

PSY5260 Addictions and Substance Abuse
Reformed Theological Seminary – Orlando Campus

Summer 2023
3 Credit Hours

Instructor

Heidi Collins, MA, RMHCI, CAP
Registered Mental Health Counselor Intern

Contact Information

(C) 561.307.5567
HeidiLynCollins@yahoo.com

Class meeting time:

8:30am – 4:00pm on the following dates:
July 12, 19, 26
August 2, 9, 16

Office Hours

Available Upon Request

Course Description

This course provides an introduction to basic concepts and methodologies of addiction and addiction treatment. Students will be taught current treatment protocols based on the latest understanding and research. This course is designed to help students be more effective in treating and referring their future addicted clients. The course will focus on understanding theories of addiction and addiction treatment as well as developing an integrated, compassionate approach to the addict and recovery that includes biological, psychological, social, and spiritual categories. Students will expand their understanding through reading about addiction and recovery, participating in groups both in class and outside of class, and writing papers to help build a working framework for addiction and its treatment.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

FOUNDATIONS OF ADDICTIONS

- CO1. History and development of addiction counseling, including a foundation for understanding addiction and recovery while uncovering personal assumptions and biases in treatment. (5.A.1.a)
- CO2. Theories, models, and etiology of addiction related to substance use as well as behavioral and process addictions. (2.F.3.d, 5.A.1.b; 5.A.2.n, 5.C.1.d)
- CO3. Principles and philosophies of addiction related to self-help, including the limitations of this model. (5.A.1.c)
- CO4. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (5.A.1.d)
- CO5. Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. (5.A.1.e)
- CO6. Psychological tests and assessments specific to addiction counseling. (5.A.1.f)
- CO7. Approaches for conceptualizing the connection of individual work to God's work.

CONTEXTUAL DIMENSIONS OF ADDICTION TREATMENT

- CO8. Integration of Biblical passages with theories, models, and etiology of addiction and recovery.
- CO9 Roles and settings of addiction counselors. (5.A.2.a)
- CO10. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. (5.A.2.B)
- CO11. Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to

psychoactive substance use disorders as well as behavioral and process addictions. (5.A.2.c)

CO12. Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process. (5.A.2.e)

CO13. Role of wellness and spirituality in the addiction recovery process. (5.A.2.f)

CO14. Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process. (5.A.2.g)

CO15. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. (5.A.2.h)

CO16. Diagnostic process, including differential diagnosis addressing the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). (5.A.2.i, 5.C.2.e)

CO17. Cultural factors relevant to addiction and addictive behavior. (5.A.2.j)

CO18. Legal and ethical considerations specific to addiction counseling. (5.A.2.L)

Methods of Instruction

This course will be taught in the following format:

Instructional: Classes will be in seminar format and will include lectures, readings, film, and class discussion.

Experiential: Students will be required to participate in a recovery group outside of the classroom and share their experience with the class.

Individual: Readings have been tailored to help students assimilate information into current understanding, as well as to begin to practically apply that understanding into work with current and future clients.

Group: Several tasks of learning will be done in group settings, both large and small. This will be a time to utilize the experience, understanding and curiosity of peers in order to further knowledge.

Assignments (Student Performance Evaluation Criteria)

The Following Assignments are to be completed and submitted to Canvas by the date and time indicated below. If you have technical issues with Canvas, please email your completed assignment to heidilyncollins@yahoo.com by the due date and time. Ten percentage points will be taken off for the first day late, and three points off per subsequent day with a maximum of thirty percentage points deducted if completed by term end:

A.1 Pre-Reading Paper (5%) – (Due by 11:59pm on July 11th - prior to the start of class)

Before you do anything else in this class, you will write a short reflection paper. The goal of this paper is to establish your current thinking around addiction, in order that you might best challenge your thinking throughout this course. This is an opinion paper, meaning that you ought not refer to outside resources. This should be two-to-four pages in APA style (a template is provided in Canvas) and should answer the following questions. Please upload this on Canvas upon completion (or email it to me if you don't yet have access to Canvas). You will only be graded on completion of the above objectives, not on accuracy of thought.

