

# PCC 850 – Substance Abuse and Addictions

Spring 2025

Th 1:00pm-4:00pm, Hyflex

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Rev. Eddie L. Journey, Ph.D., LMHC | [eddie.journey@garrett.edu](mailto:eddie.journey@garrett.edu)

(syllabus subject to change at instructor's discretion)

## COURSE DESCRIPTION:

This course explores the natures of chemical and process addictions through the lens of the bio-psycho-social-spiritual model. Significant attention will be given to the implications for client education, relapse prevention, treatment, and maintenance/recovery. Students will learn about the diagnostic criteria of substance use and addictive behavior, models of etiology, and evidence-based approaches to treatment. Finally, students will gain both theoretical and practical insight for the provision of individual, family/couple, and group addictions counseling.

## COURSE GOALS:

1. To provide information on the origins of addictions and the histories of treatment.
2. To enhance the student's knowledge and skills used in assessment, diagnosing, prevention, treatment, and recovery of addictions.

## COURSE OBJECTIVES:

1. Students will gain knowledge and skills in theories and etiology of addictions and addictive behaviors.
2. Students will gain knowledge and skills in constructive adaptive theological frameworks leading to competency and compassion in the provision of pastoral care.
3. Students will gain knowledge and skills in recognizing ethical and legal issues related to addictions and substance abuse counseling, as well as multicultural perspectives and considerations.

## REQUIRED TEXTS:

(Required Supplemental Readings may be made available via Moodle)

Van Wormer, Katherine S., and Diane Rae Davis. 2025. *Addiction Treatment: A Strengths Perspective*. Fifth edition. Australia: Cengage. ISBN: 9780357936344, Amazon Ppbk (\$101), Cengage ebook (\$50).

Waters, Sonia E., and John Swinton. 2019. *Addiction and pastoral care*. [Second Edition] ISBN: 9780802875686, Available on Amazon, Print (\$25) & Kindle (\$14.18)

## Additional Sources of Skill/Knowledge/Awareness Development

- Al-Anon: <http://www.al-anon.alateen.org/meetings/meeting.html>
- Alcoholics Anonymous: [http://www.alcoholics-anonymous.org/en\\_find\\_meeting.cfm?PageID=29](http://www.alcoholics-anonymous.org/en_find_meeting.cfm?PageID=29)
- Celebrate Recovery: <http://www.celebraterecovery.com/global.shtml>
- Codependents Anonymous: <http://www.codependents.org/meeting-search-english.php>
- Emotions Anonymous <http://allone.com/12/ea/>
- Gamblers Anonymous: <http://www.gamblersanonymous.org/mtgdirTOP.html>
- Nar-Anon: <http://nar-anon.org/naranongroups.htm>
- Narcotics Anonymous: <http://portaltools.na.org/portaltools/MeetingLoc/>
- Overeaters Anonymous: [http://www.oa.org/all\\_about\\_meetings.htm](http://www.oa.org/all_about_meetings.htm)
- Sexaholics Anonymous: <http://www.sa.org/top/United%20States%20of%20America/>
- SMART Recovery: [http://www.smartrecovery.org/meetings\\_db/view/](http://www.smartrecovery.org/meetings_db/view/)

Note: All meetings are "closed meetings" (for those that are addicted) unless "O" (open) is indicated. Only attend Open meetings unless you meet the necessary criteria.

## CACREP STANDARD COMPLIANCE:

This course is organized to meet the standards listed in Section 5 of the current CACREP standards which seek to develop competent counselors through courses that address:

### 1. FOUNDATIONS

- a. history and development of addiction counseling
- b. theories and models of addiction related to substance use as well as behavioral and process addictions
- c. principles and philosophies of addiction-related self-help
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
- f. psychological tests and assessments specific to addiction counseling

### 2. CONTEXTUAL DIMENSIONS

- a. roles and settings of addiction counselors
- b. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
- c. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
- d. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
- e. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
- f. role of wellness and spirituality in the addiction recovery process
- g. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- j. cultural factors relevant to addiction and addictive behavior
- k. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
- l. legal and ethical considerations specific to addiction counseling
- m. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling

### 3. PRACTICE

- a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
- b. assessment of biopsychosocial and spiritual history relevant to addiction
- c. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
- d. techniques and interventions related to substance abuse and other addictions
- e. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
- f. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
- g. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
- h. strategies for interfacing with the legal system and working with court referred clients

## **COURSE ASSIGNMENTS:**

Quizzes: There will be at least 4 quizzes throughout the term where students will demonstrate mastery of course readings, lectures, and other materials. These quizzes may or may not be announced ahead of time and will be published on the course page within the LMS Moodle. All other mastery-related points will be demonstrated through class participation.

