CO 625 Recognizing and Treating Addictive Disorders

Javier Sierra
The following is to be completed before the start of class: Reaction Paper, A five-page long paper, APA style, with your personal reactions of the reading of “Addiction & Grace”. Please refer to the description below.

Area of Counseling and Pastoral Care
Javier Sierra, Psy.D.
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E-mail: Javier_Sierra@asburyseminary.edu
Prerequisite: CO 601 or PC 510

Office Hours: By appointment
Office: 232
Class Schedule: 06/18/2007 – 06/24/2007 9am-5pm
Enrollment Limit: 30

Course Description:
This course has been designed to facilitate prospective professional counselors, and church leaders, the tools to understand the addictive process associated with chemical dependency and other addictions. As an intensive course, students should expect to have a significant amount of readings each day of class, and two more weeks after the last class to finish two main assignments. Topics to be covered include, prevention, assessment, diagnosis, differential diagnosis, treatment planning and strategies, interventions, relapse, family issues and the process of recovery.

Current approaches for treating chemical dependency, eating disorders, compulsive gambling and sexual addictions will be examined. This course will also help students to develop an understanding of how faith in Jesus Christ provides the grace, hope and compassion needed to integrate effective treatments as part of the redemptive process of addictive individuals.

Course Goals:
At the end of this course, students should be able to:

1. provide a sound rationale for conceptualizing the problem of an addictive disorder;

2. become familiar with the different models of conceptualization and treatment of addictions;
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3. examine how all addictions impact an individual's abilities to form a meaningful relationship with Jesus Christ;

4. identify the fundamental elements of an effective program for treating addictive disorders;

5. develop a general chemical dependency assessment approach;

6. gain a basic understanding of dual diagnosis and how it can effect counseling strategies and treatment;

7. list goals and objectives for treating an addictive disorder;

8. explain the change process;

9. understand the process of recovery;

10. outline the attributes and expected skills of an effective addiction's counselor;

11. comprehend the issues related to families who are affected by a member suffering from an addiction;

12. understand the importance of community based support in maintaining change in persons in recovery from an addiction.

Required Texts:


You need to read this book before the first day of class.


Recommended Texts:


Cokesbury will no longer be available on the Florida-Dunnam Campus. **All students are responsible for ordering their textbooks online.** Some possible online sources are: [www.cokesbury.com](http://www.cokesbury.com), [www.gettextbooks.com](http://www.gettextbooks.com), [www.amazon.com](http://www.amazon.com), [www.christianbook.com](http://www.christianbook.com), or [www.bookfinder.com](http://www.bookfinder.com). If you need assistance or have any questions please contact Kandace Brooks at 407-482-7584.

**Course Policies:**

Attendance is required and essential for understanding and processing the material. Because of the intensive nature of this course, no absence or missed work due will be accepted. Arriving more than one-half hour after class begins or leaving more than one-half hour before the class ends will significantly affect your final grade.

This is a challenging course with a significant amount of material to cover in a short period of time. Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assignments. **Informed** participation is expected and considered in your final grade.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.
Written Papers should follow the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted in printed form by the due date. Electronic submissions will be accepted only when approved by the instructor. No late papers will be accepted in this course.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

Gender Inclusive Language
Gender inclusive language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of term, and are not subject to this definition. Because of this being an intensive, one-week course, all feedback will be given next day of class.

Substantive: For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.
Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else’s written work as one’s own as well as looking at someone else’s test answers to formulate one’s own test answer(s).

Exchange of papers, questions and all other written information related to our course would be managed through the course’s webpage in Moodle. The following information can help you find the support for any technical questions you may have related to the use of that resource.

**Virtual Support Contact Information:**

For technical support, library research support, library loans, and Virtual media contact Information Commons: **Info_Commons@asburyseminary.edu** Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: **ExL_Office@asburyseminary.edu** Phone: (859) 858-2393

**Accessing Information Commons Materials**

1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: [http://www.asburyseminary.edu/information/hours.htm](http://www.asburyseminary.edu/information/hours.htm)

2. Materials Requests:
   a. To search the library catalog for available materials, click here: [http://www.asburyseminary.edu/information/index.htm](http://www.asburyseminary.edu/information/index.htm)
   b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
   c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:
   a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.
4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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Grading Rubrics:

If you review the rubric carefully before you begin your assignment then you will know the standards to evaluate your work. Rubrics will be uploaded into the Course Center.

