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### COUN 595.01: Process Behavior Addictions

Shannon Lollar

*University of Montana, Missoula*, [shannon.lollar@umontana.edu](mailto:shannon.lollar@umontana.edu)

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**COUN 595: Process Addictions**

Course Syllabus

The University of Montana

Department of Counseling

Spring 2023

**Scheduled Class Meetings:** Thursdays 9:00AM-11:50PM

Education Building Room 334

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**Land Acknowledgement**

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

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**Instructor Information**

Shannon Lollar, Ph.D., LPC (TX), LCPC (MT),

CCPT-S, NCC

[Shannon.Lollar@mso.umt.edu](mailto:Shannon.Lollar@mso.umt.edu)**Office Hours**

Mondays 11-1 &amp; Thursdays 2:00-5:00

Or by appointment

**COURSE DESCRIPTION**

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.

**CLASS TEXTS AND COURSE MATERIAL*****Required texts:***

American Counseling Association. (2014). Code of Ethics. Alexandria, VA: Author.

Rosenberg, K. & Feder, L. (2014). Behavioral addictions: Criteria, evidence, and treatment. CA: Elsevier.

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

***Supplemental readings:***

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

*NOTE: Additional articles, readings, podcasts, or other media sources relevant to course content may be assigned.*

## **COURSE OBJECTIVES**

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).

## **LEARNING 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).

Students will be shown the fundamentals of cross-cultural counseling of individuals who engage in process/behavioral addiction from the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of addiction. Students taking this course will review the

unique variables of onset, prevention, treatment and recovery of addiction within diverse populations, focusing on application of culturally sensitive social intervention strategies. In addition, commonly encountered cultural obstacles to traditional behavioral addiction counseling/treatment are examined. Suggestions about how to culturally enrich existing counseling services and when to refer to alternative culturally specific treatment programs will also be introduced to the students.

**CACREP RELATED COURSE OBJECTIVES**

**Core Curricular Experiences Covered**

*Curricular experiences will provide an understanding of the following content areas:*

Social and Cultural Diversity	CACREP Standard	Curriculum/Evaluation Outcomes
1. the effects of power and privilege for counselors and clients	2.F.2.e	Reflections, presentation, and case conceptualization, and final exam
1. help-seeking behaviors of diverse clients	2.F.2.f.	Research presentation, and case conceptualization
1. the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g.	Research presentation, and case conceptualization
Human Growth and Development	CACREP Standard	Curriculum/Evaluation Outcomes
1. theories and etiology of addictions and addictive behaviors	2.F.3.d.	Readings
Counseling and Helping Relationships	CACREP Standard	Curriculum/Evaluation Outcomes
1. evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Reading reflections, in class experiential practices, case conceptualization
Clinical Mental Health Counseling	CACREP Standard	Evaluation
1. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	CMHC C.1.d.	Reading reflections
1. roles and settings of clinical mental health counselors	CMHC C.2.a.	Reading reflections and final exam
1. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	CMHC C.2.e.	Reading reflections, in calss experiential practice, case conceptualization

## **TEACHING METHODS & INSTRUCTIONAL PHILOSOPHY**

The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. Students will interact with course material through comprehensive case studies, role-plays, in-depth in class discussions, journal entries, and group project.

The Department of Counseling is an in-person program. As we continue the transition from Covid, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in- person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

I prioritize making connections between research and practice by incorporating empirical literature, engaging in experiential activities, facilitating safety to better engage in discussions, and encourage reflection. As an educator I want to help facilitate an enrichment of knowledge where the students can build upon what they already know through experiencing and reflecting. Much like my clinical work I hold relationships high regard and understand that for experiential learning to occur there must be a level of safety created within my classrooms. This safety is crucial for the stimulation of inquiry, and promotion of openness to help students engage in meaningful conversations, and move beyond simply experiencing to personal self-reflection, conceptualization, and action. As an instructor I try to collaborate with my students to facilitate vulnerability to enhance their internal reflection and experiential learning. I do this by modeling, I believe that often students feel uninspired to learn, and my hope is that being an experiential educator can reinvigorate their connection to their learning processes.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UM's student code of conduct so that we can all start with the same baseline civility understanding <https://www.umt.edu/student-affairs/community-standards/student-code-of-conduct-2021-pdf>

## **PRIMARY METHOD OF COMMUNICATION**

Throughout the semester, if there are any course updates, assignment modifications, miscellaneous announcements, or any additional information that needs to be shared with the class, these will be posted via the 'Announcements' section of Moodle. If you are able, I encourage you to download the Moodle app on your personal device and set your notifications (in the app and in Moodle itself) to notify you when new announcements are

posted. If I have an individual question or concern, I will be emailing you personally via the email address provided via the counseling program, if you have an alternative email address you would like to use please provide that to me. If you send me picture of your pet within the first 2 weeks of the semester, I will give you an extra point to your end of semester grade.

