

PSY596 Addictions and Substance Abuse Reformed Theological Seminary – Jackson Campus

Winter 2019
3 Credit Hours

Instructor

Branden Henry, MA, MA MFT/C
LPC, LMFT, CSAT, EMDR II, Gottman I

Contact Information

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Class meeting time:

January 8 – 12, 2019
8:00 a.m. – 5:00 p.m.

Office Hours

Available Upon Request

Course Description

This course provides an introduction to basic concepts and methodologies of addiction and addiction treatment. Students will be taught current treatment protocols based on the latest understanding and research. This course is designed to help students be more effective in treating and referring their future addicted clients. The course will focus on understanding theories of addiction and addiction treatment as well as developing an integrated, compassionate approach to the addict and recovery that includes biological, psychological, and spiritual categories. Students will expand their understanding through reading about addiction and recovery, participating in groups both in class and outside of class, and writing papers to help build a working framework for addiction and its treatment.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

FOUNDATIONS OF ADDICTIONS

CO1. History and development of addiction counseling, including a foundation for understanding addiction and recovery while uncovering personal assumptions and biases in treatment. (5.A.1.A)

CO2. Theories, models, and etiology of addiction related to substance use as well as behavioral and process addictions. (5.A.1.B; 5.A.2.N, 5.C.1.D)

CO3. Principles and philosophies of addiction related to self-help, including the limitations of this model. (5.A.1.C)

CO4. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (5.A.1.D)

CO5. Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. (5.A.1.E)

CO6. Psychological tests and assessments specific to addiction counseling. (5.A.1.F)

CO7. Approaches for conceptualizing the connection of individual work to God's work.

CONTEXTUAL DIMENSIONS OF ADDICTION TREATMENT

CO8. Integration of Biblical passages with theories, models, and etiology of addiction and recovery.

CO9 Roles and settings of addiction counselors. (5.A.2.A)

CO10. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical

and psychological disorders. (5.A.2.B)

CO11. Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders as well as behavioral and process addictions. (5.A.2.C)

CO12. Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process. (5.A.2.E)

CO13. Role of wellness and spirituality in the addiction recovery process. (5.A.2.F)

CO14. Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process. (5.A.2.G)

CO15. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. (5.A.2.H)

CO16. Diagnostic process, including differential diagnosis addressing the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). (5.A.2.I, 5.C.2.e)

CO17. Cultural factors relevant to addiction and addictive behavior. (5.A.2.J)

CO18. Legal and ethical considerations specific to addiction counseling. (5.A.2.L)

Methods of Instruction

This course will be taught in the following format:

Instructional: Classes will be in seminar format and will include lectures, readings, film, and class discussion.

Experiential: Students will be required to participate in a recovery group outside of the classroom and share their experience with the class sometime during the week.

Individual: Readings have been tailored to help students assimilate information into current understanding, as well as to begin to practically apply that understanding into work with current and future clients.

Group: Several tasks of learning will be done in group settings, both large and small. This will be a time to utilize the experience, understanding and curiosity of peers in order to further knowledge.

Assignments (Student Performance Evaluation Criteria)

The Following Assignments are to be completed before the one-week class

(These items will be turned in the first Monday morning of class, each day late will result in 1 letter grade deduction per day)

A.1 Pre-Reading Paper (10%)

Before you do anything else in this class, you will write a short reflection paper. The goal of this paper is to establish your current thinking around addiction, in order that you might best challenge your thinking throughout this course. This is an opinion paper, meaning that you ought not refer to outside resources. This should be no longer than one-page and should answer the following questions. Please email this to me upon completion. You will only be graded on completion of the above objectives, not on accuracy of thought.

In one to three sentences, define addiction based on your current understanding.

What do you believe are the major causes or factors that lead a person towards addiction?

What is the best method or model for treatment for an addict?

What is your theological understanding of addiction? Is drug use a sin, why or why not?

What could make a person vulnerable to addiction?

