**Course Syllabus- Behavioral/Process Addictions**

**Created by the International Association for Addictions and Offender Counselors (IAAOC)- Process Addictions Committee**

**Developed during the Spring of 2016**

***Note:*** *This course syllabus is meant to serve as a template for counselor educators to consider how to teach on the topic of behavioral/process addictions. It should be noted that this syllabus template has not been reviewed by an institution of higher learning and is primarily set forth as an example for content purposes only. Each university will have different syllabus requirements, and it is necessary to investigate those further.*

**Instructor of Record:**

**Office Hours: Office Location:**

**Phone Contact: Email Contact:**

**Catalog Course Description:**

This course provides an overview of the history, theory, and current research perspectives in the etiology, assessment, diagnosis and treatment of behavioral/process addictions. Specific attention will be paid to examining the similarities and differences between chemical/substance addictions and behavioral/process addictions. As this course is intended to add to the preparation of the counselor-in-training for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included.

**Prerequisites:** None.

**Course Rationale:**

This course is designed to provide an overview to the emerging clinical focus of behavioral/process addictions. The American Psychological Association recognized the first behavioral/process addiction in 2013, and is considering the integration of more behavioral/process addictive disorders in future revisions of the Diagnostic and Statistical Manual. Theories of addictive behavior related to behavioral/process addictions including the physiological, psychological, and sociocultural aspects, legal/ethical concerns and most importantly assessment, diagnosis, treatment plan and relapse prevention will be explored. There will be opportunities for practical therapeutic application throughout the course.

**Course Goals:**

1. Recognize the signs and symptoms of behavioral/process addictions in various contexts.
2. Identify and discuss key similarities and differences between substance addictions and behavioral/process addictions.
3. Demonstrate the ability to treat individuals and/or families faced with behavioral/process addictions throughout all phases of treatment (i.e., assessment, diagnosis, treatment planning to relapse prevention).

**Student Learner Outcomes:**

Students will:

1. Identify the historical and cultural influences on the identification, diagnosis, and treatment of behavioral/process addictions.
2. Describe the impact of behavioral/process addictions on client’s functioning, as well as describe the nature with co-occurring behavioral/process addictions and substance addictions.
3. Demonstrate the ability to plan treatment interventions for behavioral/process addictions, as well as co-occurring addictions (i.e., individuals addicted to both substance(s) and behavior/process).
4. Articulate an understanding of contextual variables such as culture, race, class, and gender on patterns of behavioral/process addictions.
5. Understand and demonstrate the role of counselors in assisting clients with locating the complexity of services available for behavioral/process addictions (e.g., self help groups, outpatient counseling, inpatient counseling, therapeutic communities).

**Standards and/or Frameworks:**

This course is designed to develop competencies and/or meet standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards. The following standards highlight the specific language of behavioral/process addictions in the standards. In addition, most of the Addiction Counseling Specialty Area Competencies outlined in Section 5, beginning on page 19 of the CACREP 2016 Standards, will be covered in this course.

Section 2, F, 3. Human Growth and Development:

d. Theories and etiology of addictions and addictive behaviors

Section 5, A (Addiction Counseling Specialty), 1. Foundations:

b. theories and models of addiction related to substance use as well as behavioral and process addictions

**Required Course Texts:**

Available options:

Ascher, M.S., & Levounis, P. (2014). *The behavioral addictions.* Arlington, VA: American

Psychiatric Association Publishing.

ISBN-10: 1585624853

ISBN-13: 978-1585624850

Rosenberg, K.P., & Feder, L.C. (Eds.). (2014). *Behavioral addictions: Criteria, evidence, and*

*treatment.* Walsam, MA: Academic Press.

ISBN-10: 0124077242

ISBN-13: 978-0124077249

Smith, R.L. (2015). *Treatment strategies for substance and process addictions.* Alexandria, VA:

American Counseling Association.

ISBN-10: 1556203535

ISBN-13: 978-1556203534

Sun, A.-P., Ashley, L., & Dickson, L. (2012). *Behavioral addiction: Screening, assessment, and*

*treatment.* Las Vegas, NV: Central Recovery Press.