1. In one to three sentences, define addiction based on your current understanding.
2. What do you believe are the major causes or factors that lead a person towards addiction and/or make a person vulnerable to addiction?
3. What is your theological understanding of addiction? Is alcohol/drug use a sin, why or why not? Would you consider certain drugs more sinful from one another or from alcohol, why or why not? Points determined on thoughtfulness of answer based on current beliefs, not on expertise.

4. Would you consider certain process/behavioral addictions (i.e. sex and love addictions, shopping/spending addiction, gambling addiction, gaming addictions, food addictions, exercise addiction, etc.) to be sinful and/or more sinful from one another, why or why not? Points determined on thoughtfulness of answer based on current beliefs, not on expertise.
5. What is the best method or model for treatment for an addict?

A.2. Experiential Tasks: (15%) – (To be completed by August 1st at 11:59pm)

Students will attend one 'Open' Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) meeting and one Celebrate Recovery (CR) meeting by **August 1st** (Open meetings are for anyone, closed meetings are only for alcoholics [anyone with a desire to stop drinking - AA] or addicts [anyone with a desire to stay sober - NA]).

The goal of this project is for you to experience first-hand some of the emotions, confusion, and stress of attending a 12-step meeting by yourself, so that you will better be able to empathize with your clients.

You will need to find and attend these meetings individually, meaning that you must plan on finding and going to the meeting **by yourself**. If you see one of your peers at this meeting, you need to sit separately. Do not speak up during the AA or NA meeting, you are only there to listen. If someone comes up to you and asks you questions, do not say that you are doing this for a course. Do not lie and say that you are an alcoholic/addict if you are not. You can just answer that you are there to learn.

The Celebrate Recovery meetings entail a one-hour large group meeting, followed by a one-hour small group meeting. You must attend both parts of the meeting. You can attend a small-group meeting of your choice. You are allowed to share during the small groups.

Immediately after each meeting (AA/NA/CR), write a journal entry (handwritten or typed), at least one page long, of what the experience was like for you. What emotions came up in trying to find the meeting (use the feeling wheel), what came up in walking into the room on your own, what was it like when people talked to you, what was it like to sit and listen, and anything else that comes up for you. If you have been to a meeting before, you still need to fulfill this assignment as written. Upload your journal entries to Canvas by August 1st and be prepared to share them in class on August 2nd. If journal entries are handwritten, they can be scanned and uploaded, they do not need to be retyped.

A.3. Assigned Readings: (45%)

Reading Assignments: (see due dates noted after book/article description below)

Section/Chapter Summaries: With each of the texts (see below), students will write a one-paragraph reflection of each chapter which includes what is learned, as well as one application that could be made to student's own life and/or to current and future work with clients.

A.3.1 (20%) Book: Maté, G. (2010). *In the Realm of Hungry Ghosts: Close Encounters with Addiction*, ISBN: 155643880X. **(Reading Assignment due by August 8th at 11:59pm)**

Chapter Reflections: students will write a one-to-three paragraph reflection for each chapter of the book, including something that impacted you, and/or how it might change how you work with current or future clients with addictions.

Reading Essay: After reading the entire book, students will write a two-to-three-page essay on the following:

1. How this book has impacted your understanding of addiction.
2. How this book has impacted your understanding of treating addiction.
3. How this book fits or differs from student's personal theology.
4. Any personal applications to student's life or practice as a counselor.

The goal in this assignment is to digest and assimilate the information from the book into current understanding of addiction and addiction treatment, so that student will have a broad working knowledge to better serve clients.

A.3.2 (20%) Book: *Alcoholics Anonymous* (i.e., Big Book) 4th ed. – Read the first 181 pages only (Reading assignment due by 11:59pm on August 8th)

Chapter Summaries: Students will write a one-to-three paragraph reflection for each of the first 11 chapters of the book plus the first Personal Story entitled Doctor Bob's Nightmare (co-founder of AA). Your reflection should include something that you learned, and/or how it might change how you work with current or future clients with addictions.

