



# TYNDALE

• SEMINARY •

## Course Syllabus Spring/Summer 2013

### Therapeutic and Systemic Approaches to Addictions COUN 0780

May 24-25; May 31-June 1; June 7-8, 2013

Three weekends: Friday 6:30 - 9:20 pm, Saturdays 9:00 am - 4:00pm

**INSTRUCTOR:** [DR. MARTA DURSKI](#)

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To access your course materials, please go to [www.mytyndale.ca](http://www.mytyndale.ca). Note that all official Tyndale correspondence will be sent to your [@MyTyndale.ca](mailto:@MyTyndale.ca) e-mail account. For information how to access and forward Tyndale emails to your personal account, see [www.tyndale.ca/it/live-at-edu](http://www.tyndale.ca/it/live-at-edu).

#### 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 574, 674, 677

#### II. LEARNING OUTCOMES

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

- Develop an understanding of addiction etiology, definition, process, assessment and intervention
- Link systems theory and major systemic schools to the subject of addiction
- Apply those understandings to case situations
- Begin to incorporate academic and personal learnings into one's counseling practice

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

- Gurman, A. S. (Ed.). (2008). *Clinical handbook of couple therapy (fourth edition)*. New York: Guilford. Chpt 18. ISBN: 1593858213
- May, G. (2007). *Addiction and Grace: Love and Spirituality in the Healing of Addictions*. New York: HarperCollins. ISBN: 0061122432
- Straussner, S. (Ed.). (2005). *Clinical work with substance-abusing clients (second edition)*. New York: Guilford. ISBN: 1593850670

#### B. SUPPLEMENTARY / RECOMMENDED READING:

- 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
- Dulwich Centre Publications., *New perspectives on addiction*. Dulwich Centre Journal 1997: Issue 2&3. ISBN: X19972
- Welch, E. (2001). *Addictions: A banquet in the grave: Finding hope in the power of the gospel*. Phillipsburg: Presbyterian & Reformed Publishing Company. ISBN: 0875526063

#### C. ASSIGNMENTS AND GRADING

Assignments are geared to increase student knowledge base about addiction theory and treatment, as well as to sensitize students to the ethical, professional and personal challenges of dealing with addictions.

##### 1. **Class Participation:** 10 % 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. **Field Assignment:** Due on July 5, 2013; 30% of final grade

Students are expected to attend **two** 12-Step meetings of their choice and then write a 5-page critical reflection paper. 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, and thoughts on how the 12-Step process can work for your clients.

**3. Paper:** Due on July 5, 2013; 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 with your selected family system. **Your methodology must be consistently reflective of your chosen theoretical school and be congruent with ethical practice standards.** A list of theoretical schools to choose from will be distributed on the first day of class.

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. 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.

**4. Group Presentation** Due on June 8, 2013; 10 % of final grade

Based on a selection from Straussner, one of the required texts for the course, students will give a 10-15 minute presentation describing the key points of the reading. Groups and selections will be assigned on the first day of class. Each group member is expected to participate in the formulation and delivery of the presentation.

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

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 appropriate resources, 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.

Integrity in academic work is required of **Academic Integrity**

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Required Reading and Class Participation	10 %
Field Study	30 %
A Final Paper	50 %
Group Presentation	10%
Total Grade	100 %

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

May 24, 2013

- Addiction Theory
- Substance and Process Addictions

May 25, 2013

- Concurrent Disorders
- The Addicted Brain
- Trauma
- Systemic Effects
- Spiritual Implications

Two Readings: Gurman; May

May 31

- Screening and Assessment
- Abstinence Models
- Harm-Reduction Models

June 1, 2013

- Motivational Interviewing
- 12-Step Groups
- CBT
- Systemic Interventions Overview
- Solution-Focussed Therapy
- Behavioral Couples Therapy (BCT)

June 7, 2013

- Narrative Therapy
- Applications

June 8, 2013

- Ethics
- Faith
- Group Presentations
- Case Study – Video Viewing and Discussion

## V. SELECTED BIBLIOGRAPHY

### General Reference

- Brothers, B. J. (Ed.). (2002). *Couples, intimacy issues and addiction*. New York: Routledge. ISBN: 0789016656
- DiClemente, C. (2003). *Addiction and change: How addictions develop and addicted people recover*. New York: Guilford. ISBN: 1593853440
- Dupont, R. L. (2000). *The selfish brain: Learning from addiction*. Center City: Hazelden. ISBN: 15683630.
- Finnegan, D. G., McNally, E. B. (2002). *Counseling lesbian, gay, bisexual and transgender substance abusers*. New York: Routledge. ISBN: 1560239255
- Jay, J., Jay, D. (2008). *Love first: A family's guide to intervention (second edition)*. Center City: Hazelden. ISBN: 1593850670
- Klatte, B., Thompson, K. (2007). *It's so hard to love you: Staying sane when a loved one is manipulative, needy, dishonest, or addicted*. New Harbinger. ISBN: 1572244968
- Larsen, E. (1987). *Stage II relationships: Love beyond addiction*. Harperone. ISBN: 0062548085
- Levin, J. D. (2000). *Couple and family therapy of addiction*. Rowman & Littlefield. ISBN: 1568216416
- Straussner, S. (2001). *Ethnocultural factors in substance abuse treatment*. New York: Guilford. ISBN: 1572308850