Course grading:

Asbury Seminary defines grades using the following criteria:

A= Exceptional work: outstanding or surpassing achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: essential achievement of course objectives
D= Marginal work: minimal or inadequate achievement of course objectives
F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:
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A 94+ C 73
A- 90 C- 70
B+ 87 D+ 67
B 83 D 63
B- 80 D- 60
C+ 77 F below 60

Course Requirements:

1. Participation

You are expected to attend all classes and actively participate in all class related activities and discussions. Discussion is the primary instructional method used for this course. If you miss 1 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade.

2. Reaction Paper. [10%] Due: first day of class

A five-page long paper, APA style, with your personal reactions of the reading of “Addiction & Grace”. Please include thoughtful comments of every one of the chapters of the book. You need to read this book and write your paper before the first day of class.

3. AA or NA Visit Report. [10%] Due: June 20

A two-page report of your visit to an open meeting of a local AA or NA group. This report should include such topics as to your reaction to the meetings, what you learned from the meetings, feelings you had going into the meetings as opposed to coming out of the meetings, your impression of those who spoke, etc. You may find a meeting by calling Alcoholics Anonymous World Service, Inc., at (212) 870-3400, or at their web site: www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29 Narcotics Anonymous: www.orlandona.org/

You may submit this paper electronically.

4. Addictions Paper. [30%] Due: June 29

A 15-page paper, APA style, synthesizing your thoughts in relation to the following key areas: what addictions are and what causes them, whom are those who are most prone to acquire addictions (risk factors), what is the best way to treat addictions, and how can addictions interfere in a Christian’s process of holiness? Although you may choose to pay more attention to one or two specific addictions, this paper is intended as a general paper on addictions. Please use at least 8 professional references (books and professional articles) beyond the texts and handouts from class.

5. Alcohol Abuse Prevention Group Project. [30%] Due: June 29
This project will consist of working in teams on a project that is designed to assist in the prevention of alcohol abuse. Think about this project as your professional attempt to address the needs for preventing alcohol abuse in your neighborhood or your church’s community. You are encouraged to be creative and theory grounded. Groups will be assigned on the first day, submitting the final document of this project five days after the last day of class. One paper will be presented by each group. The paper should be between 10 and 15 pages in length, and must followed the APA guidelines. This paper should include, but not be limited to the following sections: a rationale for the project (reason why you want to do this), demographics of the target population (number of people to be served, gender, ages, race, socio-economic status, etc), needs to be addressed (alcohol abuse, dependence, prevention), proposed response (psychoeducational interventions, focus groups), project’s description (goals, interventions, expected outcomes, resources).

6. Group Activity. [20%]

Groups will meet to work on writing five-exam questions based on the content of the day’s class. The questions should stimulate the processing of the main points found in the readings, lectures, discussions, videos and other aids. All the questions will be put together and process by the entire class.

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
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<tbody>
<tr>
<td>June 20</td>
<td>Introduction to Course; Introduction to Group Prevention Project; Introduction to Models of Addiction; Comorbidity and Prevention; Case Discussions</td>
<td>Thombs, Chapters 1, 3 &amp; 4; Miller, Chapters 1 &amp; 2; Kelly, Chapters 6 &amp; 18; May’s paper due</td>
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<tr>
<td>June 21</td>
<td>Main Models of Conceptualization and Treatment; Case Discussions</td>
<td>Thombs, Chapters 5, 6, 7 &amp; 8;</td>
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<tr>
<td>June 22</td>
<td>Current Models of Treatment; Assessment and Diagnosis; Other Variables to Consider; Case Discussions</td>
<td>Thombs, Chapter 9; Miller, Chapters 3, 4, 9 and 10</td>
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<td>June 25</td>
<td>Treatment; Other Addictions; The Process of Change; Case Discussions</td>
<td>Thombs, Chapter 10; Miller, Chapters 6</td>
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<tr>
<td>June 26</td>
<td>Support Groups and Other Resources; Relapse Prevention; Families &amp; Addictions; Final Thoughts; Case Discussions</td>
<td>Miller, Chapters 7 &amp; 8</td>
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Expectations for writing a Research Paper

1. The Publication Manual of the APA is the only criteria you should follow when writing your paper.
2. Papers should be limited to the length stated in the syllabi. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length excludes the cover page and reference list.
3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract.
4. Use 12 cpi font with 1" margins all around. Double space. Paginate.
5. In APA style there must be 100% agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.
7. Your research should include only current literature, which is defined as that written since 1997. The paper must include a minimum of 10 references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do not count as scholarly journals therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.
8. The REFERENCE list [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.
9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.
10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors’ work without critique, comparison, or evaluation yields a mediocre grade.
11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation [Tell me what you are going to write about]. Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work [tell me what you wrote about].
12. Check and double check your spelling and grammar. Have somebody else read your paper before you submit it.
### Paper Rubric