## **COURSE REQUIREMENTS AND GRADING PROCEDURES**

ALL assignments should adhere to APA (7<sup>th</sup> ed.) guidelines, including appropriate title pages, headings, margins, and a reference page. All papers should be typed, double-spaces, and use 12 point, Times New Roman font. ALL assignments will be submitted via Moodle.

Late assignments will receive 10% off each day it is late. For example, if you turn in an assignment one day late, the highest grade you could earn is a 90% (if you were to make a 100% on that assignment). **If an assignment is turned in 5 days after the assigned due date, it will not be graded.**

### **Participation and Attendance** **(20 pts.)**

Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in class is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, personally, and interpersonally during all learning experiences.

Given the discussion and application format of this class, attendance and participation are *essential* for a valuable learning experience. Students are expected to be engaged in their own learning and be an active participant in the classroom. This class is designed with an activity/discussion/case study focus and attendance and participation are paramount to making this a successful learning experience for everyone. While students cannot participate if not attending class, attending class does not necessarily mean that students are participating in class.

Opportunities for class participation will present themselves in numerous forms. These include theoretical “thinking hat” discussions, reading discussions, raising questions/comments that reflect a deep understanding and thoughtfulness of the material, engaging in experiential activities, responding to in-class written reflections with introspection and care, and committing actively to applying course content to case studies and role-plays. If you have questions or concerns related to your class participation, please see me.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. Each student gets one absence that will not count against their final grade. If a student does not attend class, he/she/they cannot earn the participation points for that class meeting or for activities that occur during the missed class

**Final grades will be lowered one-half of a letter grade for each absence after the first, regardless of the reason.**

**Reflections**  
**(25 pts.)**

Throughout the course you will be reading the required and recommended materials, additionally we will be viewing documentaries, short videos/talks, listening to pod-casts. As you read, watch, and listen take notes that will help you integrate and write reflections, you will submit 1, one page reflection at 8 times throughout the semester. You may choose to reflection on whichever course material you feel most connected to that week.

**Individual Presentation**  
**(20 pts.)**

Each student will choose a topic related to behavioral addiction and will teach the class for **75 minutes**. Teaching *may* include: a lecture with or without a PowerPoint, discussion, video/media, live demonstration, activity(s), and/or a guest speaker.

See rubric below for grading:

<b>20-15 points</b>	<b>15-10 points</b>	<b>10-5 points</b>	<b>5-0 points</b>
Presentation length: 65-75 minutes	Presentation length: 65-55 minutes	Presentation length: 55-45 points	Presentation less than 45 minutes
Presenter uses and cites at least 5 empirical sources and uses correct APA 7 <sup>th</sup> ed. formatting	Presenter uses between 4-2 empirical sources and has minimal APA 7 <sup>th</sup> ed. formatting errors	Presenter uses 1-2 empirical sources and has many APA 7 <sup>th</sup> ed. formatting errors	Presenter uses no empirical sources, and does not adhere to APA 7 <sup>th</sup> formatting
Content is presented in a clear, accurate, manner, with thorough understanding of the topic.	Most content is clear and accurate, and presenter shows a good understanding of topic.	Some content is clear, accurate and/or presented in a logical order, and shows some understanding of the topic.	Content lacks purpose and does not show an understanding of the topic.

