

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>THERAPEUTIC &amp; SYSTEMIC APPROACHES TO ADDICTIONS</b> COUN 0780
<b>Date, Time, and Delivery Format</b>	JUNE 19 – 23, 2023 MONDAY TO FRIDAY 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>ADRIANNE SEQUEIRA, RP, RN, BHA, MDiv</b> Telephone/voice mail: (416) 487-3613 ext. 206 Email: <a href="mailto:asequeira@tyndale.ca">asequeira@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM.  Office Hours: By appointment
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

Informs students about the fundamentals of the addictive process and standard and systemic treatment procedures. Lectures, personal reflection, group interaction, discussion and assignments will be used to help students understand the theoretical, spiritual and practical elements of addictions work.

*Prerequisites: COUN 0574, COUN 0674 and COUN 0677*

Students will be exposed to epidemiology, risk and resiliency factors, genetic and environmental issues related to addiction, and the longitudinal course of addiction, along with its effect on couples, families, and communities. Concurrent disorders, detoxification, addictions in special populations (youth, women, elderly), and legal/ethical and spiritual issues in addiction will also be addressed. Students will learn how to screen for addictions, and be

introduced to the use of motivational interviewing and the transtheoretical model (stages of change) to formulate a treatment plan across the treatment continuum, from harm reduction to abstinence approaches. Issues in treatment matching, from individual to group treatment options, exposure to the addictions treatment system in the GTA and Ontario, and how to navigate and access it in the service of their clients will also be addressed.

## **CRPO STANDARDS**

- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice
- 1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches
- 3.2 Apply ethical decision making
- 3.2.1 Recognize ethical issues encountered in practice
- 3.2.2 Resolve ethical dilemmas in a manner consistent with legislation and professional standards
- 4.5 Structure and facilitate the therapeutic process
- 4.5.1 Formulate an assessment
- 4.5.2 Formulate a direction for treatment or therapy

## **II. LEARNING OUTCOMES**

At the end of the course, students will be able to:

1. Develop an understanding of addiction etiology, definition, course, screening/assessment and intervention, while integrating faith issues and systems theory.
2. Apply those understandings to case situations and formulate a treatment plan.
3. Explain how to navigate and access the addictions treatment system.

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED READING**

Herie, M. & Skinner, W.J. (2014). *Fundamentals of addiction: a practical guide for counsellors*. (Fourth edition). Toronto: CAMH. ISBN: 978-1-77114-147-5

May, G. (2007). *Addiction and Grace: Love and Spirituality in the Healing of Addictions*. New York: HarperCollins. ISBN: 0061122432

### **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

See [Selected Bibliography](#) section at the end of the syllabus.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### **C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class at announced times
  - Headphones (preferred), built-in microphone, and web-camera
  - Well-lit and quiet room
  - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
  - Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
  - A commitment to having the camera on to foster community building\*
- \*exceptions with permission from professor

### **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

#### **1. Class Participation: 5% of final grade**

Students are expected to be active participants in the learning process. Involvement in class discussions, questions and comments are welcome and anticipated. Student participation will be graded on a scale of 1 to 4:

1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement;

2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon;

3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion;

4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

**2. Group Presentation** Due on Jun 22 or 23, 2023 (will be clarified on the first day of class); 15% of final grade

Students will give a 10-15 minute presentation describing the key points of their chosen topic from a selection of addiction in special populations that will be handed out on the first day of class. Each group member is expected to participate in the formulation and delivery of the presentation. Each group will deliver an electronic handout summarizing their main points which will be posted on the class website.

**3. Field Assignment:** Due by midnight, Jul 21, 2023; 30% of final grade

Students are expected to attend **two** "Open" 12-Step meetings or other addiction recovery meeting of their choice, **one** for individuals with addictions (e.g. AA, NA, CA, Celebrate Recovery), and **one** for family, friends or significant other of individuals with addictions (e.g. Al-Anon).

Write a 5-page critical reflection paper on your experiences of the two meetings. Topics to address will include but are not limited to: your observations on the 12-Step process in action, your personal experience of attending meetings, theological reflections, and thoughts on how the 12-Step process can work for your clients.

**4. Final Paper:** Due by midnight, Jul 28, 2023; 50% of final grade

Students will observe a case family that will be subject to clinical intervention. You will be expected to write a 9-10 page paper outlining: how you will engage with, assess, formulate a treatment plan and address potential roadblocks in therapy using a family system approach.

**Your paper must reflect the integration of addictions theory and a family system approach and be congruent with ethical practice standards.**

The paper should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and, especially from readings). It should, rather, concentrate upon the formulation of a holistic therapeutic perspective which integrates knowledge of addictions and family systems. It should demonstrate thoughtful reflection, clinical analysis, and should embody a conceptual argument in which various angles of the case study are explored in fairness and at length.

## F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	5%
Group Presentation	15%
Field Assignment	30%
Final Paper	50%
Total Grade	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

All written assignments must be written in full APA style, double-spaced, and will stress the integration of classroom learnings and student practice settings. If you are not familiar with APA, please refer to the [APA Style Guide](#), as needed. Students must adhere to specified requirements for writing style and paper length, since proper, cohesive and precise concept formulation and expression is expected. Non-compliance will result in grade deductions. Due to the nature of Spring & Summer School, arrangements on handing in and returning marked papers will be announced by the instructor in class.

### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Attendance**

One day or more of unexcused absences will constitute grounds for failing that course. Excused absences include the following: death in family, hospitalization of yourself or a member of your immediate family or a prolonged illness for which you require treatment by a physician.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

- [Readings: Fundamentals of Addiction, Chs. 1 - 8, 11- 13, 16, 17, 20, 26, 29]
  - Understanding addiction (Day One)
    - Theories of addiction
    - Addiction and the brain

- Continuum of use
- Substance use disorders, concurrent disorders and behavioral addictions
- Etiology, risk and resiliency factors, prevalence (Day 2)
- Major psychoactive substances
- Detoxification and withdrawal management
- Treatment Models and Approaches
  - Screening, assessment and continuum of treatment
  - Treatment components, treatment matching, referral and accessing the treatment system in Ontario (Day 3)
  - TTM and motivational interviewing
  - Harm reduction and abstinence models
  - Addiction and systems: individuals, couples, families, communities
  - Trauma and substance use
  - Pain and addiction (Day 4)
  - Pregnancy and addiction
- Related Issues
  - Legal & Ethical issues and addiction
  - Spirituality and addiction
  - Smoking cessation
  - Gambling and pornography
  - Group presentations (Day 5)
  - Watch final case for major paper

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Alcoholics Anonymous. (2001) *The big book, the basic text for Alcoholics Anonymous*. New York City: Alcoholics Anonymous World Services Inc.

Brands, B., Sproule, B., & Marshman, J. (1998). *Drugs and drug abuse: a reference text. (Third edition)*. Toronto: ARF. ISBN: 0-88868-305-7

Berg, I. K. & Miller, S. D. (1992). *Working with the problem drinker: a solution-focused approach*. New York: W. W. Norton & Company. ISBN: 0-393-70134-4

Carruth, B. (Ed.). (2006). *Psychological trauma and addiction treatment*. New York: Routledge. ISBN: 0789031906

- Cook, C., Gill, R. & Clark, S. (2008). *Alcohol, addiction and Christian ethics*. Cambridge: Cambridge University Press. ISBN: 047144081
- Coombs, R. H., Howatt, W. A. (2005). *The addiction counselor's desk reference*. Toronto: Wiley. ISBN: 0471432458
- Dallos, R., Vetere, R. (2009). *Systemic therapy and attachment narratives: Applications in a range of clinical practice contexts*. Chpt 8. New York: Routledge ISBN: 0415416582
- Denning, P. (2000). *Practicing harm reduction psychotherapy: an alternative approach to addictions*. New York: The Guilford Press. ISBN: 1-57230-555-X
- Denning, P. Little, J., Glickman, A. (2004). *Over the influence: the harm reduction guide for managing drugs and alcohol*. New York: The Guilford Press. ISBN: 1-57230-947-4
- Dulwich Centre Publications., *New perspectives on addiction*. Dulwich Centre Journal 1997: Issue 2&3. ISBN: X19972
- Gorski, T. (1989). *Understanding the Twelve Steps: an interpretation and guide for recovering people*. New York: Simon & Schuster Inc. ISBN: 0-671-76558-2
- Gorski, T. & Miller, M. (1986). *Staying sober: a guide for relapse prevention*. Independence: Herald House Independence Press. ISBN: 0-8309-0459-X
- Gurman, A. S. (Ed.). (2008). *Clinical handbook of couple therapy (fourth edition)*. New York: Guilford. ISBN: 1593858213
- Herie, M. & Watkin-Merek. (2006). *Structured relapse prevention (second edition)*. Toronto: CAMH. ISBN: 978-0-88868-517-9
- Knapp, C., (1996). *Drinking: a love story*. New York: Bantam Dell
- Mate, G., (2008). *In the realm of hungry ghosts: close encounters with addiction*. Toronto: Random House. ISBN: 978-0-676-97741-7
- Miller, M., Gorski, T. & Miller, D. K. (1992). *Learning to live again: a guide for recovery from chemical dependency*. Independence: Herald House/Independence Press. ISBN:
- Miller, W. & Rollnick, S. (2002) *Motivational interviewing: preparing people for change*. New York: Guilford Press. ISBN: 1572305630 978157230562



Najavits, L. (2017). *Recovery from Trauma. Addiction or Both: Strategies for Finding Your Best Self*. New York: The Guildford Press.

Nelson, J., (2004). *Thirst: God and the alcoholic experience*. Louisville: Westminster John Knox Press. ISBN: 0664226884

Straussner, S. (Ed.). (2005). *Clinical work with substance-abusing clients (second edition)*. New York: Guilford. ISBN: 1593850670

Welch, E. (2001). *Addictions: a banquet in the grave: Finding hope in the power of the gospel*. Phillipsburg: Presbyterian & Reformed Publishing Company. ISBN: 0875526063

West, R. (2006). *Theory of addiction*. Oxford: Blackwell Publishing Inc. ISBN: 13:978-1-4051-1359-5