



WINEBRENNER  
THEOLOGICAL SEMINARY

*“Winebrenner equips leaders for service in God’s Kingdom.”*

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**Term:**

**Course:** CC 6600; Addictions and Counseling

**Instructor:**

**Phone:**

**Email:**

**Office/Contact Hours:**

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MACC Syllabus

COURSE DESCRIPTION

Students explore current developments in the field of addictions. The course addresses assessment, diagnosis, treatment planning, and interventions throughout the stages of misuse, abuse, and dependency. Students investigate issues related to addictive disorders in individuals and families. (3 hours)

COURSE OUTCOMES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. Identify and understand the counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management. **(3.A.3)**
  - Assessment occurs through class discussions, case studies, Mutual-Help Group Meetings/Alternative Assignment, and behavior change paper.
2. Understand theories and neurobiological etiology of addictions. **(3.C.5)**
  - Assessment occurs through *Unbroken Brain* reflection paper, class discussions, article reviews, and final exam.

3. Utilize critical thinking and reasoning strategies for clinical judgment in the counseling process. **(3.E.2)**
  - Assessment occurs through class discussions and case studies.
4. Utilize case conceptualization skills using a variety of models and approaches. **(3.E.3)**
  - Assessment occurs through class discussions and case studies.
5. Understand various counseling strategies and techniques used to facilitate the client change process. **(3.E.10)**
  - Assessment occurs through class discussions, case studies, Mutual-Help Group Meetings/Alternative Assignment, and behavior change paper.
6. Understand and plan developmentally relevant and culturally sustaining counseling treatment or intervention plans. **(3.E.13)**
  - Assessment occurs through class discussions, case studies, Mutual-Help Group Meetings/Alternative Assignment, and behavior change paper.
7. Understand evidence-based counseling strategies and techniques for prevention and intervention. **(3.E.15)**
  - Assessment occurs through class discussions, case studies, Mutual-Help Group Meetings/Alternative Assignment, behavior change paper, and final exam.
8. Identify and practice record-keeping and documentation skills. **(3.E.16)**
  - Assessment occurs through class discussions and case studies.
9. Identify and understand the use of principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources. **(3.E.17)**
  - Assessment occurs through class discussions, Mutual-Help Group Meetings/Alternative Assignment, and case studies.
10. Understand the classification, effects, and indications of commonly prescribed psychopharmacological medications. **(3.E.18)**
  - Assessment occurs through class discussions, article reviews, *Unbroken Brain* reflection paper, and final exam.
11. Understand the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes. **(3.G.7)**
  - Assessment occurs through class discussions, article reviews, case studies, and final exam.
12. Apply structured interviewing, symptom checklists, and personality and psychological testing in case studies. **(3.G.10)**
  - Assessment occurs through class discussions and case studies.

13. Understand and utilize the diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems. **(3.G.11)**
  - Assessment occurs through class discussions and case studies.
14. Understand and utilize procedures to identify substance use, addictions, and co-occurring conditions. **(3.G.12)**
  - Assessment occurs through class discussions, case studies, and final exam.
15. Understand and utilize procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders. **(3.G.16)**
  - Assessment occurs through class discussions, case studies, and final exam.
16. Understand the procedures for using assessment results for referral and consultation. **(3.G.17)**
  - Assessment occurs through class discussions, case studies, and final exam.
17. Understand the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. **(5.C.1)**
  - Assessment occurs through class discussions, case studies, *Unbroken Brain* reflection paper, article reviews, and final exam.
18. Identify and understand the use of mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare. **(5.C.2)**
  - Assessment occurs through class discussions, Mutual-Help Group Meetings/Alternative Assignment, case studies, and final exam.
19. Identify the procedures to conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. **(5.C.4)**
  - Assessment occurs through class discussions, case studies, and final exam.
20. Identify and understand the techniques and interventions for prevention and treatment of a broad range of mental health issues related to addictions. **(5.C.5)**
  - Assessment occurs through class discussions, Mutual-Help Group Meetings/Alternative Assignment, behavior change paper, case studies, and final exam.
21. Identify and understand various strategies for interfacing with integrated behavioral healthcare professionals. **(5.C.7)**
  - Assessment occurs through class discussions, Mutual-Help Group Meetings/Alternative Assignment, and case studies.

