

“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.”

Semester, Year	SPRING/SUMMER, 2025
Course Title	THERAPEUTIC & SYSTEMIC APPROACHES TO ADDICTIONS
Course Code	COUN 0780 1S
Date	From JUNE 23 to JUNE 27, 2025 MONDAY to FRIDAY
Time	From 9:00AM – 4:00PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on MONDAY to FRIDAY 9:00AM – 4:00PM.
Instructor	ADRIANNE SEQUEIRA, RP, RMFT, RN, DMin
Contact Information	Email: asequeira@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . 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.

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 [STEPBible](#) – 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. 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 or 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.

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.

2. Group Presentation Due on Jun 26 or 27, 2025 (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 4, 2025; 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 25, 2025; 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.

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.

D. 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 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to the 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

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. INTERACTIVE LIVESTREAM AND/OR BLENDED 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). 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.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).