A.2. Experiential Tasks: (10%)

Students will attend one 12-step meeting and one Celebrate Recovery meeting before the week of the class.

The goal of this project is for you to experience first-hand some of the emotions, confusion and stress of attending a 12-step meeting by yourself, so that you will better be able to empathize with your clients.

You will need to find and attend these meetings individually, meaning that you must plan on finding and going to the meeting by yourself. If you see one of your peers at this meeting you need to sit separately. Do not talk about these meetings in any way with one another before class. When someone at the meeting asks you who you are, feel free to tell them that you are just 'checking it out'. Do not pretend to be something you're not or lie about why you are there. Do not speak up during the meeting, you are only there to listen.

Immediately after each visit, hand-write a journal entry (at least half a page long) of what the experience was like for you. What emotions came up in trying to find the meeting, what came up in walking into the room on your own, what was it like when people talked to you, what was it like to sit and listen, and anything else that comes up for you. If you have been to a meeting before, you still need to fulfill this assignment as written.

A.3. Assigned Readings: (30%)

Reading Assignments:

Chapter Summaries: With each of the texts (see below), students will write a one-paragraph reflection of each chapter which includes what is learned, as well as one application that could be made to student's own life and/or to current and future work with clients.

Reading Essay: After reading each book and article, students will write a one-page essay on the following:

1. How this book has impacted your understanding of addiction.
2. How this book has impacted your understanding of treating addiction.
3. Areas in which student needs to further their understanding of addiction.
4. How this books fits or differs from student's personal theology.
5. Any personal applications to student's life or practice as a counselor.

The goal in this assignment is to digest and assimilate the information from each article/book into current understanding of addiction and addiction treatment, so that student will have a broad working knowledge to better serve clients.

Article:

ACE Study Journal Article: Health Risk Behaviors (choose any one article under the 'health risk behaviors' tab and read/review the entire article) Find the list of these articles here under the Health Risk Behaviors tab:

<https://www.cdc.gov/violenceprevention/acestudy/journal.html>

Once you choose an article, follow the links to find the full text. Use EBSCO Host to find the article if needed.

Books:

Alcoholics Anonymous (ie. Big Book) 2002 edition – Read the first 168 pages only

Maté, Gabor, M.D. – *In the Realm of Hungry Ghosts: Close Encounters With Addiction*, ISBN: 155643880X.

Marc Lewis, Ph.D., *The Biology of Desire: Why Addiction is Not A Disease*, ISBN: 1610394372.

A.4. Additional Book assignment and group work: (15%)

Choose another book on the subject of addiction that you find interesting. You will need to email me for approval so that no two students are reading the same book. Once you have approval, I will send you guidelines about your reporting, which will include a 1-page summary similar to the essay guidelines listed above.

You will meet in small groups to discuss what you learned from your books and then share your findings with the whole class. Further details about this will be given at the beginning of class. You will be graded on preparedness and participation.

Here are some books you may want to consider:

'Healing the Wounds of Sexual Addiction' or 'Faithful and True' by Mark Laaser

'Fully Alive' by Larry Crabb

'Facing Heartbreaks' by Stefanie Carnes

'Shattered Vows' by Debra Laaser

'Love is a Choice' book and workbook by Mineth, Meier

'Codependency no More' by Melody Beattie

'Addiction and Grace' by Gerald May

'Breathing Under Water' by Richard Rohr

'Facing Codependence' by Pia Mellody

Carnes, Patrick– *'Out of the Shadows'*.