## REQUIRED TEXTBOOKS

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Miller, W. R., Forcehimes, A. A., & Zweben, A. (2019). *Treating addiction: A guide for professionals* (2nd ed). Guilford Press. ISBN: 978-1-4625-4044-0.

Szalavitz, M. (2017). *Unbroken brain: A revolutionary new way of understanding addiction*. Picador Press. ISBN: 978-1-2501-1644-4.

### **Additional required reading available on Populi**

## METHODOLOGY

This course uses a combination of individual assignments (e.g., written reflections, field experiences, and reading-based tasks), lectures, and class discussion. Assignments are intentionally designed to promote critical thinking, applied reasoning, and sound clinical decision-making. Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together verbally. It's not a repetition of facts; if that's all we were interested in, we could just do a quiz on the reading and be done. It's not a debate or an argument, or posturing. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment whether in small groups or with the entire class. Quiet observation may have its place for most of the class session, but failing to contribute meaningfully is virtually the same as being absent from class.

## EVALUATION AND GRADE SCALE

### Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

*A course grade of F will not meet the requirements for degree credit.*

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

### Calculation of grade will be based on the following:

Assignments	Grade Percentage	Points
Participation	10%	50
Unbroken Brain Reflection Paper	15%	75
Mutual-Help Group Meetings or Alternate Assignment	10%	50
Behavior Change Paper	15%	75
Case Studies	20%	100
Article Review	10%	50
Final Exam	20%	100
<b>TOTAL:</b>	<b>100%</b>	<b>500</b>

## COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 500 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication Manual of the American Psychological Association*, Seventh Edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course materials to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter into class discussions and activities with relevant questions and comments if they are not prepared. Class discussions are powered and enriched by everyone processing and sharing what has

been discovered from assigned reading, from personal experiences, and from in-class interactions. Spontaneous assessments may be given as a means to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

- 2. Mutual-Help Group Meetings or Alternate Assignment (KPI 1)** – Students will attend an open mutual-help meeting (e.g., AA, NA, CMA, SMART Recovery, Racing for Recovery, Celebrate Recovery). Online meetings are acceptable. Students will type a two-page response (1-inch margins, 12-point font, double-space, full page response) and reflection on the meeting, including: type of meeting, location and time, and their personal impression of the meeting.

Alternate assignment: For many different reasons, some individuals have exposure to mutual help meetings prior to this course. If you do not feel this assignment would add to your existing knowledge, please see instructor.

Regardless of the option chosen, this assignment is due on 3/24/2026. Please submit via Populi. **See grading rubric on Populi for assistance.**

- 3. Behavioral Change Paper** – Students will choose a behavior they would like to change over the course of the trimester. After working on changing this behavior for a minimum of three weeks, students will write a 4–6-page paper (1-inch margins, 12-point font, double-spaced) on their experience. Please be sure to describe what you attempted (interventions), what obstacles you encountered (craving, slips, relapse risk, etc.), and what supports or contextual factors impacted your behavior (peer support, environment, etc.). **See grading rubric on Populi for assistance.**
- 4. Case Studies (KPI 1)** – Students will complete case studies over various diagnoses. These case studies will be provided by the instructor. Students should be prepared to defend their answers by providing rationale for selected diagnoses. The same format used in Diagnosis class is expected in this course. See guidelines on Populi. These are due and should be uploaded to Populi prior to class the night the disorder is discussed.
- 5. Unbroken Brain Reflection Paper** – Students will read *Unbroken Brain* by M. Szalavitz and write a 3–4-page (1-inch margins, 12-point font, double-spaced) reflection paper. Be sure to include your reflection on the author’s point of view of what addiction is and what it is not, factors that contribute to addiction, addiction as a learning disorder, harm reduction, and treatment of addiction.
- 6. Article Review** – Students will be assigned a topic to research from the Digital Theological Library. Students will choose an article from the past 5 years and share their findings with the class the night the topic is being discussed. A typed one-page synopsis of the article is due on Populi before class starts at 6:00 pm EST.

