



Addiction Counseling-COUN6341

New Orleans Baptist Theological Seminary

Church and Community Ministries Division

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Mission Statement

The mission of 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 Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is **Characteristic Excellence**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.

7. Worship Leadership: To facilitate worship effectively.
The curriculum competencies addressed in this course are:

Course Description

COUN6341 Addiction Counseling (3 hours) Faculty

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 substance use disorders 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. Family intervention programs are examined, and a family systems perspective is used. The substance user's family system is studied.

Student Learning Outcomes

Students will...

1. Develop an understanding of etiology of drug use and abuse; 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 compulsive drug using behavior and the disease concept of alcoholism and substance abuse.
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 substance use disorders, including client denial and resistance, family intervention techniques, and establishing church-based prevention programs.

Course Teaching Methodology

The course will involve the following methodologies:

Lecture: this course is content rich and provides the foundational knowledge for interfacing with the substance use treatment community.

Video: Real examples of individuals with substance use diagnoses and symptoms presented in class help students understand what substance use disorders "look like."

Discussion: Students will participate in discussions designed to enrich understanding and conceptualization of difficult content.

Textbooks

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

Doweiko, H. E. (2014). Concepts of chemical dependency, 9th 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 Requirements

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 12 & 12. 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, Alcoholics Anonymous, Narcotics 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.aaneworleans.org/meeting-locator/>

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 12 & 12. Students will be rated for participation by other group members.

Course Assignment Evaluation Percentages

Exams

Mid-Term	15%	Mar. 21
Final	15%	See Graduate Catalog
Drug Education Resource	15%	April 25 or May 2
Community Interview	15%	May 2
Reflection Papers	10%	April 4
Addiction Paper	10%	April 4
12-Step Meetings	10%	May 2
Discussions	10%	

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the

- NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
 4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 4 points plus 4 additional points for each subsequent 48 hours until turned in.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. The student may also email the course grader with questions regarding grading.

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.

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Extra Credit

The policy for extra credit in this course will be discussed in class when necessary.

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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 Feb. 28	MARDI GRAS NO CLASS	D. chap. 17-19
7	Steroids, OTC Analgesics, and Nicotine <i>Discussion Group (AA Steps 1-4)</i> ^{Reading}	D. chap. 21-23
8 Mar. 13-17	SPRING BREAK NO CLASS	D. chap. 26, J. chap 5
9 Mar. 21	Special Populations/Dual-Diagnosis Abuse/Addiction in Children and Adolescents *Mid-Term Exam	D. chap. 27, B. chap. 6
10	Evaluation and Treatment of Abuse/Addiction	
11	Intervention and the Treatment Process <i>Discussion Group (AA Steps 5-8)</i> ^{Reading}	
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	

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- Assessment and treatment of patients with coexisting mental illness and alcohol or other drug abuse* (1995). Rockville, MD: U. S. Department of Health and Human Services, Public Health Service, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment.
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