



COUN6341 Addiction Counseling

New Orleans Baptist Theological Seminary Church and Community Ministries Division Spring 2021

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

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.

Course Description

COUN6341 Addiction Counseling (3 hours) 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.

Syllabus Distribution

This syllabus will be made available via blackboard one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

Program Objectives: #2. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling, #4. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will increase their knowledge of basic neuroanatomy and neurophysiology, including the effects of various substances on the human brain, and develop an understanding of etiology of drug use and abuse; including cultural,	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> Doweiko	<i>Course Assignments</i> Drug Education Resource Community Interview Reflection Papers Addiction Paper Midterm Exam Final Exam

social, psychological, and biological factors and their impact on treatment. (2.F.1.a., 2.F.1.g., 2.F.3.d., 2.F.3.e., 2.F.3.f.)		
Students will observe and develop an appreciation of the efficacy of self-help groups and the complementarity between such groups and traditional counseling or therapy treatment. (2.F.1.l., 2.F.2.g., 2.F.5.f., 2.F.5.j.)	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> Doweiko, Johnson, 12 & 12	<i>Course Assignments</i> 12-Step Meetings Group Discussions Midterm Exam Final Exam
Students will practice screening for and assessment of substance use disorders and identifying appropriate treatment options indicated.(2.F.5.l., 2.F.7.l.)	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> Doweiko, Johnson	<i>Course Assignments</i> Midterm Exam Final Exam

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage	Due Date															
<p>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.</p> <p>This resource will be introduced to the entire class during a 10-15 minute presentation near the end of the semester.</p> <p>In addition to the presentation, each group or individual will prepare an outline as an additional aid for study.</p> <p>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.</p> <p>Drugs that can be the subject of presentations:</p> <table style="width: 100%; border: none;"> <tr> <td>Alcohol</td> <td>Marijuana</td> <td>Cocaine</td> </tr> <tr> <td>Crack Cocaine</td> <td>Heroin</td> <td>Household Inhalants</td> </tr> <tr> <td>MDMA (Ecstasy)</td> <td>Acid (LSD)</td> <td>Prescription Pain Meds.</td> </tr> <tr> <td>Methamphetamine</td> <td>Steroids (Anabolic)</td> <td>Rohypnol</td> </tr> <tr> <td colspan="3">Others subject to approval</td> </tr> </table>	Alcohol	Marijuana	Cocaine	Crack Cocaine	Heroin	Household Inhalants	MDMA (Ecstasy)	Acid (LSD)	Prescription Pain Meds.	Methamphetamine	Steroids (Anabolic)	Rohypnol	Others subject to approval			15%	April 27 or May 4
Alcohol	Marijuana	Cocaine															
Crack Cocaine	Heroin	Household Inhalants															
MDMA (Ecstasy)	Acid (LSD)	Prescription Pain Meds.															
Methamphetamine	Steroids (Anabolic)	Rohypnol															
Others subject to approval																	
<p>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.</p> <p>Possible Interview Subjects:</p>	15%	April 13															

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.	10%	April 13
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.	10%	March 23
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/	10%	March 23
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.	10%	
Mid-Term Examination <i>The mid-term and final exams will contain questions from both reading and lecture. Midterm and Final exam will include discussion / diagnosis, short answer, listing, multiple choice, and matching.</i>	15%	March 9
Final Examination	15%	See Catalogue

Textbooks

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

Doweiko, H. E. (2018). Concepts of chemical dependency, 10th ed. Pacific Grove: Brooks/Cole. 978-1337563451

Course Teaching Methodology

The course will involve the following methods of instruction: reading assignments, discussion, lectures and video.

Evaluation of Grade

The student's grade will be computed as follows:

Drug Education Resource	15%
Community Interview	15%
Reflection Papers	10%
Addiction Paper	10%
12 Step Meetings	10%
Group Discussions	10%
Mid-Term Exam	15%
Final Exam	15%
Total	100%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

Course Policies, Academic Conduct, and Professional Conduct

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 relate 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.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

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

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.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

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.

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 one letter grade per week late.

Professional Conduct

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

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. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

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.

