



Course Code and Title: ATG 6060-A /Clinical Topics in Addictionology

Course Description: A broad overview of the changing and expanding field of addiction as well as the evolution of theoretical perspectives, advances in research, and treatment of addictive disorders will be presented. Substance use in times of COVID will be addressed. Topics will focus on the neuro-bio-psycho-social nature of substance use disorders with particular emphasis on the interplay of brain/mind/body. Special emphasis will be placed on substance use issues in the context of neurobiology, trauma, attachment and recovery. Treatment modalities will be discussed with a focus on the differences and similarities between abstinence and harm reduction.

PROGRAM AND COURSE OFFERING INFORMATION

Program: MPS Art Therapy

Session: Fall 2024

Class Meetings: Thursdays 6p-8:50p

Number of Credits: 3 credits

INSTRUCTOR INFORMATION

Name: Judith A. Jordan. PhD, LCSW, CASAC

College email: jjordan4@sva.edu

Contact (phone): 917-825-4905

Office Hours: By appointment

Additional contact info: jajordan.phd.lcsw@gmail.com

Instructor Biography:

Judith Jordan is a licensed Clinical Social Worker and a Certified Alcohol and Substance Abuse Counselor in NYC and Amagansett, NY; she specializes in substance misuse in individuals and families. She is on faculty at School of Visual Arts in the MTP Art Therapy department. Her ongoing scholarship and research focus is on the effects of parental addiction on infant and child development. Judith's doctoral research produces empirical data showing that individuals who become immersed in Alcoholics Anonymous for a period of 90 days can improve the quality of their interpersonal relationships and increase their capacity for adaptive affect regulation. Her article, *Alcoholics Anonymous: A Vehicle for Achieving Capacity for Secure Attachment Relationships and Adaptive Affect Regulation* is published in the *Journal of Social Work Practice in the Addictions*. Dr. Jordan serves as president of the board of the Employment Program for Recovering Alcoholics (EPRA), a non-profit organization dedicated to helping recovering individuals return to the work force. She is also on the Annex committee at the Psychoanalytic Psychotherapy Study Center.

Academic Policies:

ACADEMIC PROGRESS

Graduate students must maintain a minimum grade point average of 3.0 in order to remain in good academic standing. The MPS Art Therapy Department will accept towards a graduate degree only those courses with grades of B- or higher. Students who do not meet these minimum requirements will be placed on academic probation, receive a letter specifying the terms of probation, and have their work monitored by the MPS Art Therapy Department. Two semesters on academic probation, or not fulfilling the conditions of the probation letter, may result in dismissal from SVA.

CLASS AND INTERNSHIP ATTENDANCE

Students are expected to attend and be on time for all classes and designated internship days. If an absence or lateness is to occur, students must notify the instructor or on-site supervisor, and make up any missed assignments in a timely manner, or internship hours based on the needs and requirements of the clients and the site. Excessive absence or lateness will result in a reduced grade for the course and/or poor internship evaluation and potential academic probation.

Hybrid Classes

For the 2024-2025 academic year, it is the department's expectation that students attend all in-person classes in-person, and all online classes online. Students are not allowed to attend in-person classes via Zoom or any other online platform. If a student is ill and unable to attend an in-person class, they will be marked as absent by their instructor and are responsible for adhering to the attendance policy set out by the instructor of that course.

COURSE AND INSTRUCTOR EVALUATIONS

Students are responsible for completing a Course and Instructor Evaluation for each class. These evaluations are done electronically at the end of each semester, and faculty have been instructed to give time in-class for this.

INCOMPLETE GRADES

In rare circumstances, students unable to complete required coursework in a given semester may receive an Incomplete grade. This decision is made by the instructor and student, and an Incomplete Grade form is generated and put on file with the Art Therapy Department and the Registrar's Office. This form is an agreement between the student and instructor specifying what work needs to be completed and when it is due. Any deviation from this agreement may result in a failing grade for the course.

MID-SEMESTER UNSATISFACTORY EVALUATIONS

Students who do not meet course requirements will receive a Mid-Semester Unsatisfactory Evaluation. This form may be given to a student for excessive absences, failure to complete required work or assignments in a satisfactory manner, or failure to participate in classroom work and activity. A student will receive written notification of a Mid-Semester Unsatisfactory Evaluation, as will the Department Chair, the Coordinator of Academic Advisement, and the Graduate Advisor.