Personal Reflection Paper: In this 3–4-page paper, you will consider the ways in which substance abuse and addictions have informed your own life. Points of reflection should include:

- The effects, if any, of your own person use or use by family members, friends, or strangers
- Your feelings and thoughts about substance ab/use and how you came to hold them
- Your theological sources of understanding (*For example, as a Baptist we have a church covenant that states we commit “to abstain from the sale and use of destructive drugs and intoxicating drinks as a beverage.”*)
- Your feelings and thoughts about support groups like AA/NA/SA/Al-anon/Alateen

Abstinence Assignment: This exercise is designed to help students experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that students give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., eating sweets, playing video and computer games, watching television) for a period of 5 weeks. During this assignment, they will write a goodbye letter to their substance or behavior detailing why they are choosing to give up the substance or behavior and what the substance or behavior means to them, and they will keep an abstinence log of their experiences. This log will describe their feelings and reactions, especially focusing on times they “lapse” or experience cravings (minimum one page log of two entries per week). Finally, they will write a 4–5-page summary paper (*8-10 Doctoral*), which will serve as the conclusion to the 5-week exercise.

Addictions Group Presentation: Students will prepare a 15–20-minute presentation where they will present a session topic from the chart below. Students will provide an overview of the purpose and composition of the group, provide an agenda for the 1-hour gathering, explore a selected learning aid (handout, electronic presentation), and provide critical reflection on the theoretical and theological origins of their approach.

Final Paper: Students will identify a character from film<sup>1</sup>, television<sup>2</sup>, or literature<sup>3</sup> who is living with an addiction. Students will address how they would work with their client using the knowledge obtained from the course. Papers will address models of addiction, information on addictive substances, co-occurring disorders, a theoretical approach and treatment plan, theological implications, level of treatment, stage of change, and the counselor’s work with the client, the family, or group/12-step treatment modalities. (8-10 pages (Masters) | 15-20 (Doctoral)).

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<sup>1</sup> Examples: Flight, Rocketman, The United States vs. Billie Holiday, Ray, Hillbilly Elegy, Beautiful Boy, Thanks for Sharing

<sup>2</sup> Examples: Breaking Bad, Nurse Jackie, Euphoria, Shameless, Mom

<sup>3</sup> Examples: Trainspotting, The Absolutely True Diary of a Part-Time Indian, Junky, Requiem for a Dream

**COURSE GRADING:**

<b>Assignment</b>		<b>Weight</b>
Participation		10%
Quizzes		10%
Personal Reflection Paper		5%
Abstinence Assignment:	Letter/Biweekly Log	10%
	Paper	15%
Group Presentation		20%
Final Paper		30%
<b>Total:</b>		<b>100%</b>

Class Number	Date	Focus	Reading Due		Assignment Due
1	1/30	<ul style="list-style-type: none"> <li>Overview/Orientation</li> <li>Introduction to Addictions Counseling &amp; Strength-based Perspectives</li> </ul>	ATASP, Chapter 1	APC, Chapter 1 & 2	
2	2/6	Origins and Influencers over time in the US	Chapter 2		<ul style="list-style-type: none"> <li>Personal Reflections Due</li> <li>Abstinence Begins (<b>Letter</b>)</li> </ul>
3	2/13	Alcohol and the Body	Chapter 3		<ul style="list-style-type: none"> <li>Abstinence Log (2x/wk)</li> </ul>
4	2/20	Substances and the Body	Chapter 4		<ul style="list-style-type: none"> <li>Abstinence Log (2x/wk)</li> </ul>
5	2/27	Treatment Planning Co-occurring Disorders	Chapter 5	Chapters 3 & 4	<ul style="list-style-type: none"> <li>Abstinence Log (2x/wk)</li> </ul>
6	3/6	Behavioral Addictions	Chapter 6		<ul style="list-style-type: none"> <li>Abstinence Log (2x/wk)</li> </ul>
7	3/13	Addictions & Lifespan Development	Chapter 7	Chapter 5	<ul style="list-style-type: none"> <li>Abstinence Log (2x/wk)</li> <li>Abstinence Ends</li> </ul>
8	3/20	Tools and Assessment	Chapter 8		(write paper before break)
<b>3/27 Spring Break, No Class</b>					
9	4/3	Interventions & Approaches	Chapter 9		<ul style="list-style-type: none"> <li>Abstinence Paper Due</li> </ul>
10	4/10	Groups and Spiritual Care	Chapter 10		
<b>4/17 Maundy Thursday. No Class</b>					
11	4/24	Addiction and the Family	Chapter 11	Chapter 6 & 7	
12	5/1	Cultural and Contextual Influences	Chapter 12		<ul style="list-style-type: none"> <li>Addictions Group Presentations</li> </ul>
13	5/6*	Gender and Sexual Influences	Chapter 13		
14	5/8	Advocacy and Public Policy	Chapter 14		<ul style="list-style-type: none"> <li>Final Paper Due</li> </ul>

\*Tuesday, May 6<sup>th</sup> from 1-4pm; makeup class per registrar for Maundy Thursday

# COURSE POLICY STATEMENTS

**ACADEMIC ACCOMMODATIONS:** Your experience in this class is important to me. Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook. Such accommodations are developed in consultation with the Registrar.

