

Chemical Dependency, PSYC6341
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Mission Statement of the New Orleans Baptist Theological Seminary

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Values and Curriculum Competencies

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2014-2015 academic year is *Spiritual Vitality*. We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000. Throughout this course students will be encouraged to consider how the core value of “Spiritual Vitality” impacts their development as a Christian counselor called to operate in the local church. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Student Learning Outcomes:

Students will...

1. Develop an understanding of etiology of drug abuse and addiction including cultural, social, psychological, and biological factors.
2. Increase knowledge of basic neuroanatomy and neurophysiology, including the effects of various substances on the human brain.
3. Develop an understanding of the different classifications of drugs and their effects.
4. Develop an understanding of the spiral of addictive behavior and the disease concept of alcoholism and drug addiction.
5. Develop an understanding of the efficacy of self-help groups and the complementarity between such groups and traditional counseling or therapy treatment.
6. Discuss special issues associated with the treatment of chemical addictions, including client denial and resistance, family intervention techniques, and establishing church-based prevention programs.

Textbooks

Alcoholics Anonymous. (2004). *Twelve steps and twelve traditions*. New York: Alcoholics Anonymous World Services. 978-0916856014

Doweiko, H. E. (2011). *Concepts of chemical dependency, 8th ed.* Pacific Grove: Brooks/Cole. 978-0840033901

Johnson, Sharon L. (2003). *Therapist's Guide to Substance Abuse Intervention: Practical Resources for the Mental Health Professional*. Academic Press 978-0123875815

Course Summary

Students are introduced to basic neuroanatomy and neurophysiology, along with effects of various classes of substances on the brain. In addition, students will learn major etiological models of chemical dependency and corresponding treatment options. Students are encouraged to incorporate the broadest level of integration of physiological, psychological, and theological insights into the problem of chemical dependency. The chemically dependent family system is studied and family intervention programs are examined in light of Systems Theory.

Grading Scale

A— 93 - 100

B— 85 - 92

C— 77 - 84

D— 70 - 76

F—below 70

Attendance

According to seminary policy, you are allowed six (6) classroom hours of absence during the course of this class. Three occasions of arriving late for class or leaving early from class will count as one classroom hour of absence. You are responsible to make up any work missed due to absence or tardiness. Please obtain copies of notes and/or handouts from your colleagues.

Course Evaluation & Description of Requirements

Contribution of Assignments to Grade

Exams

Mid-Term	15%	Mar. 13
Final	15%	See Graduate Catalog
Drug Education Resource	15%	May 1 or 8
Community Interview	15%	May 1
Reflection Papers	10%	April 3
Addiction Paper	10%	April 3
12-Step Meetings	10%	May 1
Discussions	10%	

Description of Assignments

Exams tend to be objective with some discussion.

Drug Education Resource

Students will work in small groups to create and present a poster/visual resource for educating high school and college age students concerning the physical-psychological-emotional effects of their assigned drug.

This resource will be introduced to the entire class during a 10-15 minute presentation near the end of the semester.

In addition to the presentation, each group or individual will prepare an outline as an additional aid for study.

In order to receive full credit, students must make their presentations interesting and/or interactive. In other words, everyone has a text...so provide information that supplements the text. Additional sources should be cited in APA format.

Drugs that can be the subject of presentations:

Alcohol	Marijuana	Cocaine
Crack Cocaine	Heroin	Household Inhalants
MDMA (Ecstasy)	Acid (LSD)	Prescription Pain Meds.
Methamphetamine	Steroids (Anabolic)	Rohypnol
Others subject to approval		

Community Interview

Class participants must complete a community interview with individuals whose work is impacted by substance abuse or chemical dependency. (You must turn in a business card of the person whom you are interviewing with your report). This is an independent project. Papers are to be 5-8 pages.

Possible Interview Subjects:

- Police Officer
- EMT
- Emergency Room Doctor/Nurse

Reflection Papers

You must write two (2) papers on movies seen or documentary literature on substance abuse and addictions. These papers provide you with an opportunity to discuss what impact the activity/movie etc. had on you, what you learned what you liked or disliked. DO NOT merely summarize the information. Papers must be 1-2 pages.

