

# Course Syllabus

## KNP3506 – Wrestling with Addiction: Assessment, Treatment and Spirituality

Knox College  
Toronto School of Theology  
Summer 2022

### ***Instructor Information***

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### ***Course Identification***

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Course Number: KNP3506  
Course Format: Online, synchronous with some asynchronous  
Course Name: Wrestling with Addiction: Assessment, Treatment and Spirituality  
Class Times: Tuesdays May 5- June 23, 8:30am – 12:30 pm (32 hrs class + 4 hrs videos on MI)  
Prerequisites: Students will have completed one or more courses in spiritual/pastoral care, human growth and development, or psychotherapy prior to taking this course.

### ***Course Description***

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This course examines the social determinants of addiction and considers the past and current influences on addiction counselling and approaches to treatment. In doing so it expands the biopsychosocial perspective of the field of psychology and addiction to include spirituality and cultural sensitivity as important determinants in assessment and treatment choices. The course will introduce students to specific assessment, interviewing and treatment modalities that are used in addiction counselling. Students will gain an understanding of the experience of addiction and the importance of the motivation to change. Students will gain an overview of relapse prevention as well as crisis intervention and the contexts of therapy for addiction treatment. Students will practice motivational interviewing and gain a basic understanding of how Dialectic Behavior Therapy (DBT) is used in treatment programs in the greater Toronto area. Students will also wrestle with spiritual and theological understandings of addiction. This course has been designed for training professionals who will practice in institutional contexts (including addiction treatment centres, hospitals, hospices, schools, and prisons) and in congregational or social ministry contexts. The curriculum is aligned with CRPO entry-to-practice and CASC competencies.

## Course Resources

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### Required Course Texts/Bibliography

- Miller, Geri (2020). *Learning the Language of Addiction Counseling*, 5<sup>th</sup> edition. Hoboken, NJ: Wiley.
- May, Gerald (2007). *Addictions and Grace: Love and Spirituality in the Healing of Addictions*.
- Grisel, Judith (2020). *Never Enough: The neuroscience and experience of addiction*. Anchor Publishing.
- American Psychiatric Association. 2013. *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. Arlington, VA: Author. **(E-book available through U of T libraries)**.

Please note: all course texts should be available through Caversham Booksellers on Harbord west of Spadina.

- Video through Uof T libraries (free) - Re: Motivational interviewing - <https://video-alexanderstreet-com.myaccess.library.utoronto.ca/watch/motivational-interviewing/details?context=channel:brief-therapy-for-addictions>
- Video through UofT Libraries (free) – Re: Motivational Interviewing - <https://video-alexanderstreet-com.myaccess.library.utoronto.ca/watch/the-essentials-of-motivational-interviewing>

### Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Centre for Addiction and Mental Health: <https://CAMH.ca>
- College of Registered Psychotherapists: <https://crpo.ca>
- Canadian Association of Spiritual Care: <https://spiritualcare.ca>

## Course Learning Objectives/Outcomes

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### Knox College

**BD Level:** Students successfully completing this course will be able to demonstrate the following learning outcomes.

#### (A) IN RESPECT OF GENERAL ACADEMIC SKILLS

- Will understand and be able to demonstrate essential communication skills
- Will be able to describe the biopsychospiritual plus (Bps+) multi-dimension model of understanding addiction

- Will be able to articulate the assessment process, stages of change, and treatment suggestions as applicable to addiction counselling
- Will be able to describe the four specific forms of addiction counselling including crisis intervention, individual, family and group counselling
- Will be able to identify specific therapies and techniques used in addiction counselling including motivational interviewing and DBT
- Will be able to articulate the importance of spiritual inquiry as applied to addiction and treatment

**(B) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION**

- Will explore own understanding addiction, including spiritual/theological perspectives and teachings on addiction and how this can impact the view of the client, causes of addiction and treatment choices
- Will develop self-awareness in addiction counselling practice
- Will attend to the spiritual development and well-being of self and others
- Will develop capacity for self-reflexive and spiritual practices within communities of faith