ISBN-10: 1936290979

ISBN-13: 978-1936290970

**Recommended Texts:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

ISBN-10: 0890425558

ISBN-13: 978-0890425558

American Psychological Association. (2009). *Publication manual of the American*

*Psychological Association* (6th ed.). Washington, DC: American Psychological.

ISBN-13: 978-1-4338-0561-5

ISBN-10: 1-4338-0561-8

Perkinson R., & Jongsma A. (2014). *The addiction treatment planner: Includes DSM-5 updates* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

ISBN-10: 1118414756

ISBN-13: 978-1118414750

**Assignments:**

All written assignments must be submitted on the due date without exception. All papers must be written in APA style and must be written in accordance with APA rules, as outlined in the current edition of the APA manual. Duplicates of all assignments should be kept by students until graded assignments are returned.

*Assignment 1: Twelve Step Meeting Attendance*

You will be required to attend an OPEN meeting of a 12-step group/groups for process addictions. Examples include Overeaters Anonymous, Gambling Anonymous, Sexaholics Anonymous, Online Gamers Anonymous Workaholics anonymous. If you are interested in attending another group, please discuss it with the instructor. The purpose of this project is to increase your knowledge of 12-step groups for process addictions and increase your personal awareness of the process associated with meeting attendance and how 12-step meetings may be a useful addendum to the treatment process. SEE APPENDIX 1 FOR FURTHER ASSIGNMENT DETAILS.

*Assignment 2: Abstinence Project*

You will identify a behavior or activity to abstain from for a period of 60 days. This should be something that is a true challenge to you so that you can learn as much as possible about the experience of people working to abstain from behavioral addictions. Share your chosen behavior with the instructor and with at least two significant people in your life. Develop a plan for managing the difficulties associated with abstinence and include how you will address triggers and relapse. SEE APPENDIX 2 FOR FURTHER ASSIGNMENT DETAILS.

*Assignment 3: Process Group*

As part of this course, you will participate in a weekly process group during the abstinence project. The group will meet 10 times over the course of the semester with an opportunity for you to earn up to 10 points per meeting. The purpose of this activity is to provide a venue for you to process your experience and gain social support. The group will be facilitated by someone who is not enrolled in the course. The facilitator will share how to earn points when you attend your first group meeting. The facilitator will report your attendance, participation, and engagement with the group process. You will earn participation points based on the facilitator’s evaluation.

*Assignment 4: Case Study*

This assignment will be completed as a group project. The purpose of this project is to practice your interpersonal communication and gain understanding of what it means to work on a team of treatment providers to develop the most appropriate plan for a client.

Watch a film that includes a character with a process addiction. Your group may choose *Thanks for Sharing, Her,* or *Men, Women, and Children.*  Since some films may contain graphic content, you may also choose to create a fictional character based on a compilation of the personalities in your group. Write a comprehensive clinical assessment summary of the character’s addiction, how it progressed over time and what led them to treatment. Include biological, psychological, social, and spiritual components. Diagnose using the ICD-10/DSM-5 criteria. Write a treatment plan based on what you have learned in this course as well as your own research. Include the family and interdisciplinary collaboration in your treatment plan.

*Assignment 5: Professional Counselor Information Interview*

Use your interpersonal skill and technological savvy to identify a provider of treatment services for people with process addictions. Request an information interview with the provider so that you may learn about their treatment intake and assessment process as well as their treatment philosophy and the demographics of their client population. You will need to prepare for the interview by preparing a list of questions. Following the interview complete a two-page paper summarizing the experience and the information you gained.

*Assignment 6: Faces and Voices of Recovery Website Review*

Visit the Faces and Voices of Recovery website (<http://www.facesandvoicesofrecovery.org/action/stories>). Following your review of the website you will complete a one-page double spaced summary of your learning answering the following questions: What did you learn? How might a parallel project for process addictions be helpful?

