

School of Theology & Ministry
Seattle University
901 12th Avenue
P.O. Box 222000
Seattle, Washington 98122-1090
Winter Quarter 2014

STMC 570: 3 credits
Systemic Treatment of Addiction and Abuse
Hunthausen Hall 110
Tuesday: 5:45-8:35

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Office Hours: Tues 4:00-5:00

Texts and Materials

Required:

- **Walters, S. T., & Rotgers, F. (Eds). Treating Substance Abuse: Theory and Technique. 3rd Edition. 2012.**

Required:

- **Course Pack to be purchased at Super Copy.**

Course Description/Goal:

The Seattle University School of Theology and Ministry is committed to preparing students for high quality work in multiple settings by providing solid theological, psychological, clinical, and qualitative research in clinical and educational settings. Consistent with departmental goals, this course is designed to provide an overview of addiction counseling. The focus on providing the mental health therapist, pastoral counselor, and other professionals the background and tools needed to recognize and begin the treatment of addiction and abuse. Etiology, assessment, diagnosis, drug classification and treatment models will be explored. Special topics such as gambling, love, sex, and food addictions will be addressed. Both the relevance and limitations of research approaches with respect to culturally diverse populations will be evaluated. As described in the STM student bulletin: This course will help students to demonstrate the ability to develop a balanced perspective across diverse theoretically informed models of practice; along with traditional and contemporary perspectives in order to support client treatment. The course will support students in understanding and critiquing treatment approaches and analyzing for best-fit applied theory and interventions. Students will also apply their understanding of evidenced-based practices and practice-based evidence through team work and writing a research paper.

Course Objectives:

- **Explore etiology of addiction, drug classifications, assessments, and diagnoses.**
- **Understand theories of motivational interviewing and motivational approaches to addiction and abuse.**
- **Comprehend behavioral economic theory and contingency management in the treatment of addiction and abuse.**
- **Understand cognitive-behavioral approaches to addiction and abuse.**
- **Comprehend 12-step-oriented therapy approaches to addiction and abuse.**
- **Examine special topics such as gambling, love, sex and food addictions.**

Learning Outcomes: Students will be able to:

- **Demonstrate intention to approach all of one's work with openness to the presence of diversity in populations.**
- **Demonstrate ability to assist and facilitate growth toward mental, spiritual, emotional, interpersonal, behavioral health and wholeness and/or maturity. Includes the ability to understand and reflect with a client the client's spiritual/faith assumptions and practices.**
- **Demonstrate the ability to produce written documentation and oral presentation for the purpose of clinical practice: in support of client treatment, for legal purposes, for reference to colleagues for guidance, and for professional development. Includes the ability to adhere to APA writing guidelines.**
- **Demonstrate ability to read and interpret treatment theory and practice; ability to research clinical material in support of client treatment.**
- **Demonstrate ability to assess/diagnose, create and implement a treatment plan using American Society of Addiction Medicine (ASAM) patient placement criteria and the Diagnostic and Statistical Manual (DSM).**
- **Demonstrate commitment to ongoing growth, to implement self-awareness and use of self in clinical practice.**
- **Demonstrate in clinical practice, the capacity to draw on spiritual/theological and psychological/behavioral insights and principles.**
- **Make good use of supervision and consultation in clinical practice.**