**(C) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP**

- Demonstrate spiritual care giving and therapeutic skills for responsible and accountable leadership in congregational and community contexts (role plays) as well as in therapeutic practice

**CASC Competencies:** This course will focus primarily on competency 2.2 Knowledge of Psychological Theories, 4.2 Assessment and 4.3 Intervention

**PSYCHOLOGICAL THEORIES**

- 2.2.1. Demonstrates an understanding of a broad spectrum of psychological and personality theories and is proficient in at least one psychotherapeutic modality.
- 2.2.2. Articulates theoretical and philosophical frameworks out of which one practices, recognizing the benefits, limitations and contraindications of differing frameworks.
- 2.2.3. Understands and engages group dynamics and organizational systems.
- 2.2.4. Engages in experiential learning using adult education principles and an action-reflection model.
- 2.2.5. Integrates knowledge of human and spiritual development and utilizes theories of change to facilitate wellness.
- 2.2.6. Utilizes a trauma-informed approach with individuals and groups attentive to the potential for decline or growth in human functioning.
- 2.2.7. Demonstrates familiarity with the major psychological diagnostic categories in current use.

2.2.8. Demonstrates familiarity with major classes of psychoactive drugs, the drugs used in one's area of practice, and their effects on health.

2.2.9. Integrates knowledge of psychological theories with spiritual/religious/cultural frameworks.

**ASSESSMENT:** Collaboratively gathers and evaluates information as it pertains to clients' presenting issues and is relevant to their life-giving and life-limiting beliefs, thoughts, emotions, behaviours and social needs.

- 4.2.1. Demonstrates an awareness of how social location operates consciously and unconsciously at personal, interpersonal and systemic levels.
- 4.2.2. Implicitly assesses by means of listening to the life narrative of the client.
- 4.2.3. Explores with clients what is life-limiting and life-giving in their beliefs and values, ways of coping and resources.
- 4.2.4. Assesses spiritual distress, spiritual pain, suffering, grief and loss.
- 4.2.5. Explores sources of strength, hope, resilience and opportunities for transformation.
- 4.2.6. Identifies intra- and interpersonal dynamics related to family history.
- 4.2.7. Identifies intra- and interpersonal dynamics related to present and past trauma.
- 4.2.8. Conducts risk assessments appropriate to one's therapeutic context.
- 4.2.9. Identifies how clients' spiritual, religious, philosophical and cultural beliefs and values may inform treatment choices.
- 4.2.10. Assesses ritual/ceremonial needs and spiritual/religious care appropriate to one's context.
- 4.2.11. Assesses limits of one's professional ability and identifies circumstances when consultation or referral may be beneficial or required.

**TREATMENT:** Provides a variety of interventions according to a co-created therapeutic plan that supports clients' overall goals and includes their community of care.

- 4.3.1. Collaboratively develops appropriate interventions consistent with clients' social location.

**CPRO Entry-to-Practice Competencies**

Numbers refer to *Entry-to-Practice Competency Profile for Registered Psychotherapists, 2014*<sup>1</sup>