Addiction Paper

This is a marvelous learning opportunity and highly recommended. Students are requested to identify an activity or substance that is used on a regular basis, preferably something that helps you cope with life. You are to establish a predetermined date to discontinue use and then refrain from this activity or substance for two weeks. During this period of time you will journal your experiences and then prepare a written report of your adventure. Papers will vary in length but should be approximately 2-5 pages. Your paper should reflect your reading of the AA Big Book. If you feel that you cannot respond with integrity to this assignment, an alternative will be provided.

12-Step Meetings

Students are required to attend two (2) 12-Step meetings of one's choosing. 12 Step meetings: (Adult Children of Alcoholics, AL-ANON, Cocaine Anonymous, Over-Eaters Anonymous, Gamblers Anonymous, Alcoholics Anonymous, Sex Anonymous, etc.). Attend only "open" meetings and do not "share" unless asked directly to do so. A typed reaction paper listing dates, lessons learned and reaction to meetings is due toward the end of the semester. Your reaction paper should reflect your reading of the AA Big Book. Find a local meeting at <http://www.aa-neworleans.org/meeting>

Group Discussions

Each student will be assigned to a discussion group (6-10 students). Discussion groups will meet three (3) separate times during the semester. Discussions will be based on your readings in the AA Big Book. Students will be rated for participation by other group members.

Course Schedule

WEEK	Topics	Reading Assignment
1	Introduction/Sin vs. Disease Conceptualization	
2	Recreational Chemical Use/Abuse and Addiction Medical Model of Addiction	D. chap. 1-4, J. chap. 1
3	The Mind-Body Question/Pharmacology Alcohol Abuse and Addiction	D. chap. 5-8, J. chap. 2-4
4	Barbiturates and Benzodiazepines CNS Stimulants and Cocaine	D. chap. 9-12
5	Marijuana and Opiate Abuse and Addiction Hallucinogens and Inhalant Abuse and Addiction	D. chap. 13-16
6	Steroids, OTC Analgesics, and Nicotine <i>Discussion Group (AA Steps 1-4)</i> ^{Reading} Dr. Nave out for ICC Conference	D. chap. 17-19
7	Special Populations/Dual-Diagnosis Abuse/Addiction in Children and Adolescents	D. chap. 21-23
8	Evaluation and Treatment of Abuse/Addiction *Mid-Term Exam	D. chap. 26, J. chap 5
9	Intervention and the Treatment Process <i>Discussion Group (AA Steps 5-8)</i> ^{Reading}	D. chap. 27, B. chap. 6
10 Mar. 23-27	SPRING BREAK NO CLASS	
11	GOOD FRIDAY NO CLASS	
12	Treatment Process (cont.) Addiction and Family Relationships	D. chap. 24, 28, B. chap. 7
13	Chemically Dependent Families Assessment and T _x of Chem. Dependent Families	D. chap. 25
14	The Recovery Process Pharmacological Interventions/Infectious Diseases	D. chap. 30-33
15	Group Treatment and Self-Help Groups <i>Discussion Group (AA Steps 9-12)</i> ^{Reading}	D. chap. 34
16	Education Resource Presentations	
Final Exam	See Graduate Final Exam Schedule	

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes

Papers or Assignments	<p>All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.</p> <p>Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p>Late assignments will result in a deduction of four points per class period for classes that meet 2 times per week (an equivalent deduction will be determined for one and three day classes).</p> <p>All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
Quizzes	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
Exams	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
Study Guide	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
Cellular Phones/Pagers	<p>Certain electronic devices are not permitted in psychology and counseling classrooms. These devices include: cellular/digital telephones, two-way radios, radios, or other devices that distract from the learning environment. These devices should be turned off or left outside of the classroom.</p>
Plagiarism	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden.</p> <p><i>Although anything cited in three sources is considered public domain, we require that all sources be cited.</i></p> <p>ANY INFRACTION WILL RESULT IN FAILING THE COURSE.</p> <p>ANY INFRACTION WILL BE REPORTED TO THE DEAN OF STUDENTS FOR FURTHER ACTION!</p>
Class Participation	<p>Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

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