RELIGIOUS HOLIDAYS AND OBSERVANCES

Cancelling a class due to a religious holiday or observance is up to each instructor's discretion. Any cancelled class must be made up by the end of the semester. Students who miss class or internship hours because of a religious holiday or observance must notify the instructor and/or on-site supervisor ahead of time, and all required assignments and internship hours must be completed by the time indicated in the syllabus, unless other arrangements are made in advance.

Intellectual Honesty:

Academic dishonesty will not be tolerated. All assignments are to be the original ideas and writings of students, unless otherwise cited from reference material. MPS Art Therapy Department's Definition of Plagiarism:

- Directly copying four or more consecutive words in a phrase from either a written, oral or internet source, without appropriate reference of the original source.
- Directly reproducing someone's drawings, illustrations, tables, charts or graphs without appropriate reference.
- Paraphrasing material – someone's theories, ideas, concepts, statistics, factual data or actual words without appropriate reference. The term 'appropriate reference' is defined as the most recent guidelines set forth by the APA for referencing research material.

Students found to have committed an act of academic dishonesty will fail the assignment for which an infraction is suspected and substantiated. More serious violations will be handled through the process detailed in the SVA Handbook.

Writing Guidelines: The writing guidelines for this course will follow the American Psychological Association's (APA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your

sources properly requires following the APA style format rules. Please use the documentation guidelines found in the required textbook, *Concise Rules of APA Style*.

Accommodations for Special Needs:

In order to receive academic accommodations due to an impairment or disability, a student must first register with the Office of Disability Services (ODS). Students approved for accommodations will be given an ODS Accommodation Letter to submit to their instructors. If a student does not provide an ODS Accommodation Letter to their instructor, they will not be eligible to receive accommodations in that course. All instructors are required to adhere to SVA's policies regarding accommodations for students with disabilities. Students who have a need for academic accommodations, or suspect they may have an impairment or disability, should contact the ODS at 212.592.2282, or email disabilityservices@sva.edu.

College/University Definition of a Credit Hour: One semester credit hour equals a minimum of three hours of effort per week over the course of a 15-week semester. "Effort" is defined as a combination of contact hours plus required out- side preparation.

PLEASE SEE THE SVA HANDBOOK FOR ADDITIONAL POLICIES AND PROCEDURES
COURSE GRADING AND ATTENDANCE POLICIES

Attendance Policy:

Attendance is 20% of your grade. Students are expected to attend all classes, and be on time. All medical absences must have doctors note. Excessive absences (over 2) will be reviewed by instructor.

Grade/Assessment Calculations:

GRADING

A (93-100%)

A- (90-92%)

B+ (87-89%)

B (83-86%)

B- (80-82%)

C+ (79%) and lower is unacceptable graduate level work. Student will receive a grade of 'R' and MUST repeat the course.

NOTE: There is no 'A+' grade given out in this program.

Grading/Assessment Rubric:

	Course Grade				
Objectives	A	B	C	D	F

	Outstanding	Good	Average	Deficient	Inadequate
<i>Mastery of theoretical knowledge</i>	Complete and thorough understanding of course content; demonstrates excellent ability to integrate theoretical learning with art therapy principles	Complete understanding of course content; demonstrates ability to apply theoretical learning with art therapy principles	Partial understanding of course content; demonstrates limited ability to connect theoretical learning with art principles with some limitation	Incomplete understanding or misconceptions of course content; demonstrates lack of ability to connect theoretical learning with art therapy principles	Inadequate in all areas
<i>Creative investment</i>	Demonstrates outstanding artistic skills and exceptional creativity; engages in creative processes with ability for in-depth self-reflection and insight	Demonstrates fair artistic skills and creativity; engages in creative processes with moderate ability for self-reflection and insight	Demonstrates marginal artistic skills and creativity; engages in creative processes with limited ability for self-reflection and insight	Demonstrates poor artistic skills and creativity; lacks ability for self-reflection and insight when engaging in creative processes	
<i>Clinical application</i>	Applies theoretical knowledge in all aspects of clinical work in a consistent and effective manner	Applies theoretical knowledge in most aspects of clinical work in consistent manner	Applies theoretical knowledge in clinical work in a limited capacity	Fails to apply theoretical knowledge in clinical work in an acceptable manner	
<i>Class participation</i>	Engages in class discussion	Engages in class discussion	Engages in class discussion	Does not engage or contribute in	

	actively and consistently; contributes with constructive and insightful comments; 100% attendance	actively; conveys ideas effectively and logically; 2 absences	inconsistently with encouragement; 3 absences	class discussion; 4 absences	
--	---	---	---	------------------------------	--

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES (SLO)

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

- Identify multiple theoretical perspectives on the causes of addiction.
- Understand historical perspectives of addiction and how they impact treatment.
- Identify the diverse models of addiction and treatment.
- An understanding why individualized treatment plans and interventions are necessary.
- An understanding of how a person's early family history can inform their addictive process.
- Identify the difference between addiction and dependency in the context of the opioid crisis.
- Describe how self-care and self-knowledge (by both client and therapist) contributes to the therapeutic alliance.
- A basic understanding of how early attachment relationships shape brain development and the development of the self.