Reading Essay: After reading this book, students will write a two-to-three-page essay on the following:

1. How this book has impacted your understanding of addiction.
2. How this book has impacted your understanding of treating addiction.
3. How this book fits or differs from student's personal theology.
4. Any personal applications to student's life or practice as a counselor.

The goal in this assignment is to digest and assimilate the information from the book into current understanding of addiction and addiction treatment, so that student will have a broad working knowledge to better serve clients.

A.3.3 (5%) Article: Read an article of your choice related to the ACE study and addiction from either link below. If you are unable to find the whole article, use EBSCO Host. (Reading assignment due by 11:59pm on August 8th)

Reading Essay: After reading this essay, students will write a one-to-two-page essay on the following:

1. How this article has impacted your understanding of addiction.
2. How this article has impacted your understanding of treating addiction.
3. How this article fits or differs from student's personal theology.
4. Any personal applications to student's life or practice as a counselor.

[Adverse childhood experience effects on opioid use initiation, injection drug use, and overdose among persons with opioid use disorder - ScienceDirect](#)

The goal in this assignment is to digest and assimilate the information from the article into current understanding of addiction and addiction treatment, so that student will have a broad working knowledge to better serve clients.

A.4. Additional Book assignment and group work: (15%) – (Due by August 15th at 11:59pm)

Choose another book on the subject of addiction that you find interesting from the list below. If you would like to read a book that is not on this list, email me for approval before doing so. Once you have chosen (or have

approval) your book, read the text and include chapter summaries using the essay guidelines listed in A.3. Additionally, answer the following questions in a one-to-two-page report after completing the book.

1. How this book has impacted your understanding of addiction.
2. How this book has impacted your understanding of treating addiction.
3. Areas in which student needs to further their understanding of addiction.
4. How this book fits or differs from student's personal theology.
5. Any personal applications to student's life or practice as a counselor.
6. What did you learn in this book that was consistent with the teaching in the required reading books? (In the Realm of Hungry Ghosts, AA Big Book)
7. What did you learn in this book which was different from the teaching in the required reading books?
8. Write out a one-sentence blurb for this book, including whether you recommend it or not, which area of addiction understanding or treatment it best covers, and what group of people should read this book (therapists, adults, couples, sex addicts, alcoholics, etc.) (Upon course completion, I will compile the blurbs and email them to all students).

You will meet in small groups during class to discuss what you learned from your books and then share your findings with the whole class on August 16th. Further details about this will be given at the beginning of class. You will be graded on preparedness and participation.

Here are *some* books you may want to consider. The goal is for you to study an aspect of addiction, substance abuse, or treatment that YOU are interested in. Feel free to request to read books that are not on this list.

1. *Addiction and Virtue* by Kent Dunnington
2. *The Biology of Desire* by Marc Lewis
3. *Dopamine Nation: Finding Balance in the Age of Indulgence* by Anna Lembke
4. *Life Without Ed* by Jenni Schaefer
5. *Unashamed* by Lecrae
6. *Scar Tissue* by Anthony Kiedis
7. *The Last Addiction: Why Self-Help is Not Enough* by Sharon Hersh
8. *Drinking: A Love Story* by Caroline Knapp
9. *Broken* by William Cope Moyers
10. *Recovery: Freedom From Our Addictions* by Russell Brand
11. *I'm Black and I'm Sober: The Timeless Story of a Woman's Journey Back to Sanity* by Chaney Allen
12. *Beautiful Boy: A Fathers Journey Through His Son's Addiction* by David Sheff (story from fathers perspective"
13. *Tweak: Growing up on Methamphetamines* by Nic Sheff (story from son's perspective)
14. *The Good Book and The Big Book* by Dick B.
15. *Between Breaths: A Memoir of Panic and Addiction* by Elizabeth Vargas
16. *The Ragamuffin Gospel* by Brennan Manning (a priest who struggled with alcoholism)
17. *The Addictive Personality: Understanding the Addictive Process and Compulsive Behavior, 2nd Edition*, by Craig Nakken
18. *Friends, Lovers, and the Big Terrible Thing* by Mathew Perry (actor from Friends TV show)
19. *Healing the Wounds of Sexual Addiction or Faithful and True* by Mark Laaser
20. *Facing Heartbreaks* by Stefanie Carnes