'The Trauma Heart' by Judy Crane

'Facing Shame' by Merle Fossum and Marilyn Mason

'A Gentle Path Through the Twelve Steps' by Patrick Carnes

'Don't Call it Love' by Patrick Carnes

'The Last Addiction: Why Self-Help is Not Enough' by Sharon Hersh

'Drinking: A Love Story' by Caroline Knapp

'Broken' by William Cope Moyers

'Recovery: Freedom From Our Addictions' by Russell Brand

'Holy Hunger' by Margaret Bullitt-Jonas

'Beautiful Boy' by David Sheff

'Pornland: How Porn Has Hijacked Our Sexuality' by Gail Dines

'Stop Sex Addiction: Real Hope, True Freedom: For Sex Addicts and Partners' Milton Magness

'Cyberjunkie: Escaping the Gaming and Internet Trap' by Kevin Roberts

'Chasing the Scream: The First and Last Days of the War on Drugs' by Johann Hari

'Between Breaths: A Memoir of Panic and Addiction' by Elizabeth Vargas

Assignment to be completed by January 25 by midnight

A.5. Personal Thesis: (35%)

Write a 6-10 page paper including personal understanding of addiction, its etymology, what creates vulnerability to it, what sustains it, best avenues for treatment, personal limitations in treating it, and its spiritual components, as well as any other pertinent aspect. The paper will cite at least five current sources and draw from personal experience, reading for class, and class discussions. It will include consideration of biological, psychological, relational, and spiritual categories.

Required Course Materials (Texts, Readings, etc.):

- M1. Mate, Gabor (2010). *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. North Atlantic Books, ISBN: 155643880X.
- M2. Lewis, Marc (2016). *The Biology of Desire*, Public Affairs Press, ISBN: 978-1610397124.
- M3. Adverse Childhood Experiences Journal Articles: Health Risk Behaviors.
<https://www.cdc.gov/violenceprevention/acestudy/journal.html>.
- M.4. Alcoholics Anonymous, 4th edition, 2002. ISBN: 978-1893007161

Course Process and Schedule

Lecture ID	Date	Topic	Group Work	Assignments Due	CACREP 2016 Standards
L1	Day 1 a.m	Introduction: Syllabus Foundation for Understanding Addictions & Recovery (using alcoholism as a context) Integration of Biblical	Class Discussion	-Reading of Required Texts & Written Book Assignment (A3, A4) -Meetings Paper (A2) -Reflection Paper (A1)	5.A.1.A,C,F 5.A.2.F,G,I,J 5.2.1.N
L2	Day 1 p.m.	Models of Addiction Treatment and Best Practices	Class Discussion, Book discussion		5.A.1.B,C,F 5.A.2.G,H,I
L3	Day 2 a.m.	Biology of Addiction The Addicted Brain Considerations for Treatment	Book Discussions		5.A.1.D,E,F 5.A.2.B,C,F,H,I,J,L 5.C.1.d 5.C.2.e
L4	Day 2 p.m.	Men, Women, Adolescents, the Family Etiology Addictive Behaviors Considerations for Treatment	Process ACE Questionnaire,	Group Presentation (A4)	5.A.1.B,D,E,F 5.A.2.E,F,I,J
L5	Day 3 a.m.	Sexual Addiction Etiology Addictive Behaviors Considerations for Treatment	Class Discussion		5.A.1.B,D,E,F 5.A.2.C,F,I,J
L6	Day 3 p.m.	Eating Addictions Etiology Addictive Behaviors Considerations for Treatment	Class Discussion	Group Presentation (A4)	5.A.1.B,D,E,F 5.A.2.C,F,I,J
L7	Day 4 a.m.	Drug Addictions Etiology Addictive Behaviors Considerations for Treatment	Class Discussion		5.A.1.B,D,E,F 5.A.2.C,F,I,J
L8	Day 4 p.m.	Technology Addictions Etiology Addictive Behaviors Considerations for Treatment	Mindfulness Activity	Group Presentation (A4)	5.A.1.B,D,E,F 5.A.2.C,F,I,J
L9	Day 5 a.m.	The Practice of Treating Addiction The Addiction Counselor	Experiential Activities		5.A.2.A,G,L
L10	Day 5 p.m.	Conclusion			5.A.2.A,G,L
				After Class: Personal Thesis DUE	5.A.2.A,G,L

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Disability Accommodation Policy. If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

Access to Research Database. RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. Work can be printed off and turned in or mailed to professor, or work can be submitted via email. Make sure to have your student ID number on top of all pages.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Due to the nature of this class as a one-week modular format, regular attendance is expected and required. Excessive absences (more than ½ a class meeting) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