**Grading:**

The student’s final grade will be based on course requirements, and examinations. The graded activities will reflect both alternative and traditional assessments. Graded activities and their relative weight are as follows:

**Evaluation:**

Assignment 1 \_\_\_\_\_\_Points

Assignment 2 \_\_\_\_\_\_Points

Assignment 3 \_\_\_\_\_\_Points

Assignment 4 \_\_\_\_\_\_Points

Assignment 5 \_\_\_\_\_\_Points

Assignment 6 \_\_\_\_\_\_Points

\_\_\_\_\_\_Total Points Possible

**Grading Scale:**

*\*Note: Universities have varying grading scales, please be sure to check with your university for compliance.*

Grades will be assigned according to the scale: A = 90-100%, B = 80-89%, C = 70-79%, and F = less than 70% of the total possible points

**Disability Accommodation Policy and Procedure Statement (CACREP, Section 2, D)**

The Office of Disability Services handles the documentation and registry of all student disabilities on campus. Students requiring accommodations should inform the instructor as early as possible in the semester to arrange appropriate accommodations. Students who have not documented a disability with the Office of Disability Services must do so before requesting accommodations.

\****Insert University specific disability statement (often located in the graduate catalog)***

**Course Schedule:**

**Note:** The instructor reserves the right to change topics, assignments, and due dates.

|  |  |  |
| --- | --- | --- |
| **Class Week/Date** | **Topic** | **Readings** |
| 1 | Introduction to behavioral/process addictions |  |
| 2 | Overview of the addictive process | Smith (2015) Chapter 1 |
| 3 | Drugs vs. Behaviors: Examining the context for behavioral/process addiction | Alavi et al. (2012)  Grant et al. (2011)  Karim & Chaudhri (2012) |
| 4 | Assessment & diagnosis | Potenza (2014)  Smith (2012) |
| 5 | Treatment planning and treatment settings | Raylu and Oei (2016) |
| 6 | Gambling Disorder | Smith (2015) Chapter 7 |
| 7 | Internet Gaming Disorder | Yau and Potenza (2014)  Griffiths et al. (2014) |
| 8 | Sexual Addiction | Smith (2015) Chapter 8  Bancroft (2004)  Reay et al. (2013) |
| 9 | Spending/Shopping Addiction | Smith (2015) Chapter 12  Harston (2012) |
| 10 | Work Addiction | Smith (2015) Chapter 10  Burke & Fiksenbaum (2009) |
| 11 | Food Addiction | Pai et al. (2014) |
| 12 | Technology Addiction | Smith (2015) Chapter 13 |
| 13 | Relapse prevention issues and strategies |  |
| 14 | Cross-addiction | Najavits et al. (2014)  van Ranson et al. (2013) |
| 15 | Working with diverse cultural groups | Chaney & Brubaker (2012) |
| 16 | Research & contemporary issues | Smith (2015) Chapter 14 |

**Bibliography:**

Alavi, S. S., Ferdosi, M., Jannatifard, F., Eslami, M., Alaghemandan, H., & Setare, M. (2012). Behavioral addiction versus substance addiction: Correspondence of psychiatric and psychological views. *International Journal of Preventitive Medicine, 3*(4), 290-294.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*

(5th ed.). Washington, DC: Author.

American Psychiatric Association. (2013). *Substance-related and addictive disorders.* Retrieved

http://www.dsm5.org/documents/substance%20use%20disorder%20fact%20sheet.pdf

Bancroft, J. (2004). Sexual addiction, sexual compulsivity, sexual impulsivity, or what? Toward

a theoretical model. *Journal of Sex Research*, *41*(3), 225–234.

Burke, R.J., & Fiksenbaum, L.. (2009). Work motivations, work outcomes, and health: Passion

versus addiction. *Journal of Business Ethics, 84*, 257-263. doi: 10.1007.s10551-008-

9697-0

Carnes, P. (1991). *Don’t call it love*. New York, NY: Bantam.

Carnes, P. J. (2001). *Out of the shadows: Understanding sexual addiction* (3rd ed.). Center City,

MN: Hazelden.

Cavagnoli, D. (2008). Addiction to work: an inelastic wage elasticity of labour supply equals

long hours of work. *Australian Journal of Labour Economics, 11*(2), 129-147.