21. *Shattered Vows* by Debra Laaser
22. *Love is a Choice Book and Workbook* by Mineth, Meier
23. *Codependency No More* by Melody Beattie
24. *Addiction and Grace* by Gerald May
25. *Breathing Under Water* by Richard Rohr
26. *Facing Codependence* by Pia Mellody
27. *Out of the Shadows* by Patrick Carnes
28. *The Trauma Heart* by Judy Crane
29. *Facing Shame* by Merle Fossum and Marilyn Mason
30. *A Gentle Path Through the Twelve Steps* by Patrick Carnes
31. *Don't Call It Love* by Patrick Carnes
32. *Holy Hunger* by Margaret Bullitt-Jonas
33. *Pornland: How Porn Has Hijacked Our Sexuality* by Gail Dines
34. *Stop Sex Addiction: Real Hope, True Freedom: For Sex Addicts and Partners* by Milton Magness
35. *Cyberjunkie: Escaping the Gaming and Internet Trap* by Kevin Roberts
36. *Chasing the Scream: The First and Last Days of the War on Drugs* by Johann Hari

The Following Assignments are to be completed AFTER course completion between August 16th and August 22nd.

A.5. Personal Thesis: (20%) to be completed and submitted to Canvas by August 22nd at 11:59pm.

Write a 6–10-page paper including: 1) personal understanding of addiction, 2) its etymology, 3) what creates vulnerability to it, 4) what sustains it, 5) best avenues for treatment, 6) personal limitations in treating it, and 7) its spiritual components, as well as anything else you found important throughout this course and readings. The paper will cite at least five current sources and draw from personal experience, readings for class, and class discussions. It needs to include consideration of biological, psychological, relational, and spiritual categories.

A.6 Course Evaluation (0% of grade but required for course completion)

Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a Canvas quiz. This will not count toward your grade but is necessary for successful completion of the course.

Required Course Materials (Texts, Readings, etc.):

- M1. Mate, Gabor (2010). *In the realm of hungry ghosts: Close encounters with addiction*. North Atlantic Books. ISBN: 155643880X.
- M2. Alcoholics Anonymous World Services. *Alcoholics Anonymous (4th edition)*, (2002). ISBN: 978-1893007161
- M3. Journal article

Suggested Reading (Texts, Readings, etc.):

1. Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs, Seventh or Eighth Edition. Seventh edition ISBN-13: 978-0926544307, ISBN-10: 0926544306. Eighth edition ISBN-13: 978-0926544390, ISBN-10: 092654439X.

2. The Addictive Personality: Understanding the Addictive Process and Compulsive Behavior by Craig Nakken, 2nd edition ISBN 1-56838-129-8.
3. The Biology of Desire: Why Addiction is not a Disease, by Marc Lewis, PhD. ISBN 978-1-61039-437-6
4. The Good Book and The Big Book: A.A.'s Roots in the Bible, by Dick B. ISBN 978-1-885809-16-0
5. Slaying The Dragon: The History of Addiction Treatment and Recovery in America, Second Edition. ISBN-13: 978-0692213469, ISBN-10: 0692213465.

