Reformed Theological Seminary
Addictions – 02PSY592
February 4 – March 19, 2014
Tuesdays:  9:00 a.m. – 12:00 p.m.
Wednesdays:  1:00 – 4:00 p.m.
Sharon A. Hersh, M.A., LPC
sharon@sharonhersh.com

“Sharing the personal story of what happened in the addiction, what brought the person to change, and what life is like in recovery . . . is a ritual that enables the Holy Presence to come forth.”
-Linda Schierse Leonard
Witness to the Fire

Course Instructor

Sharon A. Hersh M.A., LPC has been a therapist for over fifteen years and continues with an active practice that has an emphasis in addiction, relationships, adolescents, and personal transformation. She is an author, speaker, teacher, and certified life coach. She is the author of several books, including The Last Addiction, the award-selling Bravehearts, and her most recent book - Begin Again, Believe Again. She has written five parenting books including the award-winning Bible Study, Mothering Without Guilt. She is a frequent speaker and teacher at universities, seminaries, conferences, and retreats.

Office hours:  By appointment.

Course Description

This course is designed to engage students in an examination of substance abuse and addiction and the impact on the individual as well as the dynamics of addiction in family systems. The course will include an understanding of addiction as well as an introduction to different models of counseling. Students will have an opportunity to explore specific addictions as well as develop an integrated approach to recovery that includes biological, psychological, and spiritual categories. Classes will be in seminar format and will include lectures, readings, film, and discussion.
Course Objectives

Through class assignments, students will demonstrate the following:

1. Understanding of the problems of substance abuse and other addictions, including major signs and symptoms and appropriate methods of assessment, while uncovering personal assumptions and style in treating substance abuse.
2. Knowledge of various treatment modalities and applicability to specific addictions.
3. Students will learn to develop an integrated model for understanding and treating addiction, using current literature (class texts, novels and other addiction literature, current research, film, etc.) and the Scriptures (including, but not limited to Romans 1:18-25, Ephesians 4:7-17, Exodus 13f).
4. Knowledge of treatment resources in the community for clients with substance abuse problems and other addictions.
5. Students are asked to prepare and present for class discussion an integrated treatment plan for a client confronting an addiction.

“It’s about the hole in the heart.”
-Addiction for Dummies

Course Content, Topics and Schedule

2/04/14 Course overview & syllabus review
The Evidence of Addiction
28 Days
Romans 1:18-25, Ephesians 4:7-17
Class Discussion

Come to class having read:
Addiction & Grace

2/05/14 The Energy of Addiction
The Experience of Addiction
Leaving Las Vegas
Luke 18:10-13
“On Doing a Fourth Step”
Class Discussion

Come to class having read:
The Twelve Steps
2/11/14 Models of Treatment
The Path of Recovery & Renewal
Luke 3:8-9
BoomTown
Chocolat
Class Discussion

Come to class with:
Personal Reflection
Paper #1 due: (see details below).

2/12/14 The Biology of Addiction
Men & Addiction
Women & Addiction
Flight
When A Man Loves A Woman
John 8:1-11
Class Discussion

Come to class with:
A journal article due from the field on Gender & Addictions to be shared with the class. (See details below).

2/18/14 The Addicted Family
Adolescence & Addiction
Half-Baked
Luke 18:27
Class Discussion

Come to class having read:
The Last Addiction

2/19/14 The Addicted Family
The Cycle of Addiction
Genesis 9:20-27
Class Discussion

2/25/14 The Relentless Pursuit of Evil
Eating, Cutting and other Self-Destructive Addictions
Perfect Illusions
I Kings 18
Class Discussion

Come to class having:
Attended a 12-Step Meeting due. Share your experience.

2/26/14 Sexual Addictions
Internet Addictions
Somebody’s Daughter
I Am a Sex Addict
John 10:10; 1 Peter 5:8;
Ephesians 6:10-17
Class Discussion

Come to class with:
Reflection Paper #2 due:
“The Land is Full of Idols”
(see details below)
3/04/14  Gaming
Second Skin
2 Corinthians 2:11
Class Discussion

3/05/14  Drug Addiction
Buzzed
 Blow
Romans 12:1-2
Class Discussion

3/06/14  Perfectionism and
People Pleasing
Despicable Me
Punch Drunk
The Power of Vulnerability
Galatians
Class Discussion

3/11/14  Class Presentations:
Integrated Treatment Plan
(see details below)

3/12/14  Class Presentations

3/18/14  Class Presentations

3/19/14  The Addiction Counselor
What I Wish I Would Have
Learned in Graduate School
1 Corinthians 1:26-31

“The story of your life is the story of a long and brutal assault on your heart by the One who knows what you could be and fears it.”
-John Eldredge

Course Requirements

Attendance is mandatory for all class days. If a student needs to miss class, please submit a request via email (sharon@sharonhersh.com). Missing class hours may effect the students grade. The required reading is necessary for rigorous, informed class discussion. In order to fully participate in class discussion, students will complete required reading by the date specified on the Syllabus. At the end of the term, students will indicate on a Required Reading and Assignments form (provided in class) that they completed the reading.
The final grade will be determined by class participation (which includes being able to discuss the reading or assignment due by class date; the grades on the reflection papers, “Personal Assumptions,” due 2/11/14, and “The Land is Full of Idols,” due 2/26/14; the integration paper - “On Doing a Fourth Step” (due 4/10/14); and class presentation of an Integrated Treatment Plan (due 3/11, 3/12, 3/18/14).

