1993.

Dodgen, C.E. and Shae, W.M. Substance Use Disorders: Assessment and Treatment. California: Academic Press, 2000.

Gurnan, A. and Kniskern, D. (eds.). Handbook of Family Therapy, Vols. I & II. New York: Brunner/Mazel, 1991.

L'Abate, Farrar J.E., and Serritella, D.A. Handbook of Differential Treatment for Addictions. Massachusetts: Allyn and Bacon, 1992.

### **Important Books in the field:**

Beattie, Melody. *Codependent No More*. Minnesota: Hazeldon, 1992.

Pluymen, Bert. *The Thinking Person's Guide to Sobriety*. New York: St. Martin's Press, 1999.

Woititz, Janet. *Adult Children of Alcoholics*. Deerfield Beach, FL: Health Communications, 1983.

Mooney, Al J, M.D, Arlene and Howard Eisenberg. *The Recovery Book*. New York: Workman Publishing Company, Inc. 1992.

## Films dealing with the topic of chemical dependency:

*Days of Wine and Roses*

*Lost Weekend*

*Clean and Sober*

*Leaving Las Vegas*

*When a Man Loves a Woman*

*What's Love Got to Do With It?*

*My Name is Bill W.* (Made for TV: Hallmark Hall of Fame Presentation)

*The Betty Ford Story* (Made for TV)

### Chemical Dependency Comprehensive Rubric

**Scoring Directions:** Mark or highlight observations in each area. Complete rating score at the end of the rubric.

**Scoring:** 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student's level of training.

**Level of Training:** Expectation for this class is achievement of Basic Knowledge and Skill.

#### Assignment I: Participation

**Directions:** Class attendance is required and will be monitored daily. The student is expected to come to class prepared (by reading and personal investigation) to take part in open discussion of the topic of the day. Each student is invited to select something (substance or activity) in their life from which they will abstain during the duration of the class. Students are also required to attend one AA (Alcoholics Anonymous) and one Al-Anon or Co-Dependents Anonymous (CODA) meeting along with two field trips to local treatment settings. *Class attendance and participation, abstinence experience, AA and Al-Anon meeting attendance and field trip participation will account for 25% of the class grade.*

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
Demonstrates exceptional knowledge of substance related disorders in class discussion and reading responses	Demonstrates working knowledge of substance related disorders in class discussion and reading responses	Demonstrates marginal knowledge of substance related disorders in class discussion and reading responses		SLO: 2 MFTC: 2.1.2  Score:
Class discussion shows evidence of exceptional knowledge of various drug classes of drugs of abuse and effects as presented in reading and lecture.	Class discussion shows evidence of basic knowledge of various drug classes of drugs of abuse and effects as presented in reading and lecture.	Class discussion shows evidence of basic knowledge of various drug classes of drugs of abuse and effects as presented in reading and lecture.		SLO: 2 MFTC: 2.1.2  Score:
Completes all class attendance and experience requirements with excellence	Completes all class attendance and experience requirements	Completes all class attendance and experience requirements		SLO: 2 MFTC: 2.1.2  Score:

#### Assignment: Personal Journal

**Directions:** Each student will keep a *confidential* daily journal in which he/she reflects on the day's class, along with other pertinent experiences related to the class focus. The journal is to include personal reflection on: 1) experience of three weeks abstinence from something of the student's choice, 2) experience in attending one Twelve Step Meeting and one Al-Anon or Co-Dependents Anonymous (CODA) meeting, 3) experience visiting local treatment programs, and/or 4) reaction to class activities and invited speakers. The student will verify in his/her journal, their attendance at a Twelve Step Meeting (AA or NA) and an Al-Anon or CODA meeting along with their reflection on the strengths and weaknesses of each of the programs. The journal will also document the student's abstinence experience and insights gained regarding the abstinence and recovery process. The journal will be reviewed weekly for relevance and for the student's direct engagement with the topic of the day. *The personal journal will account for 20% of the class grade.*

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
Journal demonstrates exceptional understanding of addiction processes and the variety of addictions	Journal demonstrates a developing understanding of addiction processes and the variety of addictions	Journal demonstrates a marginal understanding of addiction processes and the variety of addictions	UA	SLO: 1 MFTC: 2.1.3, 2.2.3 Score:
Journal demonstrates exceptional understanding of the clinical needs of persons with addictions and comorbid disorders	Journal demonstrates appropriate attention to the clinical needs of persons with addictions and comorbid disorders	Journal demonstrates marginal attention to the clinical needs of persons with addictions and comorbid disorders		SLO: 1, MFTC: 2.1.3, 4.3.2 Score:
Journal attends carefully and critically to observing systemic and multicultural factors such as age, gender, race, socioeconomic status in relationship to addiction	Journal attends to observing systemic and multicultural factors such as age, gender, race, socioeconomic status in relationship to addiction	Journal attends marginally to observing systemic and multicultural factors such as age, gender, race, socioeconomic status in relationship to addiction		SLO: 4 MFTC: 2.4.3 Score:
Journal demonstrates exceptional insight into personal reactions and multiple perspectives related to addiction processes and experience.	Journal demonstrates good attention to personal reactions and multiple perspectives related to addiction processes and experience.	Journal demonstrates some attention to personal reactions and multiple perspectives related to addiction processes and experience.		SLO: 4 MFTC: 5.4.2 Score:

### Assignment III: Position Paper

**Directions:** Each student will write a 10 page position paper describing: (1) her or his understanding of addiction processes, (2) the effects of addiction processes on individual, family and community dynamics, (3) the role of spirituality in chemically dependent individual and family process, and (4) a description of the student's developing multicultural approach to assessing and treating chemical dependency. Use case examples to illustrate your points. *The position paper will account for 30% of the class grade.*

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
Articulates a well-developed and critical understanding of addiction processes, supported by readings in the field and empirical evidence.	Articulates a coherent and useful understanding of addiction processes, supported by readings in the field and empirical evidence.	Articulates a marginal understanding of addiction processes, supported by readings in the field and empirical evidence.		SLO: 1 MFTC: 2.1.4, 2.1.5 Score:
Articulates an exceptional understanding of diagnosis of chemical dependency, an	Articulates an appropriate understanding of diagnosis of chemical dependency, an	Articulates some understanding of diagnosis of chemical dependency, an appropriate role		SLO: 1 MFTC: 2.1.4, 2.1.5, 2.3.1, 2.3.5,

appropriate role for DSM-5, as well as cultural and systemic implications of diagnosis.	appropriate role for DSM-5, as well as cultural and systemic implications of diagnosis.	for DSM-5, as well as cultural and systemic implications of diagnosis.		3.4.3 Score:
Attends carefully and critically to organic, systemic and comorbidity issues related to chemical dependency.	Attends appropriately to organic, systemic and comorbidity issues related to chemical dependency.	Attends marginally to organic, systemic and comorbidity issues related to chemical dependency.		SLO: 1, 2 MFTC: 2.1.3, 2.2.5 Score:
Describes effects of addictions on individuals and systems with exceptional insight and clarity.	Describes effects of addictions on individuals and systems with clarity.	Describes some effects of addictions on individuals.		SLO: 2 MFTC: 1.2.1, 2.2.3, 3.1.1,
Attends carefully and critically to multicultural factors in descriptions of addictions and their effect on individuals, family systems and communities.	Attends to multicultural factors in descriptions of addictions and their effect on individuals, family systems and communities.	Attends marginally to multicultural factors in descriptions of addictions and their effect on individuals, family systems and communities.		MFTC: 1.4.1, 2.4.3, 4.3.1, 4.3.2, 4.5.1 Score:
Shows evidence of advanced understanding of the basic processes and procedures of at least one evidence-based model of treatment for chemical dependency, including populations or problems for which it is appropriate.	Shows evidence of understanding the basic processes and procedures of at least one evidence-based model of treatment for chemical dependency, including populations or problems for which it is appropriate.	Shows some understanding the basic processes and procedures of at least one evidence-based model of treatment for chemical dependency, including populations or problems for which it is appropriate.		SLO: 1, 2 MFTC: 1.1.2, 2.1.5, 3.1.1, 4.3.1 Score:
Describes a carefully considered understanding of the role spirituality plays in understanding chemical dependency and its treatment. Attends appropriately to theological concerns.	Attends carefully to at least one understanding of the role spirituality plays in understanding chemical dependency and its treatment. Attends appropriately to theological concerns.	Attends marginally to understanding the role of spirituality plays in understanding chemical dependency and its treatment. Attends appropriately to theological concerns.		SLO: 5 MFTC: 4.5.1, 4.3.1 Score:

#### Assignment IV: Final Examination

##### Directions:

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	SLOs and Competencies
Exceptional Score	A through B	B- through C	<C	SLO: 1, 2, 4 MFTC: 1.1.2, 1.2.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2.3, 2.2.5, 2.3.1, 2.3.5, 3.1.1, 3.4.3, Score:

Grade: \_\_\_\_

Comments:



Chemical Dependency Aggregated Rubric Scores																
Singature Assignment	Part Assig I.1	I.2	I.3	Jour Assig II.1	II.2	II.3	II.4	Pos Pap Assig III.1	III. 2	III. 3	III. 4	III. 5	III. 6	III. 7	Final Exam	
Student																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
Mean Score																
SLOs	2	2	2	1	1	4	4	1	1	1, 2	2	4	1, 2	5	1, 2, 4	
MFTCs	2.1.2	2.1.2	2.1.2	2.1.3 2.2.3	2.1.3 4.3.2	2.4.3	5.4.2	2.1.4 2.1.5	2.1.4 2.1.5	2.1.3 2.2.5 2.3.1 3.4.3	2.1.1 2.2.3 3.1.1	1.2.1 2.4.3 3.1.1	1.4.1 2.4.3 4.3.1 4.5.1	1.1.2 2.1.1 3.1.1 4.3.1	4.5.1 4.3.1	1.1.2, 1.2.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2.3, 2.2.5, 2.3.1, 2.3.5, 3.1.1, 3.4.3