CRPO Competency			Demonstration
<b>1. Foundations</b>			
<b>1.1 Integrate a theory of human psychological functioning.</b>			
a	Integrate knowledge of human development across the lifespan.		Students develop a framework based upon the biopsychosocial plus model of determinants of addiction. Integration demonstrated through participation in group discussions and in written assignments.
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	✓	
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	✓	
<b>1.2 Work within a framework based upon established psychotherapeutic theory.</b>			
a	Integrate the theory or theories upon which the therapist's practice is based.	✓	Students will develop an understanding of models of change, the stages of change and how motivation impacts ability to create and sustain change strategies. Integration of understandings of healing and recovery related to assessment and scope of practice (1.2 f) Integration of knowledge through lectures, readings, integrative group activities, and assignments (case studies, role plays, verbatim presentations, etc.).
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	✓	
g	Integrate knowledge of the impact of trauma on psychological functioning.	✓	
<b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice.</b>			
a	Integrate knowledge of key concepts common to all psychotherapy practice.	✓	Students integrate knowledge of the comparative theories relevant to addiction treatment. Integrate knowledge of key concepts common to addiction counselling in spiritual care and psychotherapeutic practice (1.3a). Recognition of major diagnostic categories in current use that pertain to addiction (1.3d). Integration demonstrated through participation in group discussions and in written assignments, through lectures, reading.
b	Recognize the range of psychotherapy practised within the province of Ontario.	✓	
c	Integrate knowledge of psychopathology.	✓	
d	Recognize the major diagnostic categories in current use.	✓	
<b>1.4 Integrate awareness of self in relation to professional role.</b>			
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	✓	Integration of awareness of self in relation to professional role,

<sup>1</sup> Please refer to the website for the College of Registered Psychotherapists of Ontario, [www.crho.ca](http://www.crho.ca)

b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	✓	particularly in the written assignments and small group work.
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	✓	
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	✓	
<b>1.5 Integrate knowledge of human and cultural diversity.</b>			
a	Integrate knowledge of human diversity.	✓	Integrate knowledge of human and cultural diversity (1.5) particularly in terms of mental health issues, spiritual distress, and other crises that befall human beings. Integration demonstrated through participation in group discussions and in written assignments.
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	✓	
c	Adapt the therapist's approach when working with culturally diverse clients.	✓	
d	Recognize barriers that may affect access to therapeutic services.	✓	
e	Identify culturally-relevant resources.	✓	
<b>2. Collegial &amp; Inter-professional Relationships</b>			
<b>2.1 Use effective professional communication.</b>			
a	Use clear and concise written communication.	✓	Use of effective communication appropriate to therapeutic and spiritual care practice. Integration demonstrated through participation in group discussions and integrative activities and in written assignments.
b	Use clear and concise oral communication.	✓	
c	Use clear and concise electronic communication.	✓	
d	Communicate in a manner appropriate to the recipient.	✓	
e	Use effective listening skills.	✓	
f	Differentiate fact from opinion.	✓	
g	Recognize and respond appropriately to non-verbal communication.	✓	
<b>2.2 Maintain effective relationships.</b>			
a	Show respect to others.	✓	Students give and receive counselling in role play practice sessions to understand the dynamics of building trust and safety for those who experience addiction. Integration demonstrated through participation in group discussions and activities.
b	Maintain appropriate professional boundaries.	✓	
c	Recognize and address conflict in a constructive manner.		
d	Demonstrate personal and professional integrity.	✓	
<b>3. Professional Responsibilities</b>			
<b>3.4 Evaluate and enhance professional practice.</b>			
a	Undertake critical self-reflection.		
b	Solicit client feedback throughout the therapeutic process.		
c	Plan and implement methods to assess effectiveness of interventions.		
d	Obtain feedback from peers and supervisors to assist in practice review.		
e	Identify strengths as a therapist, and areas for development.		
f	Set goals for improvement.		

