

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

PSYC 306

ADVANCED THEORY AND TREATMENT OF SUBSTANCE ABUSE

COURSE DESCRIPTION

Advanced information on the theory and treatment of substance abuse and addiction with both secular and biblical concepts of substance abuse, recovery, and the impact upon family systems and society. An appropriate integration of the sets of materials will focus on the 12-step method of recovery and methods of relapse prevention.

RATIONALE

Skillful participation in the helping professions requires thorough understanding of substance abuse, addiction, and the recovery process. This course is intended for the student who is or soon will be counseling individuals, couples, and families that struggle with substance abuse or other addictive behaviors.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Analyze the development/current trends of addictions counseling as a profession and as a ministry in the body of Christ.
- B. Compare and contrast various models of addiction that include biological, psychological, sociological, and spiritual components.
- C. Justify the importance of neurobiological factors in the etiology, maintenance, and recovery from substance use and other addictive disorders.

- D. Critically evaluate various models of treatment for substance use disorders and other addictive behaviors.
- E. Analyze the effects of substance use disorders and other addictions on marriages and families.
- F. Evaluate 12-step and other models of recovery according to evidence-based standards in the behavioral sciences.
- G. Integrate relapse prevention principles and methods into a comprehensive approach to recovery.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 250 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 1 other classmate's thread. Each reply must be at least 150 words. Each thread must incorporate at least 2 citations from at least 1 source in current APA format. Each reply must cite from 1 source in current APA format. Acceptable sources include the course textbooks, course presentations, the Bible, and peer-reviewed journal articles that may pertain to the course material (CLOs A, B, C, D, E, F, & G).

- D. Support Group Paper

- 1. Support Group Selection Form

The student will identify a support group which he/she will attend at least 3 times throughout the course and submit the provided Support Group Selection Form.

- 2. Support Group Attendance Form

The student will print a copy of the Support Group Attendance Form and request the support group leader's signature for each session he/she attends.

- 3. Support Group Paper

The student will write a 5–6-page research-based paper in current APA format that analyzes and summarizes the sessions he/she attended. The paper must include 3–5 references, 3 of which must be from peer-reviewed journal articles, in addition to the course textbooks and the Bible. This paper will be submitted via SafeAssign (CLOs D, E, F, & G).

E. Exams (4)

Each exam will cover the Reading & Study material for the module/week in which it is assigned as well as the previous module/week. Each exam will be open-book/open-notes, contain 50 multiple-choice and true/false questions, and have a 1-hour and 15-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums (6 at 50 pts ea)		300
Support Group Paper		
Support Group Selection Form		40
Support Group Attendance Form		60
Support Group Paper		200
Exam 1	(Modules 1–2)	100
Exam 2	(Modules 3–4)	100
Exam 3	(Modules 5–6)	100
Exam 4	(Modules 7–8)	100
	Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. 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.

D. 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.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

PSYC 306

Textbooks: Connors et al., *Substance Abuse Treatment and the Stages of Change* (2013).
Inaba & Cohen, *Uppers, Downers, All Arounders* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Inaba & Cohen: chs. 1–3 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Inaba & Cohen: chs. 4–5 2 presentations	Support Group Selection Form Exam 1	40 100
3	Inaba & Cohen: chs. 6–7.30 2 presentations	DB Forum 2	50
4	Inaba & Cohen: chs. 7.30–7.65 1 presentation	DB Forum 3 Exam 2	50 100
5	Connors et al.: chs. 1–3 Inaba & Cohen: chs. 9.0–9.25 1 presentation	DB Forum 4	50
6	Connors et al.: chs. 4–6 Inaba & Cohen: chs. 9.25–9.70 1 presentation	DB Forum 5 Exam 3	50 100
7	1 presentation	Support Group Attendance Form Support Group Paper	60 200
8	Connors et al.: chs. 7–9 1 presentation	DB Forum 6 Exam 4	50 100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.