

BRIERCREST

CO 711 Addictions Counselling

Spring 2021

Professor: Margaret Clarke
Email: mclarke@briercrest.ca
Phone: 306-756-3202
Course Dates: June 14-18, 2021

3 Credit Hours

COURSE DESCRIPTION

This course is designed to introduce the participant to various conceptualizations of addiction theory. Understanding addictive behaviour and the impact and effect of addictions on the family system are considered. Basic assessment, intervention, and treatment techniques in working with individuals and families are explored.

COURSE INTEGRATION

This course will equip students to reflect on personal and professional attitudes and approaches related to addictions and better prepare them to serve those with addiction problems in a counselling ministry.

COURSE TEXTS

Required texts:

DiClemente, Carlo C. (2006) *Addiction and Change: How Addictions Develop and Addicted People Recover*. (2006) New York, NY: The Guilford Press. **(Pages 22-43 only: available through Canvas)**

Mikkonen, Juha, & Raphael, Dennis. *Social Determinants of Health: THE CANADIAN FACTS*.
https://thecanadianfacts.org/The_Canadian_Facts.pdf

Miller, William R., Forcehimes, Alyssa A., & Zweben, Allen. (2019) *Treating Addiction: A Guide for Professionals*, 2nd Edition. New York, NY: The Guilford Press.

Miller, William R., & Rollnick, Stephen. (2013) *Motivational Interviewing: Helping People Change*. 3rd ed., New York, NY: The Guilford Press. *Note: if you have read this text for CO 819, please contact the professor for an alternate text.

Poole, Nancy, & Greaves, Lorraine. *Becoming Trauma Informed*. (2012) Canada: Centre for Addiction and Mental Health. **(Pages xi – 36 only: available through Canvas)**

Recommended texts:

DiClemente, Carlo C. (2006) *Addiction and Change: How Addictions Develop and Addicted People Recover*. New York, NY: The Guilford Press.

Najavits, Lisa M. (2019). *Finding Your Best Self: Recovery from Addiction, Trauma, or Both*. New York, NY: The Guilford Press.

Poole, Nancy, & Greaves, Lorraine. *Becoming Trauma Informed*. (2012) Canada: Centre for Addiction and Mental Health

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>. APA formatting is expected for this course.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Students will be encouraged to embrace a therapeutic stance towards addiction counselling that is client-centered, collaborative, trauma-informed and empathetic.

Students will understand substance use and problematic behaviours on a continuum of harm and recognize varying levels of involvement and opportunities to intervene through prevention, early intervention or treatment.

Students will gain an understanding of addictions as a chronic disorder and implications for treatment.

Students will be exposed to evidence-informed treatment options for addictions and will gain some practical experience with Motivational Interviewing.

COURSE OUTLINE AND CONTENT

DATE	TOPIC	SUPPORTING RESOURCES
June 14	Defining Addiction (Prevention, Early Intervention, Treatment) <ul style="list-style-type: none"> • DSM-5 Criteria • Working Definition • Neurobiology • BPS+ 	<i>How Addictions Develop and Addicted People Recover</i> , p. 22-43
June 14	Types of Addictions <ul style="list-style-type: none"> • Substance Use • Process/Behavioral 	<i>afm.mb.ca</i>

June 15	Addiction in context - Risk and Protective Factors: <ul style="list-style-type: none"> • Trauma • Social Determinants of Health • Co-occurring Disorders 	<i>Becoming Trauma Informed, p. xi-36</i> <i>Social Determinants of Health: THE CANADIAN FACTS</i>
June 15	Special Populations: <ul style="list-style-type: none"> • Women • Older Adults • Adolescents • Ethnic 	<i>Fundamentals of Addiction: A Practical Guide for Counsellors, p. 523-634</i>
June 16	Therapeutic Stance: <ul style="list-style-type: none"> • Client-centred • Collaborative • Empathetic • Trauma-informed 	<i>Motivational Interviewing: Helping People Change, p. 15-24</i> <i>Becoming Trauma Informed, p. xi-36</i> <i>Confrontation in Addiction Treatment</i> <i>Addiction and Change</i>
June 16	Screening & Assessment	<i>Treating Addiction: A Guide for Professionals, p 65-83</i>
June 17-18	Overview of Treatments <ul style="list-style-type: none"> • Twelve Step • Harm Reduction • Motivational Interviewing • CBT • Contingency Management • Seeking Safety • CRA/CRAFT 	<i>Treating Addiction: A Guide for Professionals, p. 145-241</i>

