

The Treatment of Chemical Dependency
PC 243-3; Fall 2019
Fridays 8:30 pm – 11:20 pm
Schlegel 123

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Course Description

This course will provide clinical and theological foundations for the assessment and treatment of chemical dependency and related process addictions. It will examine chemical dependency from a theological perspective, utilizing the history of the field of addiction. We will examine evidence-based assessment tools, treatment plans, and the role of the family, describe the major treatment approaches and highlight critical arenas for present-day strategies for chemical dependency care.

Readings, lectures and practical applications will be combined with clinical expertise, research-evidenced practice, and common factors within a Family Systems context. Opportunity will be provided for students to experience a variety of assessment, treatment and intervention methods, and to begin the process of formulating a theological and clinically integrated model of chemical dependency and process addiction treatment.

Objectives and Expected Student Learning Outcomes

By the end of the semester, students will:	Student Learning Outcomes (SLO) & MFT Competency Domain (C:)	Signature Assignment/Assessment
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

By the end of the semester, students will:	Student Learning Outcomes (SLO) & MFT Competency Domain (C:)	Signature Assignment/Assessment
<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>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>Class Participation</p>

By the end of the semester, students will:	Student Learning Outcomes (SLO) & MFT Competency Domain (C:)	Signature Assignment/Assessment
<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</p> <p>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>

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).

Requirements

1. **Reading.** Assigned reading from the required texts listed below. *This requirement will account for 10% of the class grade.*

2. **Participation.** Class attendance is required and will be monitored. Students are expected to come to class prepared (by reading and personal investigation) to take part in open discussion of the topic of the day. Students are required to attend one AA (Alcoholics Anonymous) and one

Al-Anon or Co-Dependents Anonymous (CODA) meeting along with a field trip to a local treatment setting. ***This requirement will account for 10% of the class grade.***

3. **Daily reflection 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) daily reflections found on the Alcoholics Anonymous website (AA.org) or "Just For Today" on the Narcotics Anonymous website (NA.com), 2) experience in attending one Twelve Step Meeting and one Al-Anon or Co-Dependents Anonymous (CODA) meeting, 3) experience visiting local treatment program, 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 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). A final Journal Summary is due on December 6th. ***This requirement will account for 10% of the class grade.***

4. **Exams:** There are two exams. Exam Part I will be given during the third week of class, and Exam Part II will be given on November 1st. Both exams are 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. ***This requirement will account for 30% of the class grade.***

5. **Research paper:** Each student will be required to write a final paper for this course that will be due on the last day of class. A detailed rubric for this paper will be provided on October 11th. The final paper will be due on Wednesday December 13, 2019 by 5:00pm. ***This requirement will account for 40% 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.
- Miller, William R., and Rollnick, Stephen. Motivational Interviewing: Preparing People for Change, Third Edition. New York: The Guilford Press, 2013.
- Capuzzi, David, and Stauffer, Mark D. Foundations of Addictions Counseling, 4th Edition. Hoboken, NJ: Pearson, 2019.
- Conyers, Beverly. Addict in the Family, Stories of Loss, Hope and Recovery, Center City, MN, Hazelden Publishing, 2003.

Additional Texts

_____. 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.

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).

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

Important Resources in the field:

- Substance Abuse and Mental Health Services Administration (SAMHSA)
<https://www.samhsa.gov>
- Center for Substance Abuse Prevention (CSAP)
<https://www.samhsa.gov/about-us/who-we-are/offices-centers/csap>
- Center for Substance Abuse Treatment (CSAT)
<https://www.samhsa.gov/about-us/who-we-are/offices-centers/csat>
- National Association of Alcohol & Drug Addiction Counselors (NAADAC)
<https://www.naadac.org>
- National Association of Drug Court Professionals (NADCP)
<https://www.nadcp.org>
- National Institute on Alcohol Abuse and Alcoholism (NIAAA)
<https://www.niaaa.nih.gov>
- National Institute on Drug Abuse (NIDA)
<https://www.drugabuse.gov>
- The Office of National Drug Control Policy
<https://www.whitehouse.gov/ondcp/> (ONDCP)
- Kentucky Association of Addiction Professionals (KAAP), Michael Townsend, NSSW - President, miket6567@gmail.com

The Kentucky School of Alcohol and Other Drug Studies (KSAODS)

<http://kyschool.eku.edu>

International Certification & Reciprocity Consortium (ICRC)

<https://www.internationalcredentialing.org>

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
9/6		Capuzzi & Stauffer, chs. 1- 3
9/13	History & Etiological Models Substance Addictions Process Addictions Professional Issues/Professional Ethics	Capuzzi & Stauffer, chs. 4 Miller, et al. (2019), pp. 380-402
9/20	Intro to Assessment Assessment & Diagnosis Psychotherapeutic Approaches	Capuzzi & Stauffer, chs. 5-6; 8
9/27	Motivational Interviewing	Fisher & Harrison, ch. 7 Capuzzi and Stauffer, ch. 7 Miller & Rollnick, ch. 23
10/4	Exam I Treatment of Comorbid Disorders Group Therapy	Capuzzi & Stauffer, chs. 9-10
10/11	Research Paper Rubric Presentation Addiction Pharmacotherapy	Capuzzi & Stauffer, ch. 11 Fisher & Harrison, ch. 2
10/18	Research and Study Week - NO CLASS	
10/25	12-Step Facilitation of Treatment	Capuzzi & Stauffer, ch. 12 Miller, et al. (2019), pp. 251-270
11/1	Exam II Maintenance and Relapse Prevention	Capuzzi & Stauffer, ch. 13 Fisher & Harrison, ch. 10
11/8	Substance Addiction and Families	Capuzzi & Stauffer, ch. 14 Fisher & Harrison, ch. 12-13 Conyers, chs. 4-7
11/15	Persons with Disabilities & Substance-Related and Addictive Disorders	Capuzzi & Stauffer, ch. 15

11/22	Cultural Diversity & Cultural Competence in Addictions Treatment	Capuzzi & Stauffer, ch. 17
11/29	THANKSGIVING HOLIDAY - NO CLASS	
12/6	Addressing the Spiritual Side	Miller, et al., (2019), pp. 363-379 CAMS
12/13	Closing Class Research Paper Due	

Class Policies

Grading: Grade Scale and Philosophy

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
C	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
2. Grades of A- are granted for work which demonstrates
 - a. basic mastery of the body of knowledge, and
 - b. independent thought about the subject matter.
3. Grades of A are granted for work which demonstrates
 - a. mastery of the required body of knowledge,
 - b. independent thought about the subject matter, and
 - c. creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.

Seminary Policies

Excerpted from the Faculty Handbook

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human

community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.