<table>
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<tr>
<th>Factor</th>
<th>Superior Paper</th>
<th>Competent Paper</th>
<th>Weak Paper</th>
<th>Grading</th>
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<tr>
<td><strong>Research</strong></td>
<td>Demonstrates the author’s ability to conduct and present graduate-level research, i.e., uses current primary data (nothing older than 10 years, unless the reference is a “classic” source); selects data appropriate to the topic and the aims of the paper; employs a valid balance of journal articles to books. References include empirical articles, theoretical articles, and books written for professional audiences. Solid documentation is evidenced by using a substantial number of sources (more than 10 references).</td>
<td>Demonstrates the author’s emerging ability to conduct and present graduate-level research. Begins to show fluency dealing with empirical and theoretical data. Considers relevant data from scholarly journals and books, without undue reliance on books. Uses data that has been published within the past 10 years, unless the source is a classic reference. Avoids citing secondary sources [quoting someone in another book]. The minimum references needed to write a workable paper were used (no fewer than 10 references).</td>
<td>Research seems like a hodge-podge of the most easily accessible sources. Many are not centrally relevant to the topic. Many are not scholarly works, but are written for the popular market. Heavy reliance on books with little to no attention given to the most current empirical research on the topic (journals). No new insight is offered. Writing style lacks fluidity and consistency. Too few references are cited (10 references or less).</td>
<td>Scale: 0-20 pts, Expectation for “B” = 16 pts.</td>
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<td><strong>What references you use.</strong></td>
<td>0-20 pts. Expectation for B = 16 pts.</td>
<td>0-20 pts. Expectation for B = 16 pts.</td>
<td>0-40 pts. Expectation for B = 33 pts.</td>
<td>0-40 pts. Expectation for B = 33 pts.</td>
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<td><strong>Use of Clinical Thinking</strong></td>
<td>Accurately identifies, defines and uses salient clinical concepts for the selected topic. Author clearly understands the concept and how it is manifested in the psychopathology under consideration. Concepts are fully integrated into the discussion.</td>
<td>Accurately defines the clinical concepts that are used. Author shows moderate understanding of the concepts and how they are manifested.</td>
<td>Inaccurately defines and deploys clinical concepts. Important and relevant concepts are missing from the discussion.</td>
<td>Scale:0-20 pts. Expectation for B = 16 pts.</td>
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<td><strong>Critical Engagement</strong></td>
<td>Demonstrates graduate-level engagement with scholarly resources. Author employs research data to present the thesis of the paper. Scholarly works are compared and contrasted. Independence of thought is demonstrated through the author’s presentation of his/her own evaluation and opinion on the topic, supported by appropriate data. The author uses in-text citations when presenting data that is obviously not the author’s own. The author succinctly summarizes the opinions of others rather than relying on direct quotes.</td>
<td>Demonstrates emerging critical engagement with scholarly resources. Data is presented accurately, but does not include a critical comparison of sources. The author may sometimes represent the work of others as his or her own thinking. The paper displays an appropriate use of direct quotes.</td>
<td>Has the appearance of a collage of the opinions of others without critical reflection. Data presented does not work together to form a coherent whole or to build a case for the author’s thesis.</td>
<td>Scale: 0-40 pts. Expectation for B = 33 pts.</td>
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<td>Factor</td>
<td>Superior Paper</td>
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<td><strong>Organization</strong></td>
<td>The organization enhances the author’s case. The paper includes an introduction and a conclusion that are coherent with the body of the paper. Thoughtful transitions link sections of the paper together in a logical way. Sequencing is logical and effective for making the author’s case.</td>
<td>The organization is workable and does not detract from the author’s case. It has recognizable introduction and conclusion. Transitions often work well, but are fuzzy at other times. Sequencing shows some logic, but is not under control enough that it consistently supports the ideas.</td>
<td>The organization lacks a clear sense of direction and focus. The relationships between ideas are not clear. Data seems strung together in a random or haphazard fashion.</td>
<td>Scale: 0-10 points Expectations for B = 8 pts</td>
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<td><strong>Presentation</strong></td>
<td>A superior research paper is presented in a professional manner in terms of spelling, sentence, and paragraph construction, and use of appropriate/form style. The paper follows APA style accurately and consistently.</td>
<td>A competent research paper shows only minor and infrequent errors in spelling, grammar, and form/style.</td>
<td>A weak research paper contains major grammatical errors, with no real attempt at proof-reading or spell-checking. Does not conform to appropriate form/style criteria.</td>
<td>Scale: 0-10 points Expectation for B = 8 pts</td>
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