Student Learning Outcomes:

- SLO 1: Distinguish among the multiple theoretical models and historical perspectives of addiction and understand how the context in which they began inform treatment and policy.
- SLO 2: Select culturally and developmentally appropriate assessment and evaluation methods to help identify how a person's substance use is informed by early attachment relationships, gender identity, genetics, socioeconomics, and trauma.
- SLO 3: Identify the differences between addiction and dependency.
- SLO 4: Understand the importance of self-care and self-reflection when working with persons with SUD and the ways in which counter transference can manifest.
- SLO 5: Become aware of the divide between abstinence and harm reduction models in order to better understand and appreciate both positions.
- SLO 6: Have a better understanding of how art therapy interventions can be applied in treatment (group & individual) with those with SUD.

Core Competencies:

Upon completion of the course, students will be able to demonstrate the following competencies as outlined by Commission on Accreditation of Allied Health Education Programs (CAAHEP):

- i.k.4.** Describe theories, assessment, and treatment of addictive behaviors and disorders.
- h.k.2** Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan.
- I.S.2.** Display skills for conducting bio-psychosocial assessment, mental status exam and substance abuse disorder assessments.
- l.s.3** Recognize cultural, social, and co-occurring issues that affect assessment outcomes.
- n.5.1** Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers and prejudices, intentional and unintentional oppression and discrimination.
- j.k.2.** Understand the potential for substance use disorders to mimic and/or co-occur with a variety of neurobiological, medical, and psychological disorders.
- j.s.3** Demonstrate understanding of basic diagnostic process, including differential diagnosis.
- j.s.5** Describe applications of neuroscience theory and research to art therapy practice.
- k.s.1** Apply theory to practice through case analysis or critique of clinical scenarios.
- J.k.4** Understand neuroscience theory as applied to art therapy interventions.
- e.K.2** Explain dynamics associated with group process and development.
- e.a.3:** Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics.

Assessment:

Achievement of student learning outcomes and competencies will be assessed through the completion of the following assignments:

Students are expected to attend every scheduled class meeting and to participate fully in class discussions. This necessarily requires that each student complete all required reading assignments. Assignments are due at the start time of class; to be posted on Canvas. Late assignments will be downgraded by a half a grade for every day that it is late unless prior arrangements are made with instructor.

Students' final grade will be based on grades earned from in-class presentations on assigned readings, debate performance, AA attendance and discussion, midterm assignment (case presentation), final research paper (7-10 pages), attendance, and class participation:

Class Attendance/Participation/quality of written questions/discussions re: AA and debate performance. 30%

Midterm: 40%

Final Paper: 30%

1. **Weekly Readings /Class Participation and Discussion:** Each student will be expected to present at least three of the assigned readings (with an art response) to the class over the course of the semester. Readings may be added or omitted by instructor as the class evolves. Readings will be assigned at least a week in advance. Also, students are expected to post (on canvas discussion portal) a written question related to the readings to discuss in class. This can include questions for the class and/or clinical examples from internship that relate to the readings. Active participation includes discussion with examples from your internship experiences and respectful consideration of the work presented and discussed by everyone in class.
2. **Attend an AA *anniversary meeting** (on Zoom or in person) and be prepared for comprehensive class discussion. Anniversary meetings are held at the end of the month and are "open" meetings. Look in the AA directory to find one in September or October that is compatible with your schedule. **Discussion on 11/7/24.**
3. **Midterm Assignment: DUE:10/24/24**
Write a paper with a case formulation of a patient with whom you are familiar (current or previous) and present the case in class. You may use any of the theoretical perspectives we have discussed in class so far; attachment/regulation theory, relational, or self-psychology, etc. (For example if you use Attachment Theory, discuss the case and treatment using attachment theory concepts and language). Be expected to defend the use of your theoretical understanding and treatment by citing *required* class readings (Please do not use outside readings including those on the supplemental bibliography) until you

have cited 3 required readings). You may use art therapy directives, role- play, or any other technique with which you resonate in your presentation. **Share this case with another student who will then write a case formulation, using the same guidelines, and present the same case from a different theoretical perspective.** Pairs of students and presentation dates will be assigned the 2nd week of class.