Chaney, M.P., & Brubaker, M.D. (2012). Addiction in LGBTQ communities: Influences,

treatment, and prevention. *Journal of LGBT issues in counseling, 6*(4), 234-236.

doi:10.1080/15538605.2012.725649

*\*Note: Above article is an introduction to a special issue of this journal dedicated to*

*addiction in the LGBTQ communities.*

Clark, M. & Calleja, K.. (2008). Shopping addiction: A Preliminary investigation among

Maltese university students. *Addiction Research and Theory, 16*(6), 633-649. doi:

10.1080.160663508018900500

Crozier, M., & Agius, M. (2012). Counselor educators & process addictions: How we know what

we know. *NC Perspectives, 7*, 32-40.

Grant, J. E., Potenza, M. N., Weinstein, A., & Gorelick, D. A. (2011). Introduction to behavioral

addictions. *American Journal of Drug and Alcohol Abuse, 36*(5), 233-241.

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preparing clinicians to recognize, assess, and treat sexual addiction. *Sexual Addiction &*

*Compulsivity*, *16*(3), 190-209. doi:10.1080/10720160903202604

Hartston, H. (2012). The case for compulsive shopping as an addiction. *Journal of Psychoactive Drugs, 44* (1), 64-67. doi: 10.1080/02791072.2012.660110

Kafka, M. P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V [Review].

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Landolfi, E. (2013). Exercise addiction. *Sports Medicine, 43*, 111-119.

Mónok, K., Berczik, K., Urban, R., Szabo, A., Griffiths, M., Farkas, J.,…Demetrovics, Z.

(2012). Psychometric properties and concurrent validity of two exercise addiction

measures: A population wide study. *Psychology of Sports and Exercise, 13*, 739-746.

Peabody, S. (2005). *Addiction to love: Overcoming obsession and dependecy.* Berkeley, CA: Ten

Speed Press.

Phillips, B., Hajela, R., & Hilton, D.L. (2015). Sex addiction as a disease: Evidence for

assessment, diagnosis, and response to critics. *Sexual Addiction & Compulsivity, 22*(2),

167-192. doi:10.1080/10720162.2015.1036184

Potenza, M. N. (2014). Non-substance addictive behaviors in the context of the DSM-5.

*Addictive Behaviors, 39* (1), 1-2.

Nelson, J., Wilson, A., & Holman, L. (2015).Training students in counselor education programs

in process addictions: A pilot study. In S. Southern & K. Hilton (Eds), *Annual Review of*

*Addictions and Offender Counselors II.* Eugene, OR: Recourse Publishing.

Raylu, N., & Oei, T.P.S. (2016). Treatment planning for problem gamblers. *Australian Clinical*

*Psychologist, 2*(1), 1-14.

Reay, B., Attwood, N., & Gooder, C. (2013). Inventing Sex: The Short History of Sex Addiction.

*Sexuality & Culture*, *17*(1), 1-19. doi:10.1007/s12119-012-9136-3

Riemersma, J., & Sytsma, M. (2013). A New Generation of Sexual Addiction. *Sexual Addiction*

*& Compulsivity*, *20*(4), 306-322. doi:10.1080/10720162.2013.843067

Robinson, B.E. (1996). The psychological and familial dimensions of work addiction:

Preliminary perspectives and hypotheses. *Journal of Counseling and Development,*

*74(5)*, 447-452.

Rodriguez-Villarino, R., Gonzalez-Lorenzo, M., Fernandez-Gonzalez, A., Limeira’s-Fernandez,

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*Compulsivity: The Journal of Treatment & Prevention, 17*(1), 31-45.

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majority or the minority? *Evaluation & the Health Professions, 34*(1), 3-56. doi:

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Veach, L.J., Hollander, E.P., Rogers, J.L., & Essic, E.J. (2012) Process Addictions. In Capuzzi,

D. & Stauffer, M. D. (Eds.). (2012). *Foundations of addictions counseling* (2nd ed.) (pp.

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*internet age.* New York, NY: Alyson Books.

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**Appendix 1: Twelve Step Meeting Attendance Assignment Details**

Overview

You will be required to attend an open meetings of a 12-step group/groups for process addictions. Examples include Overeaters Anonymous, Gambling Anonymous, Sexaholics Anonymous, Online Gamers Anonymous Workaholics anonymous. If you are interested in attending another group, please discuss it with the instructor for approval prior to attendance. The purpose of this project is to increase your knowledge of 12-step groups for process addictions and increase your personal awareness of the process associated with meeting attendance and how 12-step meetings may be a useful addendum to the treatment process.