Course Process and Schedule

Lecture ID	Date	Topic	Group Work	Assignments Due	CACREP 2016 Standards
L1	Day 1 7/12/23	Introduction: Syllabus Foundation for Understanding Addictions & Recovery (using alcoholism as a context) Integration of Biblical perspective	Class Discussion	Reflection Paper (A.1)	5.A.1.a,c,f 5.A.2.f,g,i,j 5.C.2.e
L2	Day 2 7/19/23	Models of Addiction Treatment and Best Practices Drug Addictions Etiology Addictive Behaviors Considerations for Treatment	Class Discussion		2.F.3.d 5.A.1.b,c,d,e,f 5.A.2.c,f,g,i,j,n 5.C.1.d 5.C.2.e
L3	Day 3 7/26/23	Biology of Addiction The Addicted Brain Men, Women, Adolescents, the Family Etiology Addictive Behaviors Considerations for Treatment	Class Discussion, Process ACE Questionnaire		2.F.3.d 5.A.1.b,d,e,f 5.A.2.b,c,e,f,h,i,j,l,n 5.C.1.d 5.C.2.e
L4	Day 4 8/2/23	Eating Addictions Sexual Addictions Etiology Addictive Behaviors Considerations for Treatment		Experiential Tasks paper (A.2) Group Discussion	2.F.3.d 5.A.1.b,d,e,f 5.A.2.c,f,i,j,n 5.C.1.d 5.C.2.e
L5	Day 5 8/9/23	Technology Addictions Gaming addictions Gambling addictions Etiology Addictive Behaviors Considerations for Treatment	Book Discussion	Reading of Required Texts (A.3.1,3.2,3.3)	2.F.3.d 5.A.1.b,d,e,f 5.A.2.c,f,i,j,n 5.C.1.d 5.C.2.e
L6	Day 6 8/16/23	The Practice of Treating Addiction The Addiction Counselor Conclusion	Class Discussion	Group Presentation (A.4)	5.A.2.a,g,l
	8/22/23			After Class: Personal Thesis (A.5) DUE 8/22/23 at 11:59pm	2.F.3.d 5.A.1.a,b,c,d,e,f 5.A.2.a,f,g,i,j,l,n 5.C.1.d

Policies and Important Information

Written Work Format. All written work must conform to current American Psychological Association (APA) style unless otherwise specified. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

MAC Program Disability Policy. If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. You must provide a letter from the Dean of Students that verifies your disabled status. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Access to Research Database. RTS provides Jackson MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library or from your home computer by using the following link and logging in with a username and password to be provided in class: <http://search.ebscohost.com/>

Submission of work. Work can be printed off and turned in or mailed to professor, or work can be submitted via email (preferred). Make sure to have your student ID number on top of all pages.

Late work. All assignments are due as scheduled, unless prior arrangements are made with the instructor. Assignments turned in late will have ten percentage points taken off for the first day late, and three points for each subsequent day late, with a maximum of thirty percentage points taken off for tardiness if turned in by term end.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy: Students are required to attend all classes. Excessive absences (more than ½ a class meeting) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor **before the class begins**. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation: Students are expected to participate in all components of the class. Each student is expected to read all the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

CACREP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
5.A.1.a	CO1: History, development, foundations of Addiction Counseling.	M1 (Chapters 1-16) M2 (Chapter 1)	L1	A.2 Book Assignments; A.4 Reflection Paper; A.5 Personal Thesis
2.F.3.d 5.A.1.b 5.A.2.n 5.C.1.d	CO2: Theories, Models, Etiology of Addiction	M1 (Chapter 2 17-22) M2 (Chapters 2-3)	L2,4,5,6,7,8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion A.4 Reflection Paper; A.5 Personal Thesis
5.A.1.c	CO3: Self-help and its limitations	M1 (Chapters 17-22) M2 (Chapter 7)	L1,2	A.1 12-Step Meeting; A.2 Book Assignments; A.4 Reflection Paper; A.5 Personal Thesis
5.A.1.d	CO4: Biopsychosocial concepts and treatment	M1 (Chapter 17-34) M2 (Chapter 8)	L3,4,5,6,7,8	A.2 Book Assignments; A.5 Personal Thesis
5.A.1.e	CO5: Neurological, behavioral, psychological, physical, and social effects of addiction	M1 (Chapter 11-28) M2 (Chapter 2-18) M3 (ACE Journal Article)	L3,4,5,6,7,8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion; A.5 Personal Thesis
5.A.1.f	CO6: Psychological Tests & Assessments	M1 (Appendices I, II, III, IV) M2 (Chapters 1,8) M3 (ACE Journal Article)	L1-8	A.2 Book Assignments; A.5 Personal Thesis
	CO7: God's Work	M1 (Chapters 9,10,21-23) Recommended Reading	L1,2,9,10	A.1 12-Step Group; A.2 Book Assignments; A.3 Recommended Reading/Discussion; A.4 Reflection Paper; A.5 Personal Thesis
	CO8: Biblical Passages	Recommended Reading	L1, 9, 10	A.3 Recommended Reading/Discussion; A.4 Reflection Paper; A.5 Personal Thesis CO