Paper Guidelines (5-7 pages)

Suggested outline for paper.

- 1.) Introduction (include demographics of client)
- 2.) Presenting problem
- 3.) Clinical assessment including the theoretical perspective you are using.
- 4.) Treatment using the chosen theory as a guide for your interventions.
- 5.) Counter transference/transference issues.
- 6.) Conclusion.

4. **Final Assignment: DUE: 12/10/24** Research paper (5-7pages) on the artist of your choice. This person must have a history of problematic substance use. The paper should include the person's individual (culture/education/medical and psychological health), and family history, their development as an artist, their body of work on a continuum, and how their substance use/misuse/addiction impacted their work and their relationships. Use genograms, examples of the artist's work, your expression of this person's process using your own art, etc.

All Paper submission requirements: (APA format)

- Font: Times New Roman
 - Font size: 12 pt.
 - Papers must have cover page and reference page.
 - Papers must be submitted through Canvas
5. **Debate: (12/12/2).** Discuss and debate the pros and cons of the harm reduction model vs. the total abstinence model of treatment/recovery. Become aware of how subjective views and experiences expressed through social media can be harmful and counterproductive. Debate the pros and cons of involvement in Alcoholics Anonymous in order to better understand and appreciate both positions. Discuss and debate current and historical opinions, facts, and data on the opioid epidemic. Students will be divided into the 2 groups the first week of class.

REQUIRED TEXTS

Flores, P. (2014). *Addiction as an attachment disorder*. New York: Jason Aronson.

Morgan, O.J. (2019). *Addiction, Attachment, Trauma, and Recovery*. New York: W. W. Norton.

Humphries, K. (2023). *Addiction: A Very Short Introduction*. United Kingdom: Oxford University Press.

WEEKLY READING ASSIGNMENTS WILL BE POSTED ON CANVAS

COURSE SCHEDULE

Week One

Date: 09/05/24

Topic:

Review of syllabus and introductions. Definition and terminology of addictive behavior. Opioid epidemic

Learning Objective(s): Students will be introduced to current topics in the addiction field.

Reading Assignment(s):

Levin J.D. & Weiss, R. H. (1994). Intro, pp.3-8, in Levin, J.D. & Weiss R.H. (Eds) *The dynamics and treatment of alcoholism: Essential Papers*, New York: Jason Aronson

Humphreys: Chapter 1. *Basic Terms about drugs and drug use.*

Flores: Forward

Morgan: Chapter 1

Winhall, J. (2022). Treating Trauma and Addiction with the Felt Sense Polyvagal Model: A bottom-up approach. New York: Routledge. Chapter 1.

Kelly, J. F., Saitz, R., Wakeman, S. (2016). Language, Substance Use Disorders, and Policy: The Need to Reach Consensus on an “Addiction-ary”. *Alcoholism Treatment Quarterly*, 34:1, 116-123. DOI: 10.1080/07347324.2016.1113103.

Recommended Reading

Bernstein, L. & Achenbach, J. (2021). Drug overdose deaths soared to a record 93,000 last year. *The Washington Post*.

<https://www.washingtonpost.com/health/2021/07/14/drug-overdoses-pandemic-2020/>

Mair, Christina The Conversation

[Alcohol kills many more Americans than opioids do. Why do we think drinking is healthy?](#)

Sarah E. Wakeman, MD. (2018) Vertical Health LLC

<https://www.practicalpainmanagement.com/resources/news-and-research/commentary-make-easy-choice-care>

Week Two

Date: 09/12/24

Topic:

Perspectives on addiction, cont.
History of Opioid Epidemic

Learning Objective(s): Students will learn to place the current opioid epidemic in a historical context. Including the pros and cons of the “War on Drugs” and the impact it has on BIPOC and gender.

Students will begin to explore the complexities of addiction theory and treatment. Students will be introduced to current facts and myths re: addiction treatment models.