g	Modify practice to enhance effectiveness.		
h	Participate in relevant professional development activities.		
i	Maintain awareness of resources and sources of support relevant to practice.		
<b>3.5 Obtain clinical supervision or consultation.</b>			
a	Initiate clinical supervision or consultation when appropriate or required.		
b	Articulate parameters of supervision or consultation.		
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.		
d	Initiate a legal consultation when necessary.		
<b>3.7 Maintain client records.</b>			
a	Comply with the requirements of CRPO and relevant professional standards.		
<b>3.9 Provide reports to third parties.</b>			
a	Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.		
b	Recognize ethical and legal implications when preparing third-party reports.		
<b>4. Therapeutic Process</b>			
<b>4.1 Orient client to therapist's practice.</b>			
a	Describe therapist's education, qualifications and role.		
b	Differentiate the role of the therapist in relation to other health professionals.		
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.		
d	Explain the advantages and disadvantages of participating in psychotherapy.	✓	
e	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.	✓	
f	Explain relevant rules and policies.		
g	Respond to client questions.		
h	Explain and obtain informed consent in accordance with legal requirements.		
<b>4.2 Establish and maintain core conditions for therapy.</b>			
a	Employ empathy, respect, and authenticity.	✓	Encourage respectful therapeutic dynamics with clients: building relationship, listening to the story, conducting assessments, creating a plan for providing care that builds on the assessment and includes appropriate interventions (CASC Competency). Learning to promote empowerment in clients who may have experienced extreme forms of victimization and
b	Establish rapport.	✓	
c	Demonstrate awareness of the impact of the client's context on the therapeutic process.	✓	
d	Demonstrate sensitivity to the setting in which therapy takes place.	✓	
e	Assume non-judgmental stance.	✓	
f	Explain theoretical concepts in terms the client can understand.	✓	
g	Foster client autonomy.	✓	

h	Maintain appropriate therapeutic boundaries.	✓	powerlessness. Demonstrated through interactions in group integrative activities and in written assignments (case studies, etc.).
i	Define clear boundaries of response to client's requests or demands.	✓	
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	✓	
k	Employ effective skills in observation of self, the client and the therapeutic process.	✓	
l	Demonstrate dependability.	✓	
<b>4.3 Ensure safe and effective use of self in the therapeutic relationship.</b>			
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	✓	Through book reports and in class discussion, students will wrestle with their own cultural, societal, and spiritual/theological understandings of addiction and recovery.
b	Recognize the impact of power dynamics within the therapeutic relationship.	✓	
c	Protect client from imposition of the therapist's personal issues.	✓	
d	Employ effective and congruent verbal and non-verbal communication.		
e	Use self-disclosure appropriately.		
<b>4.4 Conduct an appropriate risk assessment.</b>			
a	Assess for specific risks as indicated.	✓	Conduct an appropriate risk assessment especially in terms of assessing suicidality and developing safety plans and reporting. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments.
b	Develop safety plans with clients at risk.	✓	
c	Refer to specific professional services where appropriate.	✓	
d	Report to authorities as required by law.		
e	Follow up to monitor risk over time.		
<b>4.5 Structure and facilitate the therapeutic process.</b>			
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	✓	Students learn to identify clients' cultural orientation and belief systems. Students learn about the importance of understanding their own countertransference in the therapeutic relationship. Students learn the value of working collaboratively with clients toward their therapeutic goals. Students will learn assessment strategies, interviewing skills and interventions appropriate to addiction counselling. Student will practice motivational interviewing skills through the interactive group activities and through written assignments. Integration demonstrated through participation in group discussions,
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	✓	
c	Respond non-reactively to anger, hostility and criticism from the client.	✓	
d	Respond professionally to expressions of inappropriate attachment from the client.	✓	
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	✓	
f	Recognize a variety of assessment approaches.	✓	
g	Formulate an assessment.	✓	
h	Develop individualized goals and objectives with the client.	✓	
i	Formulate a direction for treatment or therapy.	✓	
j	Practise therapy that is within therapist's level of skill, knowledge and judgement.	✓	
k	Focus and guide sessions.		



