

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 7756 DLS Introduction to Substance Abuse**  
**Summer 2020 (May 18 – August 9)**  
**12-week Online Course**

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## **I. COURSE DESCRIPTION**

This course will provide students with an introductory overview of substance use disorders and other problematic addictive behavior. Emphasis will be given to the origin, diagnosis and treatment (including self-help programs) of substance related disorders, as well as their impact on the family of the addicted individual.

**II. STUDENT LEARNING OUTCOMES (with DLOs):** *This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.* At the end of this course the student will,

1. distinguish various etiological models and theories of addiction, their differences, and their proper application (PSO2, PSO 6);
2. utilize evidence-based assessment instruments, screening tools, and treatment practices for addiction and co-occurring mental disorders (KO7; PSO2, PSO 5, PSO 6);
3. identify treatment services appropriate to the personal and cultural identity of the client (KO1, KO5; PSO2, PSO4);
4. distinguish self-help addiction services (e.g., AA/NA) with professional addiction treatment (e.g., counseling) and describe the benefits of each (KO1; PSO2, PSO4); and
5. critique her views of addiction and those who struggle with it, to become aware of biases or prejudices that impact her counseling approach with such clients (KO9; PSO1, PSO4; PAO2, PAO3, PAO4).

## **III. KNOWLEDGE BASE**

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure – This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01(A)(5)(a), Clinical psychopathology, personality, and abnormal behavior.

## **IV. TEACHING STRATEGIES FOR STUDENT LEARNING**

This course is conducted in a fully asynchronous online format using the Blackboard Learning Management System. There will be no in-person classes or meetings, and asynchronous means that the student is not required to log-on to meet as a class at any specific time. Rather, all course content will be completed on the student's own time. However, the course proceeds on a week-by-week basis, so each week's content must be completed on time. The course will utilize audio lectures (voice-over PowerPoint), video lectures, experiential learning activities, weekly discussion board engagement, documentaries, TedTalk videos, and various assignments to develop students' knowledge, understanding, and application of addictions treatment material.

## **V. REQUIRED TEXT**

Capuzzi, D., & Stauffer, M.D. (2020). *Foundations of Addictions Counseling* (4th ed.). Boston, MA: Pearson. ISBN: 978-0135166932.

## VI. CLASS SCHEDULE

Week/Module	Topic	Readings/Assignments
1 (May 18 – May 24)	Understanding Addiction	Chapters 1 & 4 <b>Quiz 1</b>
2 (May 25 – May 31)	Substance Addictions: Pt. I	Chapter 2 <b>Quiz 2</b>
3 (June 1 – June 7)	Substance Addictions: Pt. II	Supplemental Readings* <b>Quiz 3</b>
4 (June 8 – June 14)	Process/Behavioral Addictions: Pt. I	Chapter 3 <b>Quiz 4</b> <b>AA/NA Paper 1 Due</b>
5 (June 15 – June 21)	Process/Behavioral Addictions: Pt. II	Supplemental Readings* <b>Quiz 5</b>
6 (June 22 – June 28)	Assessment & Diagnosis of Substance Use Disorders	Chapters 5 & 6 <b>Quiz 6</b>
7 (June 29 – July 5)	<b>Midterm Exam</b>	
8 (July 6 – July 12)	Stages of Change & Motivational Interviewing	Chapter 7 <b>Quiz 7</b>
9 (July 13 – July 19)	Psychotherapeutic Approaches to Treatment	Chapter 8 <b>Quiz 8</b> <b>AA/NA Paper 2 Due</b>
10 (July 20 – July 26)	Group Therapy & 12-Step Programs	Chapters 10 & 12 <b>Quiz 9</b>
11 (July 27 – Aug 2)	Medication-assisted Treatments	Chapter 11 <b>Quiz 10</b>
12 (Aug 3 – Aug 9)	Relapse Prevention	Chapter 13 <b>Quiz 11</b> <b>Final Paper Due</b>

\*Supplemental Readings will be provided on Blackboard

## VII. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points (please note that the Seminary's grading scale will be used):

### 1. Engagement in Online Discussion

Weekly discussion board prompts (typically 2-3 per week) will be made available in the "Discussion Board" feature on Blackboard. Students are expected and required to engage in discussion each week. At minimum, students are required to respond to each discussion board prompt with a **1-2 paragraph response AND respond to the posts of at least two classmates each week**. In both their original posts and their responses to classmates, students are expected to exhibit understanding of the material, critical thinking, and sensitivity to others and the topics at hand. Failure to adhere to these guidelines may negatively impact grades. **(55 pts.)**

### 2. AA/NA Reflection Papers (x2)

Students will attend two open 12-step/self-help meetings (Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Overeaters Anonymous, Celebrate Recovery, etc.). **One of the meetings must be AA**; the other is open to student choice. Students will submit on Blackboard a 2-3 page (in addition to a title page) reflection paper for each meeting. The paper should adhere to APA format throughout. The first reflection paper is due Week 4 and the second is due Week 9. Students are encouraged to plan ahead to ensure meetings are attended in time. **(50 pts. each; 100 pts. total)**

The papers should address the following topics with these bulleted points used as headings in the paper:

#### Paper 1:

- **Experience Prior to Meeting:** What did you recognize internally (i.e., thoughts and emotions) as you thought about and prepared to attend? What fears or concerns did you have ahead of time? What was the process like trying to find a meeting to attend?
- **General Reactions:** What was the meeting like? What were the demographics (e.g., age, gender, race, etc.) of the attendees? How did the meeting progress and was it what you expected?
- **Meetings & Counseling:** What are your thoughts on having your clients supplement counseling with meeting attendance? What might be the benefits? What potential drawbacks could there be?