Reading Assignment(s):

Humphreys, Chapter 2: *The nature of addiction.*

Flores: Chapter 1, 2 and 3

Morgan: Chapter 3

Earp, B.D. et al. (2020). Racial justice requires ending the war on drugs. *The American Journal of Bioethics*. <https://doi.org/10.1080/15265161.2020.1861364>

Boghossian (2020). The war on drugs: Systemic racism perpetuated in the name of clean streets. *Sociological Imagination: Western's Undergraduate Sociology Student Journal, Vol. 6 [2020], Iss. 1, Art. 8*

Smiley, C. J. Addict Rap?: The Shift from Drug Distributor to Drug Consumer in Hip Hop. *Journal of Hip Hop Studies, Vol. 4 [2017], Iss. 1, Art. 7*

NAADAC, The Association for Addiction Professionals (2023). NAADAC Position Statement on Critical Issues in the Black Community: The Complexities of SUD Treatment.

<https://www.Naadac.org>

Recommended reading:

Johnson, B. (1998). Three perspectives on addiction. *J. Amer. Psychoanal. Assn.*, 47:791-815.

Khantzian, E. J. (2003). Understanding addictive vulnerability: An evolving psychodynamic perspective. *Neuro-Psychoanalysis*, 5:5-21.

Mate, G. (2009). A necessary small step: Harm reduction. In *In the realm of hungry ghosts*. pp. 312-325. Toronto: Random House.

Week Three

Date: 09/19/24

Topic: Addiction as Attachment Behavior and Attempts at Self-Repair.

Learning Objective(s): Students will learn how individual vulnerabilities and suboptimal early attachment experiences including trauma can lead to the misuse of substances.

Reading Assignment(s):

Flores: Chapter 4

Morgan: Chapter 5 and 6

Tronnier, C.D., (2015). Harnessing attachment in addiction treatment: Regulation theory and the self-medication hypothesis. *Journal of Social Work Practice in the Addictions*, 15:3, 233-251. DOI: 10.1080/1533256X.2015.1056529.

Tatarsky, A. & Kellogg, S. (2010). Integrative Harm Reduction Psychotherapy: A case of Substance Use, Multiple Trauma, and Suicidality. *Journal of Clinical Psychology: In Session*, Vol. 66(2), 123-135.

Week Four

Date: 09/26/24

Topic: Neurobiology and Addictive Behavior.
Implications for treatment will be discussed.

Learning Objective(s): Students will gain basic understanding of how early attachment relationships shape brain development and the development of the self.

Reading Assignment(s):

Humphreys, K. Chapter 3: Causes of addiction.

Flores: Chapter 5 and 6

Morgan: Chapter 4

Shore, J., & Shore, A. N., (2010). Clinical social work and regulation theory: Implications of neurobiological models of attachment. *In Adult Attachment in Clinical Social Work, Essential Clinical Social Work Series*, DOI 10.1007/978-1-4419-6241-6_4.

Padykula, N.L., Conklin, P. (2010). The Self-Regulation Model of Attachment and Addiction. *Clinical Social Work Journal*, 38(4): 351-360.

Winhall, J., (2022). *Treating Trauma and Addiction with the Felt Sense Polyvagal Model: A bottom-up approach*. Chapter 3. & 4. New York: Routledge

Recommended reading:

Kim, S., Fonagy, P, Allen, J., & Strathearn L., (2014). Mother's unresolved trauma blunts amygdala response to infant distress. *Neuroscience*, 9(4):352-363.

Pennera, F, Khouryb, J.E., Enlowc, M. B., Lyons-Ruth, K. Threat versus Deprivation in Mother's Childhood: Differential Relations to Hair Cortisol and Psychopathology in Pregnancy. *Childhood maltreatment and psychophysiology in pregnancy*.

Week Five

Date: 10/03/24

Topic: Treating Addiction

Learning Objective(s): Students will learn how different theories and research inform treatment of SUD. Abstinence only, medication assisted treatment (MAT), and psychedelic treatment will be discussed.

Reading Assignment(s):

Humphreys, K. Chapter 4: Recovery and treatment.

Flores: Chapter 7 and 8

Morgan: Chapter 2

Shore, J., & Shore, A. N. (2008). Modern attachment theory: the central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36(1), 9-20.

Burton, N. (2005). Finding the lost girls: Multiplicity and dissociation in the treatment of addictions. *Psychoanalytic Dialogues*, 15:587-612.

Winhall, J., (2022). *Treating Trauma and Addiction with the Felt Sense Polyvagal Model: A bottom-up approach*. Chapter 6 & 7. New York: Routledge

Love, S. (2021). Can 12-Step Groups and Psychedelic Addiction Treatment coexist? Vice.com <https://www.vice.com/en/article/7kvzpz/can-12-step-groups-and-psychedelic-addiction-treatment-coexist>

Week Six

Date: 10/10/24

Topic: Treatment, cont.