l	Engage client according to their demonstrated level of commitment to therapy.	✓	integrative activities, and in written assignments.
m	Facilitate client exploration of issues and patterns of behaviour.	✓	
n	Support client to explore a range of emotions.		
o	Employ a variety of helping strategies.	✓	
p	Ensure timeliness of interventions.		
q	Recognize the significance of both action and inaction.		
r	Identify contextual influences.	✓	
s	Review therapeutic process and progress with client periodically, and make appropriate adjustments.		
<b>4.6 Refer client.</b>			
a	Develop and maintain a referral network.		
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.		
c	Refer client, where indicated, in a reasonable time.		
<b>5. Professional Literature &amp; Applied Research</b>			
<b>5.1 Remain current with professional literature.</b>			
a	Read current professional literature relevant to practice area.	✓	Though readings and assignments remain current with the best professional practices. Students are exposed to a variety of scholarly research on ethical practice. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments.
b	Access information from a variety of current sources.	✓	
c	Analyze information critically.	✓	
d	Determine the applicability of information to particular clinical situations.	✓	
e	Apply knowledge gathered to enhance practice.	✓	
f	Remain current with developments in foundational areas.	✓	
<b>5.2 Use research findings to inform clinical practice.</b>			
a	Integrate knowledge of research methods and practices.	✓	Through final case study assignment using research findings to inform clinical practice. Student learn how to evaluate the merit of different kinds of research to optimize clinical effectiveness.

## Evaluation

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### Requirements

The final grade for the course will be based on evaluations in these areas:

Basic Degree Students:

The final grade for the course will be based on evaluations in three areas. Students will be evaluated on:

- **Participation (10%):** Students are required to demonstrate that they have read and internalized readings and they are expected to engage actively in experiential learning opportunities including role playing and case study discussions.
- **Article Summary (10%):** Students will choose two articles from the assigned readings and note their choices on a sign-up sheet provided before the first class. Then for each article students will provide a brief (five minute) presentation to the class, describing a) the thesis and b) the main points of the supporting argument in the article. Students will then submit on Quercus a brief (about 1/2 page, single spaced) précis of the thesis and argument of each chosen article. These will be graded based on students' ability to be clear and concise. **Due between May 10 and June 15, 2022.**
- **Book Review (25%):** Students will choose either the Gerald May's (2020) *Addiction and Grace* or Judith Grisel 's (2020) *Never Enough*, and complete a critical book review. (6-8 pages double spaced, 12 point font with one inch margins).
  - a) Summarize the content of the book
  - b) Reflect upon how the content impacted you and interact with the material
  - c) What is one important take away that you will bring into your practice of spiritual caregiving or psycho-spiritual therapeutic practice or ministry?
  - d) How does this book fit into the genre of addictions and who would benefit from reading this book? And what are the strengths, weaknesses or limitations of the book?**Due Tuesday May 24, 2022**
- **Self Help Group Reflection (15%):** Students are to attend an open self-help group of their choosing (i.e. An AA program). After attending the meeting, students will prepare a five page, double spaced reflection about the experience. Describe the thoughts and emotions you experienced before going into the meeting, during the meeting, and leaving the meeting. Without writing any identifiers of the people in attendance what did you notice during the meeting – the roles of different members, various behaviors of members, accessibility of location, reactions of others to your presence, structure of the meeting? How does your experience fit with your readings on self-help resources? Based on your experience, how would you prepare a client to increase their likelihood of attending after the first visit? In an appendix to your paper, list the self-help resources for addictions within a 30 km distance of where you live. (Assignment adapted from Debra Kostyk syllabus on Addictions and Social Work Practice, Booth university College)  
**Due Tuesday June 15, 2022.**
- **Case Study based on a movie character (40%):** Students are required to demonstrate integration of the course materials by applying their learning to a case study based on a movie

character. Two movies will be provided, and you will watch the movie one or more times to become familiar with the main character and their experience of addiction. You will take the role of a therapist whom the client is seeing although this is not identified as part of the movie. It is a character study in addiction. You will write a case study as if this person is your client. Students will demonstrate their assessment skills especially employing the skills of psycho-spiritual assessment and planning a strategy for care/therapy. The paper will be 8-10 pages double-spaced (not including title page and bibliography). Please cite sources using APA style. Students will include references to research articles or books in their assessment and intervention sections.

