

The Assessment and Treatment of Chemical Dependency

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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

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
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...	Examinations 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...	Examinations Class Participation

<p>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).</p>	<p>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 problems... 2.3.1... Diagnose and assess client behavioral and relational health problems systemically and contextually</p>	<p>Examinations Personal Journal</p>
<p>Demonstrate a practical understanding of major assessment processes and treatment modalities and their appropriate use for specific clients and/or family systems.</p>	<p>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</p>	<p>Examinations</p>

<p>Exhibit multicultural awareness in substance abuse/dependence assessment and treatment approaches as it relates to race, gender, age, etc.</p>	<p>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</p>	<p>Personal Journal Class Participation</p>
<p>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 Al-Anon</p>	<p>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</p>	<p>Personal Journal Class Participation</p>

<p>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.</p>	<p>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...</p>	<p>Final Examination Class Participation</p>
<p>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)</p>		
<p>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).</p>		

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. 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 a 40-day period. 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 during the abstinence experience 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 40 days of 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. Journal entries are expected 5 out of 7 days of each week (Friday thru Thursday) during the abstinence experience. A final Journal Summary is due with the Exam Part II *The personal journal will account for 25% of the class grade.*
4. *Exams:* There are two exams. Exam Part I will be distributed in the first week of class, and Exam Part II will be distributed midway through the course. Both

Exams are open-book, take-home and due on the dates listed in the Class Schedule. Exams 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 Exams will account for 50% of the class grade.*

Required Texts

Fisher, Gary L., and Harrison, Thomas C. *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors*, Sixth Edition. Boston, MA: Pearson, 2018. (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 (accessed online at the SAMHSA website)

Conyers, Beverly. *Addict in the Family, Stories of Loss, Hope and Recovery*, Center City, MN, Hazelden Publishing, 2003. (e-campus)

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

_____. *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Revised (DSM-5). Washington, D.C.: American Psychiatric Association, 2013.

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)