



Addiction Counseling-COUN6341 **New Orleans Baptist Theological Seminary** **Church and Community Ministries Division** **Spring 2018**

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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.

Mission Statement of the Counseling Program (CACREP 1.N, 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

Syllabus Distribution (CACREP 2.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on Blackboard.

Course Description (CACREP 2.D.1)

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 (CACREP 2.D.2)

Upon completion of this course, the student 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.

Textbooks (CACREP 2.D.4)

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 Teaching Methodology (CACREP 2.D.3)

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.

Course Requirements (CACREP 2.D.3)

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.

Evaluation of Grade (CACREP 2.D.5)

Exams

Mid-Term	15%	Mar. 20
Final	15%	See Graduate Catalog
Drug Education Resource	15%	April 24 or May 1
Community Interview	15%	May 1
Reflection Papers	10%	April 10
Addiction Paper	10%	April 10
12-Step Meetings	10%	May 1
Discussions	10%	

Grading Scale

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

Course Policies, Academic Conduct, and Professional Conduct (CACREP 1.J, G, O; 2.D.6)

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.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [*New Orleans Baptist Theological Seminary Academic Catalog.*](#)

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.

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Extra Credit

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

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior

when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

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.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct (CACREP 1.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

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.

Technical Assistance (CACREP 1.G)

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.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the

graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

Student Services
(CACREP 1.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule
(CACREP 2.D.1, 3, 4)

WEEK	Topics	Reading Assignment	CACREP (crf)
1	Introduction/Sin vs. Disease Conceptualization		5.C.1.d
2	Recreational Chemical Use/Abuse and Addiction Medical Model of Addiction	D. chap. 1-4, J. chap. 1	2.F.3.d 5.C.1.d
3	The Mind-Body Question/Pharmacology Alcohol Abuse and Addiction	D. chap. 5-8, J. chap. 2-4	
4 Feb. 13	MARDI GRAS NO CLASS		
5	Barbiturates and Benzodiazepines CNS Stimulants and Cocaine	D. chap. 9-12	
6	Marijuana and Opiate Abuse and Addiction Hallucinogens and Inhalant Abuse and Addiction	D. chap. 13-16 D. chap. 17-19	
7	Steroids, OTC Analgesics, and Nicotine <i>Discussion Group (AA Steps 1-4)</i> ^{Reading}	D. chap. 21-23	
8 March 13	Special Populations/Dual-Diagnosis Abuse/Addiction in Children and Adolescents *Mid-Term Exam	D. chap. 27, B. chap. 6	5.C.2.d 5.C.2.e 5.F.2.d
9 March 19-23	SPRING BREAK NO CLASS		
10	Evaluation and Treatment of Abuse/Addiction	D. chap. 26, J. chap 5	5.C.2.e
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	5.F.2.h
13	Chemically Dependent Families Assessment and T _x of Chem. Dependent Families	D. chap. 25	5.F.2.h 5.F.1.f
14	The Recovery Process Pharmacological Interventions/Infectious Diseases	D. chap. 30-33	5.F.2.1
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		

Selected Bibliography (CACREP II.E)

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- Alcoholics Anonymous, 3rd ed.* (1976). New York: Alcoholics Anonymous World Services.
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- Berman, L. & Siegal, M. (1992). *Behind the 8-ball: A guide for families of gamblers*. New York: Fireside/Parkside.
- Booth, L. (1991). *When God becomes a drug: Breaking the chains of religious addiction and abuse*. New York: Putnam.
- Brown, S. & Lewis, V. (1999). *The alcoholic family in recovery: A developmental model*. New York: Guilford.
- Buelow, G. D., & Buelow, S. A. (1998). *Psychotherapy in chemical dependence treatment: A practical and integrative approach*. Pacific Grove: Brooks/Cole.
- Carnes, P. (1989). *Contrary to love: Helping the sexual addict*. Center City, MN: Hazelden Foundation.
- Carnes, P. (1991). *Don't call it love: Recovery from sexual addiction*. New York: Bantam.
- Carnes, P. (1992). *Out of the shadows: Understanding sexual addiction, 2nd ed.* Center City, MN: Hazelden Foundation.
- Carnes, P. (1993). *A gentle path through the Twelve Steps, rev. ed.* Center City, MN: Hazelden Foundation.
- Coleman, S. & Hull-Mast, N. (1992). *Can't buy me love: Freedom from compulsive spending and money obsession*. Minneapolis: CompCare.
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- Curtis, O. (1999). *Chemical Dependency: A Family Affair*. Pacific Grove: Brooks/Cole.
- Doweiko, H. E. (2006). *Concepts of chemical dependency, 6th ed.* Pacific Grove: Brooks/Cole.
- The dual disorders recovery book: A twelve step program for those of us with addiction and an emotional or psychiatric illness* (1993). Center City, MN: Hazelden Foundation.
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- Grant, M. (1990). *When good things become addictions: Gaining freedom from our compulsions*. Wheaton, IL: Victor.
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- Hart, A. (1990). *Healing life's hidden addictions*. Ann Arbor, MI: Servant.
- Helmfelt, R., Minirth, F., & Meier, P. (1989). *Love is a choice: Recovery from codependent relationships*. Nashville: Thomas Nelson.
- Hope and recovery: A twelve step guide for healing from compulsive sexual behavior* (1987). Minneapolis: CompCare.
- Keller, R. (1993). *Twelve steps to a new day: An interactive recovery workbook for spiritual growth*. Nashville: Thomas Nelson.
- Killinger, B. (1991). *Workaholics: The respectable addicts*. New York: Fireside.
- Klaas, J. (1982). *The twelve steps to happiness*. Center City, MN: Hazelden Foundation.