Learning Objective(s): Students will learn more about concepts and treatment methods of differing theoretical models and stages of addiction treatment. Definitions of “recovery” and Recovery Community Organizations will be discussed.

Reading Assignment(s):

Flores: Chapters 9

Morgan: Chapter 8

Wright, J. (2018). Addiction: treatment and it’s context. In, *Addictions from an Attachment Perspective: Do Broken Bonds and Early Trauma Lead to Addictive Behaviors*. Chapter 2. Routledge, New York.

Rothschild, Debra. (2007). Bringing the pieces together: Relational psychoanalysis and harm reduction therapy in treatment with substance abusers. *Psychoanalytic Perspectives*, 5:1, 69-94.

Director, L. (2002). The value of relational psychoanalysis in the treatment of chronic drug and alcohol use. *Psychoanalytic Dialogues*, 12 (4), 551-579.

Recommended reading:

Ganzer, C. & Ornstein, E. D. (2007). In and out of enactments: A relational perspective on the short-and –long-term treatment of substance abuse. *Clinical Social Work Journal*

Love, S. (2020). Therapists are Unprepared to Talk to People about Taking Psychedelics. Vice.com

<https://www.vice.com/en/article/7kz7ke/therapists-are-unprepared-to-talk-to-people-about-taking-psychedelics>

Ball, S. A., & Legow, N. E. Attachment theory as a working model for the therapist transitioning from early to later recovery substance abuse treatment. *American Journal of Drug and Alcohol Abuse* 22. N4 (Nov 1996): 533:(15).

Khantzian, E. J. (2012). Reflections on treating addictive disorders: A psychodynamic perspective. *The American Journal on Addictions*, 21:274-279.

Week Seven

Date: 10/17/24

Topic: Perspectives on Alcoholics Anonymous /Guest Speaker

Learning Objective(s): A beginning understanding of how and why 12 -step programs can work for certain individuals, and not for others.

Reading Assignment(s):

Jones, D. B. (2009). Addiction and pathological accommodation: An intersubjective look at impediments to the utilization of Alcoholics Anonymous. *International Journal of Psychoanalytic Self Psychology*, 4:212-234.

Jordan, J. A. (2019). Alcoholics Anonymous: A vehicle for achieving capacity for secure attachment relationships and adaptive affect regulation. *Journal of Social Work Practice in the Addictions*, 19: 201-222.

Galanter, M. (2014). Alcoholics Anonymous and twelve step recovery: A model based on social and cognitive neuroscience. *The American Journal on Addictions*, 23: 300-307

Koerner, B. (2010). Why AA works (sometimes). *The Week*, July 23, 44-45.

Week Eight**Date:** 10/24/24**Topic: Perspectives on AA, cont. MIDTERMS BEGIN****Learning Objective(s):** Become aware of the divide between abstinence and harm reduction models in order to better understand and appreciate both positions. Become aware of how subjective views and experiences expressed through social media can be harmful and counterproductive.**Reading Assignment(s):**Khantzian, E. J., & Mack, J. E. (1994). How AA work and why it's important for clinicians to understand. *Journal of Substance Abuse Treatment*, 11(2), 77-92Gallagher, J. R., & Bremer, T. (2017). A Perspective from the Field: The Disconnect between Abstinence-Based Programs and the Use of Motivational Interviewing in Treating Substance Use Disorders. *Alcoholism Treatment Quarterly*, 36:1, 115-126, DOI: 10.1080/07347324.2017.1355223Tkach, M.J. (2017). A Psychosocial Linguistic Exploration of the Use of Alcoholic as a Social Label of Self-identity in AA and 12-Step Programs. *Alcoholism Quarterly*, 36:1, 101-114. DOI: 10.1080/07347324.2017.1355221**Recommended reading:**Mann, D. (2002). A pragmatic convergence in the program of psychoanalysis and alcoholics anonymous. *Journal for the Psychoanalysis of Culture & Society*, 7, (2), 233-240.**Week Nine****Date:** 10/31/24**Topic: Mentalization/MIDTERMS CONTINUE****Learning Objective(s):** A beginning understanding of how mentalization is an outgrowth of healthy affect regulation experiences with caregivers. How mentalization can be the vehicle for informing our narrative.**Reading Assignment(s):**

Fonagy, P, Campbell, C. & Bateman, A. (2017). Mentalizing, Attachment, and Epistemic Trust in Group Therapy. *International Journal of Group Psychotherapy*. 67:2, 176-201.DOI: 10.1080/00207284.2016.123156

Allen, J. G. (2013). *Restoring mentalizing in attachment relationships: Treating trauma with plain old therapy*. Washington DC: American Psychiatric Publishing. (pp. 99-103).

