

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 7756 DLS Introduction to Substance Abuse**  
**Summer 2017 (May 15 – August 6)**  
**12-week Online Course**

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## **COURSE DESCRIPTION**

This course will provide students with an introductory overview of substance abuse and dependence. 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.

## **STUDENT LEARNING OUTCOMES**

1. Students will articulate various etiological models and theories of addiction, their differences, and their proper application. (*Professional Skills 2, 6*)
2. Students will utilize evidence-based assessment instruments, screening tools, & treatment practices for addiction and co-occurring mental disorders. (*Knowledge Objective 7; Professional Skills 2, 5, 6*)
3. Students will identify treatment services appropriate to the personal and cultural identity of the client. (*Knowledge Objectives 1, 5; Professional Skills 2, 4*)
4. Students will juxtapose self-help addiction services (e.g., AA/NA) with professional addiction treatment (e.g., counseling) and describe the benefits of each. (*Knowledge Objectives 1; Professional Skills 2, 4*)
5. Students will identify and evaluate their views of addiction, and those who struggle with it, to become aware of biases or prejudices that impact their counseling approach with such clients. (*Knowledge Objective 9; Professional Skills 1, 4; Personal Attributes 2, 3, 4*)

## **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.

## **TEACHING STRATEGIES FOR STUDENT LEARNING**

The course will utilize didactic and experiential learning activities, such as lecture and discussion, small group discussions, multimedia, and in-class and out-of-class assignments to develop students' knowledge, understanding, and application of addictions treatment material.

## **REQUIRED TEXT**

Capuzzi, D., & Stauffer, M.D. (2014). *Foundations of Addictions Counseling* (3rd ed.). Boston, MA: Pearson. ISBN: 9780133998641.

**CLASS SCHEDULE**  
(Subject to Change)

<b>Week/Module</b>	<b>Topic</b>	<b>Readings/Assignments</b>
1 (May 15 – May 21)	Understanding Addiction	Chapters 1 & 4 <b>Quiz 1</b>
2 (May 22 – May 28)	Substance Addictions: Pt. I	Chapter 2 <b>Quiz 2</b>
3 (May 29 – June 4)	Substance Addictions: Pt. II	Supplemental Readings* <b>Quiz 3</b>
4 (June 5 – June 11)	Process/Behavioral Addictions: Pt. I	Chapter 3 <b>Quiz 4</b> <b>AA/NA Paper 1 Due</b>
5 (June 12 – June 18)	Process/Behavioral Addictions: Pt. II	Supplemental Readings* <b>Quiz 5</b>
6 (June 19 – June 25)	Assessment & Diagnosis of Substance Use Disorders	Chapters 5 & 6 <b>Quiz 6</b>
7 (June 26 – July 2)	<b>Midterm Exam</b>	
8 (July 3 – July 9)	Stages of Change & Motivational Interviewing	Chapter 7 <b>Quiz 7</b>
9 (July 10 – July 16)	Psychotherapeutic Approaches to Treatment	Chapter 8 <b>Quiz 8</b> <b>AA/NA Paper 2 Due</b>
10 (July 17 – July 23)	Group Therapy & 12-Step Programs	Chapters 9 & 12 <b>Quiz 9</b>
11 (July 24 – July 30)	Medication-assisted Treatments	Chapter 11 <b>Quiz 10</b>
12 (July 31 – Aug. 6)	Relapse Prevention	Chapter 13 <b>Quiz 11</b> <b>Final Paper Due</b>

\*Supplemental Readings will be provided on Blackboard

## 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 (SLO 1, 3, 4, 5)

Weekly discussion board prompts (typically 2-3 per week) will be made available in the "Discussion Board" function 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) (SLO 1, 4, 5)

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** reflection paper for each meeting. The first reflection paper is due **Week 4** and the second is due **Week 9**. **(25 pts. each; 50 pts. total)**

The papers will address the following topics:

#### Paper 1:

- **Experience leading up to the 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 to the meeting:** What was the meeting like? What were the demographics (age, gender, race, etc.) of the attendees? How did the meeting progress and was it what you expected?
- **Perspective on how meetings may (or may not) work in conjunction with counseling in recovery from addiction:** 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 this meeting with your first:** What was this experience like in comparison to the previous one? Describe similarities and differences within the meetings themselves. Consider, 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 did you see 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 (SLO 1, 2, 3, 4)**

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 consist of twelve questions, graded out of ten. 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 (SLO 1, 2, 3, 4)**

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 (SLO 1, 2, 3)**

Students will select a case study from those provided to write a **7-8 page paper** discussing the development and use of 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
- Approach 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 references (other than the class text), and exhibit critical thinking and application of course content. **Due: Week 12 (100 pts.)**

### CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<b>Assignments</b>	<b><i>Student Learning Outcomes</i></b>	<b><i>Points Possible (405)</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	50 (25 x 2 papers)	12%
Weekly Quizzes	1, 2, 3, 4	100	25%
Midterm Exam	1, 2, 3, 4	100	25%
Final Paper	1, 2, 3	100	25%

## ATS GRADING SCALE

Grade	Percent	Description
A	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-	92-96	
B+	89-91	
B	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-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

## 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.

## ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

## 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-qualified Consultants can advise you online or in person. E-mail your request for assistance to [swc\\_group@ashland.edu](mailto:swc_group@ashland.edu).

Include the following information: Your name, the course # and professor's name, a brief description of the assignment, and your timeline. For more information, visit:

<http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

**STUDENTS WITH DISABILITIES**

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 Disability Services at 419-289-5904, or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Disability Services 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