**Case Conceptualization**  
**(15 pts.)**

- This assignment will be completed as a group/paired 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. This paper will need to be 5-7 pages in length adhering to the APA 7<sup>th</sup> formatting. This paper must include at least 3 scholarly sources besides the DSM-5.
- Watch a film that includes a character with a process addiction. Your group may choose fictional characters from a movie or TV show with instructor approval, or the group may choose to create a fictional character.
- Write a comprehensive clinical assessment summary of the character's addiction, how it progressed over time and what led them to treatment. Include data and descriptors of the client: the most salient data that will concisely identify the client: e.g., sex, age, marital/relationship status, children, race, ethnicity, sexual and affectional orientation, gender identity, education level, occupation, current living situation, disabilities, etc. Be sure to also focus on your clients' intersectional identities.
- Additionally, students will identify presenting concerns: describe the concerns, as the client presents them, which cause her/him/they to come for counseling at this time. The presenting issues should be described as clearly and concisely as possible with a history of the problem (time of onset, circumstances surrounding onset, duration of problem, ways client has coped, etc.) and a notation of similar or related problems in the past. How has the client's day-to-day life been impacted by the problem(s)?
- Lastly, diagnose using the 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.
- The groups will be sure to include possible theoretical techniques and interventions that would be useful to utilize with this case.

15-12	12-8	8-4	4-0 points
Paper is 5-7 pages in length	Paper is under 5 pages in length	Paper is under 4 pages in length	Paper is 3 or less pages in length
Authors cite at least 3 empirical sources and uses correct APA 7 <sup>th</sup> ed. formatting	Authors use between 2-1 empirical sources and has minimal APA 7 <sup>th</sup> ed. formatting errors	Authors use no empirical sources and has many APA 7 <sup>th</sup> ed. formatting errors	Authors use no empirical sources, and does not adhere to APA 7 <sup>th</sup> formatting
Content is presented in a clear, accurate,	Most content is clear and accurate, and presenter	Some content is clear, accurate and/or presented in	Content lacks purpose and does not show an



manner, with thorough understanding of the topic.	shows a good understanding of topic.	a logical order, and shows some understanding of the topic.	understanding of the topic.

**Final Exam/Reflection**  
**(20 pts)**

Students will provide a 3-5 page reflection summarizing their learning throughout the semester. You can explore topics in this reflection such as: what point did you feel most engaged with the course material? What concepts/or skills do you feel most confident with now? Where are areas you have noticed growth within yourself as an emerging helping professional? Students can choose to address these prompts or create their own reflection that best represents their learning throughout the course.

**Evaluation and Grading**

Assignment	Points	Percentage
Class Participation and Attendance	20	20%
Reflections from readings and media	25	25%
Presentation	20	20%
Group Case Study	15	15%
Final Exam	20	20%
TOTAL	100	100%

**DISABILITY ACCOMMODATIONS:**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from the Office of Disability Equity verifying your right to reasonable modifications. If you have not yet contacted the Office of Disability Equity, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <https://www.umt.edu/disability/>.

**IN-CLASS BEHAVIOR AND LEARNING ENVIRONMENT STANDARDS**

1. **Participation and attendance.** Students are expected to be engaged in their own learning and be an active participant in the classroom. This class is designed with an activity/discussion/case study focus and attendance and participation are paramount to making this a successful learning experience for everyone. While one cannot participate if one has not attended class, attending class does not

- necessarily mean that one is participating in class. If you have questions or concerns related to your class participation, please see me.
2. **Personal Awareness.** Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness, and refine your counselor identity. Note: your evaluation in this class is *not* dependent on chosen levels of self-disclosure.
  3. **Professional Disposition and Engagement**  
Students will be evaluated at midterm and at the final, regarding the following: counseling dispositions and behaviors, adherence to professional ethics, professional behavior, personal boundaries, adherence to course policies, emotional stability and self-control, openness to feedback, flexibility and adaptability, and motivation to learn and grow. If students do not meet expectations in ALL categories by the end of the term, remediation will take place in form of a professional development plan and enrollment in pre-practicum.
  4. **Course Reactions:** Discussions, exercises, and activities in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact the Curry Health Center at 406-243-4712.
  5. **Confidentiality Limitations:** In this course, each student is required to reflect on one's own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others' personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one's continued wellbeing and development as a professional in training and a person. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.
  6. **Diversity Statement.** This is meant to be an inclusive and respectful classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative, and culturally appropriate. Together, we will explore our sociocultural identities and their influences on our professional development and implementation of effective counseling.