Fewell, C. (unknown). Using a Mentalization-Based Framework to Assist Hard-to-Reach-Clients in Individual Treatment.

Week Ten

Date: 11/7/24

Topic(s): Transference/Countertransference/ MIDTERMS CONT.

Discussion on AA meeting.

Learning Objective(s): Recognize cultural, social, and co-occurring issues that affect assessment and treatment outcomes. Describe how self-care and self-knowledge (by both client and therapist) contribute to the therapeutic alliance

Reading Assignment(s):

Director, L. (2005). Encounters with omnipotence in the psychoanalysis of substances abusers. *Psychoanalytic Dialogues*, 15(4), 567-586.

Shondeld-Ringel, S. A re-conceptualization of the working alliance in cross-cultural practice with non-western clients: Integrating relational perspectives and multicultural theories. *Clinical Social Work Journal*, V29, No.1, Spring (2001).

Week Eleven

Date: 11/14/24

Topic: Behavioral and Process Addictions/ **Guest Speaker**

Learning Objective(s): Explore ways that addictions can manifest without the use of substances.

Reading Assignment(s):

Ashley, L & Boehlke, K. (2012). Pathological Gambling: A General Overview. *Journal of Psychoactive Drugs*, 44(1), 27-27.

Wilson, *Art therapy with the invisible sex addict*. *Art therapy* 16(1), 7-16.

Jazaeri, S. A. & Bin Habil, M. H. (2012). Reviewing two types of addiction-pathological gambling and substance use. *Indian Journal of Psychological Medicine*. Jan-March: 34 (1): 5-11.

Kardaras, N. (2017). Invasion of the glow kids, pp. 7-34, in *Glow Kids: How Screen Addiction is Hijacking our Kids and how to Break the Trance*. New York: St. Martin's Press.

Week Twelve

Date: 11/21/24

Topic: Therapeutic Alliance /Debate Prep.

- **Learning Objective(s):** Explore how self-care and self-knowledge (by both client and therapist) contributes to the therapeutic alliance (TA). Understand the empirical data that points to the mechanisms of action and the success of the TA in treatment.

Reading assignments: Flores: Chapter 11 & 12.

11/28/24 THANKSGIVING BREAK

Week Thirteen

Date: 12/05/24

Topic(s): GROUP TREATMENT

Learning Objective(s): Explore dynamics associated with group process and development. Understand the role of the therapist in group treatment. Stages of group.

Reading Assignment(s):

Flores: Chapter 10.

Khantzian, E. J. (2011). Fine-tuning on Painful Affect and Relapse: A Group Vignette. *Journal of Groups in Addiction & Recovery*, 6: 264-271. DOI: 10.1080/1556035X.2011.597199

Flores, P.J., Roth, J.D., Straus, B. (2023). Chapters 1, & 2, in *Group Psychotherapy with Addicted Populations: An Integration of Theory and Practice*. 4th Ed.

Recommended reading:

Khantzian, E. J. (2001). Reflections on Group Treatments as Corrective Experiences for Addictive Vulnerability. *International Journal of Group Psychotherapy*, 51 (1).

Flores, P. J. (2001). Addiction as an Attachment Disorder: Implications for Group Psychotherapy. *International Journal of Group Psychotherapy*, 51, 63-81

FINAL PAPER DUE 12/10/24 Monday

Week Fourteen

Date: 12/12/24

Topic(s): REVIEW/and DEBATE

Learning Objective(s): Discuss and debate the pros and cons of involvement in Alcoholics Anonymous in order to better understand and appreciate both positions. Discuss and debate current and historical opinions, facts, myths, and data on 12-step/harm reduction, and the opioid epidemic. Become aware of how subjective views and experiences expressed through social media can be harmful and counterproductive.

Week Fifteen

Date: 12/17/24 Class held on Tuesday/ make up for Thanksgiving

Topic(s): Reflections on course material and final assignments will be discussed by each student.

Learning Objective(s): What worked, what didn't work. Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics, including the importance of closure.