#### Paper 2:

- **Compare and Contrast:** What was this experience like in comparison to the previous one? Describe similarities and differences within the meetings themselves. Compare, too, your own internal experience and reactions.
- **Etiological Models:** Consider the etiological models learned about in chapter one of the text. Which of these models have you seen manifested in the meetings you've attended? As attendees shared stories, what themes did you observe for how addiction began and was maintained?
- **Client Preparation:** How might you help a client prepare to attend his/her first meeting? What do you think would be important for them to know?

3. **Weekly Quizzes**

Students will complete a quiz on Blackboard at the end of each week. Quiz questions will be drawn from all materials within the week's learning module. The quizzes will be graded out of ten questions. A total of 11 quizzes will be completed (no quiz the week of the midterm exam), with the lowest quiz score being dropped. **(10 graded quizzes; 100 total pts.)**

4. **Midterm Exam**

Students will complete a midterm exam on Blackboard. Questions on the exam will be drawn from all the materials presented to the students in the weeks leading up to exam week. **(Week 7; 100 pts.)**

5. **Final Paper - Case Study Application**

Students will select a case study from those provided in Blackboard to write a **7-8 page paper** discussing their own approach to treating addiction. When addressing the case study within their own approach, students will discuss the following:

- Etiological model(s) guiding their approach to this client
- Methods of assessment, including the potential use of standardized instruments
- Specific approaches to treatment (modality/continuum of care considerations, psychotherapeutic approach, specific techniques, etc.)
- Maintenance of sobriety, the potential/risk for relapse, and strategies for relapse prevention
- Contextual concerns, such as family issues, social support issues, and multicultural considerations

The paper should be based on a synthesis of the student's own perspective, current professional literature on addictions, include at least **five scholarly sources in addition to the class text**, and exhibit critical thinking and application of course content. Adherence to APA formatting is expected.

**Due: Week 12 (100 pts.)**

## VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<b>Assignments</b>	<b><i>Student Learning Outcomes</i></b>	<b><i>Points Possible (455)</i></b>	<b><i>Percent of Final Grade</i></b>
Discussion Boards	1, 3, 4, 5	55	13%
AA/NA Reflection Papers	1, 4, 5	100 (50 x 2 papers)	22%
Weekly Quizzes	1, 2, 3, 4	100	25%
Midterm Exam	1, 2, 3, 4	100	25%
Final Paper	1, 2, 3	100	25%

## IX. ATS GRADING SCALE

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

## X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.

## XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

## XII. SEMINARY WRITING CONSULTATION SERVICE

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person. **To schedule an appointment**, visit [Writing Center Online](#) and select “Online and Graduate” from the schedule menu.

## XIII. ACCESSIBILITY RESOURCES AND ACCOMMODATIONS

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

## RECOMMENDED RESOURCES

Doweiko, H. E. (2015). *Concepts of chemical dependency*. Stamford, CT: Cengage Learning. ISBN: 978-1285455136

Glasner-Edwards, S. & Rawson, R.A. (2015). *The addiction recovery skills workbook: Changing addictive behavior using CBT, mindfulness, and motivational interviewing techniques*. Oakland, CA: New Harbinger Publications, Inc. ISBN: 978-1626252783

Hari, J. (2015). *Chasing the scream: The first and last days of the war on drugs*. London: Bloomsbury Press. 978-1620408919

Lembke, A. (2016). *Drug dealer, md: How doctors were duped, patients got hooked, and why it’s so hard to stop*. Baltimore, MD: Johns Hopkins University Press. ISBN: 978-1421421407

Lewis, J.A., Dana, R. Q., & Blevins, G.A. (2015). *Substance Abuse Counseling*. Stamford, CT: Cengage Learning. ISBN: 978-1285454375

Maté, G. (2010). *In the realm of hungry ghosts: Close encounters with addiction*. Berkeley, CA: North Atlantic Books. ISBN: 978-1556438806

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change (3<sup>rd</sup> ed.)*. New York, NY: The Guilford Press. ISBN: 978-1609182274

Perkinson, R. R., Jongsma Jr., A. E., & Bruce, T. J. (2014). *The addiction treatment planner (5<sup>th</sup> ed.)*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-1118414750

Quinones, S. (2015). *Dreamland: The true tale of america’s opiate endemic*. New York, NY: Bloomsbury Press. ISBN: 978-1620402528