CACREP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
5.A.2.a	CO9: Roles & Settings For Counselor	M1 (Chapters 9,10,21-34)	L9,10	A.2 Book Assignments; A.4 Reflection Paper; A.5 Personal Thesis
5.A.2.b	CO10: Co-occurring disorders	M1 (Appendice II) M3 (ACE Journal Article)	L3	A.2 Book Assignments
5.A.2.c	CO11: Factors for resilience	M1 (Chapters 29-34) M2 (Chapters 2-9) M3 (ACE Journal Article)	L3-8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion
5.A.2.e	CO12: Importance of family & community support	M1 (Chapters 23-34) M2 (Chapters 8,9)	L4	A.1 12-Step Meeting
5.A.2.f	CO13: Role of wellness & spirituality	M1 (Chapters 29-34) M2 (Chapters 8.9)	L1-8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion A.4 Reflection Paper; A.5 Personal Thesis
5.A.2.g	CO14: Cultural & educational awareness	M1 (Chapters 23-34) M3 (ACE Journal Article) Recommended Reading	L1,2,9,10	A.2 Book Assignments; A.3 Recommended Reading/Discussion
5.A.2.h	CO15: Pharmacological Medications	M2 (Chapter 2)	L3	A.2 Book Assignments
5.A.2.i 5.C.2.e	CO16: Diagnosis	M1 (Chapter 1) M2 (Chapter 1)	L1-8	A.2 Book Assignments; A.5 Personal Thesis
5.A.2.j	CO17: Cultural Factors	M1 (Chapters 11-16; 23-34) M2 (Chapter 8)	L1,3-8	A.1 12-Step Meeting; A.2 Book Assignments; A.3 Recommended Reading/Discussion; A.4 Reflection Paper; A.5 Personal Thesis
5.A.2.l	CO18: Legal/Ethical considerations	M1 (Chapters 9,10,23-28)	L3,9,10	A.2 Book Assignments; A.5 Personal Thesis

Course Objectives Related to MAC* Student Learning Outcomes

Course: PSY5260 Substance Abuse & Addiction

Professor: Heidi Collins, MA

Campus: Orlando

Date: Summer 2023

MAC* Student Learning Outcomes <i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		Rubric <ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	Mini-Justification
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Moderate	Students will learn about ethical and best practices for treating addictions from a biblical framework.
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Strong	Students will learn about diversity issues related to addiction, as well as systemic issues which add to issues around addiction, recovery, and adequate care.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Strong	Students will learn about addiction from research-based theory, as well as the treatment of addiction from current understand of neurological and environmental factors.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	None
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Students will learn about the application of counseling practices towards the issues of addiction.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Minimal	Students will learn about the efficacy of group work for addiction treatment.
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Minimal	Students will learn about assessments for differing addictions as well as best practices in utilizing them.

Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Moderate	Students will read and study addiction through the most current research found in books and peer-reviewed journals.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Moderate	Students will learn about treating addiction in a multitude of settings.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical, and theological concepts with counseling practices.	Moderate	Students will engage all subject matter through a biblical framework.
Sanctification	Demonstrates a love for the triune God.	Moderate	Students will not only look at how to help others but will be challenged with their own needs for growth, change, and healing.