Supplemental Bibliography (ATG 6060-A)

Texts :

- Applegate, J.S., & Shapiro, J. R. (2014). *Neurobiology for clinical social work: Theory and practice 2nd ed.* New York: W.W. Norton & Co.
- Cozolino, L. (2006). *The neuroscience of human relationships: Attachment and the developing social brain*. New York: W.W. Norton.
- Galanter, M. (2016). *What is Alcoholics Anonymous?: A path from addiction to recovery*. New York: Oxford University Press.
- Jurist, E.L., Slade, A., & Bergner, S. (Eds.). (2008). *Mind to mind*. New York: Other Press.
- Khantzian, E. J., (1999). *Treating addiction as a human process*. New York: Jason Aronson.
- _____ (2018). *Treating addiction: Beyond the pain*. London: Rowan & Littlefield.
- Kurtz, E, (1979). *Not God: A history of alcoholics anonymous*. New York: Hazelden.
- Kohut, H. (1984). *How does analysis cure?* (A. Goldberg, Ed.). Chicago: University of Chicago Press.
- Lewis, T., Amini, F., & Lannon, R. (2001). *A General Theory of Love*. Random House, New York.
- Nelson, J. (2005). Crying in the clinical hour, and how therapists deal with crying and caregiving, including their own. In: *Seeing through tears: Crying and attachment* (pp. 151-192). New York: Routledge.
- Szalavitz, M. (2016). *Unbroken Brain*. St. Martin's Press: New York.
- Shore, A. (2003). *Affect dysregulation and disorders of the self*. New York: W.W. Norton & Co.
- Straussner, S.L.A. (Ed), (2014). *Clinical work with substance abusing clients*, 3rd ed). New York: The Guilford Press.
- Walant, K.B. (1995). *Creating the capacity for attachment: Treating Addictions and the alienated self*. New York: Jason Aaronson

Articles:

- Flores, P., (2006). Conflict and repair in addiction treatment: An attachment Disorder perspective. *Journal of Groups in Addiction & Recovery*, vol. 1(1).
- Fonagy, P., Steele, H., Moran, G., Steele, M., & Higgitt, A. (1991). The capacity for understanding mental states. The reflective self in parent and child and its significance for security of attachment. *Infant Mental Health Journal*, 13, 200-217.
- Khantzian, E. J., (1986). A contemporary psychodynamic approach to drug abuse treatment. *American Journal of Drug and Alcohol Abuse*, 12 (3), 213-233.
- Khantzian, E.J. (1997). The self-medication hypotheses of substance use disorders: A reconsideration and recent applications. *Harvard Review of Psychiatry*, 4(5): 231-244
- Krystal, H. (1995). Disorders of emotional development in addictive behavior. In S.

- Dowling (Ed.). *The psychology and treatment of addictive behaviors* (pp. 65-100). Madison, CT: International University Press.
- Levin, J. D. (1994). Alcoholism and regression/fixation to pathological narcissism. In J.D. Levine & R. H. Weiss (Eds.). *The dynamics and treatment of alcoholism: Essential papers* (pp.370-385). Northvale, N.J.: Aronson.
- Seymour, S. (2003). Treatment of an addictive personality. *Bulletin of the Menninger Clinic*, 67(4), 329-346.
- Spiegel, B. R. (2005). The use of the 12 steps of the anonymous program to heal trauma. *Journal of Social Work Practice in the Addictions*, 5, (3), 102-105.
- Wurmser, L. (1984). The role of the superego conflicts in substance abusers and their treatment. *International Journal of Psychoanalysis and Psychotherapy*, 10, 227- 258.

Non-Textbook Reads

- Quinones, S. (2015). *Dreamland: The True Tale of America's Opiate Epidemic*. Bloomsbury Press: New York.
- (2021). *The Least of Us: True Tales of America and Hope in the Time of Fentanyl and Meth*. Bloomsbury Press: New York.
- Lembke, A. (2021). *dopamine nation: Finding Balance in the Age of Indulgence*. Dutton: New York.
- Hepola, S. (2015). *Remembering the Things I Drank to Forget*. New York: Grand Central Publishing.
- Macy, B. (2018). *Dopesick: Dealers, Doctors, and The Drug Company That Addicted America*. Little Brown, and Company: New York.
- Mitchell, T. H. (2016). *The Big Fix: Hope After Heroin*. Seal Press: Berkeley, Ca.
- Jamison, L. (2018). *The Recovering: Intoxication and Its Aftermath*. Little, Brown and Company: New York.