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

Prepare and upload to Canvas a 5-minute PowerPoint presentation with voice recordings on one of the following:

Caffeine, Tobacco, Alcohol, Cannabis, Cocaine/Crack, GHB, Ketamine, Rohypnol, Ecstasy, Inhalants, Methamphetamine, Opioids (Heroin, Fentanyl, T3's), Benzodiazepines, LSD, PCP, Magic Mushrooms, Gambling, Pornography, Gaming

Presentation should focus on facts from reliable websites listed in the bibliography and be focused on what the substance/process is, effects, tolerance/dependence and withdrawal rather than personal stories or anecdote. Please list references at the end of the presentation.

Also, on Canvas, watch every student presentation and make online comments on at least 3 other student presentations. In class, there will be time designated for Q & A fielded by the professor and person(s) who focused on a given substance/process.

Due Date for submission of presentation: **June 7, 2021**

Due Date for watching presentations and comments: **June 14, 2021 (9:00 am)**

Value: 10%

Read *Social Determinants of Health: THE CANADIAN FACTS*. Write a 1000-word paper that reflects on addiction as a health issue in light of Canada's Social Determinants of Health and how these determinants can be related to the fallen-ness of humanity. Reference other resources and biblical texts.

Due Date: **June 14, 2021, submitted to Canvas**

Value: 10%

Read *Motivational Interviewing: Helping People Change* in its entirety and write an essay of 1000 words on new insights and knowledge gained about this approach and how it fits with addiction treatment, specifically the dynamic of ambivalence and how it impacts the change process.

Due Date: **June 14, 2021, submitted to Canvas**

Value: 10%

Post-Course Assignments:

Read *Treating Addiction: A Guide for Professionals* in its entirety and write an essay of 2000 words on new insights and knowledge gained about the nature of addiction and best approaches for treatment, specifically steps you can take to embody a client-centered foundation discussed in chapter 9 and which of the addiction treatment options reviewed in Part III are of most interest to you.

Due Date: **August 13, 2021, submitted to Canvas**

Value: 20%

Write a 3500-word research paper on *one* of the following evidence-based treatments for addictions, including (a) specific assessment/evaluation issues, (b) specific treatment processes and strategies, (c) research related to the approach, and (d) specific issues for diverse populations:

- Mindfulness

- Harm Reduction

- Seeking Safety

- Community Reinforcement Approach/And Family Training

- Self-help groups

Due Date: **August 13, 2021, submitted to Canvas**

Value: 50%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email (academicresourcecentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

DiClemente, Carlo C. *Addiction and Change: How Addictions Develop and Addicted People Recover*. New York, NY: The Guilford Press, 2006.

Herie, Marilyn, & Skinner, W. J. Wayne. *Fundamentals of Addiction: A Practical Guide for Counsellors*. Canada: Centre for Addiction and Mental Health, 2014.

Mack, Avram H., Brady, Kathleen T., Miller, Sheldon I., & Richard J. Frances. *Clinical Textbook of Addictive Disorders*. New York, NY: The Guilford Press, 2005.

Meyers, R.J. & Wolfe, B.L. *Get Your Loved One Sober: Alternatives to nagging, pleading and threatening*.: Center City MN.: Hazelden Publishing & Educational Services, 2004

Mikkonen, Juha, & Raphael, Dennis. *Social Determinants of Health: THE CANADIAN FACTS*.
http://www.thecanadianfacts.org/The_Canadian_Facts.pdf 2010

Miller, William R., Forcehimes, Alyssa A., & Zweben, Allen. *Treating Addiction: A Guide for Professionals*, 2nd Edition. New York, NY: The Guilford Press, 2019.

Miller, William R., & Rollnick, Stephen. *Motivational Interviewing: Helping People Change*. 3rd ed., New York, NY: The Guilford Press, 2013.

Poole, Nancy, & Greaves, Lorraine. *Becoming Trauma Informed*. Canada: Centre for Addiction and Mental Health, 2012.

Smith, J.E. & Meyers, R.J. *Motivating Substance Abusers to Enter Treatment: Working with Family Members*. New York, NY.: Guilford Press, 2004.

Websites

Canadian Centre on Substance Abuse
ccsa.ca

The Addictions Foundation of Manitoba
afm.mb.ca

National Institute on Alcohol Abuse and Alcoholism
niaaa.nih.gov

Center on Alcoholism, Substance Abuse, and Addictions
casaa.unm.edu