**Specifics**

For this project, you will attend three (3) 12-step meetings. You must attend open meetings. At least one meeting will be face to face, one will be a web-based or telephone meeting, and the third will be your choice. If you are already a member of a Fellowship for process addictions, please choose another group’s meetings to attend.

**Paper Reflection**

Following attendance at the meeting, write a summary of your experience including what it was like to enter the meeting and interacting with the other attendees, your thoughts and emotions during the experience, and how the meeting impacting you personally. What did you observe about yourself and how you interacted with others? Include how you can utilize what you learned in your personal life, how it will help you with your abstinence project, and how it will help you in your future work? How does your experience or what you learned compare/contrast to information covered in this class? Was your experience the same or different when you attended a different fellowship meeting or different meeting type?

**Variation for 12-Step Meeting Attendance Assignment**

Overview

You will be required to attend an open meetings of a 12-step group/groups. You will have the opportunity to attend two types of meetings: 1.) chemical addiction 12-step groups, and 2.) process addiction 12-step groups. Examples of Chemical Addiction groups include: Alcoholics Anonymous, Narcotics Anonymous, Cocaine Anonymous. Examples of Process Addiction groups include Overeaters Anonymous, Gambling Anonymous, Sexaholics Anonymous, Online Gamers Anonymous Workaholics anonymous. If you are interested in attending another group, please discuss it with the instructor for approval prior to attendance. The purpose of this project is to increase your knowledge of 12-step groups for process addictions and chemical addictions and increase your personal awareness of the process associated with meeting attendance and how 12-step meetings may be a useful addendum to the treatment process.

**Specifics**

For this project, you will attend two (2) in-person 12-step meetings, one for chemical addictions, the other for process addictions. You must attend open meetings. If you are already a member of a Fellowship for process addictions, please choose another group’s meetings to attend.

**Paper Reflection**

(In addition to original reflection questions above). Compare and contrast the groups you attended. What was similar/dissimilar about the groups? How has the experience impacted your knowledge of process addictions in relation to chemical addictions?

Appendix 2: Abstinence Project Assignment Details

Overview

Identify a behavior or activity to abstain from for a period of 60 days. This should be something that is a true challenge to you so that you can learn as much as possible about the experience of people working to abstain from behavioral addictions. Share your chosen behavior with the instructor and with at least two significant people in your life. Develop a plan for managing the difficulties associated with abstinence and include how you will address triggers and relapse.

As part of the project, keep a journal describing your challenges and triumphs with abstinence and reflecting upon how your quest for abstinence is impacting you cognitively, physically, spiritually, socially, and emotionally. You must write at least 4 entries per week with one double-spaced typed page per entry. For your first journal entry, please write about the process of choosing a behavior, why you chose it, and what it was like to share your choice to abstain from the behavior with your instructor and significant people in your life. You may use the prompts for the summary paper to assist you with writing your journal entries.

You may choose to attend a 12-step group meeting that relates to your chosen behavior. If you do so, you may utilize this meeting and a subsequent journal entry to meet part of the requirement for the assignment about 12-step meeting attendance.

**Paper Reflection**

At the conclusion of 60 days, write a 3-5-page summary of your learning throughout the duration of the project. Following are questions that should be addressed in your paper:

* What was the chosen behavior? What led you to choose this behavior?
* Who did you tell about your abstinence project? How did this impact you?
* Include a summary of your experiences and feelings throughout the project.
* How did this project impact your personal physical state?
* What stage of change were you in prior to beginning this project? How did that change over time?
* How did this project impact your social life? How did impact your relationships with others? Who was a source of social support for you?
* How did your environment impact you during this project?
* Identify your triggers and cravings. How did you manage these?
* What did you learn about addiction and the addictive process?
* What did you learn about yourself, your environment and others?
* How can you utilize what you learned during the project in your future practice?
* Do you plan to continue abstinence? Why or why not?

Your grade for this project is not based upon whether or not you are able to remain abstinent but on the amount of effort you put into your personal learning during this process. Please be as thorough as possible in your journal entries and your reflection paper.