Course Requirements and Evaluation Criteria

<p>Reading Assignments</p> <p>Attendance and Participation</p>	<p>Students are invited to read or skim chapter 1 of the text (Theories of Motivation and Addictive Behavior) and article 1 in the Course Reader (Etiology of Adolescent Substance Abuse, Tarter, R.). This is an optional assignment as we will cover this material in the first class session. Following the first class, students are expected to complete assigned reading prior to class and to demonstrate a readiness to discuss the material. Evaluation will be based on the ability to communicate ideas effectively, listen respectfully, and engage in fruitful dialogue with peers. Attendance and participation are essential to develop the competencies and skills required to understand systemic addiction and abuse issues. Students need to notify the instructor of anticipated absences and are responsible for obtaining class materials. Missed classes will influence final grade.</p>	<p>15%</p>
<p>Written Assignments</p>	<p>Students will prepare three papers. There will often be no right or wrong answers (within reason) and consequently, evaluation will be based on the clarity and depth of written expression and demonstrated ability to understand addiction and abuse issues. Assignments will require the integration of assigned reading material, class discussion, and independent research. Late papers lose one point per day. Papers will vary in length but Paper #3 will be 8-10 pages, double-spaced, APA style. Provide headings for Paper #3 and 8-10 references to the topic. <i>Students are strongly encouraged to make use of the resources SU makes available. The Writing Center is an asset to academic training and is there to support learning. All writers can benefit from "dialogue, idea sharing, and exploratory drafting" and other useful exercises that should happen before final papers are submitted. (Writing Center Director, 206-296-6239)</i></p>	<p>60%</p>
<p>Oral Presentations</p>	<p>Students will orally present a summary and brief one-page literature review of an identified addiction and abuse inquiry prepared for distribution to classmates for Paper #2 and present an overview of Paper #3 in class including a one-page handout summarizing the work completed. Students will utilize the research, clinical and educational literature to expand on material presented in the course. The handouts are due on the same day the oral presentations are scheduled.</p>	<p>25%</p>

Lecture Schedule and Reading/Writing Assignments:

****Please note: This syllabus is a schedule of the course. Modifications may be made. ****

<p>Week 1(01/07/2014) Topic: Course Introduction and Overview: “The Circle of Life: Pathways and Trails to Recovery”</p> <p>Readings: Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.</p> <ul style="list-style-type: none">• Chapter 1-Theories of Motivation and Addictive Behavior.• Chapter 2-Motivational Interviewing in Practice. <p>Article 1-“Etiology of Adolescent Substance Abuse”</p> <p>Written Assignment:</p> <ul style="list-style-type: none">• Paper #1(20pts) Provide in a 2-page summary, examples of Categories from the Motivational Interviewing Skills Code 2.1, including Desire, Ability, Reasons, Need, Taking Steps, and Commitment. See Table 1.1 (Page 22 in the text). Hard copies DUE week 3.
<p>Week 2 (01/14/2014): Topic: “The Road to Recovery”</p> <p>Readings:</p> <ul style="list-style-type: none">• Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.• Chapter 3-The Behavioral Economics of Substance Abuse. <p>Article 2-“Introduction: Theoretical and Operational Framework for Research into the Etiology of Substance Use Disorders”</p>
<p>Week 3 (01/21/2014): Topic: “Geographical Obstacles and Environmental Considerations”</p> <p>Readings:</p> <ul style="list-style-type: none">• Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.• Chapter 4-Contingency Management in Substance Abuse Treatment. <p>Article 3-“Epidemiology of Substance Use Disorders”</p> <p>Written Assignment</p> <ul style="list-style-type: none">• Paper #1 DUE• Paper #2(20pts) will be discussed regarding the focus on a special topic and brief, one-page literature review on the topic.
<p>Week 4 (01/28/2014): Topic: “Road Work Ahead”</p> <p>Readings:</p> <ul style="list-style-type: none">• Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.• Chapter 5-Cognitive-Behavioral Theories of Substance Abuse <p>Article 4-Racial/Ethnic Differences in the Relationship Between Parental Education and Substance Use Among U.S. 8th, 10th and 12th Grade Students”</p> <p>Writing Assignment:</p> <ul style="list-style-type: none">• Paper #3 Discuss in class. Focus is on writing up and presenting a research paper linked to the topic in Paper #2.
<p>Week 5 (02/04/2014): Topic: “Teen Empowerment Program” Student Group Presentations:</p> <p>Readings:</p>

- **Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.**
- **Chapter 6-Behavioral Treatment Techniques for Psychoactive Substance Use Disorders.**

Article 5-“Annual Survey Shows Many Teens Brush Off Risks of Marijuana Use”
Course Feedback

Week 6 (02/11/2014):

Topic: “Women on the Move”

Paper #2 DUE in class, late papers lose one point per day.