7. **Final Examination** – There will be one exam in this course. The final exam will be objective (multiple-choice) and comprehensive. Questions will be taken from texts, articles, class discussions, and presentations.

CLASS SCHEDULE *All class meetings will be offered in-person and online via Teams meetings.*

Week	Topic	Readings/Assignments
1	Syllabus Review An Invitation to Addiction Tx:	Readings and/or videos on Populi Ch's 1-3 M, F, & Z Intro + Ch. 1 and Ch 2 Szalavitz
2	A Context for Treating Addiction	Readings and/or videos on Populi Ch's 4-6 M, F, & Z Ch's 3, 4 & 5 Szalavitz
3	Substance-Use Disorders	Readings and/or videos on Populi DSM 5-TR pgs. 544-554 (SUDs) Ch's 6, 7 & 8 Szalavitz
4	Alcohol Use Disorder	Readings and/or videos on Populi DSM 5-TR pgs. 553-569 (Alcohol) Ch's 9, 10 & 11 Szalavitz <b>Case Studies- 1</b>
5	Caffeine, Sugar and Nicotine Cocaine, Amphetamines, & Stimulants	Readings and/or videos on Populi DSM 5-TR pgs. 570-575 (Caffeine) DSM 5-TR pgs. 633-645 (Stimulants) DSM 5-TR pgs. 646-652 (Tobacco/Nicotine) Ch's 12, 13 & 14 Szalavitz <b>Case Studies- 2</b>
6	Psychedelic Drugs, Cannabis, Inhalants  Sedative, Hypnotics & Anxiolytics	Readings and/or videos on Populi DSM 5-TR pgs. 576-587 (Cannabis) DSM 5-TR pgs. 588-602 (Hallucinogens) DSM 5-TR pgs. 600-609 (Inhalants) DSM 5-TR pgs. 621-633 (Sedative) Ch's 15, 16 & 17 Szalavitz <b>Case Studies- 3</b>
7	Opioids Other Unknown Substance Related Disorder	Readings and/or videos on Populi DSM 5-TR pgs. 609-620 (Opioids) DSM 5-TR pgs. 653-662 (Other) Ch's 18, 19 & 20 Szalavitz <b>Case Studies- 4</b>
8	Process Addictions: Gambling, Internet and Gaming Addictions Exercise and Work Addiction, Sex Addiction, Porn Addiction	Readings and/or videos on Populi DSM 5-TR pgs. 662-666 (Gambling) <b>Case Studies- 5</b> <b>Unbroken Brain Reflection Paper Due</b>

9	Individualizing Treatment Case Management	Readings and/or videos on Populi Ch's 7 & 8 M, F, & Z
10	Treatment Approaches Motivational Interviewing, DBT, Mindfulness, Harm Reduction	Readings and/or videos on Populi Ch's 9-13 M, F, & Z <b>Behavior Change Paper Due</b>
11	Community Reinforcement Approach, Working with Significant Others, Strengthening Relationships, Mutual Help Groups, Medications in Treatment	Readings and/or videos on Populi Ch's 14-18 M, F, & Z
12	Professional Issues and Ethics Addressing the Spiritual Side	Readings and/or videos on Populi Ch's 19-25 M, F, & Z <b>Mutual-Help Group Meeting or Alternate Assignment Due</b>
FINAL	<b>Final Exam</b> on Populi	Tuesday @ 9:00 pm to Friday @ 9:00 pm

## WEBSITES

American Counseling Association (ACA)

<http://www.counseling.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP):

<http://www.cacrep.org>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board

<https://www.cswmft.ohio.gov/>

## PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.

- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

## DIGITAL DELIVERY GUIDELINES

*(Since all of this course is digitally delivered, the following guidelines will be followed.)*

### *Teams Online Meeting Etiquette*

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

### *Secure Environment*

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

### *Video Submissions*

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and

submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

## THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

### *Late Work During the Term*

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

## DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

## ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

**A growing concern** in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

## GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

## INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iames if you have any questions of concerns about the Informed Consent Statement.

*All students are subject to policies outlined in the Winebrenner Graduate Catalog.*

Syllabus revised: 01/01/2026