

WESTERN SEMINARY SACRAMENTO

Substance Abuse

CNS 521M: 2 credit hours

Sheila Walker, CADC

(916) 966-4523 x5 (office)

mwalker@calwisp.com

Travis H. Owens, Psy.D.

Office: (916) 789-7082, ext. 303

travisowens@westernseminary.edu

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Session B: June 29 – Aug. 15

COURSE SCHEDULE

Tuesdays (June 30; July 7, 14, 21 & 28; August 4, 11) 5:45-9:55 p.m.

Plus attending two 12-step meetings (explained below).

COURSE DESCRIPTION

This course presents an overview of the addictive processes, possible treatment modalities, and of relapse prevention. This course presents a spiritual-psychological-sociological-biological view of addiction as well as treatment methods that include individual, family, and community issues.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry (SFS 501-504; CNS 506; overarching).

- motivated by a genuine love for God, others and self (SFS 501)
- reflects biblical balance and skill in life management, appropriately fulfilling those roles and responsibilities mandated by God (THS 501-502)
- regularly practices the spiritual disciplines (DBS 506)
- aware of and applying biblical principles for forming new habits (THS 503)

KNOW at an introductory level the assessment measures available to mental health practitioners (CNS 525; CNS 515).

- be sensitive to ethics related to testing and interpretation of results (CNS 515)

- have an increased self-awareness of mental, emotional, and spiritual functioning by having taken, scored, and evaluated a variety of testing instruments (MFM 500)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (THS 501-503; CNS 508; THS 697; overarching).

- awareness of world view components and can articulate their own beliefs (DBS 506; THS 501-503; THS 697, Practicum)
- familiarity with the unique contributions of world view systems other than their own (CNS 513)

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence (CNS 530-534, overarching, Practicum).

- awareness of the characteristics and practices of an effective counselor (CNS 501; CNS 502, Practicum)
- mastery over personal skills and growing edges (Practicum and Research)
- maintains a plan for growth and development (Practicum)

COURSE GOALS

This course is designed to meet the BBSE curricular requirements for substance abuse counseling by offering an overview of the following areas:

- The Disease: history; nervous system; alcohol; drugs; dual diagnosis; intervention; and relapse prevention.
- The Response: family system model; codependency; Adult Children of Alcoholics; treatment and spiritual aspects.
- In addition, the student will have had ample opportunity to process his or her own affective responses to the material.

COURSE OBJECTIVES

Students will:

- have knowledge of the disease of alcoholism: history, treatment, and current research
- have a working knowledge of drugs, both prescription and street
- have an understanding of codependency as a psychological disorder
- have insight into the effects on the family members by addiction
- have knowledge of current treatment modalities
- have begun an integrated understanding of addiction and Christian principles

These objectives will be met through lecture, videos, film clips, reading assignments, written assignments and by visiting two 12-step meetings.

TEXTBOOKS

Please support your seminary by using the following link for all your Amazon purchases - a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.

Required

- Beattie, Melody. *Codependent No More: How to Stop Controlling Others and Start Caring for Yourself*. Any edition.
- Inaba, D. S., W. E. Cohen & M. E. Holstein. *Uppers, Downers, All Arounders*, 6th ed. CNS Publications, Inc. (2007)

COURSE REQUIREMENTS

Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done at a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned. Come to class prepared to take a quiz on the reading.

Written Assignments

12-Step Meetings: Students will attend one open AA meeting **and** one Al-Anon meeting. Complete a two-page typed, double-spaced “Thoughts and Feelings” journal paper about your experience for **each** group attended.

Interview with an addict in recovery: Complete a two-page paper summarizing your interview. Include when he/she began using, when recovery began, did they relapse and what drugs they used.

Codependency No More- Complete a two to four page paper on your insight into your personal codependency or lack of, using examples and quotes from the book.

Participation

Participate in all class discussions and role playing.

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level.

Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- [Using American Psychological Association \(APA\) Format](#)
- [American Psychological Association \(APA\) Style Workshop](#)

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

WORKLOAD STANDARDS

For this 2-unit class the in-class component is 30 hours over six Wednesday evenings including six hours of attending two 12-step meetings which can be done in association with fellow students. The 'outside-of-class' component includes 60 hours for the semester.

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Co Dependency Paper	25%
12 Step Paper	15%
Class Participation	30%
Quizzes	30%
Total	100%

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Absences and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the

instructor. Students who miss two or more classes will not pass the course. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or other similar circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [User ID: westsem / Password: seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholfield@westernseminary.edu

COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
6/30	<ul style="list-style-type: none">• Introduction• Phases of use• Initial Assessment	Read: <i>Uppers, Downers, All Arounders</i> Chapter 2 before 1 st class Quiz on reading Read Chapter 3 for next class
7/7	<ul style="list-style-type: none">• Brain Chemistry• Biopsychosocial	Read: <i>Uppers, Downers, All Arounders</i> Chapter 4 for next class Attend 12 Step Meetings Quiz on Chapter 3
7/14	<ul style="list-style-type: none">• Drugs & Effects• Denial• Progression• Discuss experiences at 12 Step Meetings	Read: <i>Uppers, Downers, All Arounders</i> Chapter 5 for next class 12 Step Meeting paper due quiz on chapter 4 Interview an addict in recover for next class

7/21	<ul style="list-style-type: none"> • Codependency • Adult Children of Alcoholics • Working with families • Present Interview to class 	Read: <i>Uppers, Downers, All Arounders</i> Chapter 6 for next class Interview with addict paper due Quiz on Chapter 5
7/28	<ul style="list-style-type: none"> • Relapse Prevention 	<i>Codependent No More</i> paper due next week Quiz on Chapter 6
8/4	<ul style="list-style-type: none"> • Treatment Options • Stages of Recovery • Phases of Treatment 	Read: <i>Uppers, Downers, All Arounders</i> Chapter 10 for next class <i>Codependent No More</i> paper due
8/11	<ul style="list-style-type: none"> • Formal Intervention 	Quiz on Chapter 10