**Due June 30, 2022 (40%)**

1)	<b>Background Information</b> - The first section of the paper will present the client's/patient's/family's background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, religious history, life difficulties, goals, spiritual inclinations.	5%
2)	<b>Description of the Presenting Issues</b> - Describe the problem/symptoms/issues that the client presents with. Describe any physical, emotional, psychological, spiritual, or sensory issues reported by the client. How is the client's life and those to whom are important to them being impacted by their addiction? Note the individual's thoughts, feelings, and perceptions related to the symptoms/issues. Include the precipitating event that brought your client to therapy.	5%
3)	<b>Your Assessment</b> – Using any of the tools presented in class, conduct a concise assessment that describes the primary issues with which the person is struggling. Employ diagnostic language such as that used in the DSM-5 and other diagnostic assessment tools. Discuss how these issues impact the psychological, emotional, social, and/or spiritual dimensions of the subject's life. Include a short critical reflection regarding the effectiveness of the assessment tool that you chose. Comment on the stage of motivation of the client and their motivation for change.	10%
4)	<b>Intervention/Plan</b> – Based on your assessment, describe the primary focus of your planned and/or actual interventions. Create a verbatim or artificial dialogue that could have taken place if you were working with this client. The verbatim should demonstrate your growing skills in assessment, planning, and building a therapeutic relationship.	15%
5)	<b>Self Evaluation</b> – What did you do well as you worked with this client? What did you learn about your own strengths and limitations? What do you need to work on? Reflect on the perceived challenges of working with this client, your thoughts, feelings, and perceptions as they relate to this case. What did you learn about providing addiction counselling? What do you want to learn more about?	5%
		40%

## Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Late work (Graduate).** The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/>

[secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012](#), policies found in the TST conjoint program handbooks, or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges [https://www.trinity.utoronto.ca/library\\_archives/theological\\_resources/theological\\_guides/avoiding\\_plagiarism.html](https://www.trinity.utoronto.ca/library_archives/theological_resources/theological_guides/avoiding_plagiarism.html). Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint*

*programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>Topic Breakdown</b>	<b>Reading</b>
Week 1	<b>Introduction Models of Addiction</b>	-Past/Current influences on Addiction Counselling - Moral, Personality Trait and Biopsychosocial plus models of addiction -spiritual/theological model	Miller Chapter 1
Week 2	<b>Psychotherapeutic Theories Applied to Addiction</b>	- Psychoanalytic/Adlerian - Choice Theory/Reality Therapy - Cognitive-Behaviour Therapy	Miller Chapter 2
Week 3	<b>Assessment of Addiction</b>	- Interviews - Behavioural Observations - Physiological Instruments - Psychometric Instruments - Co-occurring disorders and behavioral addictions	Miller Chapter 3 and 4
Week 4	<b>Core Treatment Process</b>	- Crisis Intervention - Individual Therapy - Group Therapy - Family Therapy -Self Help Groups	Miller Chapter 5 and Chapter 8
Week 5	<b>Treatment-Related Issues</b>	-Chronic Pain - HIV/AIDS - Intimate Partner Violence - Homelessness - Cultural sensitivity	Miller Chapter 6, 10 and 11

Week 6	<b>Relapse Prevention</b>	- Relapse Prevention Models and Techniques - Case Studies of Special Populations	Miller Chapter 7
Week 7	<b>Elaboration of Specific Therapies and Techniques</b>	- Positive Psychology - Client Resilience - Stages of Change Model - Motivational Interviewing - Brief Therapy	Miller Chapter 9
Week 8	<b>Incorporating Spirituality into Addiction Counselling</b>	- History of Spirituality in Addictions Counselling - Barriers and Bridges - Spiritual Identity - Counselling Resources and Techniques	Miller Chapter 12

The following book is available through UofT libraries and contains case studies.

- Barnhill, John W., Ed. 2014. *DSM-5 Clinical Cases*. Washington, DC: American Psychiatric Publishing. **(E-book available through the U of T libraries)**.