**ACADEMIC INTEGRITY:** This course maintains a strict policy on academic integrity to foster an environment of trust, respect, and intellectual honesty. Academic dishonesty undermines not only individual achievement but also the collective academic standards of our community. Violations of this policy may result in a failing grade for the assignment and a notification to the Academic Dean, per institutional guidelines.

## Forms of Academic Dishonesty

### 1. Plagiarism

Plagiarism includes the uncredited use of another person's words, ideas, or work, whether from a published source, another student, or unauthorized use of AI-generated content.

*Example:* Copying sections from a peer-reviewed article or website without proper citation, or presenting AI-generated text as your own without acknowledgment.

### 2. Unauthorized Collaboration

While collaborative learning is encouraged, submitting work that was completed with unapproved assistance or jointly with others as individual work is prohibited.

*Example:* Working with a classmate on an assignment intended to be completed individually, unless explicitly permitted by the instructor.

### 3. Fabrication and Falsification

Creating or altering data, results, or sources in any form is dishonest.

*Example:* Inventing sources, fabricating data for an empirical study, or altering quotes to support an argument.

### 4. Unauthorized Use of AI Tools

The use of AI tools (e.g., ChatGPT, DALL-E, etc.) is only allowed for specific assignments where explicitly permitted and must be cited appropriately. All AI-generated text, data, or images must be clearly acknowledged as such.

*Example:* Using an AI program to generate portions of a paper without instructor approval or without citation is considered dishonest.

### 5. Multiple Submissions

Submitting the same or substantially similar work for credit in more than one course without the explicit approval of all instructors involved is prohibited.

*Example:* Reusing a paper or project previously submitted for another class without notifying the instructor.

### **Consequences of Violations**

Any instance of academic dishonesty will result in a failing grade for the affected assignment. A formal report will also be filed with the Academic Dean, who will take appropriate follow-up actions in accordance with university policy. Repeat offenses may result in further disciplinary action, up to and including dismissal from the program.

It is the responsibility of each student to uphold these standards and seek clarification when uncertain about the integrity of any action or use of resources.

**ASSIGNMENTS AND LATE WORK:** All assignments should be completed, on deadline and as assigned, in order for a student to pass the course. Late papers and other assignments will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergencies. Please plan ahead so that an acute emergency (e.g., brief illness, computer problems, pastoral emergency) does not interfere with submitting the work on time. Unexcused late assignments will be accepted for one week following the due date with a penalty of 10 percentage points for each day the paper is late.

**ATTENDANCE AND PARTICIPATION:** Attendance and participation are key to having meaningful and productive class activities and discussions. Because this course emphasizes discussion, students are expected to attend every class and come prepared to discuss the material for the day.

At minimum, “participation” means attending class regularly, being on time, reading the assigned material before class, and being ready to engage in any class activities. Participation will be assessed a variety of ways throughout the semester (but not limited to):

- In-class discussion and activities: You will be assessed on the quality and quantity of your participation in-class activities and discussions.
- Instructor Assessment: Throughout the course of the semester, you will be evaluated on your engagement both in class and through the outside requirements.

**COURSE COMMUNICATION:** In this course, we are committed to cultivating a respectful and supportive learning environment. This space will allow for meaningful exchanges where each voice is valued, and where diverse perspectives are recognized as sources of enrichment, growth, and understanding. The following commitments guide our interactions, helping to create a constructive and inclusive environment:

- Commitment to Mutual Learning: We are here to learn from one another, embracing the rich insights that each of us brings to the course. Engaging with an open mind, we will listen actively and engage in dialogue rather than debate, ensuring that we hear and consider each other’s perspectives.
- Recognition of Diversity: We recognize that each of us has unique social identities, backgrounds, opinions, skills, interests, and values. While differences may sometimes feel challenging, we acknowledge them as integral to a more creative, aware, and empathetic

learning environment. We commit to respecting these differences, fostering a culture that values each person's voice and lived experience.

- Respect for Perspectives and Experiences: We will approach each discussion with respect for our varying interpretations, experiences, and viewpoints. In sharing ideas, we will express our thoughts without diminishing the contributions of others, acknowledging that each perspective is part of a broader tapestry of understanding.
- Assumption of Good Intentions: In moments of misunderstanding or disagreement, we will assume that everyone is contributing to the best of their ability. We commit to addressing each other with generosity and to engaging with one another's best selves, recognizing that each of us holds only a partial and evolving view of others.
- Generosity and Discretion: We respect the shared vulnerability that often accompanies academic and personal discussions, especially regarding sensitive matters. Therefore, we commit to exercising discretion and avoiding the sharing of sensitive information outside this space unless we have received direct consent from those involved. Our focus is on fostering a trusting, safe environment where all feel free to engage authentically.

**LANGUAGE USE:** In all writing and class discussions, use inclusive language and think critically about language use. Particularly, this course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let us know. Feel free to correct us on your preferred gender pronoun.

**EXTENSIONS:** For master's students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters for the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term.