Writing Center

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 in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Services

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/studentervices, 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/studentservices/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.flibrary.org/>) for Florida students
- Interact with us online at –



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

Course Schedule

WEEK	Topics	Reading Assignment
1	Introduction/Sin vs. Disease Conceptualization	

2	Recreational Chemical Use/Abuse and Addiction Medical Model of Addiction	Chap. 1-4,
3	The Mind-Body Question/Pharmacology Alcohol Abuse and Addiction	Chap. 5-8
4	Barbiturates and Benzodiazepines CNS Stimulants and Cocaine	Chap. 9-12
5 February 16	MARDI GRAS NO CLASS	Chap. 13-16 Chap. 17-19
6	Marijuana and Opiate Abuse and Addiction Hallucinogens and Inhalant Abuse and Addiction	
7	Steroids, OTC Analgesics, and Nicotine <i>Discussion Group (AA Steps 1-4)</i> ^{Reading}	Chap. 21-23
8 March 9	Special Populations/Dual-Diagnosis Abuse/Addiction in Children and Adolescents *Mid-Term Exam	Chap. 27
9 March 15-19	SPRING BREAK NO CLASS	
10	Evaluation and Treatment of Abuse/Addiction	Chap. 26, J. chap 5
11	Intervention and the Treatment Process <i>Discussion Group (AA Steps 5-8)</i> ^{Reading}	
12	Treatment Process (cont.) Addiction and Family Relationships	Chap. 24, 28
13	Chemically Dependent Families Assessment and Tx of Chem. Dependent Families	Chap. 25
14	The Recovery Process Group Treatment and Self-Help Groups <i>Discussion Group (AA Steps 9-12)</i> ^{Reading}	Chap. 30-34
15 April 27	Education Resource Presentations	
16 May 4	Education Resource Presentations	
Final Exam	See Graduate Final Exam Schedule	

Selected Bibliography (CACREP II.E)

Albers, R. H. (1995). *Shame: A faith perspective*. New York: Haworth.

Alcoholics Anonymous, 3rd ed. (1976). New York: Alcoholics Anonymous World Services.

Apthorp, S. P. (1990). *Alcohol and substance abuse: A handbook for clergy and congregations, 2nd ed.* Harrisburg, PA: Morehouse.

Arterburn, S. (1992). *Hand-me-down genes and second-hand emotions: Overcoming the genetic and*

environmental predispositions that control your life. Nashville: Thomas Nelson.

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.

Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (1993). *Cognitive therapy of substance abuse*. New York: Guilford.

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.

Comisky, A. (1988). *Pursuing sexual wholeness*. Santa Monica: Desert Stream.

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.

Eadington, W. R. & Cornelius, J. A., eds. (1993). *Gambling behavior and problem gambling*. Reno, NV: University of Nevada.

Fish, M. (1990). *When addiction comes to church*. Old Tappan, NJ: Chosen Books.

Galanter, M. (1993). *Network therapy for alcohol and drug abuse: A new approach in practice*. New York: BasicBooks.

Garner, D. M. & Garfinkel, P. E., eds. (1985). *Handbook of psychotherapy for anorexia nervosa and bulimia*. New York: Guilford.

Grant, M. (1990). *When good things become addictions: Gaining freedom from our compulsions*. Wheaton, IL: Victor.

Gravitz, H. & Bowden, J. (1985). *Recovery: A guide for adult children of alcoholics*. New York: Fireside.

- 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.
- Lee, J. (1993). *Living free: A Christ-centered twelve-step program*. Grand Rapids, MI: Baker.
- McCabe, T. R. (1978). *Victims no more*. Center City, MN: Hazelden Foundation.
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- May, G. G. (1988). *Addiction and grace: Love and spirituality in the healing of addictions*. San Francisco: Harper.
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- Mellody, P., Miller, A. W., & Miller, J. K. (1989). *Facing codependence: What it is, where it comes from, how it sabotages our lives*. San Francisco: Harper & Row.
- Milhorn, H. T. (1994). *Alcohol and drug abuse: The authoritative guide for parents, teachers, and counselors*. New York: Plenum.
- Miller, J. K. (1987). *Hope in the fast lane: A new look at faith in a compulsive world*. San Francisco: Harper & Row.
- Mooney, A., Eisenberg, A. & Eisenberg, H. (1992). *The recovery book*. New York: Workman.
- Nakken, C. (1988). *The addictive personality*. San Francisco: Harper & Row.
- Oden, C. (1974). *Healing the hopeless*. Pecos, NM: Dove.
- Overeaters Anonymous* (1980). Torrance, CA: Overeaters Anonymous.
- Peele, S. (1989). *Diseasing of America: Addiction treatment out of control*. Boston: Houghton Mifflin.
- Sexaholics Anonymous* (1989). Simi Valley, CA: SA Literature.
- Sharing recovery through Gamblers Anonymous* (1984). Los Angeles: Gamblers Anonymous.
- Shoemaker, S., Minirth, F., Fowler, R., & Newman, B. (1993). *Steps to a new beginning: Leading others to Christ through the twelve step process*. Nashville: Thomas Nelson.
- The Twelve Steps for everyone...who really wants them* (1984). Minneapolis: CompCare.

Twelve Steps and Twelve Traditions (the Twelve and Twelve) (1983). New York: Alcoholics Anonymous World Services.

Wegscheider-Cruse, S. & Cruse, J. (1990). *Understanding co-dependency*. Deerfield Beach, FL: Health Communications, Inc.