Reading: **In order to fully participate in class discussion, students will complete required reading by the date specified on the Syllabus. At the end of the term, students will indicate on a Required Reading and Assignments form (provided in class) that they completed the reading.**

Class Presentation: Students (in groups of 2 or 3) will present an Integrated Treatment Plan to the class (due 3/11, 3/12, 3/18/14). The presentation will include an assessment of a client (or clients) struggling with addiction as well as a treatment plan for this client integrating materials from the course. Students are encouraged to be creative, utilizing role-playing, media and other resources. The presentation will be 10-15 minutes with class discussion to follow. Each group will submit a 2-page handout with an outline of the client assessment and of the treatment plan.

**Papers and Assignments**

Due: 2/11/14 One-page, “Personal Assumptions” - a reflection paper addressing the student’s personal assumptions about addiction before this class and from class discussion and reading since beginning the class.

Due: 2/11/14 Students will share with the class from their reading of a journal article in the field addressing Gender & Addiction. **At the end of the term, students will indicate on a Required Reading and Assignments form (provided in class) that they completed the reading.**

Due: by 3/11/14 Students will attend a twelve-step meeting and share their experience of the meeting with the class. **At the end of the term, students will indicate on a Required Reading and Assignments form (provided in class) that they completed the reading.**

Due: 2/26/14 One-page paper, “The Land is Full of Idols” (Isaiah 2:8) on the unexpected addictions uncovered through this class.

Due: 4/04/14 5-8 page term paper, “On Doing a Fourth Step.” Students will write about their personal response to doing a fourth step, including how the course lectures, readings, experiences, and discussions can be applied to the student’s life and work in
helping people. Since this is a course integration paper, the student will cite a minimum of three sources.

**All papers** will be in APA format 6th edition - (typed, double-spaced, 1” margins top and bottom and 1.25’’ margins left and right). The one-page reflection papers and journal summaries can be single-spaced.

No electronic papers.
Any late assignments will affect the student’s grade.

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**Course Policies**

1. **Grading Policy:**
   - Class Participation 25%
   - Reflection Papers, Journal Summary, 12-Step Meeting 25%
   - Class Presentation:
     - Integrated Treatment Plan 25%
     - Term Paper “On Doing A Fourth Step” 25%

2. **Grading Scale:**
   - A 97-100
   - A- 94-96
   - B+ 91-93
   - B 88-90
   - B- 86-87
   - C+ 83-85
   - C 80-82
   - C- 78-79
   - D+ 75-77
   - D 72-74
   - D- 70-71
   - F below 70

**Course Books:**

**Required:**


**Recommended:**
**Course Objectives Related to MAC Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Overview of theories of addictions and addictive behaviors.</td>
</tr>
<tr>
<td>Strong</td>
<td>Discussion and demonstrations of interventions for various addictions.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Attendance at a 12 step meeting will expose students to diversity in addiction</td>
</tr>
<tr>
<td>Strong</td>
<td>Students will learn to assess and diagnose addiction.</td>
</tr>
<tr>
<td>Minimal</td>
<td>Some discussion of the part of evidence-based practice in case conceptualization</td>
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**MAC Student Learning Outcomes**

In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</td>
<td>Strong</td>
<td>Overview of theories of addictions and addictive behaviors.</td>
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<tr>
<th>COUNSELING, PREVENTION, AND INTERVENTION</th>
<th>Rubric</th>
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<tr>
<td>Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</td>
<td>Strong</td>
<td>Discussion and demonstrations of interventions for various addictions.</td>
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<th>DIVERSITY AND ADVOCACY</th>
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<tr>
<td>Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
<td>Moderate</td>
<td>Attendance at a 12 step meeting will expose students to diversity in addiction</td>
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<th>ASSESSMENT</th>
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<td>Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.</td>
<td>Strong</td>
<td>Students will learn to assess and diagnose addiction.</td>
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<th>RESEARCH AND EVALUATION</th>
<th>Rubric</th>
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<tr>
<td>Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</td>
<td>Minimal</td>
<td>Some discussion of the part of evidence-based practice in case conceptualization</td>
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<td><strong>DIAGNOSIS</strong></td>
<td><strong>Strong</strong></td>
<td><strong>Students prepare and present for class discussion an integrated treatment plan for a client confronting an addiction.</strong></td>
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<td>Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em>, and evaluates them through a biblical and theological framework.</td>
<td>Strong</td>
<td>Students utilize class texts, novels, addiction literature, current research, film, etc. along with scriptures to learn to conceptualize and treat addictions.</td>
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<td><strong>INTEGRATION</strong></td>
<td><strong>Strong</strong></td>
<td><strong>Students apply their knowledge of addiction and addiction treatment in the clinic setting.</strong></td>
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<tr>
<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
<td>Moderate</td>
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