Student Presentations: Paper #2

Readings:

- **Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.**
- **Chapter 7-Theory of 12-Step-Oriented Treatment.**

Article 6-“Women and Addiction: The Importance of Gender Issues in Substance Abuse Research”

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Week 7 (02/18/2014):

Topic: “Spirits: Patterns of Addiction”

Readings:

- **Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.**
- **Chapter 8-Facilitating 12-Step Recovery from Substance Abuse.**

Article 7-“Development of a Bibliography on Religion, Spirituality and Addictions”

Week 8 (02/25/2014):

Topic: “Family Empowerment Program”

Readings:

- **Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.**
- **Chapter 9-Theoretical Bases of Family Approaches to Substance Abuse Treatment.**

Article 8-“Religion, Science and Substance Abuse”

Student Presentations: Paper #3 Due on Qualitative Research

Week 9 (03/04/2014):

Topic: “Facing the Future: Faith and Forgiveness”

Readings:

- **Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.**
- **Chapter 10-Family Therapy Techniques for Substance Abuse Treatment.**

Article 9-A Christian Faith-Based Recovery Theory: Understanding God as Sponsor”

Student Presentations (Continued): Paper #3 on Qualitative Research

Week 10 (03/11/2014):

Topic: “The Circle of Life: Pathways and Trails to Recovery”

Readings:

- **Walters, S.T., Rotgers, F. Treating Substance Abuse: Theory and Technique.**
- **Chapter 11-Neurobiological Bases of Addiction Treatment.**
- **Chapter 12-Integrating Psychotherapy and Pharmacotherapy in Substance Abuse Treatment.**

Article 10-“Research on Religion, Spirituality, and Mental Health: A Review”

Article 11-“Psychological Care by the Church: Perceptions of Christian Church Members”

Brief Review:

- **Chapter 13-Addressing Substance Abuse in Primary Care Settings.**
- **Chapter 14-Integrating Theory, Research, and Practice: A Clinician’s Perspective.**
- **Chapter 15-Case Management in Substance Abuse Treatment.**

Wrap Up Potluck-Course Evaluation

The fine print: Grading rubric: In general, SU grading parameters will be used.

96-100	A	Superior performance
90-95	A-	Performance well above requirements
87-89	B+	Performance above requirements
84-86	B	Good performance

Academic integrity: Students are expected to follow standards of academic honesty as described in the Seattle University Student Handbook. In addition, students are expected to abide by professional ethical standards of counselors. Violations of academic integrity (e.g. any form of academic dishonesty, plagiarism) will be subject to consequences that may include: grade reduction or course failure.

Electronic Devices in Class: Electronic devices, including laptop computers, telephones and tablets, are not to be used during class sessions. This undermines the learning experience and is a distraction to attending to class material.

Tolerance and Mutual respect: Participation in class discussion is strongly encouraged. It is likely that discussions will touch on socially sensitive issues. Strong feelings or attitudes about ideas that differ may surface. It is very important to maintain a class atmosphere of respectful listening and thoughtful exchange of ideas. The goal is a rich educational experience for everyone.

Student Special needs: Any student who has, or think they may have a specific disability, may qualify for academic accommodations. Let the instructor know at the beginning of the academic term so that the appropriate accommodations can be made in accordance with Seattle University policy. A disability may include a learning disability, a chronic health problem, or a mental health condition that interferes with performance as a student in this class. Students are encouraged to arrange support services through staff in the Learning Commons Partnership Learning Center at (206) 398-4450.

First Day of Classes: Tuesday, January 7, 2014.

Last Day of Classes: March 11, 2014.

Grades are Due: March 26, 2014, via SU Online by 12:00 pm.