

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## **COURSE SYLLABUS**

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### **COUN 711**

#### **DIAGNOSIS AND TREATMENT OF ADDICTIVE BEHAVIORS**

#### **COURSE DESCRIPTION**

The psychological and psychosocial effects of various drugs are examined, along with current information about the effects of addictive patterns and behaviors on individuals, couples, and families. Emphasis is placed on counseling skills and techniques from individual, relational, and systemic perspectives in working with various types of addictive behaviors.

#### **RATIONALE**

Addiction related issues are one of the top three reasons clients come to counseling, whether the struggle is theirs personally, or that of a family member. Professional counseling students must become skillful at working with substance and process addictions and the impact on individuals, families and communities. The opportunity for counselors to bring skillful healing and grace to those struggling with addictive issues exists as in few other areas of counseling practice. Addiction and effective treatment clearly involve the mind, body, soul, and spirit. This course is designed to equip students with the resources necessary for providing competent care for those whose lives have been impacted by addiction.

#### **I. PREREQUISITES**

Ph.D. student or M.A. student who has completed COUN 501, 502, and 503

#### **II. REQUIRED RESOURCE PURCHASES**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. RECOMMENDED RESOURCES**

Earle, R. H., & Laaser, M. (2002). *The pornography trap*. Kansas City, MO: Beacon Hill Press. ISBN-10: 0834119382.

Marlatt, G. A. (1998). *Harm reduction: Pragmatic strategies for managing high-risk behaviors*. New York, NY: Guilford. ISBN: 1572308257.

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

**V. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Explain how substance abuse and addiction counseling as a professional activity will be a reflection of the student's Christian worldview.
- B. Analyze the development and current trends of addictions counseling as a profession and as a ministry in the body of Christ.
- C. Relate the nature, importance, and function of addiction-spectrum conditions to biblical, moral, ethical, and legal issues.
- D. Contrast various models of addiction that include biological, psychological, sociological, and spiritual components.
- E. Justify the importance of neurobiological factors in the etiology, maintenance, and recovery from substance use and other addictive disorders.
- F. Integrate professional research in the behavioral sciences on the diagnosis, treatment, and prevention of substance abuse and other addictive disorders.
- G. Formulate research-based plans for effective intervention with those experiencing difficulties with substance abuse and other addictive difficulties.

**VI. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Discussion Board forums (5)

There will be five Discussion Board forums throughout the course. Students are required to post one thread of at least 400 words by 11:59 p.m. (ET) on Thursday of the assigned module/week. Students must post two replies of at least 200 words each by 11:59 p.m. (ET) on Sunday of the same module/week, except for Discussion Board Forum 5, in which replies are due by 11:59 p.m. (ET) on Friday of Module/Week 8. For each thread, students must support assertions with at least one citation in APA format. Each reply must also cite at least one source. Acceptable sources include the textbooks and journal articles. Students may cite the Bible, but need at least one of the other sources.

- C. Reading Reports (8)

Students will be required weekly to report the percentage of required reading completed for each week. Required reading will help students analyze, synthesize, and integrate course information. Each reading report also requires students to generate at least five questions in response to the required reading. The questions are to be typed at the bottom of each reading report. Reading Reports are due by 11:59 p.m. (ET) on Sunday of the assigned module/week, except for Reading Report 8, which is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

D. Biblical Word Study

Students are required to complete a Biblical Word Study on words in the Bible related to counseling and addiction. Students will study three counseling-related words and three addiction-related words. The body of the Biblical Word Study must be 5–7 pages and must be written in APA style with a title page, abstract, and reference page, which are not included in the page count. The Biblical Word Study is due by 11:59 p.m. (ET) on Sunday of Module/Week 3.

E. Research Paper

Students will complete a 10–12 page research paper, incorporating concepts from the Biblical Word Study, contrasting biblical and professional views of addiction counseling, and making personal application of what has been learned. Conformity to APA style is required for this manuscript. Students must support their work with at least five sources, in addition to the textbook, from the professional literature. The Research Paper is due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

F. Project Presentation/Feedback

Students will develop a project dealing with a particular aspect of substance abuse and/or addiction diagnosis, treatment, and/or prevention. Students will need to develop this assignment related to projects/programs/models of diagnosis, treatment, and/or prevention. The goal is for each student to have a proposal for addiction intervention or treatment that could be considered for implementation in clinical, community, business, or church settings. Students will post their project in the Discussion Board so the rest of the class can review and comment on it. The Project Presentation is due by 11:59 p.m. (ET) on Thursday of Module/Week 7. The Feedback to at least one other student's project is due by 11:59 p.m. (ET) on Sunday of the same module/week.

G. Case Study

Students will review an addiction case study, analyze and discuss diagnostic considerations, and develop evidence-based treatment recommendations. Students will need to follow the Case Study Sample Outline, found in the Assignment Instructions folder. This assignment is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

## VII. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (5 at 50 pts ea)	250
Reading Reports (8 at 25 pts ea)	200
Biblical Word Study	100
Research Paper	200
Project Presentation/Feedback	150
Case Study	100
<b>Total</b>	<b>1000</b>

B. Scale

A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
D- = 680–699 F = 679 and below

C. Late Policy

Papers/projects:

1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.

Discussion Boards:

1. No Discussion Board posts accepted after Discussion Board has closed without prior permission of professor. Late posts will not be factored into Discussion Board grade.
2. If the professor grants students permission to submit posts after the Discussion Board has closed the following requirements apply:
  - a. 5% deduction per day.
  - b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
  - c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **COUN 711**

Textbooks: DiClemente, *Addiction & Change: How Addictions Develop and Addicted People Recover* (2003).

Hart & Ksir, *Drugs, Society, and Human Behavior* (2011).

Hester & Miller, *Handbook of Alcoholism Treatment Approaches* (2003).

Miller & Rollnick, *Motivational Interviewing: Preparing People for Change* (2002).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Hart & Ksir: chs. 1–3 Hester & Miller: ch. 1 3 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Reading Report 1	0 0 50 25
<b>2</b>	DiClemente: chs. 1–3 Hart & Ksir: ch. 18 Hester & Miller: ch. 2 1 presentation	DB Forum 2 Reading Report 2	50 25
<b>3</b>	DiClemente: chs. 4–5 Hart & Ksir: chs. 4–5 2 presentations 1 lecture note	DB Forum 3 Reading Report 3 Biblical Word Study	50 25 100
<b>4</b>	Hart & Ksir: chs. 6–7, 9–11, 13, 15 1 presentation	Reading Report 4	25
<b>5</b>	DiClemente: chs. 6–10 Hester & Miller: chs. 5–6 Miller & Rollnick: chs. 1–12, 15 2 presentations	Reading Report 5 DB Forum 4	25 50
<b>6</b>	Hester & Miller: chs. 3–4, 7–8, 10–12 2 presentations	Reading Report 6 Research Paper	25 200
<b>7</b>	Hester & Miller: ch. 9 Miller & Rollnick: chs. 21, 23 1 presentation	Project Presentation/Feedback Reading Report 7	150 25
<b>8</b>	DiClemente: ch. 11 Hart & Ksir: ch. 17 2 presentations	DB Forum 5 Reading Report 8 Case Study	50 25 100
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.