CACREP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
5.A.1.A	CO1: History, development, foundations of Addiction Counseling.	M1 (Chapters 1-16) M2 (Chapter 1)	L1	A.2 Book Assignments; A.4 Reflection Paper; A.5 Personal Thesis
5.A.1.B 5.B.2.N 5.C.1.d	CO2: Theories, Models, Etiology of Addiction	M1 (Chapter 2 17-22) M2 (Chapters 2-3)	L2,4,5,6,7,8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion A.4 Reflection Paper; A.5 Personal Thesis
5.A.1.C	CO3: Self-help and its limitations	M1 (Chapters 17-22) M2 (Chapter 7)	L1,2	A.1 12-Step Meeting; A.2 Book Assignments; A.4 Reflection Paper; A.5 Personal Thesis
5.A.1.D	CO4: Biopsychosocial concepts and treatment	M1 (Chapter 17-34) M2 (Chapter 8)	L3,4,5,6,7,8	A.2 Book Assignments; A.5 Personal Thesis
5.A.1.E	CO5: Neurological, behavioral, psychological, physical, and social effects of addiction	M1 (Chapter 11-28) M2 (Chapter 2-18) M3 (ACE Journal Article)	L3,4,5,6,7,8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion; A.5 Personal Thesis
5.A.1.F	CO6: Psychological Tests & Assessments	M1 (Appendices I, II, III, IV) M2 (Chapters 1,8) M3 (ACE Journal Article)	L1-8	A.2 Book Assignments; A.5 Personal Thesis
	CO7: God's Work	M1 (Chapters 9,10,21-23) Recommended Reading	L1,2,9,10	A.1 12-Step Group; A.2 Book Assignments; A.3 Recommended Reading/Discussion; A.4 Reflection Paper; A.5 Personal Thesis

CACREP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
	CO8: Biblical Passages	Recommended Reading	L1, 9, 10	A.3 Recommended Reading/Discussion; A.4 Reflection Paper; A.5 Personal ThesisCO
5.A.2.A	CO9: Roles & Settings For Counselor	M1 (Chapters 9,10,21-34)	L9,10	A.2 Book Assignments; A.4 Reflection Paper; A.5 Personal Thesis
5.A.2.B	CO10: Co-occurring disorders	M1 (Appendice II) M3 (ACE Journal Article)	L3	A.2 Book Assignments
5.A.2.C	CO11: Factors for resilience	M1 (Chapters 29-34) M2 (Chapters 2-9) M3 (ACE Journal Article)	L3-8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion
5.A.2.E	CO12: Importance of family & community support	M1 (Chapters 23-34) M2 (Chapters 8,9)	L4	A.1 12-Step Meeting
5.A.2.F	CO13: Role of wellness & spirituality	M1 (Chapters 29-34) M2 (Chapters 8.9)	L1-8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion A.4 Reflection Paper; A.5 Personal Thesis
5.A.2.G	CO14: Cultural & educational awareness	M1 (Chapters 23-34) M3 (ACE Journal Article) Recommended Reading	L1,2,9,10	A.2 Book Assignments; A.3 Recommended Reading/Discussion
5.A.2.H	CO15: Pharmacological Medications	M2 (Chapter 2)	L3	A.2 Book Assignments
5.A.2.I 5.C.2.e	CO16: Diagnosis	M1 (Chapter 1) M2 (Chapter 1)	L1-8	A.2 Book Assignments; A.5 Personal Thesis
5.A.2.J	CO17: Cultural Factors	M1 (Chapters 11-16; 23-34) M2 (Chapter 8)	L1,3-8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion; A.4 Reflection Paper; A.5 Personal Thesis
5.A.2.L	CO18: Legal/Ethical considerations	M1 (Chapters 9,10,23-28)	L3,9,10	A.2 Book Assignments; A.5 Personal Thesis