7. **Electronic Device Notice.** As a matter of courtesy to your classmates and the instructor, please turn off your cell phones and any other electronic devices that make any noise.
8. **Readings.** The texts for this class provide the foundation for the class. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused around the readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.
9. **Late Assignments.** Unless other arrangements are made with the course professor, course assignments are due on the date indicated in the syllabus. *Assignments will be penalized 10% for each day late.* Please call or e-mail the professor if you are experiencing difficulties in turning in an assignment on time.
10. **Academic Dishonesty.** Plagiarism will not be tolerated. Academic dishonesty (plagiarism, falsification of information, cutting and pasting from web-based resources without acknowledgement, etc.) is a serious violation and will result in consequences that affect grades and /or may result in disciplinary charges. Plagiarism is defined as “copying another’s work or portions thereof and/or using ideas or concepts of another and presenting them as one’s own without giving proper credit.”
11. **Extra Credit.** Out of fairness to all students, selective extra credit assignments will not be permitted.
12. **Respectful Behavior.** I believe in creating a learning environment where students experience a sense of safety and trust to support risks of self-expression and class dialogue. This is an environment we must work together to create. Therefore, interacting respectfully and maintaining a curious and engaged way of being with one another is essential.

## ACADEMIC INTEGRITY

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/student-affairs/community-standards/default.php>

## A FEW NOTES ON ETHICS

### The Use of “Self” in Learning

This course will involve role-plays, experiential exercises, and assignments that can involve personal exploration. These exercises are intended to be learning activities designed to aid you in your counselor development.

Section F in the ACA ethical standards, addresses the issue of student limitations and student self-disclosure and the role of the counselor educator. Below are two statements relevant to the class:

**F.8.c. Self-Growth Experiences** Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

**F.8.d. Addressing Personal Concerns** Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

**APPROXIMATE SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS**

The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, ***(b) additional readings to be announced during the course***, and (c) the needs of the students.

DATE	TOPIC	READINGS	ASSIGNMENTS & ACTIVITIES
1/19	Review of Syllabus Introductions Course expectations  Co-creating classroom norms and safety	Syllabus	Qualtrics of course expectations
1/26	Preconceived notions regarding Behavioral Addictions  Are behavioral addictions real?	Holden, C. (2001)  Rosenberg & Feder (2014) Ch. 1  Sun et al., (2012) Ch. 1	
2/2	Impulsivity and Compulsivity	Rosenberg & Feder (2014), Ch. 2  Sun et al., (2012) Ch. 2 & 6	Reflection #1 due
2/9	Gambling  <b>Film: Real Hustle: Gambling Addiction</b>	Rosenberg & Feder (2014), Ch. 3  Sun et al., (2012) Ch. 3	Reflection #2 due
2/16	Gambling addiction And legality <b>Guest Speaker: Dr. Q</b>	Clark et al., (2013)  Rosenberg & Feder (2014) Ch. 15	Reflection # 3 due

2/23	Online Gaming/ Gambling	Rosenberg & Feder (2014) Ch. 4	Reflection #4 due
3/2	Internet Addiction	Rosenberg & Feder (2014) Ch. 5  Sun et al., (2012) Ch. 7	<b>Presentation # 1</b>
3/9	Social Networking Addiction	Rosenberg & Feder (2014) Ch. 6	<b>Presentation # 2</b> <b>Shane H.</b>
3/16	Food Addiction	Rosenberg & Feder (2014) Ch. 7 & 8	Reflection # 5 due  <b>Presentation # 3</b>
3/23	NO CLASS SPRING BREAK!		
3/30	No class meeting, Shannon gone to ACA	Listen to podcast: <a href="https://theaddictedmind.com/understanding-behavioral-addiction-with-amanda-giordano/">https://theaddictedmind.com/understanding-behavioral-addiction-with-amanda-giordano/</a>	
4/6	Sex Addiction Introduction	Rosenberg & Feder (2014) Ch. 9	Reflection # 6 due  <b>Presentation # 4</b>
4/13	Sex and Love Addiction  Film: The Courage to Love	Rosenberg & Feder (2014) Ch. 10  Sun et al., (2012) Ch. 4	Reflection # 7 due
4/20	Helping those affected by sex addiction	Rosenberg & Feder (2014) Ch. 11	Reflection # 8 due
4/27	Exercise addiction  Eating Disorders	Rosenberg & Feder, (2014) Ch 13  Sun et al., (2012) Ch. 5  Podcast: Maintenance Phase Episode: The Obesity Epidemic	

